



**RUSCHE**  
COLLEGE OF BUSINESS

**Curriculum  
Management Report  
2022–2023**



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

# Table of Contents

---

I. Overview .....	3
II. Curriculum Development and Review .....	3
III. Assurance of Learning Process .....	3
IV. Assurance of Learning in the BBA (AACSB) .....	9
V. Assurance of Learning in the MBA (AACSB) .....	24
VI. Assurance of Learning in the MPA (AACSB) .....	33
Appendix – Detailed Course and Program Modifications.....	38

# I. Overview

---

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. In AY 21-22 the Career Success Passport Program was approved as a required part of the undergraduate curriculum, and this program began to be implemented in AY 22-23. We are hopeful that this will help students engage in more learning opportunities outside of the classroom, improving learning outcomes in several objectives.

# II. Curriculum Development and Review

---

Curriculum Changes for the 2022-2023 academic year consisted of various course and program modifications as well as additional courses to serve new and existing programs.

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

Name	Category	Type	Dept
<b>MKTG 3372 – Esport Marketing</b>	Course	Addition	MMIB
<b>MGMT 5377 – Organizational Behavior and Theory</b>	Course	Modification	MMIB
<b>MGMT 5381 – Information Systems in Organizations</b>	Course	Modification	MMIB
<b>Accounting BBA</b>	Program	Modification	ACCT
<b>Professional Accountancy BBA</b>	Program	Modification	ACCT
<b>Finance BBA</b>	Program	Modification	ECOFIN
<b>Finance Minor for BBA and Non-BBA Candidates</b>	Program	Modification	ECOFIN
<b>General Business Technology Applications Minor</b>	Program	Modification	BCLS
<b>General Business BBA</b>	Program	Modification	BCLS
<b>Legal Studies Minor</b>	Program	Modification	BCLS
<b>Sports Business BBA and Minor</b>	Program	Modification	MMIB
<b>Masters of Business Administration</b>	Program	Modification	All
<b>Business Analytics Graduate Certificate</b>	Program	Modification	All
<b>Organizational Leadership Graduate Certificate</b>	Program	Modification	All

# III. Assurance of Learning Process

---

## BBA Assurance of Learning Process

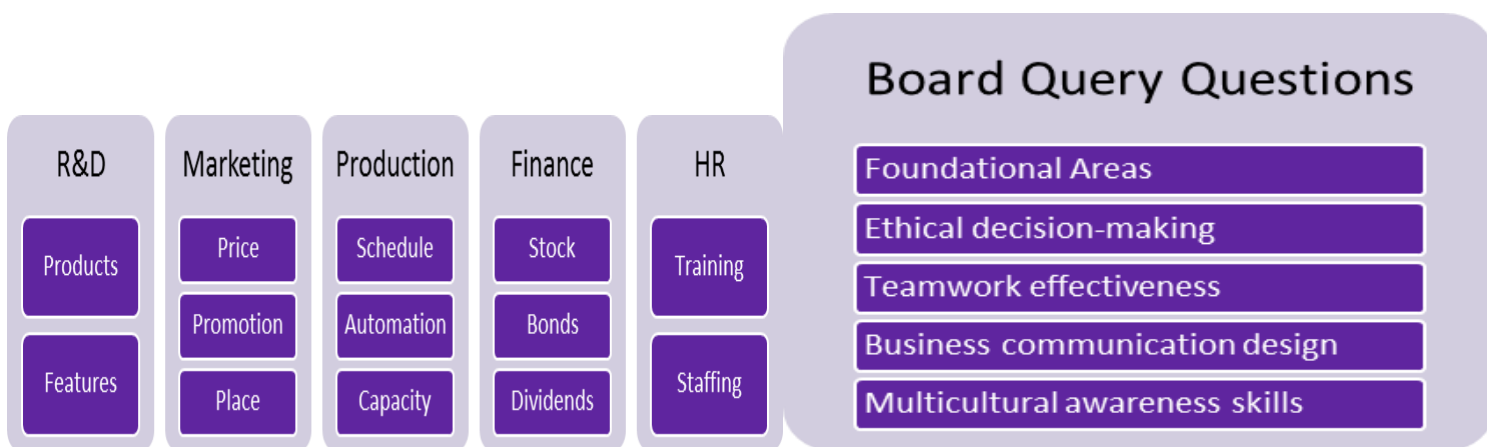
---

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

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 2022-2023.

The primary method for AOL in the BBA continues to be the CAPSIM business simulation tool and the COMP XM exam. The CAPSIM is a dynamic, online business simulation tool that requires students to make business decisions in 5 areas (Research and Development, Marketing, Production, Finance, and Human Resources). Students then must answer “Board Query” questions on the COMP XM exam based upon the decisions made (see Figure 1).

**Figure 1. – CAPSIM/COMP-XM Process**



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

**Figure 2. – Balanced Scorecard Areas of Performance**

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

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

**Figure 3. – BBA Learning Goals and Objectives**

## **BBA Learning Goals & Objectives**

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

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 2022-2023 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. Various curricular efforts continue to try to improve 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 2022-2023. The learning goals and objectives for the MBA program are shown in the following figure:

**Figure 5. – MBA Learning Goals and Objectives**



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

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
<b>Key</b>	E = Exposure				M = Minimal Exposure						N = No Exposure		

AOL in the MBA is based upon the assessment of in-depth written and presentation assignments administered throughout the MBA curriculum. Due to the small size of our

MBA program, all of the courses necessary to assess these objectives are not offered in a single semester. Thus, AOL data recording occurs throughout an academic year and the data recorded is evaluated and acted upon in the following academic year. Accordingly, in this report our MBA AOL data lags one academic year behind our BBA data.

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

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

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



## 2. Southern Association of Colleges and Schools (SACS)

SACS 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 <sup>th</sup> percentile.
4.B. Functional knowledge competence.	COMP-XM exam	Students will perform within 2 percent of the national average.

Each of these learning objectives is assessed 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 2022 and Spring 2023.

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

<b>Objective 1A:</b>	In a simulated business setting, our students will demonstrate knowledge of the most effective channels and methods for communicating business information.
<b>Foundation Curriculum Exposure:</b>	MGMT 2372, ACCT 2301, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, BLAW 3335, ECON 3339, MKTG 3351, MGMT 3370, MGMT 4363
<b>Assessment Method:</b>	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
<b>Benchmark:</b>	SFA students will perform within 2 percent of the national average (63.20%) of "All Capstone Undergrads" on the COMP-XM questions related to business communication.
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2022 semester to three sections of the MGMT 4363 course – two online (4363.501&503) with 54 students and one face-to-face (4363.023) with 31 students. Seven additional sections from Spring 2023 were evaluated due to irregularities in the administration of the exam in Fall 2022 – four face-to-face sections (4363.001, .002, .004, &.006) with 103 students and three online (4363.502, 504, 505) with 54 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><b>Results:</b></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>50.39%</td> </tr> <tr> <td>Face to Face (004)</td> <td>59.09%</td> </tr> <tr> <td>Face to Face (006)</td> <td>47.67%</td> </tr> <tr> <td>Online (502)</td> <td>61.88%</td> </tr> <tr> <td>Online (504)</td> <td>50.77%</td> </tr> <tr> <td>Online (505)</td> <td>63.08%</td> </tr> <tr> <td>F22 Online (501)</td> <td>65.16%</td> </tr> <tr> <td>F22 Online (503)</td> <td>64.78%</td> </tr> <tr> <td>F22 Face to Face (023)</td> <td>62.26%</td> </tr> <tr> <td>All Students</td> <td>58.63%</td> </tr> <tr> <td>Peer Group</td> <td>63.20%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Face to Face (002)	50.39%	Face to Face (004)	59.09%	Face to Face (006)	47.67%	Online (502)	61.88%	Online (504)	50.77%	Online (505)	63.08%	F22 Online (501)	65.16%	F22 Online (503)	64.78%	F22 Face to Face (023)	62.26%	All Students	58.63%	Peer Group	63.20%
Category	Score (% Correct)																								
Face to Face (002)	50.39%																								
Face to Face (004)	59.09%																								
Face to Face (006)	47.67%																								
Online (502)	61.88%																								
Online (504)	50.77%																								
Online (505)	63.08%																								
F22 Online (501)	65.16%																								
F22 Online (503)	64.78%																								
F22 Face to Face (023)	62.26%																								
All Students	58.63%																								
Peer Group	63.20%																								
<p><b>Description:</b></p>	<p>This is the third year that results in this area did not meet the criterion set, which has historically been an area of strength. There was substantial irregularity in results across questions, with students doing very well on some questions, and extraordinarily poorly on others. The results in this area are challenging to interpret, and as they occurred in the Spring of 2023, they could not be evaluated during the 22-23 academic year. Several actions are being taken to improve student learning in this important area, as this has been an area of concern from previous years.</p>																								
<p><b>Actions:</b></p>	<p>The following actions either have been taken and are being implemented, or will be taken in the future, 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"> <li>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 was implemented in AY 2022-23.</li> <li>2. The university has identified oral and written communication as an area for curricular improvement across the university. Thus, the COB is currently working on developing a plan for improving and assessing communication skills across the curriculum. This plan will be developed in Summer 2023 and implemented in Fall 2023.</li> <li>3. We continue to emphasize and incentivize experiential learning in classes.</li> <li>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. As many of the projects in the Passport Program involve</li> </ol>																								

	<p>communication, this will hopefully improve communication skills.</p> <p>5. The Undergraduate Curriculum Committee has begun the project of reviewing the Business Foundation curriculum syllabi and course results to determine if there is adequate rigor and consistency across sections of Business Foundation classes. This also involves determining whether students are engaging in classroom assignments/projects that give them opportunity to practice written and oral communication skills. This will continue in earnest in the Fall 2023 semester.</p>
--	---

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

<b>Objective 1B:</b>	In a simulated business setting, our students will identify and analyze how team and leadership dynamics affect business outcomes.
<b>Foundation Curriculum Exposure:</b>	MGMT 2372, BUSI 2304, ECON 2301, BUSI 3325, BLAW 3335, ECON 3339, MKTG 3351, MGMT 3370, MGMT 4363
<b>Assessment Method:</b>	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
<b>Benchmark:</b>	SFA students will perform within 2 percent of the national average (66.10%) of "All Capstone Undergrads" on the COMP-XM questions related to teamwork.
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2022 semester to three sections of the MGMT 4363 course – two online (4363.501&503) with 54 students and one face-to-face (4363.023) with 31 students. Seven additional sections from Spring 2023 were evaluated due to irregularities in the administration of the exam in Fall 2022 – four face-to-face sections (4363.001, .002, .004, &006) with 103 students and three online (4363.502, 504, 505) with 54 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><b>Results:</b></p>	<p style="text-align: center;">Score (% Correct)</p> <table border="1"> <thead> <tr> <th>Learning Mode</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Face to Face (002)</td> <td>66.24%</td> </tr> <tr> <td>Face to Face (004)</td> <td>62.29%</td> </tr> <tr> <td>Face to Face (006)</td> <td>65.56%</td> </tr> <tr> <td>Online (502)</td> <td>54.17%</td> </tr> <tr> <td>Online (504)</td> <td>55.56%</td> </tr> <tr> <td>Online (505)</td> <td>58.12%</td> </tr> <tr> <td>F22 Online (501)</td> <td>61.29%</td> </tr> <tr> <td>F22 Online (503)</td> <td>62.80%</td> </tr> <tr> <td>F22 Face to Face (023)</td> <td>69.89%</td> </tr> <tr> <td>All Students</td> <td>62.76%</td> </tr> <tr> <td>Peer Group</td> <td>66.10%</td> </tr> </tbody> </table>	Learning Mode	Score (% Correct)	Face to Face (002)	66.24%	Face to Face (004)	62.29%	Face to Face (006)	65.56%	Online (502)	54.17%	Online (504)	55.56%	Online (505)	58.12%	F22 Online (501)	61.29%	F22 Online (503)	62.80%	F22 Face to Face (023)	69.89%	All Students	62.76%	Peer Group	66.10%
Learning Mode	Score (% Correct)																								
Face to Face (002)	66.24%																								
Face to Face (004)	62.29%																								
Face to Face (006)	65.56%																								
Online (502)	54.17%																								
Online (504)	55.56%																								
Online (505)	58.12%																								
F22 Online (501)	61.29%																								
F22 Online (503)	62.80%																								
F22 Face to Face (023)	69.89%																								
All Students	62.76%																								
Peer Group	66.10%																								
<p><b>Description:</b></p>	<p>There was substantial irregularity in results across questions, with students doing very well on some questions, and extraordinarily poorly on others. The results in this area are challenging to interpret, and as they occurred in the Spring of 2023, they could not be evaluated during the 22-23 academic year. Several actions are being taken to improve student learning in this important area, as this has been an area of concern from previous years.</p>																								
<p><b>Actions:</b></p>	<p>The following actions either have been taken and are being implemented, or will be taken in the future, 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"> <li>1. We continue to emphasize and incentivize experiential learning in classes. This involves teamwork and group dynamics in projects.</li> <li>2. 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. As many of the projects in the Passport Program involve teamwork and leadership skills, this will hopefully improve results in this area.</li> <li>3. The Undergraduate Curriculum Committee has begun the project of reviewing the Business Foundation curriculum syllabi and course results to determine if there is adequate rigor and consistency across sections of Business Foundation classes. This also involves determining whether students are engaging in classroom assignments/projects that give them opportunity to practice teamwork and leadership skills. This will continue in earnest in the Fall 2023 semester.</li> </ol>																								

