



# RUSCHE

COLLEGE OF BUSINESS

## CURRICULUM MANAGEMENT REPORT 2016-2017



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

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# I. Overview

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The academic year 2016-2017 included new and substantial changes in Curriculum Management within the Rusche College of Business. The main area of change was in assurance of learning (AOL), in which there were significant changes and improvements. The results of these changes included in an increased emphasis in hands-on, experiential learning.

# II. Curriculum Development and Review

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The prior academic year (2015-2016) included very substantial curriculum changes including the rollout of two new programs and the creation of a third. This year consisted only of slight course and program modifications. No new courses or programs were proposed this academic year.

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

Name	Category	Type	Dept
<b>BCM 347 - Administrative Communication</b>	Course	Modify	BCLS
<b>GBU 310 - Business Comm. Technology</b>	Course	Modify	BCLS
<b>GBU 440 - Records Management</b>	Course	Modify	BCLS
<b>GBU 461 - Information Management</b>	Course	Modify	BCLS
<b>MGT 470 - Topics in Management</b>	Course	Modify	MMIB
<b>MKT 470 - Topics in Marketing</b>	Course	Modify	MMIB
<b>MGT 484 - Compensation and Benefits</b>	Course	Modify	MMIB
<b>ACC 453 - Accounting &amp; Information Sys</b>	Course	Modify	ACCT
<b>ACC 457 - Controls &amp; Internal Auditing</b>	Course	Modify	ACCT
<b>BA in Economics</b>	Program	Modify	ECOFIN
<b>BBA in Business Economics</b>	Program	Modify	ECOFIN
<b>BBA in Finance</b>	Program	Modify	ECOFIN
<b>BBA in Finance</b>	Program	Modify	ECOFIN
<b>BBA in Finance</b>	Program	Modify	ECOFIN
<b>Sports Business</b>	Program	Modify	MMIB
<b>Sports Business</b>	Program	Modify	MMIB

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

Most of the course changes included either description changes or prerequisite changes. Program changes consisted mainly of elective course changes that reflect the current course offerings.

### **Assurance of Learning Outcomes: Experiential/Hand-on Learning:**

The main finding from our BBA assurance of learning process pointed toward to the need of more applied learning for our students. We discussed these findings with the Undergraduate Curriculum Committee and with the faculty as a whole. After discussing this with faculty and listening to their recommendations, the college administration has decided to dedicate resources to help faculty increase experiential learning in the class room. Specifically, every faculty member teaching in the Rusche College of Business will be allocated \$500 in scholarship funds for the 2016-2017 academic year in order to support experiential learning activities. These activities are to be reported by faculty and recorded by the Associate Dean of Faculty and Administration in order to gauge the impact of this program on the BBA curriculum.

At the graduate level, the AOL process led to significant course/curricular changes during the 2015-2016 year. Perhaps more significantly, the AOL process in conjunction with the implementation of a new college mission, led to the initiation of a complete reworking of the learning goals/objectives and AOL procedures for all programs in the college, including the MBA and MPA programs.

## **III. BBA Assurance of Learning Process**

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The Assurance of Learning (“AOL”) process consists of assessing each learning objective at least once a year to monitor whether the learning goals of the College of Business (“COB”) are being accomplished. Prior to the 2015-2016 academic year, the undergraduate AOL duties and curriculum management duties were managed by two separate committees. Beginning with the 2015-2016 academic year, these duties were consolidated into one committee, the Curriculum Committee. The purpose of merging these committees was to ensure that the AOL process was not divorced from the curriculum management process, or vice versa. By having the Curriculum Committee manage the AOL process and evaluate the data generated thereby, the hope is that any needed changes in the learning process indicated by AOL data would be reviewed directly by the committee responsible for monitoring the curriculum and recommending curricular changes. Conversely, by being responsible for the AOL process, the hope is that curricular changes and needs will be informed by data generated by the AOL process rather than just opinion or anecdotal evidence. Thus, the AOL and curriculum

processes are now monitored by the College of Business Undergraduate Curriculum Committee (hereinafter referred to as the “Committee”). Members of Committee include at least one faculty member from each Department in the College of Business.

The Committee monitors and implements the AOL and curricular development processes and make recommendations for improvements. Areas for improvement are discussed in Committee meetings, and when appropriate requests for input or additional information are solicited from the entire faculty. Any recommendations from the Committee flow to the College of Business Executive Council (composed of the Deans and Department Chairs) and ultimate to the Dean for approval. When appropriate, recommendations for changes to the curriculum or AOL process are presented to the entire College of Business faculty. Upon approval, changes are put in place. AOL continues, including any changes to AOL process that might be necessary to evaluate whether recommended changes are effective and should remain in place (“closing the loop”). This process of continuous improvement is used to help ensure that the AOL process is developing useful assessment data that is continually being used to enhance and improve student learning.

