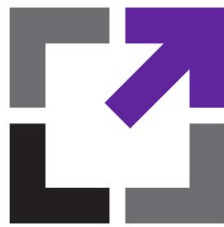




RUSCHE
COLLEGE OF BUSINESS

Curriculum Management Report 2023–2024



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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 2023-2024 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:¹

Name	Category	Type	Dept
BUSI 4330 – Organization Development	Course	Addition	BCLS
MGMT 1399 – Entrepreneurial Leadership	Course	Addition	MMIB
MGMT 3364 – Sports and Entertainment Entrepreneurship and NIL	Course	Addition	MMIB
MGMT 3395 – Sports Entrepreneurship and Innovation	Course	Addition	MMIB
ACCT 5366 – Advanced Statistical Methods and Data Analytics for Detecting Fraud	Course	Modification	ACCT
BUSI 1000 – Career Success Passport	Course	Modification	BCLS
All Majors (data analytics requirement)	Program	Modification	All
All Majors (math requirement change)	Program	Modification	All
Business Communication and Corporate Education BBA (added elective)	Program	Modification	BCLS
Entrepreneurship Minor (added electives)	Program	Modification	MMIB
Entrepreneurship BBA (added required class)	Program	Modification	MMIB
Management BBA (added electives)	Program	Modification	MMIB
Sports Business Minor (course adjustments)	Program	Modification	MMIB
Sports Business BBA (added electives)	Program	Modification	MMIB
Sports Innovation Certificate	Program	Addition	MMIB

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

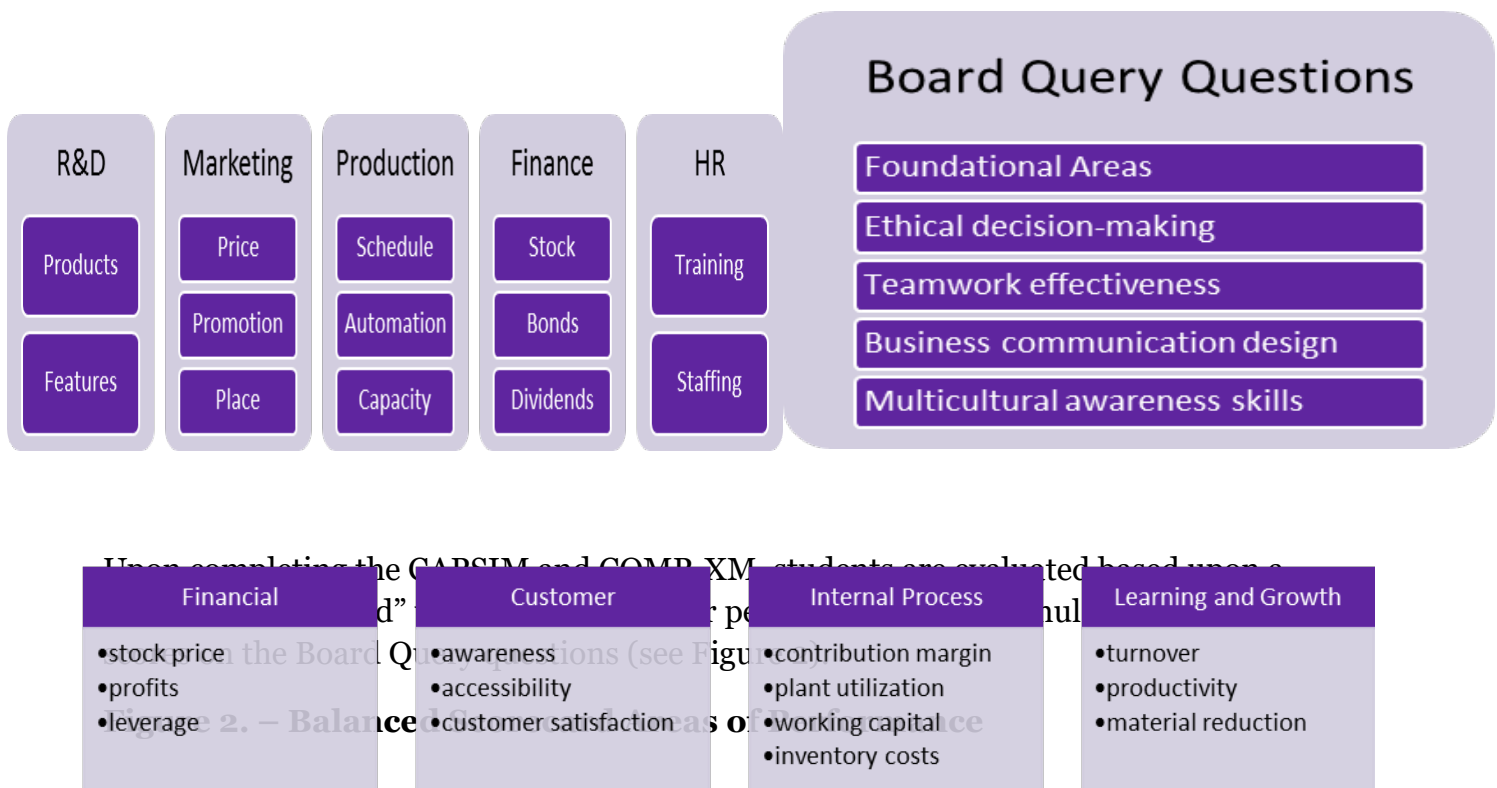
III. Assurance of Learning Process

BBA Assurance of Learning Process

As noted in previous Curriculum Management Reports, The Assurance of Learning (“AOL”) process for the BBA was significantly revised in the 2015-2016 and 2016-2017 academic years, and AOL continued under this new process in 2023-2024.