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

<b>Objective 2A:</b>	In a simulated business setting, our students will use appropriate data & quantitative analysis techniques to develop solutions to business problems.																		
<b>Foundation Curriculum Exposure:</b>	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																		
<b>Assessment Method:</b>	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.																		
<b>Benchmark:</b>	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to analytical and quantitative reasoning.																		
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2022 semester to six sections of the MGMT 4363 course – three online (4363.501, 502, & 503) with 68 students and three face-to-face (4363.001, .002, and .023) with 85 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.																		
<b>Results:</b>	<table border="1"> <caption>Score (% Correct)</caption> <thead> <tr> <th>Section</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Face to Face (001)</td> <td>72.06%</td> </tr> <tr> <td>Face to Face (002)</td> <td>69.20%</td> </tr> <tr> <td>Face to Face (023)</td> <td>65.46%</td> </tr> <tr> <td>Online (501)</td> <td>69.64%</td> </tr> <tr> <td>Online (502)</td> <td>71.43%</td> </tr> <tr> <td>Online (503)</td> <td>69.82%</td> </tr> <tr> <td>All Students</td> <td>69.20%</td> </tr> <tr> <td>Peer Group</td> <td>63%</td> </tr> </tbody> </table>	Section	Score (% Correct)	Face to Face (001)	72.06%	Face to Face (002)	69.20%	Face to Face (023)	65.46%	Online (501)	69.64%	Online (502)	71.43%	Online (503)	69.82%	All Students	69.20%	Peer Group	63%
Section	Score (% Correct)																		
Face to Face (001)	72.06%																		
Face to Face (002)	69.20%																		
Face to Face (023)	65.46%																		
Online (501)	69.64%																		
Online (502)	71.43%																		
Online (503)	69.82%																		
All Students	69.20%																		
Peer Group	63%																		
<b>Description:</b>	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. Previous efforts continue to further strengthen the use of data, technology, and quantitative reasoning in classes will continue due to the importance of this area in the modern business environment.																		
<b>Actions:</b>	No specific actions were taken specifically related to these results in																		

	the current academic year.
--	----------------------------

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

<b>Objective 2B:</b>	In a simulated business setting, our students will use critical thinking and decision-making skills to identify and resolve business problems.																		
<b>Foundation Curriculum Exposure:</b>	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																		
<b>Assessment Method:</b>	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.																		
<b>Benchmark:</b>	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to critical thinking and decision-making.																		
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2022 semester to six sections of the MGMT 4363 course – three online (4363.501, 502, & 503) with 68 students and three face-to-face (4363.001, .002, and .023) with 85 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.																		
<b>Results:</b>	<table border="1"> <caption>Score (% Correct)</caption> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Face to Face (001)</td> <td>54.38%</td> </tr> <tr> <td>Face to Face (002)</td> <td>68.38%</td> </tr> <tr> <td>Face to Face (023)</td> <td>68.95%</td> </tr> <tr> <td>Online (501)</td> <td>69.17%</td> </tr> <tr> <td>Online (502)</td> <td>63.39%</td> </tr> <tr> <td>Online (503)</td> <td>68.48%</td> </tr> <tr> <td>All Students</td> <td>66.04%</td> </tr> <tr> <td>Peer Group</td> <td>60%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Face to Face (001)	54.38%	Face to Face (002)	68.38%	Face to Face (023)	68.95%	Online (501)	69.17%	Online (502)	63.39%	Online (503)	68.48%	All Students	66.04%	Peer Group	60%
Category	Score (% Correct)																		
Face to Face (001)	54.38%																		
Face to Face (002)	68.38%																		
Face to Face (023)	68.95%																		
Online (501)	69.17%																		
Online (502)	63.39%																		
Online (503)	68.48%																		
All Students	66.04%																		
Peer Group	60%																		
<b>Description:</b>	We have increased our curricular focus on critical thinking, and this appears to be paying off, as results have improved substantially. Previous efforts continue to further strengthen the use of critical thinking in classes will continue due to the importance of this area in																		

	the modern business environment.
<b>Actions:</b>	No specific actions were taken specifically related to these results in the current academic year.

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

<b>Objective 3A:</b>	In a simulated business setting, our students will recognize and propose solutions to ethical dilemmas.
<b>Foundation Curriculum Exposure:</b>	MGMT 2372, ACCT 2301, ACCT 2302, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, BLAW 3335, MKTG 3351, MGMT 3370, MGMT 3371, MGMT 4363
<b>Assessment Method:</b>	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
<b>Benchmark:</b>	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to ethical decision-making.
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2022 semester to three sections of the MGMT 4363 course – two online (4363.501&503) with 54 students and one face-to-face (4363.023) with 31 students. Seven additional sections from Spring 2023 were evaluated due to irregularities in the administration of the exam in Fall 2022 – four face-to-face sections (4363.001, .002, .004, &006) with 103 students and three online (4363.502, 504, 505) with 54 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><b>Results:</b></p>	<p style="text-align: center;">Score (% Correct)</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Face to Face...</td> <td>70.72%</td> </tr> <tr> <td>Face to Face (002)</td> <td>59.23%</td> </tr> <tr> <td>Face to Face (004)</td> <td>57.58%</td> </tr> <tr> <td>Face to Face (006)</td> <td>52.33%</td> </tr> <tr> <td>Online (502)</td> <td>53.75%</td> </tr> <tr> <td>Online (504)</td> <td>60.00%</td> </tr> <tr> <td>Online (505)</td> <td>69.23%</td> </tr> <tr> <td>F22 Online (501)</td> <td>59%</td> </tr> <tr> <td>F22 Online (503)</td> <td>57%</td> </tr> <tr> <td>F22 Face to Face (023)</td> <td>55.76%</td> </tr> <tr> <td>All Students</td> <td>58.84%</td> </tr> <tr> <td>Peer Group</td> <td>58.00%</td> </tr> </tbody> </table>	Group	Score (% Correct)	Face to Face...	70.72%	Face to Face (002)	59.23%	Face to Face (004)	57.58%	Face to Face (006)	52.33%	Online (502)	53.75%	Online (504)	60.00%	Online (505)	69.23%	F22 Online (501)	59%	F22 Online (503)	57%	F22 Face to Face (023)	55.76%	All Students	58.84%	Peer Group	58.00%
Group	Score (% Correct)																										
Face to Face...	70.72%																										
Face to Face (002)	59.23%																										
Face to Face (004)	57.58%																										
Face to Face (006)	52.33%																										
Online (502)	53.75%																										
Online (504)	60.00%																										
Online (505)	69.23%																										
F22 Online (501)	59%																										
F22 Online (503)	57%																										
F22 Face to Face (023)	55.76%																										
All Students	58.84%																										
Peer Group	58.00%																										
<p><b>Description:</b></p>	<p>Results met the criterion set.</p>																										
<p><b>Actions:</b></p>	<p>Our results in this area have not been as strong as in the past, but they did meet the criterion set. Accordingly, no specific curricular actions have been identified to address these results, other than those curricular actions already being taken which may make an impact on these results as well. However, as results in this area are not as strong as in the past, these results will continue to be monitored and discussions had about whether this area, and other “soft-skills” areas need to be addressed in the curriculum. The Undergraduate Curriculum Committee has begun the project of reviewing the Business Foundation curriculum syllabi and course results to determine if there is adequate rigor and consistency across sections of Business Foundation classes. This also involves determining whether students are engaging in classroom assignments/projects that address issues of ethics and ethical reasoning. This will continue in earnest in the Fall 2023 semester.</p>																										

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

<p><b>Objective 3B:</b></p>	<p>In a simulated business setting, our students will identify and analyze global and cross-cultural environmental business issues.</p>
<p><b>Foundation Curriculum Exposure:</b></p>	<p>MGMT 2372, ACCT 2301, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, BLAW 3335, MKTG 3351, MGMT 3370, MGMT 3371, MGMT 4363</p>
<p><b>Assessment Method:</b></p>	<p>In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation</p>

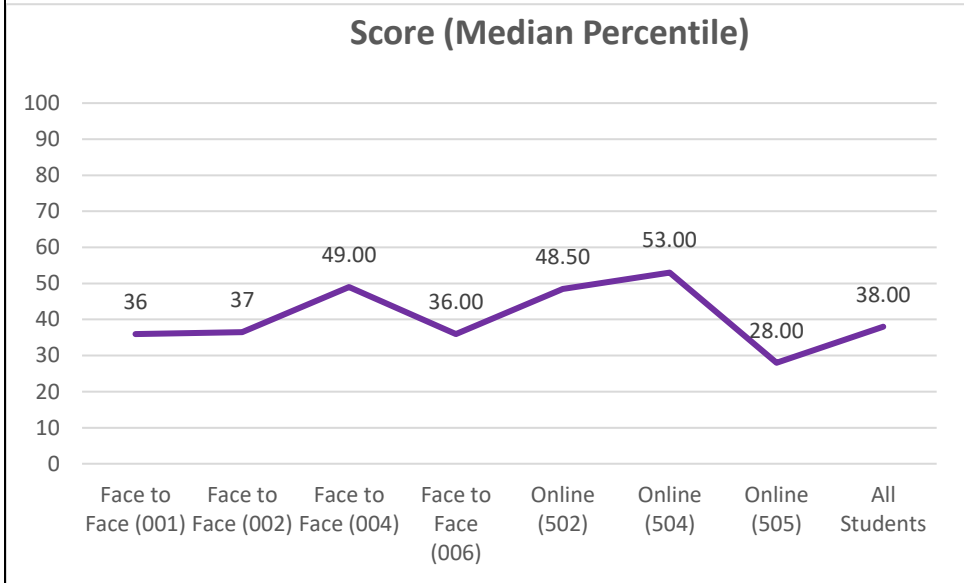
	experience.																										
<b>Benchmark:</b>	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to cross-cultural competence.																										
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2022 semester to three sections of the MGMT 4363 course – two online (4363.501&503) with 54 students and one face-to-face (4363.023) with 31 students. Seven additional sections from Spring 2023 were evaluated due to irregularities in the administration of the exam in Fall 2022 – four face-to-face sections (4363.001, .002, .004, &006) with 103 students and three online (4363.502, 504, 505) with 54 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.																										
<b>Results:</b>	<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...</td> <td>65.18%</td> </tr> <tr> <td>Face to Face (002)</td> <td>62.98%</td> </tr> <tr> <td>Face to Face (004)</td> <td>57.58%</td> </tr> <tr> <td>Face to Face (006)</td> <td>62.50%</td> </tr> <tr> <td>Online (502)</td> <td>80.36%</td> </tr> <tr> <td>Online (504)</td> <td>74.73%</td> </tr> <tr> <td>Online (505)</td> <td>71.64%</td> </tr> <tr> <td>F22 Online (501)</td> <td>63%</td> </tr> <tr> <td>F22 Online (503)</td> <td>63.04%</td> </tr> <tr> <td>F22 Face to Face (023)</td> <td>65.32%</td> </tr> <tr> <td>All Students</td> <td>65.32%</td> </tr> <tr> <td>Peer Group</td> <td>66.70%</td> </tr> </tbody> </table>	Section	Score (% Correct)	Face to Face...	65.18%	Face to Face (002)	62.98%	Face to Face (004)	57.58%	Face to Face (006)	62.50%	Online (502)	80.36%	Online (504)	74.73%	Online (505)	71.64%	F22 Online (501)	63%	F22 Online (503)	63.04%	F22 Face to Face (023)	65.32%	All Students	65.32%	Peer Group	66.70%
Section	Score (% Correct)																										
Face to Face...	65.18%																										
Face to Face (002)	62.98%																										
Face to Face (004)	57.58%																										
Face to Face (006)	62.50%																										
Online (502)	80.36%																										
Online (504)	74.73%																										
Online (505)	71.64%																										
F22 Online (501)	63%																										
F22 Online (503)	63.04%																										
F22 Face to Face (023)	65.32%																										
All Students	65.32%																										
Peer Group	66.70%																										
<b>Description:</b>	The results in this area barely meet the criterion set. This is an improvement over last year when the criterion was not met. However, this has historically been an area of strength, so the relatively low results in this area are still a cause for concern.																										
<b>Actions:</b>	Our results in this area have not been as strong as in the past, but they did meet the criterion set. Accordingly, no specific curricular actions have been identified to address these results, other than those curricular actions already being taken which may make an impact on these results as well. However, as results in this area are not as strong as in the past, these results will continue to be monitored and discussions had about whether this area, and other “soft-skills” areas need to be addressed in the curriculum. The Undergraduate Curriculum Committee has begun the project of reviewing the Business Foundation curriculum syllabi and course results to determine if there is adequate rigor and consistency across sections of Business Foundation classes. This also involves																										

	determining whether students are engaging in classroom assignments/projects that address issues of cultural diversity. This will continue in earnest in the Fall 2023 semester.
--	---