### **AOL Progress and Developments**

When the AOL Committee was merged into the Curriculum Committee in the 2015-2016 Academic Year, one of the first tasks undertaken was to review and evaluate the current AOL framework and determine whether wide scale changes needed to be made. For the past several years, the College of Business AOL process relied upon assessment occurring in various classes within the Business Foundation curriculum, with final “capstone” like assessment taking place through administration of the Major Field Test (“MFT”) in students’ senior year. While there were benefits to this process and it did yield some valuable data, the Committee determined there were also problems with this process justifying its update and revision. Some of these problems included:

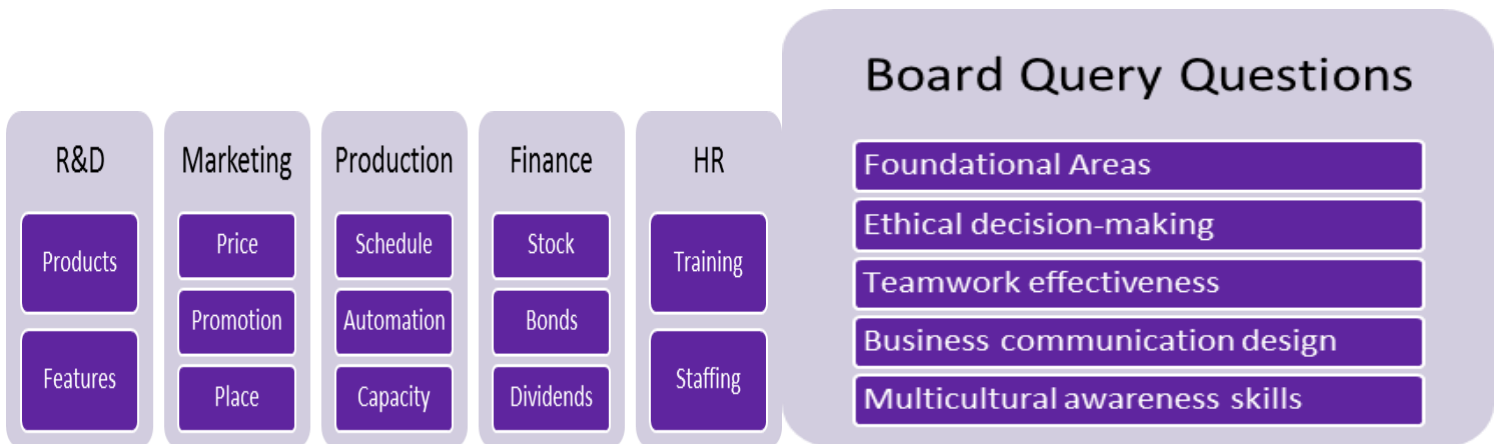
- Assessing various objectives at multiple places in the Business Foundation curriculum meant that student learning outcomes were not always being assessed when student’s proficiency or mastery of the learning objective could be expected.
- Faculty members teaching classes with AOL responsibilities felt like they were taking on additional responsibilities not required of other faculty members, making faculty “buy-in” difficult.
- Assessing various objectives at multiple places in the Business Foundation curriculum made the AOL process unnecessarily cumbersome and difficult to administer.

- While the MFT test has many benefits as an assessment instrument (particularly standardization and fairly wide use), it tests almost exclusively students’ knowledge of certain business content as opposed to their ability to apply the knowledge they have obtained in a professional-like setting. This content focus made it easy to either “teach to the test” or respond to assessment data with relatively simple action plans like just focusing more on a particular content area in a course.

Upon review of the existing AOL process, the Committee spent the 2015-2016 academic year researching and developing a new AOL process that would hopefully be easier to implement and also produce higher quality data that could lead to more actionable improvements. An additional goal of the Committee was to utilize an AOL instrument that would require students not to just answer questions on a test showing that they knew certain content, but that would require students to show they could actually apply and use the knowledge they had obtained from the business curriculum.

The Committee recommended that the MFT be replaced with 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>

The Committee felt that the CAPSIM/COMP-XM had several advantages as an AOL instrument. Like the MFT, it is utilized by many AACSB schools, and thus there are benchmarks in place against which to test our students’ performance. However, the CAPSIM/COMP-XM requires students to apply business knowledge in a simulated business-setting, thus it accomplishes the Committees goal of focusing on application of knowledge. The Comp-XM does also assess understanding of business content through the Board Query questions, but these questions are tailored to the students experience on the CAPSIM, again putting the questions in a more “real world” setting. The Committee’s switch to the CAPSIM/COMP-XM exam, administered in the Business Policy & Strategy class (MGT 463) as a “capstone” experience, was approved by College of Business Faculty and the Dean in the 2015-2016 academic year, and began to be administered in the Summer of 2016 and into the 2016-2017 academic year. The MFT was last used as an AOL instrument in the 2015-2016 academic year.

Along with deciding to change this AOL instrument, in the 2015-2016 academic year the Committee also began the process of revising the program level Learning Goals and Objectives for the Bachelor of Business Administration program, which was largely completed in the 2015-2016 academic year, but also extended into the 2016-2017 academic year.

After reviewing the College of Business’ prior Learning Goals as well as the Learning Goals of other AACSB colleges of business, the Committee determined that the Learning Goals needed to be broader and more focused on program level learning outcomes that should be expected of any business school graduate. The Committee felt that the prior learning goals were too subject matter specific and focused mainly on students understanding of various content areas. Additionally, the Committee felt that the Learning Goals needed to be simpler, easier to understand and measure, and direct. Ultimately, the following 4 Learning Goals (each with two corresponding Learning Objectives) were developed and approved:

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

<b>Learning Goals &amp; Objectives</b>	
1. Our graduates will have <u>effective business writing, speaking, and interpersonal communication</u> skills for <u>team and leadership</u> 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 <u>critical thinking skills</u> to make business decisions informed by <u>data analysis and quantitative methods</u> .	
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> .	
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> .	
a. Students will complete a simulated business exercise applying the functional knowledge areas of business.	
b. In a simulated business setting, students will demonstrate competence in the functional knowledge areas of business from the foundation curriculum.	