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



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 <u>effective business writing, speaking, and interpersonal communication skills</u> for <u>team and leadership</u> contexts.	<ul style="list-style-type: none"> 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 <u>critical thinking skills</u> to make business decisions informed by <u>data analysis and quantitative methods</u> .	<ul style="list-style-type: none"> 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 <u>analyze ethical duties and dilemmas</u> inherent in a <u>diverse and global business environment</u> .	<ul style="list-style-type: none"> 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 <u>apply key business concepts</u> from across the <u>business foundation curriculum</u> .	<ul style="list-style-type: none"> 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 2023-2024 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

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

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

Figure 6 – MBA Curriculum Map

	Data Options										MGMT Options		
	ACCT 5311	BUSI 5350	ECON 5320	FINC 5314	MGMT 5317	MKTG 5313	ACCTS366	BUSI 5380	ECON 5325	MGMT 5380	MGMT 5371	MGMT 5377	MGMT 5381
1. Students will demonstrate leadership knowledge and ability by working effectively with work groups/teams.													
Leadership	N	E	M	N	E	E	N	N	M	-	M	E	E
Teamwork	M	E	E	E	E	E	M	N	E	-	E	E	E
2. Students will demonstrate effective business writing and oral communication skills in a business environment.													
Writing	E	E	E	N	E	E	E	E	E	-	E	N	E
Oral	N	E	M	N	M	E	M	N	M	-	E	M	E
3. Students will demonstrate application and integration of the functional knowledge areas of business along with critical thinking and quantitative analysis to solve managerial problems.													
Integrate and apply	E	E	E	E	E	E	E	E	M	-	E	N	E
Quant. Analysis & Critical Thinking	E	M	E	E	E	E	E	E	E	-	E	N	E
4. Students will demonstrate the ability to recognize and resolve ethical dilemmas confronting managers in a diverse and global business environment.													
Ethical Reasoning	M	E	M	N	M	E	E	E	N	-	N	E	E
International Issues	M	M	M	N	M	E	M	E	N	-	M	E	M
Key	E = Exposure					M = Minimal Exposure					N = No Exposure		

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

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

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

2. Southern Association of Colleges and Schools (SACS)

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

3. Texas Higher Education Coordinating Board (THECB)

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

While the COB does collected data for SACS and THECB, this report will solely focus on AOL data collected for AACSB.

IV. Assurance of Learning in the BBA (AACSB)

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

Bachelor of Business Administration (BBA) AOL Plan

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

4.B. Functional knowledge competence.	COMP-XM exam	Students will perform within 2 percent of the national average.
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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 2023.

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

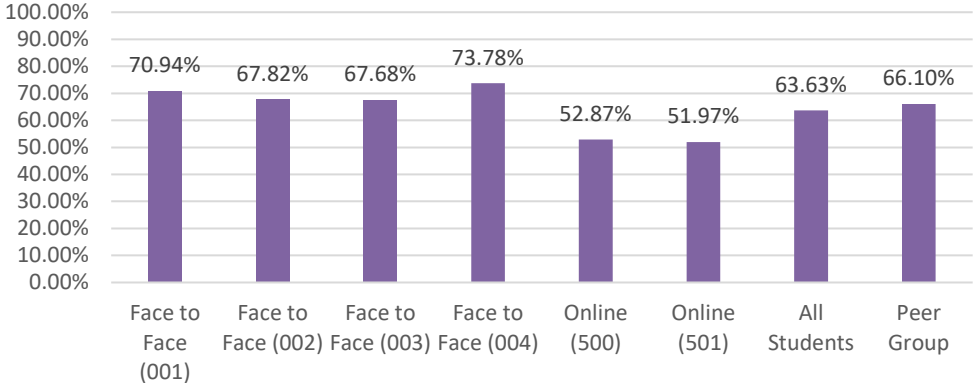
Objective	In a simulated business setting, our students will demonstrate knowledge of the most effective channels and methods for communicating business information.
Foundation Curriculum Exposure:	MGMT 2372, ACCT 2301, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, BLAW 3335, ECON 3339, MKTG 3351, MGMT 3370, MGMT 4363
Assessment Method:	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
Benchmark:	SFA students will perform within 2 percent of the national average (63.20%) of "All Capstone Undergrads" on the COMP-XM questions related to business communication.
Data Collection :	The CAPSIM/COMP-XM was administered in the Fall 2023 semester to six sections of the MGMT 4363 course – two online (4363.500&501) with 59 students and four face-to-face sections (4363.001, 002, 003, & 004) with 89 students. Our students' results were compared with the average results of a peer group of 5,000 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.

Results:	<p style="text-align: center;">Score (% Correct)</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Face to Face (001)</td> <td>56.00%</td> </tr> <tr> <td>Face to Face (002)</td> <td>53.00%</td> </tr> <tr> <td>Face to Face (003)</td> <td>57.00%</td> </tr> <tr> <td>Face to Face (004)</td> <td>61.00%</td> </tr> <tr> <td>Online (500)</td> <td>56.00%</td> </tr> <tr> <td>Online (501)</td> <td>62.00%</td> </tr> <tr> <td>All Students</td> <td>58.00%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Face to Face (001)	56.00%	Face to Face (002)	53.00%	Face to Face (003)	57.00%	Face to Face (004)	61.00%	Online (500)	56.00%	Online (501)	62.00%	All Students	58.00%
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Online (501)	62.00%																
All Students	58.00%																
Description:	<p>This is the fourth 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. There was also inconsistency across sections. The results in this area are challenging to interpret. 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>																
Actions:	<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"> 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. 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. 3. We continue to emphasize and incentivize experiential learning in classes. 4. The Passport Program has now become a required part of the curriculum for new freshman and transfer students, and we are hopeful that this will increase student engagement in extracurricular learning opportunities and in classroom learning. As many of the projects in the Passport Program involve communication, this will hopefully improve 																

	<p>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 review has continued throughout the 23-24 academic year, and results in a recommendation of the implementation of a proctoring requirement for Business Foundation courses. This policy was approved by the UCC and is currently before the CEC for review.</p>
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BBA Learning Goal 1: Our graduates will have effective business writing, speaking, and interpersonal communication skills for team and leadership contexts.