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

<b>Objective 4A:</b>	Students will complete a simulated business exercise applying the functional knowledge areas of business.																
<b>Foundation Curriculum Exposure:</b>	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																
<b>Assessment Method:</b>	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.																
<b>Benchmark:</b>	The COMP-XM overall class median percentile on the “Balanced Scorecard” for the simulation will be above the 50 <sup>th</sup> percentile for the peer group “All Capstone Undergrads.”																
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2022 semester to six sections of the MGMT 4363 course – three online (4363.501, 502, & 503) with 68 students and three face-to-face (4363.001, .002, and .023) with 85 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.																
<b>Results:</b>	<p style="text-align: center;"><b>Score (Median Percentile)</b></p> <table border="1"> <thead> <tr> <th>Section</th> <th>Score (Median Percentile)</th> </tr> </thead> <tbody> <tr> <td>Face to Face (001)</td> <td>31</td> </tr> <tr> <td>Face to Face (002)</td> <td>27</td> </tr> <tr> <td>Face to Face (023)</td> <td>38.00</td> </tr> <tr> <td>Online (501)</td> <td>25.00</td> </tr> <tr> <td>Online (502)</td> <td>27.50</td> </tr> <tr> <td>Online (503)</td> <td>25.00</td> </tr> <tr> <td>All Students</td> <td>30.00</td> </tr> </tbody> </table>	Section	Score (Median Percentile)	Face to Face (001)	31	Face to Face (002)	27	Face to Face (023)	38.00	Online (501)	25.00	Online (502)	27.50	Online (503)	25.00	All Students	30.00
Section	Score (Median Percentile)																
Face to Face (001)	31																
Face to Face (002)	27																
Face to Face (023)	38.00																
Online (501)	25.00																
Online (502)	27.50																
Online (503)	25.00																
All Students	30.00																

Due to these continuing low results shown in the Fall, the COB UCC was concerned that a large part of these results is a lack of effort on the part of the students and not taking the simulation seriously. To try to determine if this is the part of the issue, the COB decided to provide a small scholarship incentive to students to perform well on the simulation in the Spring semester. This scholarship commitment was relayed to students, and data was taken again in the Spring 2023 semester. Results were:



While the results in the Spring did not meet the criterion set, they were markedly improved, and did meet the criterion (or were very close to it) in some sections. While this does not provide conclusive data that effort is the issue, it certainly does provide some support for the proposition that our students are capable of doing better on the simulation, but perhaps are not putting full effort into it or are not taking it seriously. The sample size for the Spring 2023 results was 159 students.

**Description:**

While our results are slightly improved from last year, this continues to be an area of struggle for our students. The increased results in Spring 2023 provide some positive indicators that our students are capable of better performance than our data indicates. We continue to engage in various actions to improve student learning outcomes that we believe will lead to improvement in this area and other areas of the COMP-XM/CAPSIM. Some of these actions, like the Passport Program, will take multiple academic years to yield results.

**Actions:**

- Specific actions being taken are:
1. The faculty teaching this course continue to meet and share tips and best practices with each other to hopefully increase consistency in delivery of the simulation across sections.
  2. We continue to emphasize and incentivize experiential learning in

	<p>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. A full-time employee dedicated to administering and improving the Passport Program has been hired.</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. A proposal has been submitted to the UCC, which will be voted on in the Fall 2023, to include a dedicated data reasoning class in the Business Foundation.</p> <p>5. The Undergraduate Curriculum Committee has begun the project of reviewing the Business Foundation curriculum syllabi and course results to determine if there is adequate rigor and consistency across sections of Business Foundation classes. This also involves determining whether students are engaging in sufficiently challenging classroom assignments/projects throughout the Business Foundation to develop the skills necessary to apply business principles and complete difficult, complex tasks. This will continue in earnest in the Fall 2023 semester.</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.**

<b>Objective:</b>	In a simulated business setting, students will demonstrate competence in the functional knowledge areas of business from the foundation curriculum.
<b>Foundation Curriculum Exposure:</b>	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
<b>Assessment Method:</b>	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
<b>Benchmark:</b>	The class average score across each functional area tested by the Comp-XM exam will be within 2% of the average score of the population taking the exam.
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2022 semester to six sections of the MGMT 4363 course – three online (4363.501, 502, & 503) with 68 students and three face-to-face (4363.001, .002, and .023) with 85 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.

	Functional Domain	Fall 2022 Pop. Average	F2022(001) Class Average	F2022(002) Class Average	F2022(023) Class Average	F2022(501) Class Average	F2022 (502) Class Average	F2022 (503) Class Average
	<b>Results:</b>	Accounting	62.00%	57.00%	63.00%	64.00%	60.00%	61.00%
	Finance	60.00%	59.00%	60.00%	59.00%	49.00%	58.00%	55.00%
	Strategy	57.00%	59.00%	65.00%	66.00%	62.00%	61.00%	61.00%
	Marketing	63.00%	60.00%	66.00%	74.00%	68.00%	60.00%	67.00%
	Operations	56.00%	51.00%	62.00%	63.00%	63.00%	58.00%	55.00%
	HR	63.00%	64.00%	68.00%	70.00%	70.00%	66.00%	64.00%
	<b>Average</b>	<b>60.17%</b>	<b>58.33%</b>	<b>64.00%</b>	<b>66.00%</b>	<b>62.00%</b>	<b>60.67%</b>	<b>59.50%</b>
	<b>Class Avg.</b>	<b>62.28%</b>	<b>20</b>	<b>34</b>	<b>31</b>	<b>31</b>	<b>14</b>	<b>23</b>
<b>Description:</b>	Our results met the benchmark we have set.							
<b>Actions:</b>	Based upon these results and feedback from alumni and employers, we believe our curriculum is adequately covering the functional knowledge areas of business.							

## Additional Direct and Indirect Assessment and Committee Recommended Actions for Continuous Improvement

The Committee reviewed and discussed the 2022-2023 academic year AOL data. 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.

The COB engaged in some additional data collection during the academic year to enhance the results obtained from our typical AOL cycle.

Since our communication skills results have been trending lower, a collection of written assignments from BUSI 3325 (Business, Ethics, & Society) were evaluated by the COB Business Communication faculty. The writing assignment evaluated was a written analysis of a business ethics dilemma. The document was the second assignment the students wrote in the class, after the first was evaluated by the instructor and feedback given to the students. The assignment was evaluated using the following standardized rubric:

Rating	Organization	Development	Expression
3 – Exceeds Expectations			

2 – Meets Expectations			
1 – Needs improvement			

The criterion for success set was that the average student result would be 2 or higher across all three dimensions of the rubric. The sample size consisted of 39 students. The results were:

- Organization – 1.86
- Development – 1.83
- Expression – 1.69

This did not meet the criterion set, and indicates that our student’s written communication skills need improvement. This may indicate that students are not engaging in sufficient written assignments throughout the curriculum.

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 and the following Executive Advisory Board meeting. 23 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. Participants particularly noted that our students had grit and a “blue collar work ethic” that served them well. Participants also noted that the professionalism and communication skills of students had improved from previous years.

The participants did note that our students could use more preparation in the area of data technology/analytics and reasoning with data. This is a discussion that faculty has also been having. Attached as Appendix 2 is a full report of the findings of this Focus Group.

The COB is taking various specific actions to improve student learning outcomes:

1. The previous efforts to increase experiential learning yielded better results in student learning outcomes. The COB intends to continue efforts to implement experiential learning in the curriculum.
2. The COB has implemented 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. In AY 2022-23, a new full-time employee was hired as the coordinator of this Passport Program to administer the program and ensure student participation.

3. During a college-wide meeting discussing AOL results in the Spring 23 semester, the COB faculty discussed whether there was adequate rigor across the Business Foundation curriculum. This included grade distributions as well as quality of assignments. The faculty agreed that Committee should review syllabi and course grade distributions across the Business Foundation to gain a full picture of rigor across the curriculum. The Committee will pull this data in the Summer of 23 and begin to review it in Fall 23 to determine if further actions need to be taken to increase rigor across the Business Foundation curriculum.
4. A proposal has been submitted to the Committee which would require students to take an additional data class in the Business Foundation curriculum. Students would be allowed to choose from various data course options that already exist in the COB. The hope is that this class would prepare them better for their future careers and also help learning results, as students need to be able to reason with data to solve business problems. This proposal will be voted on in the F23 semester.

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

---

During academic year 2022-2023, 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**

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



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

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

<b>Obj. 1A:</b>	Students will lead a group to successfully complete a business task.															
<b>Assessment Method:</b>	Students will complete various group projects throughout the MBA curriculum. At the end of their MBA experience students will complete a self-reporting instrument in which they will report on whether/how their leadership skills have grown.															
<b>Benchmark:</b>	The average student score on the instrument questions with a numerical rating will be 3 or higher.															
<b>Data Collection:</b>	At the end of 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. Due to a mistake in the administration of the survey, only 4 students completed the survey, which is a smaller sample size than usual.															
<b>Results:</b>	<table border="1"> <thead> <tr> <th>Leadership Scores</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td>Q. 1</td> <td>Q. 2</td> <td>Q.3</td> </tr> <tr> <td>Average Rating (1-5 scale)</td> <td>3.75</td> <td>4.3333</td> <td>3.8333</td> </tr> </tbody> </table>	Leadership Scores					Q. 1	Q. 2	Q.3	Average Rating (1-5 scale)	3.75	4.3333	3.8333			
Leadership Scores																
	Q. 1	Q. 2	Q.3													
Average Rating (1-5 scale)	3.75	4.3333	3.8333													
<b>Description:</b>	Our students evaluated themselves well above the benchmark set on all of the self-assessment questions. The most important questions (Q.2 and Q.3) asked the students to rate their own leadership skills after completion of the MBA and to rate the															

	leadership skills of classmates. The scores on these questions were well above the established criteria.
<b>Actions:</b>	As student scores met the benchmark set, no specific actions were taken in this academic year.