The various Departments within the College of Business were notified that they could update their major specific objective(s) that are assessed for the University Southern Association of Colleges and Schools (“SACS”) accreditation, but any changes to these objectives were conducted at the Department level and not by the Committee, since they did not involve the Business Foundation curriculum or AOL process.

The Committee spent the 2016-2017 academic year focused on reviewing and analyzing the data generated by the administration of the CAPSIM and COMP-XM exam and determining what actions to improve student learning outcomes might be necessary based upon this data. This process and its outcomes are discussed in more detail in the following sections.

### **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 “TracDat.” AOL data is collected at different levels and from different sources within the COB depending upon to whom it is reported:



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

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

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

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

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

**3. Texas Higher Education Coordinating Board (THECB)**

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

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

## **IV. Assurance of Learning in the BBA**

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

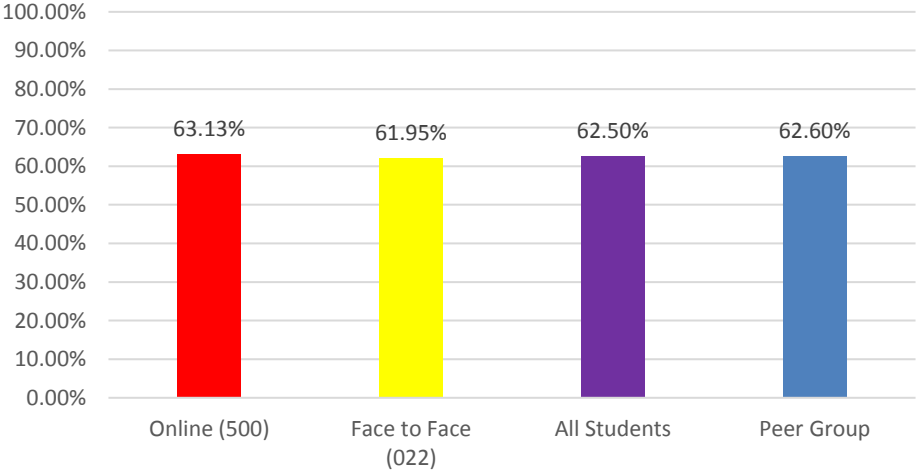
## Bachelor of Business Administration (BBA) AOL Plan

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

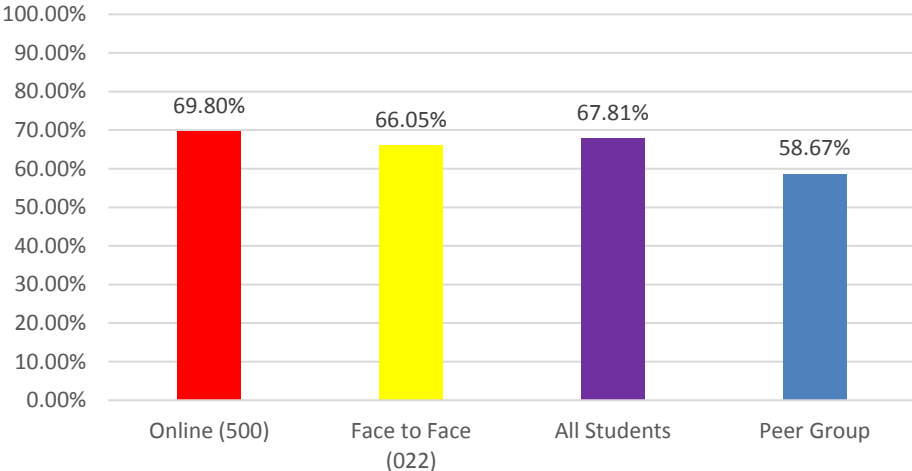
Each of these learning objectives is assessed annual by the administration of the CAPSIM-COMP XM in the MGT 463 course. The remainder of this section will provide more detailed data on the assessment of each of these objectives, including the results for the offering of the CAPSIM/COMP-XM in Fall 2017

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

<b>Objective 1A:</b>	In a simulated business setting, our students will demonstrate knowledge of the most effective channels and methods for communicating business information.
<b>Foundation Curriculum Exposure:</b>	MGT 272, BCM 247, GBU 325, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463
<b>Assessment Method:</b>	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.

<b>Benchmark:</b>	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to business communication.										
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2016 semester to two sections of the MGT 463 course – one online (463.500) with 32 students and one face to face (463.022) with 36 students. Our students’ results on the questions related to business communication were compared with the average results of a peer group of 4,000 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.										
<b>Results:</b>	<p style="text-align: center;"><b>Score (% Correct)</b></p>  <p>The bar chart displays the percentage of correct answers for four categories. The y-axis represents the score percentage from 0.00% to 100.00% in 10% increments. The x-axis lists the categories: Online (500), Face to Face (022), All Students, and Peer Group. The scores are: Online (500) at 63.13% (red bar), Face to Face (022) at 61.95% (yellow bar), All Students at 62.50% (purple bar), and Peer Group at 62.60% (blue bar).</p> <table border="1" data-bbox="516 680 1425 1150"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>63.13%</td> </tr> <tr> <td>Face to Face (022)</td> <td>61.95%</td> </tr> <tr> <td>All Students</td> <td>62.50%</td> </tr> <tr> <td>Peer Group</td> <td>62.60%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	63.13%	Face to Face (022)	61.95%	All Students	62.50%	Peer Group	62.60%
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All Students	62.50%										
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<b>Description:</b>	Our students’ results were in-line with the national average, meeting our benchmark. The online and face to face sections reflected very similar results. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.										
<b>Actions:</b>	As the communication results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in communication be taken in response to this data.										