Objective 1B:	In a simulated business setting, our students will identify and analyze how team and leadership dynamics affect business outcomes.
Foundation Curriculum Exposure:	MGMT 2372, BUSI 2304, ECON 2301, BUSI 3325, BLAW 3335, ECON 3339, MKTG 3351, MGMT 3370, MGMT 4363
Assessment Method:	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
Benchmark:	SFA students will perform within 2 percent of the national average (66.10%) of "All Capstone Undergrads" on the COMP-XM questions related to teamwork.
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2023 semester to six sections of the MGMT 4363 course – two online (4363.500&501) with 59 students and four face-to-face sections (4363.001, 002, 003, & 004) with 89 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.

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All Students	63.63%																		
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<p>Description:</p>	<p>There was substantial irregularity in results across questions, with students doing very well on some questions, and extraordinarily poorly on others. There was also a high degree of inconsistency across sections, particularly in the online sections. The results in this area are challenging to interpret. 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>Actions:</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"> 1. We continue to emphasize and incentivize experiential learning in classes. This involves teamwork and group dynamics in projects. 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. 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 skills. This review has continued throughout the 23-24 academic year, and results in a recommendation of the implementation of a proctoring requirement for Business Foundation courses. This policy was approved by the UCC and is currently before the CEC for review. 																		

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

Objective 2A:	In a simulated business setting, our students will use appropriate data & quantitative analysis techniques to develop solutions to business problems.																
Foundation Curriculum Exposure:	MGMT 2372, ACCT 2301, ACCT 2302, ECON 2301, ECON 2302, BUSI 3325, FINC 3333, BLAW 3335, ECON 3339, MKTG 3351, MGMT 3370, MGMT 3371, MGMT 4363																
Assessment Method:	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.																
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to analytical and quantitative reasoning.																
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2023 semester to six sections of the MGMT 4363 course – two online (4363.500&501) with 59 students and four face-to-face sections (4363.001, 002, 003, & 004) with 89 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.																
Results:	<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 (001)</td> <td>71.95%</td> </tr> <tr> <td>Face to Face (002)</td> <td>63.89%</td> </tr> <tr> <td>Face to Face (003)</td> <td>62.03%</td> </tr> <tr> <td>Face to Face (004)</td> <td>65.41%</td> </tr> <tr> <td>Online (500)</td> <td>66.94%</td> </tr> <tr> <td>Online (501)</td> <td>64.52%</td> </tr> <tr> <td>All Students</td> <td>65.29%</td> </tr> </tbody> </table>	Group	Score (% Correct)	Face to Face (001)	71.95%	Face to Face (002)	63.89%	Face to Face (003)	62.03%	Face to Face (004)	65.41%	Online (500)	66.94%	Online (501)	64.52%	All Students	65.29%
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All Students	65.29%																
Description:	We have increased our curricular focus on quantitative reasoning and the use of data, and this appears to be paying off, as results have improved substantially. 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.																
Actions:	Although our results in this area met the criterion set, to drive further																

	improvement in this area, and to respond to comments from employers, in AY 23-24 the faculty approved a business analytics requirement for all COB majors. Students can choose from a number of different analytics options.
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BBA Learning Goal 2: Our graduates will be able to use critical thinking skills to make business decisions informed by data analysis and quantitative methods.

Objective 2B:	In a simulated business setting, our students will use critical thinking and decision-making skills to identify and resolve business problems.																
Foundation Curriculum Exposure:	MGMT 2372, ACCT 2301, ACCT 2302, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, FINC 3333, BLAW 3335, ECON 3339, MKTG 3351, MGMT 3370, MGMT 3371, MGMT 4363																
Assessment Method:	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.																
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to critical thinking and decision-making.																
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2023 semester to six sections of the MGMT 4363 course – two online (4363.500&501) with 59 students and four face-to-face sections (4363.001, 002, 003, & 004) with 89 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.																
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Face to Face (004)	73.50%																
Online (500)	54.31%																
Online (501)	64.11%																
All Students	63.06%																
Description:	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.
Actions:	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.

Objective 3A:	In a simulated business setting, our students will recognize and propose solutions to ethical dilemmas.																		
Foundation Curriculum Exposure:	MGMT 2372, ACCT 2301, ACCT 2302, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, BLAW 3335, MKTG 3351, MGMT 3370, MGMT 3371, MGMT 4363																		
Assessment Method:	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.																		
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to ethical decision-making.																		
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2023 semester to six sections of the MGMT 4363 course – two online (4363.500&501) with 59 students and four face-to-face sections (4363.001, 002, 003, & 004) with 89 students. Our students' results were compared with the average results of a peer group of 5,000 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.																		
Results:	<p style="text-align: center;">Score (% Correct)</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Face to Face (001)</td> <td>52%</td> </tr> <tr> <td>Face to Face (002)</td> <td>73%</td> </tr> <tr> <td>Face to Face (003)</td> <td>68%</td> </tr> <tr> <td>Face to Face (004)</td> <td>62%</td> </tr> <tr> <td>Online (500)</td> <td>45%</td> </tr> <tr> <td>Online (501)</td> <td>61%</td> </tr> <tr> <td>All Students</td> <td>61%</td> </tr> <tr> <td>Peer Group</td> <td>58%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Face to Face (001)	52%	Face to Face (002)	73%	Face to Face (003)	68%	Face to Face (004)	62%	Online (500)	45%	Online (501)	61%	All Students	61%	Peer Group	58%
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Online (501)	61%																		
All Students	61%																		
Peer Group	58%																		

Description:	Results met the criterion set.
Actions:	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.