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

<b>Obj. 1B:</b>	Students will work collaboratively with others to successfully complete a business task.															
<b>Assessment Method:</b>	Students will complete various group projects throughout the MBA curriculum. In 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.															
<b>Benchmark:</b>	The average student score on the instrument questions with a numerical rating will be 3 or higher.															
<b>Data Collection:</b>	At the end of MGMT 5317, all students are administered a self-assessment instrument in which they reflect upon, rate, and comment upon the teamwork experiences they have had throughout the MBA experience. Students self-assess how they have developed as team members and the curricular and extra-curricular experiences that helped in this process. Due to a mistake in the administration of the survey, only 4 students completed the survey, which is a smaller sample size than usual.															
<b>Results:</b>	<table border="1"> <thead> <tr> <th>Teamwork Scores</th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <th></th> <th>Q. 2</th> <th>Q. 3</th> <th>Q.6</th> <th>Q.7</th> </tr> </thead> <tbody> <tr> <td>Average Rating (1-5 scale)</td> <td>3.75</td> <td>4.5</td> <td>4.5</td> <td>3.25</td> </tr> </tbody> </table>	Teamwork Scores						Q. 2	Q. 3	Q.6	Q.7	Average Rating (1-5 scale)	3.75	4.5	4.5	3.25
Teamwork Scores																
	Q. 2	Q. 3	Q.6	Q.7												
Average Rating (1-5 scale)	3.75	4.5	4.5	3.25												
<b>Description:</b>	Our students evaluated themselves above the benchmark set on all of the self-assessment questions. Students evaluated themselves lower than usual on Question 7, but due to the small sample size this data does not indicate a trend of decreasing performance. Overall the students reported that they felt the numerous group experiences in the MBA curriculum were valuable and their teamwork skills had developed well.															
<b>Actions:</b>	As student scores met the benchmark set, no specific actions were taken in this academic year.															

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

<b>Obj. 2A:</b>	Students will effectively communicate business information in writing.				
<b>Assessment Method:</b>	In MGMT 5317 students will complete a written case project in which their writing skills will be evaluated using a standard rubric developed by the graduate faculty.				
<b>Benchmark:</b>	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.				
<b>Data Collection:</b>	MGMT 5317 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 21-22 27 students were assessed.				
<b>Results:</b>	<b>Written Communication Scores</b>				
		Organization	Development	Expression	
	Average Rating (1-3 scale)	2.222	2.407	2.111	
<b>Description:</b>	These results met the criterion set, and this represents the second year in a row that the criterion was met. Student editing and the quality of writing, particularly with respect to grammar and sentence structure, remained improved from previous years.				
<b>Actions:</b>	This marks the second year that student results have met the criterion set on this objective, which has been a problem in previous years. Quality of writing will continue to be emphasized throughout the MBA curriculum to try to build on these results.				

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

<b>Obj. 2B:</b>	Students will effectively communicate business information orally.				
<b>Assessment Method:</b>	In 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.				
<b>Benchmark:</b>	The average student score the rubric will be 3 or higher (1 to 5 scale).				
<b>Data Collection:</b>	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 2021-22, 26 students were assessed and evaluated by 4 faculty members.				
<b>Results:</b>	<b>Oral Comm.</b>				

	<b>Scores</b>					
		States Purpose	Organizes Content	Speaks clearly, appropriate vocabulary	Comfort with audience	
	Average Rating (1-5 scale)	3.78	4.47	3.70	3.41	
<b>Description:</b>	Our students met the criteria on all of the components of the rubric. The results were slightly lower than in previous years, but still met the criterion set. The lower results could be due to the more difficult case that students were assigned to present.					
<b>Actions:</b>	As student scores met the benchmark set, no specific actions were taken in this academic year.					

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

<b>Obj. 3A:</b>	Students will integrate and apply the functional knowledge areas of business to make business decisions.					
<b>Assessment Method:</b>	In 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.					
<b>Benchmark:</b>	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.					
<b>Data Collection:</b>	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 21-22, 6 student groups completed the case analysis and were evaluated by two reviewers.					
<b>Results:</b>	Integration & Application scores					

		ID Issues	Analysis & Evaluation	Recommend Effective Solutions	Apply & Integrate Functional Knowledge
	Average Rating (internal review)	2.13	1.895	1.92	1.94
<b>Description:</b>	During academic years 2021-2022, the results were reviewed by two internal reviewers and averaged. The criterion was not met. 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. Notably, the case that was administered in this year was more difficult than in previous years, as a new instructor was teaching the course.				
<b>Actions:</b>	After reviewing assessment data and discussing various ideas with graduate faculty it was decided for the spring semester that students in MGMT 5317 would analyze one case over a three-week time period. The purpose of this is to teach students how to analyze a company's performance and their industry setting in the first week. In the second week students will learn to make recommendations on a future strategic direction for the organization. In the third week students will work to develop an implementation plan for the proposed new strategy. This last component would require resource planning, forecasting of financial projections, securing financing, and developing a realistic timeline for each phase of the implementation. This will hopefully help students develop a deeper depth of analysis.				

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

<b>Obj. 3B:</b>	Students will systematically apply tools of quantitative analysis and critical thinking to make recommendations for the resolution of managerial problems.
<b>Assessment Method:</b>	In 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.
<b>Benchmark:</b>	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.
<b>Data Collection:</b>	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. 11 case analyses were reviewed in AY 21-22.			
<b>Results:</b>	<b>Analysis/ Decision Making scores</b>			
		Quant. Analysis	Critical Thinking - Conceptual	Critical Thinking - Problem Solving
	Average Rating	1.909	2.455	2.545
<b>Description:</b>	The criterion was met on problem solving and conceptual critical thinking, but was below the threshold on Quant. Analysis. While these results did show improvement over previous years, the criterion was still not met. The instructor has noted that the students in the class have a broad variety of preparation to study advanced finance. Thus, it is difficult to fully assess their quantitative skills when they are struggling to understand finance theory.			
<b>Actions:</b>	For AY 22-23, the assessment for this class is going to be moved to the now required business analytics/data reasoning courses. The same rubric will be used, but the hope is that since the students will be solely focused on problem solving using quantitative methods, we will get results that more accurately reflect quantitative reasoning skills.			

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

<b>Obj. 4A:</b>	Students will use ethical reasoning to resolve business dilemmas.
<b>Assessment Method:</b>	In 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.
<b>Benchmark:</b>	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.
<b>Data Collection:</b>	BLAW 5347 has been phased out as a required required class in the MBA curriculum, but assessment was still done in it in AY 21-22. For AY 22-23, this assessment will be moved to another course. 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. 18 students completed the case in AY 21-22.		
<b>Results:</b>	<b>Ethics</b>		
		Issue Identification	Issue Resolution
	Average Rating (1-3 scale)	2.222	1.92
<b>Description:</b>	Results did not meet the criterion set on Issue Resolution, but did meet the criterion on Issue Identification. This represents positive movement in these results.		
<b>Actions:</b>	Our MBA curriculum focus continues to be on pushing students to provide concrete recommendations supported by data when they resolve business problems. Results are moving in a positive direction. Notably, due to changes in the required curriculum, assessment for this objective will be conducted in a different class next year.		

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

<b>Obj. 4B:</b>	Students will be able to navigate the international issues that impact business operations in a global society.		
<b>Assessment Method:</b>	In 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.		
<b>Benchmark:</b>	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.		
<b>Data Collection:</b>	BLAW 5347 has been phased out as a required class in the MBA curriculum, but assessment was still done in it in AY 21-22. For AY 22-23, this assessment will be moved to another course. 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. 18 students completed the case in AY 21-22.		
<b>Results:</b>	<b>International Issue</b>		
		Issue Identification	Issue Resolution

	Average Rating (1-3 scale)	2.2778	1.97222	
<b>Description:</b>	Results did not meet the criterion set on Issue Resolution, but did meet the criterion on Issue Identification. They were very close to meeting the criterion on Issue Resolution. This represents positive movement in these results.			
<b>Actions:</b>	Our MBA curriculum focus continues to be on pushing students to provide concrete recommendations supported by data when they resolve business problems. Results are moving in a positive direction. Notably, due to changes in the required curriculum, assessment for this objective will be conducted in a different class next year.			

## **Graduate Council Recommended Actions for Continuous Improvement**

The 2021-2022 AOL data continued to show improvement over the 2020-2021 data in some areas, but was still deficient in some of the same problematic areas. One very encouraging areas of improvement was in written communication. Quality of writing improved in AY 2020-21, and this improvement continued in 21-22.

Students still struggled overall to conduct thorough case analyses and results on quantitative reasoning again slipped below the criterion. However, results in these areas were improved over previous years. 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. Additionally, the level of preparation of students can vary substantially across each class.

In addition to curricular changes made in previous years, in response to these results, the Grad Council approved and implemented an increase in admission standards in AY 22-23. During COVID some admissions standards were relaxed, but the standards will now be fully enforced and the standards for being required to take the GMAT have been increased. Additionally, in the past enforcement of course prerequisites/remediation has not been consistent. Enforcement of the preparation requirements for certain courses will be vigorously enforced to ensure students are prepared to succeed in the more challenging courses.



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

During AY 2022/2023, the data collected from academic year 2021/2022 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 problems.

<b>Objective 1A:</b>	Students will demonstrate appropriate knowledge of technical accounting concepts.
<b>Assessment Method:</b>	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective and the average score for all students on Exam Soft will be 70% or higher.
<b>Data Collection:</b>	All students enrolled in the ACCT 5312 class (10) completed the case and took the ExamSoft exam.
<b>Results:</b>	80% of the students enrolled correctly demonstrated the appropriate knowledge of technical accounting concepts through their ability to correctly identify applicable literature. Average performance on ExamSoft was above 70% for all areas of technical accounting concepts.
<b>Actions:</b>	Since the results were met in this area, no specific actions were taken on this objective.

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

<b>Objective 1B:</b>	Students will develop critical thinking skills necessary to solve problems.
<b>Assessment Method:</b>	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective and the average score for all students on Exam Soft will be 70% or higher.
<b>Data Collection:</b>	All students enrolled in the ACCT 5312 class (10) completed the case and took the ExamSoft exam.
<b>Results:</b>	80% of the students enrolled correctly demonstrated the appropriate knowledge of critical thinking skills through their

	ability to provide an insightful and thorough analysis of the issues within the case. Average performance on ExamSoft was above 70% for all areas of critical thinking concepts.
<b>Actions:</b>	Since the results were met in this area, no specific actions were taken on this objective.

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

<b>Objective 1C:</b>	Students will support conclusions using appropriate research and authoritative pronouncements.
<b>Assessment Method:</b>	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective and the average score for all students on Exam Soft will be 70% or higher.
<b>Data Collection:</b>	All students enrolled in the ACCT 5312 class (10) completed the case and took the ExamSoft exam.
<b>Results:</b>	80% of the students enrolled correctly demonstrated the appropriate ability to support conclusions with research through their ability to provide an insightful and thorough analysis of the issues within the case. Average performance on ExamSoft was above 70% for all areas of research and supporting conclusions.
<b>Actions:</b>	Since the results were met in this area, no specific actions were taken on this objective.

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

<b>Objective 1D:</b>	Students will be able to analyze problems with appropriate methodologies.
<b>Assessment Method:</b>	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective and the average score for all students on Exam Soft will be 70% or higher.
<b>Data Collection:</b>	All students enrolled in the ACCT 5312 class (10) completed the case and took the ExamSoft exam.

<b>Results:</b>	80% of the students enrolled correctly demonstrated the appropriate ability to analyze problems through their ability to provide an insightful and thorough analysis of the issues within the case. Average performance on ExamSoft was above 70% for all areas of technical accounting concepts.
<b>Actions:</b>	Since the results were met in this area, no specific actions were taken on this objective.

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

<b>Objective 2A:</b>	Students will communicate accounting information clearly and effectively.
<b>Assessment Method:</b>	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective and the average score for all students on Exam Soft will be 70% or higher.
<b>Data Collection:</b>	All students enrolled in the ACCT 5312 class (10) completed the case and took the ExamSoft exam.
<b>Results:</b>	90% of the students enrolled correctly demonstrated the appropriate communication skills through their ability to provide an insightful and thorough analysis of the issues within the case. Average performance on ExamSoft was above 70% for all areas of communicating information clearly and effectively.
<b>Actions:</b>	The new dedicated accounting communication course that was approved in AY 21-22 began to be implemented in AY 22-23. Hopefully this will result in increased student performance in the future.

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

<b>Objective 2B:</b>	Students will develop skills to provide feedback on accounting issues.
<b>Assessment Method:</b>	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case

	assignment, using a standardize rubric that evaluates this objective and the average score for all students on Exam Soft will be 70% or higher.
<b>Data Collection:</b>	All students enrolled in the ACCT 5312 class (10) completed the case and took the ExamSoft exam.
<b>Results:</b>	90% of the students enrolled correctly demonstrated the appropriate skills in providing accounting feedback through their ability to provide an insightful and thorough analysis of the issues within the case. Average performance on ExamSoft was above 70% for all areas of providing accounting feedback.
<b>Actions:</b>	The new dedicated accounting communication course that was approved in AY 21-22 began to be implemented in AY 22-23. Hopefully this will result in increased student performance in the future.