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

<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>	BCM 247, GBU 325, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463										
<b>Assessment Method:</b>	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.										
<b>Benchmark:</b>	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to teamwork.										
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2016 semester to two sections of the MGT 463 course – one online (463.500) with 32 students and one face to face (463.022) with 36 students. Our students' results on the questions related to teamwork were compared with the average results of a peer group of 4,000 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.										
<b>Results:</b>	<p style="text-align: center;"><b>Score (% Correct)</b></p>  <p>The bar chart displays the percentage of correct answers for four categories. The y-axis represents the score percentage from 0.00% to 100.00% in 10% increments. The x-axis lists the categories: Online (500), Face to Face (022), All Students, and Peer Group. The scores are: Online (500) at 69.80% (red bar), Face to Face (022) at 66.05% (yellow bar), All Students at 67.81% (purple bar), and Peer Group at 58.67% (blue bar).</p> <table border="1" data-bbox="516 1199 1427 1667"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>69.80%</td> </tr> <tr> <td>Face to Face (022)</td> <td>66.05%</td> </tr> <tr> <td>All Students</td> <td>67.81%</td> </tr> <tr> <td>Peer Group</td> <td>58.67%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	69.80%	Face to Face (022)	66.05%	All Students	67.81%	Peer Group	58.67%
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Peer Group	58.67%										
<b>Description:</b>	Our students' results exceeded the national average by a fair margin, more than meeting our benchmark. The online and face to face sections both reflected excellent results, with the online section being slightly higher. The delivery method of the instrument itself was the same in both sections, as the										

	CAPSIM/COMP-XM exam is an online simulation and testing experience.
<b>Actions:</b>	As the teamwork results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in teamwork be taken in response to this data.

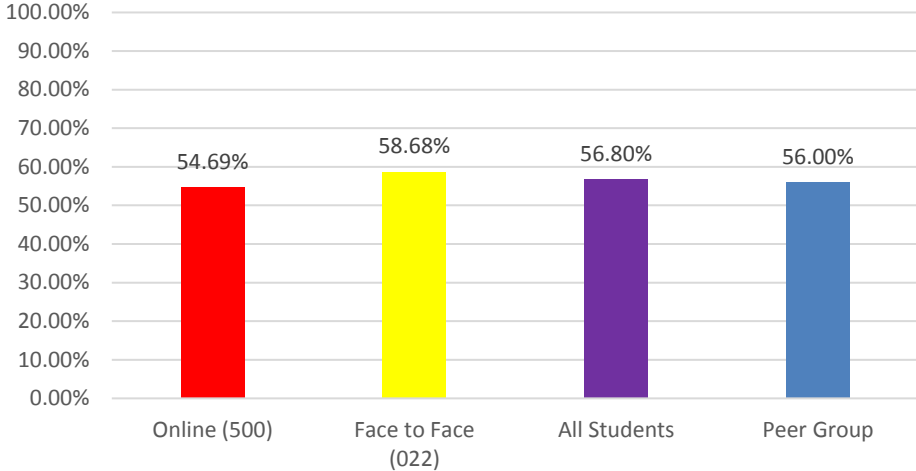
**BBA Learning Goal 2: Our graduates will be able to use critical thinking skills to make business decisions informed by data analysis and quantitative methods.**

<b>Objective 2A:</b>	In a simulated business setting, our students will use appropriate data & quantitative analysis techniques to develop solutions to business problems.
<b>Foundation Curriculum Exposure:</b>	MGT 272, ACC 232, ECO 231, ECO 232, BCM 247, GBU 325, FIN 333, BLW 335, ECO 339, MKT 351, MGT 370, MGT 371, MGT 463
<b>Assessment Method:</b>	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
<b>Benchmark:</b>	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to analytical and quantitative reasoning.
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2016 semester to two sections of the MGT 463 course – one online (463.500) with 32 students and one face to face (463.022) with 36 students. Our students’ results on the questions related to analytical and quantitative reasoning were compared with the average results of a peer group of approximately 2,000 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.

<p><b>Results:</b></p>	<p>The bar chart displays the percentage of correct scores for four categories. The y-axis represents the score percentage from 0.00% to 100.00% in 10% increments. The x-axis lists the categories: Online (500), Face to Face (022), All Students, and Peer Group. The scores are: Online (500) at 57.82% (red bar), Face to Face (022) at 65.43% (yellow bar), All Students at 61.85% (purple bar), and Peer Group at 56.00% (blue bar).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>57.82%</td> </tr> <tr> <td>Face to Face (022)</td> <td>65.43%</td> </tr> <tr> <td>All Students</td> <td>61.85%</td> </tr> <tr> <td>Peer Group</td> <td>56.00%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	57.82%	Face to Face (022)	65.43%	All Students	61.85%	Peer Group	56.00%
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All Students	61.85%										
Peer Group	56.00%										
<p><b>Description:</b></p>	<p>Our students' results exceeded the national average by a fair margin, more than meeting our benchmark. The online and face to face sections both exceeded the national average, with the face to face section posting higher results than the online. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.</p>										
<p><b>Actions:</b></p>	<p>As the data and quantitative analysis results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in data and quantitative analysis be taken in response to this data.</p>										