Objective 3B:	In a simulated business setting, our students will identify and analyze global and cross-cultural environmental business issues.																		
Foundation Curriculum Exposure:	MGMT 2372, ACCT 2301, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, BLAW 3335, MKTG 3351, MGMT 3370, MGMT 3371, MGMT 4363																		
Assessment Method:	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.																		
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to cross-cultural competence.																		
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2023 semester to six sections of the MGMT 4363 course – two online (4363.500&501) with 59 students and four face-to-face sections (4363.001, 002, 003, & 004) with 89 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.																		
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Peer Group	68%																		
Description:	There was substantial irregularity in results across questions, with students doing very well on some questions, and extraordinarily																		

	poorly on others. There was also a high degree of inconsistency across sections, particularly in the online sections. The results in this area are challenging to interpret. Several actions are being taken to improve student learning in this important area.
Actions:	<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"> 1. We continue to emphasize and incentivize experiential learning in classes. 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. 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 think through issues of cultural diversity. This review has continued throughout the 23-24 academic year, and results in a recommendation of the implementation of a proctoring requirement for Business Foundation courses. This policy was approved by the UCC and is currently before the CEC for review.

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

Objective 4A:	Students will complete a simulated business exercise applying the functional knowledge areas of business.
Foundation Curriculum Exposure:	MGMT 2372, ACCT 2301, ACCT 2302, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, FINC 3333, BLAW 3335, ECON 3339, MKTG 3351, MGMT 3370, MGMT 3371, MGMT 4363
Assessment Method:	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
Benchmark:	The COMP-XM overall class median percentile on the “Balanced Scorecard” for the simulation will be above the 50 th percentile for the peer group “All Capstone Undergrads.”
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2023 semester to six sections of the MGMT 4363 course – two online

	(4363.500&501) with 59 students and four face-to-face sections (4363.001, 002, 003, & 004) with 89 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.																
Results:	<p style="text-align: center;">Score (Median Percentile)</p> <table border="1"> <thead> <tr> <th>Section</th> <th>Score (Median Percentile)</th> </tr> </thead> <tbody> <tr> <td>Face to Face (001)</td> <td>32</td> </tr> <tr> <td>Face to Face (002)</td> <td>36</td> </tr> <tr> <td>Face to Face (003)</td> <td>46.00</td> </tr> <tr> <td>Face to Face (004)</td> <td>47.00</td> </tr> <tr> <td>Online (500)</td> <td>31.50</td> </tr> <tr> <td>Online (501)</td> <td>26.00</td> </tr> <tr> <td>All Students</td> <td>37.00</td> </tr> </tbody> </table>	Section	Score (Median Percentile)	Face to Face (001)	32	Face to Face (002)	36	Face to Face (003)	46.00	Face to Face (004)	47.00	Online (500)	31.50	Online (501)	26.00	All Students	37.00
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Online (501)	26.00																
All Students	37.00																
Description:	While our results are slightly improved from last year, this continues to be an area of struggle for our students. 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:	<p>Specific actions being taken are:</p> <ol style="list-style-type: none"> 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 classes. 3. The Passport Program has now become a required part of the curriculum for new freshman and transfer students, and we are hopeful that this will increase student engagement in extracurricular learning opportunities and in classroom learning. A full-time employee dedicated to administering and improving the Passport Program has been hired. 4. We have included an additional data analytics class in the required curriculum. 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 apply business knowledge. This review has continued throughout the 23-24 academic year, and results in a recommendation of the implementation of a proctoring requirement for Business Foundation courses. This policy was approved by the UCC and is currently before the CEC for review.
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BBA Learning Goal 4: Our graduates will be able to apply key business concepts from across the business foundation curriculum and develop competency in the major business discipline.

Objective:	In a simulated business setting, students will demonstrate competence in the functional knowledge areas of business from the foundation curriculum.						
Foundation Curriculum Exposure:	MGMT 2372, ACCT 2301, ACCT 2302, ECON 2301, ECON 2302, BUSI 2304, BUSI 3325, FINC 3333, BLAW 3335, ECON 3339, MKTG 3351, MGMT 3370, MGMT 3371, MGMT 4363						
Assessment Method:	In the MGMT 4363 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.						
Benchmark:	The class average score across each functional area tested by the Comp-XM exam will be within 2% of the average score of the population taking the exam.						
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2023 semester to six sections of the MGMT 4363 course – two online (4363.500&501) with 59 students and four face-to-face sections (4363.001, 002, 003, & 004) with 89 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.						
Results:		Fall 2023				F2023	F2023
	Functional Domain	Pop. Average	F2023(001) Class Average	F2023(002) Class Average	F2023(003) Class Average	F2023(004) Class Average	F2023(500) Class Average
	Accounting	66.00%	60.00%	61.00%	61.00%	67.00%	64.00%
	Finance	62.00%	57.00%	56.00%	56.00%	63.00%	56.00%
	Strategy	57.00%	56.00%	62.00%	63.00%	67.00%	60.00%
	Marketing	60.00%	57.00%	71.00%	66.00%	68.00%	62.00%
	Operations	55.00%	54.00%	59.00%	60.00%	68.00%	62.00%
	HR	62.00%	59.00%	62.00%	67.00%	70.00%	71.00%
	Average	60.33%	57.17%	61.83%	62.17%	67.17%	62.50%
	Class Avg.	62.08%	13	29	22	25	28
Description:	Our results met the benchmark we have set.						
Actions:	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 2023-2024 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.

Assessment of Written Communication in BUSI 3325

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 – 2.14
- Development – 2.08
- Expression – 1.97

This did not meet the criterion set in one area, but these results were significantly better than the previous year. Thus, it appears that although our COMP-XM communication results are still low, student ability to communicate is improving.

As indicated above. The COMP-XM scores in some of the deficient areas were quite erratic, particularly in the online section. This led to the Committee looking deeper into grade distributions and exam proctoring policies throughout the Business Foundation curriculum. The Committee found a high level of inconsistency in rigor in courses, and particularly found that many face to face and online courses had unproctored exams, in spite of a COB policy requiring proctoring. The UCC thus proposed and approved a new proctoring policy for all Business Foundation classes which is currently before the COB CEC for further approval.

Employer Focus Group at C2C Conference

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. 14 individuals representing various employers participated. Appendix 2 contains a full report of this focus group.

Many participants noted that the professionalism and communication skills of students had improved from previous years, particularly as compared to students from other schools. The main area for improvement noted was in the area of more experiential/hands-on learning, particularly in teams. Participants noted that other schools (namely TCU and University of Houston) are doing this better, particularly in sales, and it speeds up the time that a new hire becomes an effective worker driving positive revenue growth.