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

<b>Objective 3A:</b>	Recognize and address ethical and global responsibility issues related to the accounting profession.
<b>Assessment Method:</b>	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
<b>Benchmark:</b>	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective and the average score for all students on Exam Soft will be 70% or higher.
<b>Data Collection:</b>	All students enrolled in the ACCT 5312 class (10) completed the case and took the ExamSoft exam.
<b>Results:</b>	80% of the students enrolled correctly demonstrated the appropriate knowledge of ethics through their ability to provide an insightful and thorough analysis of the issues within the case. Average performance on ExamSoft was above 70% for all areas of ethics.
<b>Actions:</b>	Since the results were met in this area, no specific actions were taken on this objective.

**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 Objectives 1 and 3. The MPA student survey results were positive and overall showed that the MPA students considered themselves to be well prepared. Employers are surveyed regarding student preparedness for Objective 2 with respect to verbal communication. 100% of the employers surveyed rated student preparedness in verbal communication as average or above.

The ExamSoft program will continue to be used to assess results and communication skills will continue to be monitored as the new required communication course began to be implemented in AY 22-23.

# **Appendix 1 – Detailed Course and Program Modifications**

---

## **Course Additions/Modifications**

### **MKTG 3372 – Esport Marketing**

Adds an additional course addressing the unique marketing needs of the rapidly expanding esports industry.

### **MGMT 5377 – Organizational Behavior and Theory**

MGMT 5377 has two pre-requisites (MGMT 3370 and MGMT 3377). The department feels these pre-requisites are not necessary for success in the course. Also, those entering the MBA must already have MGMT 3370 as a leveling course and therefore the pre-requisite is redundant. Furthermore, these pre-requisites are commonly waived during registration for the reasons mentioned above. Also, removing these pre-requisites will provide fewer "road blocks" to graduation and registration. Finally, with the creation of a new Organizational Leadership certificate, and this course being a required course in the certificate, removing these pre-requisites will allow more students to take the course/certificate from outside of the college of business.

### **MGMT 5381 – Information Systems in Organizations**

MGMT 5381 currently has one pre-requisite; BCIS 1305. The department feels this pre-requisite is not necessary for success in the course. Also, those with an undergraduate in business do not likely take this course. As this is a primary student group entering the MBA, this would limit the number of students taking the course. Also, removing this pre-requisite will provide fewer "road blocks" to graduation and registration.

## **Program Additions/Deletions/Modifications**

### **Accounting BBA – Program Modification**

Modified the Accounting BBA to remove ACCT 4365 (ethics) from the undergraduate curriculum, as the course has been moved to the graduate curriculum for the accounting degree.

### **Professional Accountancy BBA – Program Modification**

A change in course requirements to change the BBA in Professional Accountancy to match the BBA in Accounting. When students apply for and are accepted into the BBA/MPACY program, their major is changed from Accounting to Professional Accountancy. These changes are updates simply due to overlooked changes in the past.

### Finance BBA – Program Modification

ECON 3331 was removed from the list of electives for the Finance major because the course's content overlaps with FINC 3370, a required Finance course. FINC 4301 (Financial Statement Analysis) was added a required course for Finance majors, as it contains foundational material that all Finance majors should complete.

### Finance Minor for BBA Candidates and non-BBA Candidates – Program Modification

Various additional electives were added to the elective options to expand the range of possible course students can take. The following electives were added: FINC 3361, 3368, 3365, 3366, 3367, 3331; up to one course from ACCT 3343, 3301, 3302, 3333.

### General Business Technology Applications Minor – Program Modification

Replace a current required course (BUSI 4381) with BUSI 3350 (Data Visualization) as this class is a better fit for a minor and includes important data visualization skills needed in the modern business environment.

### General Business BBA – Program Modification

Remove a technology course option (CSIT 3340) that we do not believe is serving our students well, and replace it with BUSI 3350, as we believe it is a more relevant course for the modern business environment.

### Legal Studies Minor – Program Modification

Adds an existing course (AVSC 4301 – Aviation Law) as another option for students to take to fulfill the elective requirement for the Legal Studies minor.

### Sports Business BBA and Minor – Program Modification

Change to the major and minor to include the newly developed Esports Marketing class as an elective option.

### Masters of Business Administration – Program Modification

In an attempt to increase the level of academic preparedness of the students admitted to the program, this proposal is increasing the standard that allows for a waiver of the GMAT, as well as changing the formula used to determine the minimum score for admission using the GMAT score and GPA.

Also, change to the minimum TOEFL score is done to reflect changes in how the test is scored. Similar standards are maintained.

## Business Analytics Graduate Certificate – Program Addition

The graduate certificate in Business Analytics combines selected courses from our MBA curriculum that develop the analytical skills needed to manage organizations successfully. The courses may be taken as part of the MBA program, another graduate degree, or without completion of a graduate degree. Students wishing to pursue this certificate must complete the Office of Research and Graduate Studies application and be admitted to pursue graduate coursework.

The certificate consists of:

FINC 5314 - Advanced Financial Management

ECON 5320 - Managerial Economics

BUSI 5380 - Applied Business Analytics and Data Visualization

3 hours from:

ACCT 5366 - Advanced Statistical Methods and Data Analytics for Detecting Fraud;

MGMT 5380 - Quantitative Management Applications; or ECON 5325 - Data Driven Decision Making.

## Organizational Leadership Graduate Certificate – Program Addition

The graduate certificate in Organizational Leadership combines selected courses from our MBA curriculum that develop the leadership and communication skills needed to manage organizations successfully. The courses may be taken as part of the MBA program, another graduate degree, or without completion of a graduate degree. Students wishing to pursue this certificate must complete the Office of Research and Graduate Studies application and be admitted to pursue graduate coursework.

The certificate consists of:

BCOM - 5320 - Managerial Communication

BUSI - 5350 - Executive Leadership

BUSI - 5357 - Negotiation and Dispute Resolution

MGMT - 5377 - Organizational Behavior and Theory



# Appendix 2 – Focus Group Report

---

## AOL FOCUS GROUP REPORT – AY 2022-23

**TO:** Tim Bisping, Dean  
Jason Reese, Associate Dean

**FROM:** Justin Blount, Assessment Coordinator

**DATE:** April 26, 2023

---

### Process

Focus groups were conducted in-person by Justin Blount and Jason Reese during the C2C Conference on April 20, 2023, and at the Executive Advisory Board meeting on April 21, 2023. 23 individuals representing various employers participated. Participants were:

- Devin Greer, Northwestern Mutual
- Chris Cromwell, Memorial Hermann
- Rick Lowry, Duncan Realty
- C Welch, Office of the Comptroller of the Currency
- Charlie Parham, Pepco
- Chelsea Mason, Fastenal
- Corey Johnson, Pilot Flying J
- Fred Poston, Retired Media Production and Operations Executive
- Mark Earley, Hines Securities, Inc.
- Wendy Buchanan, Buchanan Wealth Management
- Mike Parham, Retired, Pepco Sales and Marketing
- Tom Heslip, Independent Bank Group
- Eric Miller, Increase Financial
- Jim Berry, Retired, Deloitte
- Lou Ann Richardson, Retired, Wells Fargo
- Lisa Goode, Southwest Airlines
- Norman Schippers, Alodia Sports Academy
- Gregory Price, Decisio Health, Inc.
- Dee Williams, Texas General Storage Systems, Inc.
- Mitch Fralick, Wood Group PSN
- Sam Loughrie, Deloitte
- Jeff Rhame, Rhame and Gorrell Wealth Management

Blount and Reese presented and explained the COB learning goals to the participants. The participants were then asked to discuss the following four questions related to these learning goals:

1. Talk about how prepared our students are in the areas mentioned above.
2. Describe how prepared our students are for a career in business.
3. Describe how we could better prepare our students for a career in business.
4. Do our students need better preparation in data analytics/using business data? If so, what sort of data skills do they need?
5. Are there specific technologies/programs that our students need to be familiar and capable with?
6. Please provide any other comments relating to the business education of our students.

## **Results**

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 noted that our students have good fundamental business acumen. They noted that our graduates are very hardworking, not entitled, have a “blue-collar” grit and work mentality.

With respect to professionalism and social skills (area where students were noted as lacking in the past), the participants noted that students are doing markedly better in this area than in previous years. They noted that at networking events with students, and with new hires, our graduates are doing better with professional skills and polish.

With respect to areas for improvement, some participants noted that presentation skills and personal branding skills could be improved.

When asked about whether we needed more focus on data/business analytics in the curriculum, participants enthusiastically said “yes.” Participants noted that all businesspeople need a basic familiarity with data and technology. They noted that not all businesspeople/students need to be able to use a programming language or be a data analytics expert, but that basic data literacy/interpretation/presentation/decision-making/management skills are necessary. All students need to have a conceptual understanding of data, predictive analytics, and how they impact business decision-making. Specific technologies used will often vary by industry. Specific technologies mentioned were Tableau and Power BI. Participants also noted that there are numerous online trainings/certifications available (some free) that students can complete, and that these could be used to enhance the curriculum and provide valuable, industry recognized certifications that students can put on their resumes.

Additional specific comments include:

- Lumberjack grads are cross-educated well.
- Accounting has a great reputation, but needs to be marketed more.
- Well above average graduates.
- Outside of math skills, students are not confident.
- Students are professional enough, and have grit and blue-collar work ethic. Not entitled like many graduates from other schools.
- SFA students are “resourceful.”
- Students need to present more throughout the curriculum. Group presentations should be done in every class.
- Students need more mentorship.
- SFA does a good job of preparing students through the coursework, and hard to see where improvement is necessary.
- SFA students have an entrepreneurial spirit.
- Socially and professional, graduates are doing much better than in previous years. Whatever you are doing is working.
- Student interpersonal skills are better than many other schools.
- Data literacy, mining, and security skills are important. Need to know the right questions to ask of the dedicated folks.
- Industry certifications for various data programs are really valuable. Sources for data training/programs mentioned were Udemy, Tableau, Power BI.

## Appendix 3 – Summary Table of BBA AOL Results, Action, and Loop Closing

	Results	Analysis and Actions Taken	Follow-Up/Closing the Loop
<p><b>Obj. 1A: Communication</b>  <b>:</b>  <b>In a simulated business setting, our students will demonstrate knowledge of the most effective channels and methods for communicating business information.</b></p>			
<p><b>AY 2018-2019</b></p>	<p><b>Criterion Met:</b> 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</p>	<p><b>Follow-Up/Closing the Loop:</b> This continues to be an area of strength, and the emphasis on experiential learning will continue.</p>

		it is part of the driver of our excellent results in this area.	
<b>AY 2019-2020</b>	<b>Criterion Met:</b> The national average on the COMP XM questions related to business communication was 62.60%, our class average was 83.03%	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.	<b>Follow-Up/Closing the Loop:</b> 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.
<b>AY 2020-2021</b>	<b>Criterion Not Met:</b> The national average on the COMP XM questions related to business	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	<b>Follow-Up/Closing the Loop:</b> Our results were low again in AY 21-22, and feedback from employers in Focus

	<p>communication was 62.60%, our class average was 60.15%.</p>	<p>engagement during COVID-19. It was also difficult to implement many of the experiential learning projects this 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>Groups also indicated our students need more focus on communication, particularly oral and 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>
--	--	--	--

<p><b>AY 2021-2022</b></p>	<p><b>Criterion Not Met:</b> 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"> <li>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;</li> <li>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.</li> <li>3. As the classroom experience is returning to normal post-COVID, we</li> </ol>	<p><b>Follow-Up/Closing the Loop:</b> Our results were low again in AY 22-23. Feedback from employers in Focus Groups indicated students have improved in interpersonal communication, but may need more improvement in oral/group. Based upon a curriculum map review in AY 21-22, students are getting quite a bit of exposure in these areas in the curriculum, but this will be evaluated in-depth in 23-24 since 22-23 results were low. Writing samples were reviewed in AY 22-23, and they were also low. In light of the continuing low results in this area, various actions are being taken to address this important area. Results in this area will continue to be assessed and monitored for further interventions needed.</p>
----------------------------	---	---	---