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

<p><b>Objective 2B:</b></p>	<p>In a simulated business setting, our students will use critical thinking and decision-making skills to identify and resolve business problems.</p>
<p><b>Foundation Curriculum Exposure:</b></p>	<p>MGT 272, ACC 231, ACC 232, ECO 231, ECO 232, BCM 247, GBU 325, FIN 333, BLW 335, ECO 339, MKT 351, MGT 370, MGT 371, MGT 463</p>
<p><b>Assessment Method:</b></p>	<p>In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.</p>
<p><b>Benchmark:</b></p>	<p>SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to critical thinking and decision-making.</p>

<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2016 semester to two sections of the MGT 463 course – one online (463.500) with 32 students and one face to face (463.022) with 36 students. Our students’ results on the questions related to critical thinking and decision-making were compared with the average results of a peer group of approximately 2,000 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.										
<b>Results:</b>	<p style="text-align: center;"><b>Score (% Correct)</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>54.69%</td> </tr> <tr> <td>Face to Face (022)</td> <td>58.68%</td> </tr> <tr> <td>All Students</td> <td>56.80%</td> </tr> <tr> <td>Peer Group</td> <td>56.00%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	54.69%	Face to Face (022)	58.68%	All Students	56.80%	Peer Group	56.00%
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Peer Group	56.00%										
<b>Description:</b>	Our students’ overall results were in line with the national average, meeting our benchmark. The online section was slightly below the national average while the face to face section exceeded it. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.										
<b>Actions:</b>	As the critical thinking and decision-making results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in critical thinking and decision-making be taken in response to this data.										

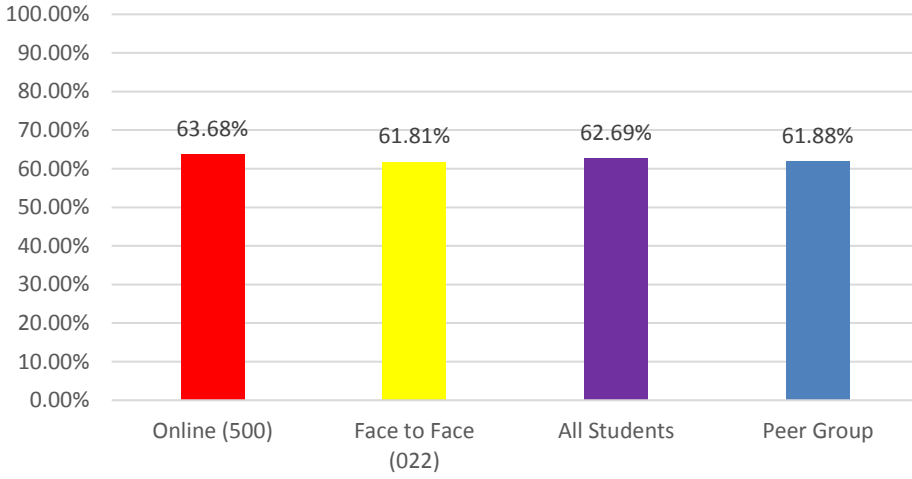
**BBA Learning Goal 3: Our graduates will be able to explore and analyze ethical duties and dilemmas inherent in a diverse and global business environment.**

<b>Objective 3A:</b>	In a simulated business setting, our students will recognize and propose solutions to ethical dilemmas.
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<b>Foundation Curriculum Exposure:</b>	MGT 272, ACC 231, ECO 231, ECO 232, BCM 247, GBU 325, FIN 333, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463										
<b>Assessment Method:</b>	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.										
<b>Benchmark:</b>	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to ethical decision-making.										
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2016 semester to two sections of the MGT 463 course – one online (463.500) with 32 students and one face to face (463.022) with 36 students. Our students' results on the questions related to ethical decision-making were compared with the average results of a peer group of 4,000 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.										
<b>Results:</b>	<p style="text-align: center;"><b>Score (% Correct)</b></p> <p>The bar chart displays the percentage of correct answers for four categories. The y-axis represents the score percentage from 0.00% to 100.00% in 10% increments. The x-axis lists the categories: Online (500), Face to Face (022), All Students, and Peer Group. The scores are: Online (500) at 59.69% (red bar), Face to Face (022) at 62.78% (yellow bar), All Students at 61.32% (purple bar), and Peer Group at 54.80% (blue bar).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>59.69%</td> </tr> <tr> <td>Face to Face (022)</td> <td>62.78%</td> </tr> <tr> <td>All Students</td> <td>61.32%</td> </tr> <tr> <td>Peer Group</td> <td>54.80%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	59.69%	Face to Face (022)	62.78%	All Students	61.32%	Peer Group	54.80%
Category	Score (% Correct)										
Online (500)	59.69%										
Face to Face (022)	62.78%										
All Students	61.32%										
Peer Group	54.80%										
<b>Description:</b>	Our students' overall results exceeded the national average, meeting our benchmark. The online section was slightly below the face to face section, but both sections exceeded the national average. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.										
<b>Actions:</b>	As the ethical decision-making results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in ethical decision-making be taken in response to this data.										