Student Survey

Students in MGMT 4363 were surveyed regarding skill development in particular areas. These survey results were generally positive, but there were some areas that showed room for improvement:

N=184	Computer Skills	Math Ability	Public Speaking Ability	Writing Ability	Data Analysis	Diversity/ Global
Well Above Average	12.50%	12.50%	11.41%	15.76%	9.78%	13.04%
Above Average	35.87%	35.87%	29.89%	27.17%	33.15%	30.98%
Average	46.20%	45.65%	41.30%	50.00%	48.91%	48.37%
Below Average	5.43%	5.98%	17.39%	7.07%	8.15%	7.61%

N=184	Weaker	Unchanged	Stronger	Much Stronger
Writing Skills	3.28%	20.77%	55.74%	20.22%
Public Speaking Skills	1.09%	18.03%	51.37%	29.51%
Math Skills	2.73%	23.50%	54.10%	19.67%

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 24 semester, the COB faculty again discussed whether there was adequate rigor across the Business Foundation curriculum. This included grade distributions as well as quality of assignments and proctoring of exams. Based upon the review of syllabi of foundation courses that was agreed upon in the Spring 23 meeting, it appears that many of our Business Foundation courses do not have experiential learning exercises, and instead are largely reliant upon assignments from textbook publishers and multiple-choice exams. Discussion was had over these issues, but no specific actions were taken.
4. The proposal for the additional data class in the curriculum was approved, and thus going forward all majors in the COB will be required to have a data analytics course.
5. The UCC developed and approved a new exam proctoring policy for the Business Foundation curriculum, which is currently before the CEC for review.
- 6.

V. Assurance of Learning in the MBA (AACSB)

During academic year 2023-2024, the results for academic year 2022-2023 in the MBA are assessed. New learning goals and objectives for the MBA as well as the AOL process to assess these learning goals were first implemented in the 2017-2018 academic year.

Master of Business Administration (MBA) AOL Plan

Objective	Direct Assessment Method	Criterion (Benchmark)
1A. Lead a group to successfully complete a business task.	Various group exercises throughout curriculum, self-reporting instrument.	Average student score on numerical survey questions will be 3 or higher.
1B. Students will work collaboratively with others to successfully complete a business task.	Various group exercises throughout curriculum, self-reporting instrument.	Average student score on numerical survey questions will be 3 or higher.
2A. Effective written communication.	Standard rubric used to evaluate writing assignment in MGMT 5317.	Average score on each metric will be 2 or higher.
2B. Effective oral communication.	Standard rubric used to evaluate oral Presentation in MGMT 5317.	Average score on rubric will be 3 or higher.
3.A. Knowledge integration and application.	Written case assignment in MGMT 5317.	Average student score on each metric will be 2 or higher.
3.B. Quantitative analysis and critical thinking.	Written case assignment in BUSI 5380 and ECON 5325.	Average student score on each metric will be 2 or higher.
4.A. Resolving ethical dilemmas.	Written case assignment in BUSI 5350.	Average student score on each metric will be 2 or higher.
4.B. Navigate international issues.	Written case assignment in BUSI 5350.	Average student score on each metric will be 2 or higher.

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

Obj. 1A:	Students will lead a group to successfully complete a business task.
Assessment Method:	Students will complete various group projects throughout the MBA curriculum. At the end of their MBA experience students will complete a self-reporting instrument in which they will report on whether/how their leadership skills have grown.
Benchmark:	The average student score on the instrument questions with a numerical rating will be 3 or higher.
Data Collection:	At the end of 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, 14 students completed the survey in the summer, which is a smaller sample size than usual.				
Results:	Leadership Scores				
		Q. 1	Q. 2	Q.3	
	Average Rating (1-5 scale)	3.5	4	3.58	
Description:	Our students evaluated themselves well above the benchmark set on all of the self-assessment questions. The most important questions (Q.2 and Q.3) asked the students to rate their own leadership skills after completion of the MBA and to rate the leadership skills of classmates. The scores on these questions were well above the established criteria.				
Actions:	As student scores met the benchmark set, no specific actions were taken in this academic year.				

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

Obj. 1B:	Students will work collaboratively with others to successfully complete a business task.				
Assessment Method:	Students will complete various group projects throughout the MBA curriculum. In MGMT 5317 students will complete a capstone case project in a group. Each student will complete a self-reporting instrument in which the student reflects upon how they functioned as a team member, how well the team as a whole functioned, and how/whether their ability to work collaboratively has increased by participating in the MBA program.				
Benchmark:	The average student score on the instrument questions with a numerical rating will be 3 or higher.				
Data Collection:	At the end of MGMT 5317, all students are administered a self-assessment instrument in which they reflect upon, rate, and comment upon the 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, 14 students in the summer semester completed the survey, which is a smaller sample size than usual.				
Results:	Teamwork Scores				
		Q. 2	Q. 3	Q.6	Q.7

	Average Rating (1-5 scale)	3.57	4.36	4.36	4.29	
Description:	Our students evaluated themselves above the benchmark set on all of the self-assessment questions. Overall the students reported that they felt the numerous group experiences in the MBA curriculum were valuable and their teamwork skills had developed well.					
Actions:	As student scores met the benchmark set, no specific actions were taken in this academic year.					

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

Obj. 2A:	Students will effectively communicate business information in writing.					
Assessment Method:	In 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.					
Benchmark:	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.					
Data Collection:	MGMT 5317 is a required class in the MBA curriculum. It is offered once a year, and all students in the class complete the written case assignment which is then evaluated by other graduate faculty members using the standardized rubric. IN AY 22-23 19 students were assessed.					
Results:	Written Communication Scores					
		Organization	Development	Expression		
	Average Rating (1-3 scale)	2.263	2.211	2		
Description:	These results met the criterion set, and this represents the third 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, but the lowest score was still in “expression,” so student technical writing skills/grammar still needs to be monitored.					
Actions:	This marks the third 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.