		<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>	
<b>AY 2022-23</b>	<p><b>Criterion Not Met:</b> The national average on the COMP-XM questions related to business communication was 63.20%, and our class average was 58.63%. This was below our criterion for the second year in a row.</p>	<p>This is the third year that results in this area did not meet the criterion set. The results in this area are challenging to interpret, and as they occurred in the Spring of 2023, they could not be evaluated during the 22-23 academic year. Several actions are being taken to improve student learning in this important area, as this has been an area of concern from previous years:</p> <p>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. Implemented in AY 2022-23.</p> <p>2. The university has identified oral</p>	



		<p>and written communication as an area for curricular improvement across the university. Thus, the COB is currently working on developing a plan for improving and assessing communication skills across the curriculum. This plan will be developed in Summer 2023 and implemented in Fall 2023.</p> <p>3. We 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. As many of the projects in the Passport Program involve communication, this will hopefully improve communication skills.</p> <p>5. The Undergraduate Curriculum Committee has begun the project of reviewing the Business Foundation curriculum syllabi and course results to determine if there is adequate rigor and consistency across sections of Business Foundation classes. This also involves determining whether students are engaging in classroom assignments/projects that give them</p>	
--	--	--	--

		opportunity to practice written and oral communication skills. This will continue in earnest in the Fall 2023 semester.	
<b>Obj. 1B: Team Dynamics: In a simulated business setting, our students will identify and analyze how team and leadership dynamics affect business outcomes.</b>			
<b>AY 2018-2019</b>	<b>Criterion Met:</b> the national average on the COMP XM questions related to teamwork was 58.67%, our class average was 73.72%.	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	<b>Follow-Up/Closing the Loop:</b> This continues to be an area of strength, and the emphasis on experiential learning will continue.

		results in this area.	
<b>AY 2020-2021</b>	<b>Criterion Met:</b> the national average on the COMP XM questions related to teamwork was 58.67%, our class average was 75.34%.	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.	<b>Follow-up/Closing the Loop:</b> 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><b>AY 2021-2022</b></p>	<p><b>Criterion Not Met:</b> 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"> <li>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.</li> <li>2. As the classroom experience is returning to normal post-COVID, we continue to emphasize and incentivize experiential learning in classes.</li> </ol>	<p><b>Follow-Up/Closing the Loop:</b> Our results were low again in AY 22-23. Based upon a curriculum map review in AY 21-22, students are getting quite a bit of exposure in these areas in the curriculum, but this will be evaluated in-depth in 23-24 since 22-23 results were again low. In light of the continuing low results in this area, various actions are being taken to address this important area. Results in this area will continue to be assessed and monitored for further interventions needed.</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>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>	
--	--	--	--

<p><b>AY 2022-2023</b></p>	<p><b>Criterion Not Met:</b> The national average on the questions related to teamwork was 66.10%, our class average was 62.76%. This did not meet the criterion set. This has historically been an area of strength for our students, but now for two years in a row results have been low. There was a high level of variance between questions for this objective.</p>	<p>This is the second year that results in this area have been low. The following actions either have been taken and are being implemented, or will be taken in the future, 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"> <li>1. We continue to emphasize and incentivize experiential learning in classes. This involves teamwork and group dynamics in projects.</li> <li>2. 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. As many of the projects in the Passport Program involve teamwork and leadership skills, this will hopefully improve results in this area.</li> <li>3. The Undergraduate Curriculum Committee has begun the project of reviewing the Business Foundation curriculum syllabi and course results to determine if there is adequate rigor and consistency across sections</li> </ol>	
----------------------------	---	---	--

		<p>of Business Foundation classes. This also involves determining whether students are engaging in classroom assignments/projects that give them opportunity to practice teamwork and leadership skills. This will continue in earnest in the Fall 2023 semester.</p>	
<p><b>Obj. 2A: Data/Quant. Analysis: In a simulated business setting, students will use appropriate data &amp; quantitative analysis techniques to develop solutions to business problems.</b></p>			

<b>AY 2018-2019</b>	<b>Criterion Met:</b> The national average on the Comp-XM questions related to data and quantitative analysis was 56%, our students scored 66.35%.	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.	<b>Follow-Up/Closing the Loop:</b> This continues to be an area of strength, and the emphasis on experiential learning will continue.
<b>AY 2019-2020</b>	<b>Criterion Met:</b> The national average on the Comp-XM questions related to data and quantitative analysis was 56%, our students scored 63.97%.	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.	<b>Follow-up/Closing the Loop:</b> 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>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>
--	--	--	--

<p><b>AY 2020-2021</b></p>	<p><b>Criterion Met:</b> 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><b>Follow-Up/Closing the Loop:</b> 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>
----------------------------	---	---	--

<p><b>AY 2021-2022</b></p>	<p><b>Criterion Met:</b> 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><b>Follow-Up/Closing the Loop:</b> Results in this area continue to be strong. Discussion of an additional data requirement in the Business Foundation curriculum continue. 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>
<p><b>AY 2022-2023</b></p>	<p><b>Criterion Met:</b> The national average was 63%, our student scored 69.20%. This met the criterion set and represented an improvement in results in this area.</p>	<p>Results in this area continue to be strong, so no specific curricular efforts are being implemented related to this objective. Faculty are currently discussing adding a dedicated data class to the Business Foundation curriculum to make sure that curriculum meets data technology needs of employers in the</p>	

		modern business environment.	
<b>Obj. 2B: Critical Thinking:</b> <b>In a simulated business setting, students will use critical thinking and decision-making skills to identify and resolve business problems.</b>			
<b>AY 2018-2019</b>	<b>Criterion Met:</b> The national average on the Comp-XM questions related to critical thinking and decision-making was 56%, our students scored 60.35%.	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.	<b>Follow-Up/Closing the Loop:</b> This continues to be an area of strength, and the emphasis on experiential learning will continue.

<p><b>AY 2019-2020</b></p>	<p><b>Criterion Met:</b> 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><b>Follow-Up/Closing the Loop:</b> 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>
----------------------------	---	--	--

<p><b>AY 2020-2021</b></p>	<p><b>Criterion Met:</b> 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, &amp; Society course to add additional curricular focus on what critical thinking is and how it is applied to business decision-making.</p>	<p><b>Follow-Up/Closing the Loop:</b> Results in AY21-22 showed slight improvement in this area. The new module in the Business, Ethics, &amp; 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>
----------------------------	---	--	---

<b>AY 2021-2022</b>	<b>Criterion Met:</b> 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.	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.	<b>Follow-Up/Closing the Loop:</b> Results in this area continue to be strong, and even improved in 22-23. Previous efforts that seemed to result in improvements in this area will continue given the importance of critical thinking. Results in this area will continue to be monitored to see if these interventions drive further improvement and/or maintain strengths in this area.
<b>AY 2022-2023</b>	<b>Criterion Met:</b> The national average on the questions related to critical thinking and decision-making was 60%, our students scored 66.04%. This met the criterion set.	We have increased our curricular focus on critical thinking, and this appears to be paying off, as results have improved substantially. Previous efforts continue to further strengthen the use of critical thinking in classes will continue due to the importance of this area in the modern business environment.	
<b>Obj. 3A: Ethics: In a simulated business setting, students will recognize and propose</b>			

<b>solutions to ethical dilemmas.</b>			
<b>AY 2018-2019</b>	<b>Criterion Met:</b> The national average on the COMP-XM questions related to ethical decision-making was 54.80%, our students scored 76.48%.	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.	<b>Follow-Up/Closing the Loop:</b> This continues to be an area of strength, and the emphasis on experiential learning will continue.
<b>AY 2019-2020</b>	<b>Criterion Met:</b> The national average on the COMP-XM questions related to ethical decision-making was 54.80%, our students scored 72.12%.	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.	<b>Follow-up/Closing the Loop:</b> 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.
<b>AY 2020-2021</b>	<b>Criterion Met:</b> 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.	<b>Follow-Up/Closing the Loop:</b> 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.

<b>AY 2021-2022</b>	<b>Criterion Met:</b> 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.	<b>Follow-Up/Closing the Loop:</b> Results in AY 22-23 met the criterion set, but were lower than AY 21-22. Rigor and consistency across the Business Foundation curriculum is being evaluated, and this objective will continue to be assessed and monitored.
<b>AY 2022-2023</b>	<b>Criterion Met:</b> The national average in this area was 58%, and our average was 58.84%.	Our results in this area have not been as strong as in the past, but they did meet the criterion set. Accordingly, no specific curricular actions have been identified to address these results, other than those curricular actions already being taken which may make an impact on these results as well. However, as results in this area are not as strong as in the past, these results will continue to be monitored and discussions had about whether this area, and other “soft-skills” areas need to be addressed in the curriculum. The Undergraduate Curriculum Committee has begun the project of reviewing the Business Foundation curriculum syllabi and course results to determine if there is adequate rigor and consistency across sections of Business	

		Foundation classes. This also involves determining whether students are engaging in classroom assignments/projects that address issues of ethics and ethical reasoning. This will continue in earnest in the Fall 2023 semester.	
<b>Obj. 3B: Cross-Cultural Studies: In a simulated business setting, students will identify and analyze global and cross-cultural environmental business issues.</b>			
<b>AY 2018-2019</b>	<b>Criterion Met:</b> 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 continue, as we believe it is part	<b>Follow-Up/Closing the Loop:</b> This continues to be an area of strength, and the emphasis on experiential learning will continue.

		of the driver of our results in this area.	
<b>AY 2019-2020</b>	<b>Criterion Met:</b> 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.	<b>Follow-Up/Closing the Loop:</b> 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><b>AY 2020-2021</b></p>	<p><b>Criterion Met:</b> 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><b>Follow-up/Closing the Loop:</b> 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>
----------------------------	---	---	--

<p><b>AY 2021-22</b></p>	<p><b>Criterion Not Met:</b> 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"> <li>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.</li> <li>2. As the classroom experience is returning to normal post-COVID, we continue to emphasize and incentivize experiential learning in classes.</li> <li>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</li> </ol>	<p><b>Follow-up/Closing the Loop:</b> Results in AY22-23 did improve and met the criterion set. However, results were still not strong. This area, along with the other "soft-skill" areas are currently being reviewed for curricular improvements. Previous interventions will continue and this objective will continue to be monitored.</p>
--------------------------	--	---	---

		<p>engagement in extracurricular learning opportunities and in classroom learning.</p> <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>	
<b>AY 2022-2023</b>	<p><b>Criterion Met:</b> The national average was 66.70%, our class average was 65.32%. This met the criterion set.</p>	<p>The results in this area barely meet the criterion set. This is an improvement over last year when the criterion was not met. However, this has historically been an area of strength, so the relatively low results in this area are still a cause for concern. Our results in this area have not been as strong as in the past, but they did meet the criterion set. Accordingly, no specific curricular actions have been identified to address these results, other than those curricular actions already being taken which may make an</p>	

		<p>impact on these results as well. However, as results in this area are not as strong as in the past, these results will continue to be monitored and discussions had about whether this area, and other “soft-skills” areas need to be addressed in the curriculum. The Undergraduate Curriculum Committee has begun the project of reviewing the Business Foundation curriculum syllabi and course results to determine if there is adequate rigor and consistency across sections of Business Foundation classes. This also involves determining whether students are engaging in classroom assignments/projects that address issues of cultural diversity. This will continue in earnest in the Fall 2023 semester.</p>	
<p><b>Obj. 4A: Application of Business Knowledge: Students will complete a simulated business exercise</b></p>			



<p><b>applying the functional knowledge areas of business.</b></p>			
<p><b>AY 2018-2019</b></p>	<p><b>Criterion Not Met:</b> 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><b>Follow-Up/Closing the Loop: Results in AY 2019-20 were greatly improved, and almost met the criterion set.</b> 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><b>AY 2019-2020</b></p>	<p><b>Criterion Not Met:</b> 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><b>Follow-Up/Closing the Loop:</b> 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 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><b>AY 2020-2021</b></p>	<p><b>Criterion Not Met:</b> The median class percentile on the CAPSIM simulation was 25%.</p>	<p>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 foundation curriculum. We hope that this additional focus on practical and applied learning will increase results in this area.</p>	<p><b>Follow-Up/Closing the Loop:</b> 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 improvement.</p>
----------------------------	--	---	---