**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 3B:</b>	In a simulated business setting, our students will identify and analyze global and cross-cultural environmental business issues.										
<b>Foundation Curriculum Exposure:</b>	MGT 272, ECO 231, ECO 232, GBU 325, FIN 333, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463										
<b>Assessment Method:</b>	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.										
<b>Benchmark:</b>	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to cross-cultural competence.										
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2016 semester to two sections of the MGT 463 course – one online (463.500) with 32 students and one face to face (463.022) with 36 students. Our students' results on the questions related to cross-cultural competence were compared with the average results of a peer group of 4,000 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.										
<b>Results:</b>	<p style="text-align: center;"><b>Score (% Correct)</b></p>  <p>The bar chart displays the percentage of correct answers for four categories. The y-axis represents the score percentage from 0.00% to 100.00% in 10% increments. The x-axis lists the categories: Online (500), Face to Face (022), All Students, and Peer Group. The scores are: Online (500) at 63.68% (red bar), Face to Face (022) at 61.81% (yellow bar), All Students at 62.69% (purple bar), and Peer Group at 61.88% (blue bar).</p> <table border="1" data-bbox="516 1199 1421 1675"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>63.68%</td> </tr> <tr> <td>Face to Face (022)</td> <td>61.81%</td> </tr> <tr> <td>All Students</td> <td>62.69%</td> </tr> <tr> <td>Peer Group</td> <td>61.88%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	63.68%	Face to Face (022)	61.81%	All Students	62.69%	Peer Group	61.88%
Category	Score (% Correct)										
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Face to Face (022)	61.81%										
All Students	62.69%										
Peer Group	61.88%										
<b>Description:</b>	Our students' overall results exceeded the national average, meeting our benchmark. The online section was slightly above the face to face section and exceeded the national average, while the face to face section was in line with the national average. The delivery method of the instrument itself was the same in both										

	sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.
<b>Actions:</b>	As the cross-cultural competence results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in cross-cultural competence be taken in response to this data.

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

<b>Objective 4A:</b>	Students will complete a simulated business exercise applying the functional knowledge areas of business.
<b>Foundation Curriculum Exposure:</b>	MGT 272, ACC 231, ACC 232, ECO 231, ECO 232, BCM 247, GBU 325, FIN 333, BLW 335, ECO 339, MKT 351, MGT 370, MGT 371, MGT 463
<b>Assessment Method:</b>	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
<b>Benchmark:</b>	The COMP-XM overall class median percentile on the “Balanced Scorecard” for the simulation will be above the 50 <sup>th</sup> percentile for the peer group “All Capstone Undergrads.”
<b>Data Collection:</b>	The CAPSIM/COMP-XM was administered in the Fall 2016 semester to two sections of the MGT 463 course – one online (463.500) with 32 students and one face to face (463.022) with 36 students. Our students’ results on the Balanced Scorecard measure of performance on the simulation were compared with the median results of a peer group of all nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.

<p><b>Results:</b></p>	<p style="text-align: center;"><b>Score (Median Percentile)</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Section</th> <th>Score (Median Percentile)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>38.50%</td> </tr> <tr> <td>Face to Face (022)</td> <td>37.50%</td> </tr> <tr> <td>All Students</td> <td>37.97%</td> </tr> </tbody> </table>	Section	Score (Median Percentile)	Online (500)	38.50%	Face to Face (022)	37.50%	All Students	37.97%
Section	Score (Median Percentile)								
Online (500)	38.50%								
Face to Face (022)	37.50%								
All Students	37.97%								
<p><b>Description:</b></p>	<p>Our students’ overall results were substantially below the 50<sup>th</sup> percentile median benchmark we had set. The online and face to face sections were substantially similar. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.</p>								
<p><b>Actions:</b></p>	<p>As these results were substantially below the benchmark set, the Committee spent a substantial amount of time discussing these results and what could be done to improve learning outcomes with respect to students’ ability to apply fundamental business knowledge to make decisions. Ultimately, the action the Committee took was to recommend that the faculty of the College of Business as a whole, but particularly in the Foundation curriculum, focus instructional efforts on experiential learning exercises where students are applying business knowledge in a “real world” setting rather than just learning it and taking exams. This action plan will be discussed more fully later in this report.</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.**