Obj. 2B:	Students will effectively communicate business information orally.					
Assessment Method:	In MGMT 5317 students will complete a capstone case project which will require an oral presentation component and will be evaluated using a standard rubric developed by the graduate faculty.					
Benchmark:	The average student score the rubric will be 3 or higher (1 to 5 scale).					
Data Collection:	MGMT 5317 is a required class in the MBA curriculum. It is offered once a year, and all students in the class complete a final case project which includes an oral presentation component. Members of the graduate faculty observe the presentations and evaluate them using a standardized rubric. In AY 2022-23, 19 students were assessed and evaluated by 4 faculty members.					
Results:	Oral Comm. Scores					
		States Purpose	Organizes Content	Speaks clearly, appropriate vocabulary	Comfort with audience	
	Average Rating (1-5 scale)	2.84	3.07	3.03	3.22	
Description:	Our students did not meet the criterion, falling short in the area of “states purpose.” Overall, results were lower than usual across all areas. The Graduate Council discussed this, and the reviewers that reviewed the presentations believed that the fact that they were delivered via Zoom, as opposed to in class, was part of the issue. Students seemed less prepared and polished than usual.					
Actions:	Students seemed to be less polished/professional/prepared because of the presentations being delivered via Zoom as opposed to in person. However, due to the fact that many students take the course via Zoom and in the modern business places presentations are frequently given virtually, the Graduate Council did not recommend that in person presentations be required. The instructor in the course took the action of emphasizing in class that the presentation still must be professional and that performance on the presentation is evaluated to help ensure that students put sufficient effort into polishing the presentation. As this has been an area of strength in the past and this is the first time data has not met the criterion, further action was not taken.					

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

Obj. 3A:	Students will integrate and apply the functional knowledge areas of business to make business decisions.					
Assessment Method:	In MGMT 5317 students will complete a capstone case project which will require them to develop a solution to a business strategy problem utilizing the functional business knowledge developed throughout the curriculum. The final analysis will be evaluated using a standard rubric developed by the graduate faculty.					
Benchmark:	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.					
Data Collection:	MGMT 5317 is a required class in the MBA curriculum. It is offered once a year, and all students in the class complete a final case project which includes a written case analysis. Members of the graduate faculty evaluate these analyses using a standardized rubric. The COB also occasionally has outside reviewers evaluate the projects. In AY 22-23, 19 students completed the case analysis and were evaluated by two reviewers.					
Results:	Integration & Application scores					
		ID Issues	Analysis & Evaluation	Recommend Effective Solutions	Apply & Integrate Functional Knowledge	
	Average Rating (internal review)	2.04	1.592	1.526	1.5	
Description:	During academic years 2022-2023, 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.					
Actions:	The action taken last AY did not seem to bear any results. The Graduate Council discussed these results, and conducted a survey of the graduate curriculum to see how many classes in the curriculum utilize case analysis, and how in-depth these case analyses are. The results of this process found that the use of cases throughout the curriculum is inconsistent, and the level of rigor of the cases varies dramatically, from challenging HBS style cases to very simple					

	paragraph cases. The Graduate Council has discussed this with the graduate teaching faculty, and discussion is ongoing regarding how to attain more consistency and rigor across the curriculum so that students go into MGMT 5317 better able to conduct case analyses. The Graduate Council is also still discussing how to implement an internet based case analysis “Boot Camp” that students can use as a resource for how to conduct good analyses.
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MBA Learning Goal 3: Students will demonstrate application and integration of the functional knowledge areas of business along with critical thinking and quantitative analysis to solve managerial problems.

Obj. 3B:	Students will systematically apply tools of quantitative analysis and critical thinking to make recommendations for the resolution of managerial problems.			
Assessment Method:	In BUSI 5380 (21) and ECON 5325 (19), students will complete a case project in which they use quantitative analysis and critical thinking to propose solutions for the case, which will be evaluated using a standard rubric developed by the graduate faculty.			
Benchmark:	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.			
Data Collection:	BUSI 5380 and ECON 5325 are newly required classes in the MBA in the MBA curriculum, and are focused on data analyses. Quant. Reasoning assessment was switched to these classes per the action taken last AY.			
Results:	Analysis/ Decision Making scores			
		Quant. Analysis	Critical Thinking - Conceptual	Critical Thinking - Problem Solving
	Average Rating	2.15	2.025	2.025
Description:	The criterion was met. Moving the assessment to these classes seemed to have the desired affect of having the evaluation focus purely on quantitative skills, as opposed to whether or not students understand the finance theory from FINC 5314.			
Actions:	As the criterion was met, no action was taken.			

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

Obj. 4A:	Students will use ethical reasoning to resolve business dilemmas.		
Assessment Method:	In BUSI 5350 (Executive Leadership), students will complete a written case project in which they use ethical reasoning to propose solutions for an international business ethics dilemma, which will be evaluated using a standard rubric developed by the graduate faculty.		
Benchmark:	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.		
Data Collection:	26 students in BUSI 5350 completed the case analysis and were evaluated using the standardized rubric.		
Results:	Ethics		
		Issue Identification	Issue Resolution
	Average Rating (1-3 scale)	2.5	2.214
Description:	The results met the criterion set, improving on previous years' results. Previous actions seem to have started yielding results, and students did a far better job of providing substantiation for their recommended action.		
Actions:	As the results met the criterion set, no further specific actions were taken related to this objective.		

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

Obj. 4B:	Students will be able to navigate the international issues that impact business operations in a global society.		
Assessment Method:	In BUSI 5350 (Executive Leadership), students will complete a written case project in which they use ethical reasoning to propose solutions for an international business ethics dilemma, which will be evaluated using a standard rubric developed by the graduate faculty.		
Benchmark:	The average student score on each metric of the rubric will be 2 (meets expectations) or higher.		
Data Collection:	26 students in BUSI 5350 completed the case analysis and were evaluated using the standardized rubric.		