<p><b>AY 2021-22</b></p>	<p><b>Criterion Not Met:</b> 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"> <li>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.</li> <li>2. As the classroom experience is returning to normal post-COVID, we continue to emphasize and incentivize experiential learning in classes.</li> <li>3. The Passport Program has now become a required part of the curriculum for new freshman and transfer students, and we are hopeful</li> </ol>	<p><b>Follow-Up/Closing the Loop:</b> Results in AY 22-23 were slightly improved in F22, and greatly improved in SP23, although neither semester met the benchmark set. Previous efforts to improve results will continue. The increase in results in SP23 might be linked to improve effort due to incentives offered. Due to this and other inconsistent results, the UCC is undergoing a thorough review of the Business Foundation curriculum for consistency in rigor. This area will continue to be monitored closely and is a continued area of focus for improvement.</p>
--------------------------	---	---	---

		<p>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>	
<b>AY 2022-2023</b>	<b>Criterion Not Met:</b> The median class percentile in F2022 was 30%. The median class percentile in SP 23 was 38%.	Due to these continuing low results shown in the Fall, the COB UCC was concerned that a large part of these results is a lack of effort on the part of the students and not taking the simulation seriously. To try to determine if this is the part of the issue, the COB decided to provide a small scholarship incentive to students to perform well on the	

		<p>simulation in the Spring semester. This scholarship commitment was relayed to students, and data was taken again in the Spring 2023 semester. While the results in the Spring did not meet the criterion set, they were markedly improved, and did meet the criterion (or were very close to it) in some sections. While this does not provide conclusive data that effort is the issue, it certainly does provide some support for the proposition that our students are capable of doing better on the simulation, but perhaps are not putting full effort into it or are not taking it seriously.</p> <p>Previous efforts at improvement continue, and we have also hired a full-time employee to implement and administer the Passport Program. Additionally, the UCC has begun the project of reviewing the Business Foundation curriculum to ensure consistency and rigor.</p>	
--	--	---	--

<p><b>Obj. 4B: Competence in Functional Knowledge Areas of Business: In a simulated business setting, students will demonstrate competence in the functional knowledge areas of business from the foundational curriculum.</b></p>			
<p><b>AY 2018-2019</b></p>	<p><b>Criterion Met:</b> 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><b>Follow-Up/Closing the Loop:</b> This continues to be an area of strength, and the emphasis on experiential learning will continue.</p>

<p><b>AY 2019-2020</b></p>	<p><b>Criterion Met:</b> 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><b>Closing the Loop:</b> 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><b>AY 2020-2021</b></p>	<p><b>Criterion Not Met:</b> 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><b>Follow-Up/Closing the Loop:</b> 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><b>AY 2021-2022</b></p>	<p><b>Criterion Met:</b> 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,</p>	<p><b>Follow-Up/Closing the Loop:</b> Results showed continued improvement in this area in AY22-23. This area will continue to be monitored for any future needed improvement.</p>

		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.	
<b>AY 2022-2023</b>	<b>Criterion Met:</b> The population average score on the COMP-XM subject matter questions was 60%, our class average was 62.28%.	Ours results were in line with the benchmark set, and results in this area continue to improve. Based upon this data, and feedback from alumni and employers, we believe our curriculum is adequately covering the functional knowledge areas of business.	

## Appendix 4 – Summary Table of MBA AOL Results, Actions, and Loop Closing

	Results	Analysis and Actions Taken	Follow-Up/Closing the Loop
<b>Obj. 1A: Teamwork and Leadership: Students will lead a group to successfully complete a business task.</b>			
<b>AY 2018-2019</b>	<b>Criterion Met:</b> 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.	<b>Closing the Loop:</b> In AY 2019-20, students continued to perform well in this area. No actions/changes to curriculum were made.
<b>AY 2019-2020</b>	<b>Criterion Met:</b> 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.	<b>Closing the Loop:</b> In AY 2020-21, students continued to perform well in this area. No actions/changes to curriculum were made.
<b>AY 2020-21</b>	<b>Criterion Met:</b> 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	<b>Closing the Loop:</b> In AY 2021-22, students continued to perform well in this area. No specific actions/changes to curriculum

	score for each question was higher than the 3 benchmark.	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.	were made in response to these results. Students continue to engage in multiple group projects throughout the MBA curriculum to work on teamwork and leadership skills.
<b>AY 2021-22</b>	<b>Criterion Met:</b> On the leadership questions of the survey instrument administered, the average score for each question was higher than the 3 benchmark.	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, and thus no specific actions were taken on this objective. Students continue to participate in multiple group projects throughout the MBA curriculum to ensure development of teamwork and leadership skills.	

<p><b>Obj. 1B: Teamwork and Leadership:</b>  <b>Students will work collaboratively with others to successfully complete a business task.</b></p>			
<p><b>AY 2018-2019</b></p>	<p><b>Criterion Met:</b> 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><b>Closing the Loop:</b> In AY 2019-20, students continued to perform well in this area. No actions/changes to curriculum were made.</p>
<p><b>AY 2019-2020</b></p>	<p><b>Criterion Met:</b> 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><b>Closing the Loop:</b> In AY 2020-21, students continued to perform well in this area. No actions/changes to curriculum were made.</p>

<p><b>AY 2020-21</b></p>	<p><b>Criterion Met:</b> 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 leadership, are adequately covered.</p>	<p><b>Closing the Loop:</b> In AY 2021-22, students continued to perform well in this area. No specific actions/changes to curriculum were made in response to these results. Students continue to engage in multiple group projects throughout the MBA curriculum to work on teamwork and leadership skills.</p>
<p><b>AY 2021-22</b></p>	<p><b>Criterion Met:</b> On the teamwork questions of the survey instrument administered, the average score for each question was higher than the 3 benchmark.</p>	<p>Our students evaluated themselves above the benchmark set on all of the self-assessment questions. Students evaluated themselves lower than usual on Question 7, but due to the small sample size this data does not indicate a trend of decreasing performance. Overall the students reported that they felt the numerous group experiences in the MBA curriculum were valuable and their teamwork skills had developed well. As this objective continues to be met, no specific curricular actions</p>	

		were taken in response to these results. Students continue to participate in multiple group projects throughout the MBA curriculum to ensure development of teamwork and leadership skills.	
<b>Obj. 2A: Written Communication Skills: Students will effectively communicate business information in writing.</b>			
<b>AY 2018-2019</b>	<b>Criterion Not Met:</b> 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.	<b>Closing the Loop:</b> 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><b>AY 2019-2020</b></p>	<p><b>Criterion Not Met:</b> 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><b>Closing the Loop:</b> 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><b>AY 2020-21</b></p>	<p><b>Criterion Met:</b> 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>	<p><b>Closing the Loop:</b> In AY 21-22 student writing once again met the criterion set and was improved over previous years. Quality of writing will continue to be stressed across the curriculum so that these improved results continue.</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.	
<b>AY 2021-22</b>	<b>Criterion Met:</b> 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; expression: 2.1111. This met the criterion of an average score of at least 2 on each metric.	Student writing remains improved, and this marks the second year that student results have met the criterion set on this objective, which has been a problem in previous years. Quality of writing will continue to be emphasized throughout the MBA curriculum to try to build on these results.	
<b>Obj. 2B: Oral Communication Skills: Students will effectively communicate business information orally.</b>			

<b>AY 2018-2019</b>	<b>Criterion Met:</b> 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.	<b>Closing the Loop:</b> In AY 2019-20, students continued to perform well in this area. No actions/changes to curriculum were made.
<b>AY 2019-2020</b>	<b>No results:</b> 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.	<b>Closing the Loop:</b> In AY 2020-21, students continued to perform well in this area. No actions/changes to curriculum were made.
<b>AY 2020-2021</b>	<b>Criterion Met:</b> 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;	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	<b>Closing the Loop:</b> In AY 2021-22, students continued to perform well in this area. A curricular review by the faculty indicates that this objective is being covered well in the curriculum. No actions/changes to curriculum were made with respect to this objective.

	appears comfortable with audience - 3.97. This met the criterion of an overall average of at least 3.	leadership, are adequately covered.	
<b>AY 2021-22</b>	<b>Criterion Met:</b> All students who completed an oral presentation in MGMT 5317 were evaluated (26). The results were: States the purpose - 3.78; organizes content - 4.47; speak clearly with appropriate vocabulary - 3.70; appears comfortable with audience - 3.41. This met the criterion of an overall average of at least 3.	Our students met the criteria on all of the components of the rubric. The results were slightly lower than in previous years, but still met the criterion set. The lower results could be due to the more difficult case that students were assigned to present. As student scores met the benchmark set, no specific actions were taken with respect to this objective. Oral communication continues to be reinforced throughout the curriculum.	
<b>Obj. 3A: Business Skills and Knowledge Integration and Application: Students will integrate and apply the functional knowledge areas of business to make</b>			

<b>business decisions.</b>			
<b>AY 2018-2019</b>	<p><b>Criterion Not Met:</b> 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>

	categories. However, in two categories the external reviewers still did not rate the students as passing the benchmark of 2.		
<b>AY 2019-2020</b>	<b>Criterion Not Met:</b> 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.	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.	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.
<b>AY 2020-21</b>	<b>Criterion Not Met:</b> All students in MGMT 5317 were evaluated (33). The results	While the criterion was not quite met, results did show improvement and were very close to meeting the criterion	<b>Closing the Loop:</b> The AY 21-22 results show that this continues to be a challenging area for improvement. Additional efforts

	<p>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>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 classes will continue to be stressed as well.</p>	<p>are being made in MGMT 5317 to give students more opportunity to practice case analysis. Additionally, the admissions and course preparation/prerequisite requirements for the MBA program are being strengthened and enforced, as it appears that some students in the MBA program are not adequately prepared for graduate study.</p>
--	---	---	--

<p><b>AY 21-22</b></p>	<p><b>Criterion Not Met:</b> All students in MGMT 5317 were evaluated through group case analyses completed (6 case analyses). The results were: Identification of issues - 2.13; Analysis and Evaluation - 1.895; Recommend effective solutions - 1.92; Apply and integrate functional knowledge - 1.94. This met the criterion (at least 2) in only one area.</p>	<p>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. Notably, the case that was administered in this year was more difficult than in previous years, as a new instructor was teaching the course. After reviewing assessment data and discussing various ideas with graduate faculty it was decided for the spring semester that students in MGMT 5317 would analyze one case over a three-week time period. The purpose of this is to teach students how to analyze a company's performance and their industry setting in the first week. In the second week students will learn to make recommendations on a future strategic direction for the organization. In the third week students will work to develop an implementation plan for the proposed new</p>	
------------------------	---	---	--

		<p>strategy. This last component would require resource planning, forecasting of financial projections, securing financing, and developing a realistic timeline for each phase of the implementation. This will hopefully help students develop a deeper depth of analysis. Additionally, the admissions and knowledge prerequisite requirement for the MBA have been strengthened, as it appears that some admitted students are not prepared for MBA work.</p>	
<p><b>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.</b></p>			



<p><b>AY 2018-2019</b></p>	<p><b>Criterion Not Met:</b> 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><b>Closing the Loop:</b> 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>
----------------------------	---	--	---

<p><b>AY 2019-2020</b></p>	<p><b>Criterion Met:</b> 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><b>Closing the Loop:</b> 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>
----------------------------	--	---	---

<p><b>AY 2020-21</b></p>	<p><b>Criterion Not Met:</b> 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"> <li>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).</li> <li>2. Additional deletions and</li> </ol>	<p><b>Closing the Loop:</b> Results still did not meet the criterion in AY 21-22. AY2021-22 was the first year that entering students were required to take a data analysis class, and thus many of the students assessed in AY 21-22 were not subject to this requirement. As this requirement is phased in, it will hopefully help improve results. This continues to be an area where curricular actions are being taken to try to drive improvement.</p>
--------------------------	---	---	--

		<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>	
<p><b>AY 21-22</b></p>	<p><b>Criterion Not Met:</b> All students in the class completed the case analysis (11 groups). The average scores were: Quant. Analysis - 1.909; Conceptual Critical Thinking - 2.455; and Problem Solving Critical Thinking 2.545. Thus, the criterion was met on problem solving and conceptual thinking, but was slightly below the criterion (average score of at least 2) on quant analysis.</p>	<p>The instructor has noted that the students in the class have a broad variety of preparation to study advanced finance. Thus, it is difficult to fully assess their quantitative skills when they are struggling to understand finance theory. For AY 22-23, the assessment for this class is going to be moved to the now required business analytics/data reasoning courses. The same rubric will be used, but the hope is that since the students will be solely focused on problem solving using quantitative methods, we</p>	

		will get results that more accurately reflect quantitative reasoning skills. Additionally, in AY 22-23 the MBA admissions and course preparation/prerequisites were strengthened and are being enforced, which will hopefully lead to students who are better prepared to succeed at graduate studies.	
<b>Obj. 4A: Ethical Reasoning: Students will use ethical reasoning to resolve business ethics dilemmas.</b>			
<b>AY 2018-2019</b>	<b>Criterion Not Met:</b> 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 with respect to ethics - ethical issue	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. The instructor also required a draft to be submitted for	<b>Closing the Loop:</b> 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 improvement.