<p><b>Objective 4B:</b></p>	<p>In a simulated business setting, students will demonstrate competence in the functional knowledge areas of business from the foundation curriculum.</p>
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<b>Foundation Curriculum Exposure:</b>	MGT 272, ACC 231, ACC 232, ECO 231, ECO 232, BCM 247, GBU 325, FIN 333, BLW 335, ECO 339, MKT 351, MGT 370, MGT 371, MGT 463																																				
<b>Assessment Method:</b>	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.																																				
<b>Benchmark:</b>	The 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 2016 semester to two sections of the MGT 463 course – one online (463.500) with 32 students and one face to face (463.022) with 36 students. Our students’ results on the questions related to analytical and quantitative reasoning were compared with the average results of a peer group of approximately 2,000 nationwide undergraduate students who completed the COMP-XM exam as part of their capstone experience.																																				
<b>Results:</b>	<table border="1"> <thead> <tr> <th>Functional Domain</th> <th>Fall 2016 Pop. Average</th> <th>F2016(022) Class Average</th> <th>F2016 (500) Class Average</th> </tr> </thead> <tbody> <tr> <td>Strategy</td> <td>57.00%</td> <td>57.00%</td> <td>58.00%</td> </tr> <tr> <td>Accounting</td> <td>57.00%</td> <td>57.00%</td> <td>57.00%</td> </tr> <tr> <td>Finance</td> <td>56.00%</td> <td>54.00%</td> <td>56.00%</td> </tr> <tr> <td>Marketing</td> <td>57.00%</td> <td>60.00%</td> <td>57.00%</td> </tr> <tr> <td>HR</td> <td>56.00%</td> <td>59.00%</td> <td>56.00%</td> </tr> <tr> <td>Operations</td> <td>48.00%</td> <td>53.00%</td> <td>48.00%</td> </tr> <tr> <td><b>Average</b></td> <td><b>55.17%</b></td> <td><b>56.67%</b></td> <td><b>55.33%</b></td> </tr> <tr> <td><b>Class Avg.</b></td> <td><b>56.04%</b></td> <td></td> <td></td> </tr> </tbody> </table>	Functional Domain	Fall 2016 Pop. Average	F2016(022) Class Average	F2016 (500) Class Average	Strategy	57.00%	57.00%	58.00%	Accounting	57.00%	57.00%	57.00%	Finance	56.00%	54.00%	56.00%	Marketing	57.00%	60.00%	57.00%	HR	56.00%	59.00%	56.00%	Operations	48.00%	53.00%	48.00%	<b>Average</b>	<b>55.17%</b>	<b>56.67%</b>	<b>55.33%</b>	<b>Class Avg.</b>	<b>56.04%</b>		
Functional Domain	Fall 2016 Pop. Average	F2016(022) Class Average	F2016 (500) Class Average																																		
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<b>Class Avg.</b>	<b>56.04%</b>																																				
<b>Description:</b>	Our students’ overall results slightly exceeded the national average benchmark. The face to face class results were slightly higher than the online, but both sections were in line with the national average. The area in which the students scored the lowest was Operations, which was consistent with national results. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.																																				
<b>Actions:</b>	As the functional knowledge area results met our benchmark, the Committee did not recommend any specific actions with respect to instruction in the knowledge areas covered by the Foundation curriculum be taken in response to this data.																																				

## Committee Recommended Actions for Continuous Improvement

The Committee spent a substantial amount of its time in the 2016-2017 academic year analyzing and discussing this AOL data. The data, as a whole, paints the picture that College of Business students are doing fairly well in learning and understanding fundamental business knowledge and that our Business Foundation curriculum does a good job of covering this material. However, based upon the low results on the CAPSIM simulation itself, it appears that where our students have difficulty is applying this functional knowledge to make business decisions.

The Committee decided to collect additional indirect data during the academic year to add more depth to the analysis of the direct data from the CAPSIM/COMP-XM results. Surveys were conducted with three different stakeholder groups, Students, Alumni, and Employers, to inquire into areas of needed improvement. The questions on the surveys were designed to direct responses towards curricular issues related our programmatic Learning Goals. A summary of the most common suggestions for improvement are shown below in Figure 4:

### Most Common Survey Suggestions (Indirect Measures)

Students	• More Real World Situations/Real Life Experiences	(53%)
	• More Case Studies	(19%)
	• More Presentations and Improve Communication Skills	(16%)
	• More Use of Excel in Class	(12%)
Alumni	• More Hands-On	(42%)
	• More Communication Training/Listening	(25%)
	• More Career Preparation/Internships	(27%)
	• Independent/Creative Thinking	(27%)
Employers	• More Communication/Social Skills	(46%)
	• More Interview/Career Preparation	(23%)
	• Apply Theories/Connect Concepts to Real World	(15%)

These survey results seem to point towards the same conclusion drawn by the Committee from our direct measures – that the content of our curriculum addresses the skill and knowledge needs of our students, but our students want need more “hands-on” and experiential application throughout the curriculum so they can practicing using these business skills and knowledge.

Based upon this AOL data, the recommendation of the Committee to the College of Business faculty and the Dean was for the College of Business to make a concerted effort to engage students in more experiential learning projects throughout the curriculum.

Some specific action items discussed by the Committee which could help incentivize this are:

- Devoting funds towards rewards/stipends for faculty members providing particularly commendable experiential learning experiences;
- Scholarship money for students who excel in experiential learning exercises/contests held in class;
- Changes to the faculty review/merit policy to de-emphasize student evaluations in the faculty review policy and instead focus on faculty using engaging experiential projects in classes as a measure for evaluating faculty effectiveness;
- Developing processes to share best practices in experiential learning both within the College of Business and with external bodies.

The overall goal of these recommendations is to ensure that throughout the curriculum students are doing more than just learning information, writing papers, and taking tests. Rather, the Committee felt that as frequently as possible throughout the curriculum, students should be applying the material learning in a professional setting, completing the types of tasks that they will in their careers. To accomplish this goal, processes, procedures, and rewards should be pursued to incentivize faculty to pursue these changes. These findings and recommendations were shared with the entire College of Business faculty at the faculty-wide meeting at the end of the 2016-2017 academic year. As a result of faculty discussions, it was determined that in order to support increased experiential learning opportunities, resources should be dedicated in a manner designed to have a comprehensive impact on the BBA curriculum. In response, the administration of the college allocated to each faculty member teaching in the Rusche College of Business \$500 in scholarship funds to award in support of experiential learning activities. Such an approach will provides a broad-based approach in increasing such activities throughout the curriculum. These activities are to be reported by faculty and recorded and analyzed by the Associate Dean of Faculty and Administration.