Results:	International Issue		
		Issue Identification	Issue Resolution
	Average Rating (1-3 scale)	2.43	2.0
Description:	The results met the criterion set, improving on previous years' results. Previous actions seem to have started yielding results, and students did a far better job of providing substantiation for their recommended action.		
Actions:	As the results met the criterion set, no further specific actions were taken related to this objective.		

Graduate Council Recommended Actions for Continuous Improvement

The 2022-2023 AOL data showed improvement in some objectives, but not others. Written communication and ethical/international issues case analyses showed improvement, as well as quantitative analysis. However, students continue to struggle in the area of applying knowledge to resolve a case, and oral communication continues to decline.

The Graduate Council's main area of focus in response to these results has been evaluating consistency of rigor across the curriculum. Based upon an analysis of grading and the difficulty of cases throughout the curriculum, it appears that there is some inconsistency in rigor. This is still being analyzed by the Graduate Council as well as with the graduate faculty. Discussions are also ongoing on how to build a D2L based "Boot Camp" that can give students resources to use to carry knowledge from classes across the curriculum. Additionally, one faculty member is working with a former student to develop a since case that can be used across multiple courses to increase student retention of information across classes.

VI. Assurance of Learning in the MPA (AACSB)

During AY 2023/2024, the data collected from academic year 2022/2023 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.

Objective 1A:	Students will demonstrate appropriate knowledge of technical accounting concepts.
Assessment Method:	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
Benchmark:	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.
Data Collection:	All students enrolled in the ACCT 5312 class completed the case and took the ExamSoft exam.
Results:	90% 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.
Actions:	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.

Objective 1B:	Students will develop critical thinking skills necessary to solve problems.
Assessment Method:	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
Benchmark:	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.
Data Collection:	All students enrolled in the ACCT 5312 class completed the case and took the ExamSoft exam.
Results:	100% 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.
Actions:	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.

Objective 1C:	Students will support conclusions using appropriate research and authoritative pronouncements.
Assessment Method:	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
Benchmark:	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.
Data Collection:	All students enrolled in the ACCT 5312 class completed the case and took the ExamSoft exam.
Results:	90% 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.
Actions:	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.

Objective 1D:	Students will be able to analyze problems with appropriate methodologies.
Assessment Method:	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
Benchmark:	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.
Data Collection:	All students enrolled in the ACCT 5312 class completed the case and took the ExamSoft exam.
Results:	90% 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.
Actions:	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.

Objective 2A:	Students will communicate accounting information clearly and effectively.
Assessment Method:	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
Benchmark:	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.
Data Collection:	All students enrolled in the ACCT 5312 class completed the case and took the ExamSoft exam.
Results:	100% 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.
Actions:	The new dedicated accounting communication class was 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.

Objective 2B:	Students will develop skills to provide feedback on accounting issues.
Assessment Method:	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
Benchmark:	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.
Data Collection:	All students enrolled in the ACCT 5312 class completed the case and took the ExamSoft exam.
Results:	100% 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.
Actions:	The new dedicated accounting communication class was 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.

Objective 3A:	Recognize and address ethical and global responsibility issues related to the accounting profession.
Assessment Method:	Direct assessment data will be collected in ACCT 5312 (Accounting Research) using selected cases and the ExamSoft program.
Benchmark:	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.
Data Collection:	All students enrolled in the ACCT 5312 class completed the case and took the ExamSoft exam.
Results:	100% 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.
Actions:	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.

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.

The primary Continuous Improvement initiative being undertaken by the accounting faculty is to improve CPA exam results by encouraging graduates to take the exam sooner. The Texas State Board of Public Accountancy recently changed requirements for students to sit for the CPA exam, and the School of Accountancy is exploring ways they can take advantage of this to increase passage rates.

Appendix 1 – Detailed Course and Program Modifications

Course Additions/Modifications

BUSI 4330 – Organization Development

The Organization Development (OD) course will introduce core concepts of the OD field including change management theory and application, individual and organization non-training interventions, consulting practices and employee engagement theory and associated interventions. This course is one that is commonly included in corporate education curriculum. It will provide additional knowledge and value for the students that pursue a BCCE degree that is not currently covered in other classes.

MGMT 1399 – Entrepreneurial Leadership

A freshman level course being added, predominantly for Entrepreneurship majors, to introduce them to the entrepreneurial mindset early in the curriculum.

MGMT 3364 – Sports and Entertainment Entrepreneurship and NIL

This course is to address the pressing need for education and training on the intersection of Name, Image, and Likeness (NIL) and entrepreneurship in the dynamic world of sports business. With NIL becoming a hot topic and a transformative force in the sports industry, there is a growing demand for students and aspiring professionals to gain a comprehensive understanding of how student-athletes can exploit the value of their NIL. The course aims to equip students with the knowledge, skills, and insights needed to thrive in the evolving sports business landscape, offering them opportunities to explore entrepreneurial avenues within this context. This course responds to the current industry trends and prepares students to navigate this significant shift in college sports, making them better prepared to participate in or contribute to the NIL ecosystem.

MGMT 3395 – Sports and Entrepreneurship and Innovation

A specific course dedicated to the topic of sports entrepreneurship and innovation provides a unique opportunity for students to explore and possibly initiate ventures in a largely underexploited economic arena due to a historical tendency to resist innovation and favor the status quo. The course aims to equip students with the knowledge, skills, and insights needed to thrive in the evolving sports business landscape, offering them opportunities to explore entrepreneurial avenues within this context. This course responds to the current industry trends and prepares students to navigate this significant shift in college sports. Finally, based on research and comparisons with other programs, sports entrepreneurship is a new trend in both sports business and

entrepreneurship programs which will allow the Nelson Rusche College of Business to be a first mover in the area as a means to differentiate our innovative program offerings.

BUSI 1000 – Career Success Passport

Small change in bulletin necessary to allow class to be taken multiple times.

ACCT 5366 – Advanced Statistical Methods and Data Analytics for Detecting Fraud

Removal of prerequisite that existed due to an error.