	<p>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>	critique earlier in the semester.	
<b>AY 2019-2020</b>	<p><b>Criterion Not Met:</b>  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: 1.818. This met the criterion set (average of</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 prevents the same fact pattern to all students, and then the students</p>	<p><b>Closing the Loop:</b> 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>at least 2) for issue identification, but results still lagged slightly on resolving the ethical issue.</p>	<p>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>	
--	--	--	--

<p><b>AY 2020-21</b></p>	<p><b>Criterion Not Met:</b> 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><b>Closing the Loop:</b> AY 21-22 results were improved, but still fell slightly below benchmark. Clearer instructions in the assignment on being specific about recommendations and supporting them seemed to yield results. Case analysis will continue to be reinforced throughout the curriculum to see if these results can continue to be improved and meet the criterion we have set.</p>
<p><b>AY 21-22</b></p>	<p><b>Criterion Not Met:</b> All students who took BLAW 4357 and completed the ethics question on the case were evaluated (18 students). Scores were: Ethical Issue Identification - 2.222; Ethical Issue Resolution: 1.92. This met the criterion set (average of at least 2) on identification, but fell</p>	<p>While the results showed positive movement, and were very close to meeting the criterion set, they still fell slightly short on Issue Resolution. Students still struggle to provide concrete recommendations supported by data. Efforts to improve on this continue. Supporting recommendations in case analyses continues to be reinforced throughout the</p>	



	slightly short on resolution.	curriculum. As BLAW 5347 has been removed from the curriculum, this objective will be assessed in MGMT 5317 in AY 22-23.	
<b>Obj. 4B: Global Environment: Students will be able to navigate the international issues that impact business operations in a global society.</b>			
<b>AY 2018-2019</b>	<b>Criterion Not Met:</b> 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	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.	<b>Closing the Loop:</b> 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>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>		
<b>AY 2019-2020</b>	<p><b>Criterion Not Met:</b> 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</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</p>	<p><b>Closing the Loop:</b> 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>

	<p>least 2 on each metric).</p>	<p>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><b>AY 2020-21</b></p>	<p><b>Criterion Not Met:</b> 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</p>	<p><b>Closing the Loop:</b> AY 21-22 results were improved, but still fell slightly below benchmark. Clearer instructions in the assignment on being specific about recommendations and supporting them seemed to yield results. Case analysis will continue to be reinforced throughout the curriculum to see if these results can continue to be improved and meet the criterion</p>

		fully provide the reasoning behind the resolution to the dilemma.	we have set.
<b>AY 2021-22</b>	<b>Criterion Not Met:</b> All students who took BLAW 4357 and completed the ethics question on the case were evaluated (18 students). Scores were: International Issue Identification - 2.2778; International Issue Resolution: 1.97222. This met the criterion set (average of at least 2) on identification, but fell slightly short on resolution.	While the results showed positive movement, and were very close to meeting the criterion set, they still fell slightly short on Issue Resolution. Students still struggle to provide concrete recommendations supported by data. Efforts to improve on this continue. Supporting recommendations in case analyses continues to be reinforced throughout the curriculum. As BLAW 5347 has been removed from the curriculum, this objective will be assessed in MGMT 5317 in AY 22-23.	

## Appendix 5 – Summary Table of MPA AOL Results, Actions, and Loop Closing

	Results	Analysis and Actions Taken	Follow-Up/Closing the Loop
<b>Obj. 1A: Technical Accounting Concepts: Students will demonstrate appropriate knowledge of technical accounting concepts.</b>			
<b>AY 2018-2019</b>	<p><b>Criterion Met:</b> 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 <b>Criterion was not met</b> 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><b>AY 2019-2020</b></p>	<p><b>Criterion Met:</b> 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><b>AY 2020-2021</b></p>	<p><b>Criterion Met:</b> 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 <b>Criterion was met</b> 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>Assessment using both the case as well as ExamSoft testing software began in AY 21-22. Both of these assessment methods indicated students were adequately prepared in this area.</p>
<p><b>AY 2021-22</b></p>	<p><b>Criterion Met:</b> All students enrolled in ACCT 5312 were assessed using both the case and ExamSoft. 80% of the students enrolled correctly demonstrated the appropriate knowledge of technical accounting concepts through their ability to correctly identify</p>	<p>Both the case analysis and the ExamSoft software indicated students were adequately prepared in this area.</p>	

	applicable literature. Average performance on ExamSoft was above 70% for all areas of technical accounting concepts.		
<b>Obj. 1B: Critical Thinking: Students will develop critical thinking skills necessary to solve problems.</b>			
<b>AY 2018-2019</b>	<b>Criterion Met:</b> 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 <b>Criterion was met</b> as the average rating for preparedness in this area was 3.8.	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.	
<b>AY 2019-2020</b>	<b>Criterion Met:</b> 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 <b>Criterion was met</b> as the	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.	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

	average rating for preparedness in this area was 4.1.		going forward.
<b>AY 2020-2021</b>	<b>Criterion Met:</b> 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 <b>Criterion was met</b> 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.	Assessment using both the case as well as ExamSoft testing software began in AY 21-22. Both of these assessment methods indicated students were adequately prepared in this area.
<b>AY 2021-22</b>	<b>Criterion Met:</b> All students enrolled in ACCT 5312 were assessed using both the case and ExamSoft. 80% of the students enrolled correctly demonstrated the appropriate knowledge of this objective. Average performance on ExamSoft was above 70% for all areas of this objective.	Both the case analysis and the ExamSoft software indicated students were adequately prepared in this area.	



<p><b>Obj. 1C: Research:</b>  <b>Students will support conclusions using appropriate research and authoritative literature.</b></p>			
<p><b>AY 2018-2019</b></p>	<p><b>Criterion Met:</b> 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 <b>Criterion was met</b> as the average rating for preparedness in this area was 3.7.</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><b>AY 2019-2020</b></p>	<p><b>Criterion Met:</b> 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 <b>Criterion was met</b> as the</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>

	average rating for preparedness in this area was 3.8.		
<b>AY 2020-2021</b>	<p><b>Criterion Met:</b> 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.</p> <p>On the indirect measure (survey), the <b>Criterion was met</b> as the average rating for preparedness in this area was 3.7.</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.	Assessment using both the case as well as ExamSoft testing software began in AY 21-22. Both of these assessment methods indicated students were adequately prepared in this area.
<b>AY 2021-22</b>	<p><b>Criterion Met:</b> All students enrolled in ACCT 5312 were assessed using both the case and ExamSoft. 80% of the students enrolled correctly demonstrated the appropriate knowledge of this objective. Average performance on ExamSoft was above 70% for all</p>	Both the case analysis and the ExamSoft software indicated students were adequately prepared in this area.	

	areas of this objective.		
<b>Obj. 1D: Analyzing Problems: Students will be able to analyze problems with appropriate methodologies.</b>			
<b>AY 2018-2019</b>	<p><b>Criterion Met:</b> 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.</p> <p>On the indirect measure (survey), the <b>Criterion was met</b> as the average rating for preparedness in this area was 3.6.</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.	
<b>AY 2019-2020</b>	<p><b>Criterion Met:</b> 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.</p> <p>On the indirect measure (survey), the <b>Criterion was met</b> as the average rating for preparedness in this area was 3.8.</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.	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><b>AY 2020-2021</b></p>	<p><b>Criterion Met:</b> 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 <b>Criterion was met</b> 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>Assessment using both the case as well as ExamSoft testing software began in AY 21-22. Both of these assessment methods indicated students were adequately prepared in this area.</p>
<p><b>AY 2021-22</b></p>	<p><b>Criterion Met:</b> All students enrolled in ACCT 5312 were assessed using both the case and ExamSoft. 80% of the students enrolled correctly demonstrated the appropriate knowledge of this objective. Average performance on ExamSoft was above 70% for all areas of this objective.</p>	<p>Both the case analysis and the ExamSoft software indicated students were adequately prepared in this area.</p>	
<p><b>Obj. 2a: Communication: Students will communicate accounting information clearly and effectively.</b></p>			

<p><b>AY 2018-2019</b></p>	<p><b>Criterion Met:</b> 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 <b>Criterion was met</b> 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><b>AY 2019-2020</b></p>	<p><b>Criterion Met:</b> 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 <b>Criterion was met</b> 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><b>AY 2020-2021</b></p>	<p><b>Criterion Met:</b> 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 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>AY 21-22 results indicated that students are well prepared in this area. The newly developed ACCT 5320 communication class has been approved and was offered in AY 22-23. Results will continue to be monitored to see if this shows improvement.</p>
----------------------------	---	--	--

<p><b>AY 2021-2022</b></p>	<p><b>Criterion Met:</b> All students enrolled in ACCT 5312 were assessed using both the case and ExamSoft. 90% of the students enrolled correctly demonstrated the appropriate knowledge of this objective. Average performance on ExamSoft was above 70% for all areas of this objective.</p>	<p>Both the case analysis and the ExamSoft software indicated students were adequately prepared in this area.</p>	
<p><b>Obj. 2B: Feedback on Accounting: Students will develop skills to provide feedback on accounting issues.</b></p>			
<p><b>AY 2018-2019</b></p>	<p><b>Criterion Met:</b> 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 <b>Criterion was met</b> 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><b>AY 2019-2020</b></p>	<p><b>Criterion Met:</b> 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. On the indirect measure (employer survey), the <b>Criterion was met</b> 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><b>AY 2020-2021</b></p>	<p><b>Criterion Met:</b> 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 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>AY 21-22 results indicated that students are well prepared in this area. The newly developed ACCT 5320 communication class has been approved and was offered in AY 22-23. Results will continue to be monitored to see if this shows improvement.</p>
<p><b>AY 2021-2022</b></p>	<p><b>Criterion Met:</b> All students enrolled in ACCT 5312 were assessed using both the case and ExamSoft. 90% of the students enrolled correctly demonstrated the</p>	<p>Both the case analysis and the ExamSoft software indicated students were adequately prepared in this area.</p>	



	appropriate knowledge of this objective. Average performance on ExamSoft was above 70% for all areas of this objective.		
<b>Obj. 3: Ethical Responsibility: Students will be able to recognize and address ethical and other responsibility issues related to the accounting profession.</b>			
<b>AY 2018-2019</b>	<p><b>Criterion Met:</b> 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 <b>Criterion was met</b> as the average rating for preparedness in this area was 4.6.</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><b>AY 2019-2020</b></p>	<p><b>Criterion Met:</b> 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.</p> <p>On the indirect measure (survey), the <b>Criterion was met</b> as the average rating for preparedness in this area was 4.4.</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><b>AY 2020-2021</b></p>	<p><b>Criterion Met:</b> 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 <b>Criterion was met</b> as the average rating for preparedness in this area was 4.1.</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>Assessment using both the case as well as ExamSoft testing software began in AY 21-22. Both of these assessment methods indicated students were adequately prepared in this area.</p>

<p><b>AY 2021-2022</b></p>	<p><b>Criterion Met:</b> All students enrolled in ACCT 5312 were assessed using both the case and ExamSoft. 80% of the students enrolled correctly demonstrated the appropriate knowledge of this objective. Average performance on ExamSoft was above 70% for all areas of this objective.</p>	<p>Both the case analysis and the ExamSoft software indicated students were adequately prepared in this area.</p>	
----------------------------	---	---	--