Program Additions/Deletions/Modifications

All Majors – Data Analytics and Math Requirement

All BBA degrees in the College of Business were modified to 1) allow either MATH 1314 or MATH 1324 to be taken to fulfill the core curriculum requirement and 2) require a data analytics course within the major.

Prior to this change, BBA students must take MATH 1324 as their core math requirement. However, many students become BBA students after taking a core math requirement. This leads to many students needing substitutions and or delaying their math coursework. Examples of students commonly in this situation are students that change majors to BBA majors, transfer students (e.g. THECB FOS), and online students. Online BBA students do not have an option to complete their core math requirement at SFA (MATH 1324 is not offered online). Therefore, to ensure they have this option and continue our 100% online programs (as defined by THECB), this change is proposed.

The program's Business Common Requirements are being adjusted to require students to take an upper-level business analytics course. These analytics courses are existing courses in the College of Business, and require students to take one helps ensure they are prepared for the modern workplace where data/business analytics training is very important. This change was implemented based upon a review of industry needs, other schools curricula, and indirect assessment results (Employer Focus Group feedback).

Business Communication and Corporate Education BBA

This program was modified to include the newly developed Organizational Development course (BUSI 4330) as an elective in the program.

Entrepreneurship BBA

This program was modified to include the newly developed Entrepreneurial Leadership course (MGMT 1399) as a required class for the program.

Entrepreneurship Minor

The two newly approved Sports Entrepreneurship courses (MGMT 3364 and MGMT 3395) were added to the minor as elective options. These courses will provide student interested in sport entrepreneurship and innovation elective options.

Management BBA

Two new courses were added to the Management electives (Management Option 2). They were MGMT 3364 and MGMT 3395.

Sports Business Minor

Three proposed course additions were made to the minor. The first two are for new Sports Entrepreneurship courses (MGMT 3364 and MGMT 3395). These two courses provide a cross-disciplinary option for Sports Business minors (Entrepreneurship and Sports Business). These courses will provide student interested in sport entrepreneurship and innovation major elective options. The third course is a course being developed within Kinesiology (KINE 4359). This course fits well into the minor as it provides a student within the minor a risk management course, providing them additional options within the area. Students wishing to major in KINE and minor in Sports Business will benefit the most from all of this third course, as it will replace KINE 4331 as an option. KINE 4331 is required for KINE majors and they cannot count it toward their minor.

Sports Business BBA

The program was modified to add the newly approved courses in the area of Sport Entrepreneurship: MGMT 3364 and MGMT 3395. Each of these courses are cross disciplinary (Entrepreneurship and Sports Business) within the field of management. These courses will provide students seeking careers in the area of sports entrepreneurship and innovation additional elective options.

Sports Innovation Certificate

This is a newly added undergraduate certificate in Sports Innovation provides SFA students with a core set of skills in the field of sports innovation with a unique focus on building entrepreneurial-minded students interested in the sports industry and Name, Image, and Likeness (NIL) field. More specifically the program is designed with innovations in sports on college campus in mind (easily the fastest growing area for new positions in college athletics) to serve both students who are interested in working in the name, image, likeness space, and student-athletes at SFA looking for training on how to manage their name, image, and likeness. Students who complete the certificate will benefit from training in innovation and entrepreneurship to help prepare them as leaders in the ever changing and growing field of sports.

Appendix 2 – Focus Group Report

AOL FOCUS GROUP REPORT – AY 2023-24

TO: Tim Bisping, Dean
Jason Reese, Associate Dean

FROM: Justin Blount, Assessment Coordinator

DATE: April 25, 2024

Process

Focus groups were conducted in-person by Justin Blount and Jason Reese during the C2C Conference on April 25, 2024. 14 individuals representing various employers participated. Participants were:

- Scott Bowyer, CBTX
- Eric Jones, Increase Financial
- Marcus Ford, Increase Financial
- Erika Tolar, Foreword Air Corporation
- Jennifer Chavira, Eaton
- Brittany McBrayer, Salient Solutions, Inc.
- Mitchell McCoy, HMMV
- Isaiah Yates, Texas Rangers Baseball
- Isaiah Schreiber, Texas Rangers Baseball
- Bryana Novegil, Texas Rangers Baseball
- Taylor Kovar, 11 Financial
- Rick Lowry, Rick Lowry Search
- Jamie Mayo, Kohl's Department Stores
- Britany Vinson, Tome Catering

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. Please provide any other comments relating to the business education of our students.

Results

The participants noted that the polish and professional communication skills of students have improved from previous years. One participant noted that they had hired 5 SFA grads, and all were good communicators, and better than the recent hires from UT Tyler. They noted that communication skills (particularly interpersonal/professional) are down with respect to students from all universities, but our students compare favorably to those from other schools and have more polish/professionalism relative to other schools. For example, one participant noted that our students are much better about not using slang in business meetings.

One participant noted that quality of students has gone up in recent years, and their recent hires had better logical and critical thinking skills than in previous years. However, another noted that he has been hiring graduates since 2012, and he would say that while the polish/presentation may have improved a bit in recent years, the overall talent has not improved, and the work ethic of recent hires has actually decreased. Another participant noted that recent work ethic of grads had increased and that our graduates showed better work ethic than those from other schools, so the responses were not consistent on this point.

One particular area stressed was that students need as much experiential learning at school as possible. The participants seemed in agreement that SFA grads possess all of the business knowledge they would expect a recent grad to have. They also acknowledged that they always expect to give all recent hires some industry specific education/training. However, they noted that the more experiential learning students have, the better they are able to hit the ground running. This seems to particularly be the case with respect to sales/using sales software and techniques. One participant noted that TCU and University of Houston both do a better job of preparing graduates in their sales programs to hit the ground ready to go. She noted that this improves her “speed to revenue” for those grads, because they come in ready to go with very little training.

Participants also noted that more experiential training/learning in teams would be good. They noted many students struggle to carry their weight in teams, and noted that we may need to be more diligent in not just having students work in groups, but teaching them how to do that effectively. For example, assigning team leaders and paying attention to feedback from students when working in groups. Another participant also stressed more accountability with students.