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

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The Graduate Council spent the 2015-2016 and 2016-2017 Academic Year revising the learning goals and objectives for the MBA as well as the AOL process to assess these learning goals. Since this new plan was not completed until the end of the academic year, the 2015-2016 AOL for the MBA program was conducted under the then-existing objectives and AOL process summarized in the below table:

## Master of Business Administration (MBA) AOL Plan

Objective	Direct Assessment Method	Indirect Assessment Method	Criterion (Benchmark)
1.1 – Competence in Accounting	MBA MFT	Student Survey	Direct – 50 <sup>th</sup> percentile Indirect – average survey results of at least 4 (moderately prepared)
1.2 – Competence in Finance	MBA MFT	Student Survey	Direct – 50 <sup>th</sup> percentile Indirect – average survey results of at least 4 (moderately prepared)
1.3 Competence in Management	MBA MFT	Student Survey	Direct – 50 <sup>th</sup> percentile Indirect – average survey results of at least 4 (moderately prepared)
1.4 Marketing	MBA MFT	Student Survey	Direct – 50 <sup>th</sup> percentile Indirect – average survey results of at least 4 (moderately prepared)
2.1 Written Communication	Course Assignment	Student Survey	Direct – at least 75% of students meet expectations on rubric Indirect – average survey results of at least 4 (moderately prepared)
2.2 Oral Communication	Course Assignment	Student Survey	Direct – at least 80% of students above acceptable on rubric Indirect – average survey results of at least 4 (moderately prepared)
3. Legal and Ethical Issues	Course Assignment	Student Survey	Direct – at least 75% of students meet expectations on rubric Indirect – average survey results of at least 4 (moderately prepared)
4. Diversity and Global Environment	Course Assignment	Student Survey	Direct – at least 75% of students correctly answer 75% of questions Indirect – average survey results of at least 4 (moderately prepared)

Each of these learning objectives is assessed annually by the administration of MBA MFT and student survey in both the Fall and Spring semesters and by administration of assignments in the relevant courses.

**MBA Objective 1.1: The student will demonstrate competence in the fundamental business area of accounting.**

**MBA Objective 1.2: The student will demonstrate competence in the fundamental business area of finance.**

**MBA Objective 1.3: The student will demonstrate competence in the fundamental business area of management.**

**MBA Objective 1.4: The student will demonstrate competence in the fundamental business area of marketing.**

<b>Assessment Method:</b>	All students enrolled in MGT 517 will take the ETS Major Field Test (MFT) for the MBA Degree.										
<b>Benchmark:</b>	Students will score, on average, at or above the 50 <sup>th</sup> national percentile on the accounting, finance, management, and marketing sections of the MFT exam.										
<b>Data Collection:</b>	The MFT exam was administered in the Fall 2015 and Spring 2016 semesters to two sections of the MGT 517 course, both of which were face to face. All students enrolled in this class took the exam – a total of 18 students. Our students’ results in the subject matter areas of accounting, finance, management, and marketing were compared to the national results compiled by ETS, the administer of the MFT exam.										
<b>Results:</b>	<table border="1"> <caption>2015-16 MFT MBA Results</caption> <thead> <tr> <th>Subject</th> <th>Percentile Score</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>10</td> </tr> <tr> <td>Finance</td> <td>28</td> </tr> <tr> <td>Management</td> <td>46</td> </tr> <tr> <td>Marketing</td> <td>30</td> </tr> </tbody> </table>	Subject	Percentile Score	Accounting	10	Finance	28	Management	46	Marketing	30
Subject	Percentile Score										
Accounting	10										
Finance	28										
Management	46										
Marketing	30										
<b>Description:</b>	Our students’ results were well below the 50 <sup>th</sup> percentile benchmark. These low results represent a continued downward trend in our student’s MFT results.										
<b>Actions:</b>	Changes were made to ACC 511 in order to help address the relatively poor performance in this area. The changes are discussed in detail below. As discussed above, the 2015-2016 and 2016-2017 academic years were spent revising the learning goals, objectives, and assessment methods for the MBA program.										

**MBA Objective 1.1: The student will demonstrate competence in the fundamental business area of accounting.**

**MBA Objective 1.2: The student will demonstrate competence in the fundamental business area of finance.**

**MBA Objective 1.3: The student will demonstrate competence in the fundamental business area of management.**



**MBA Objective 1.4: The student will demonstrate competence in the fundamental business area of marketing.**

**MBA Objective 3: The student will discern legal and ethical issues encountered in the practice of business**

**MBA Objective 4: The student will recognize issues related to conducting business in a diverse, global environment.**

<b>Assessment Method:</b>	Students will rate their preparation during their enrollment in MGT 517, the MBA Capstone Course. Using a rating scale, students will reflect to what degree their MBA program prepared them in the areas of accounting, finance, management, marketing, legal and ethical issues, and diversity and the global environment.														
<b>Benchmark:</b>	On a scale of 1-5, with 1 being “not at all” and 5 being “very well,” the average score will be at least a 4 (more than adequately prepared) in each of these subject matter areas.														
<b>Data Collection:</b>	The student survey was administered in the Spring 2016 semester. Five students completed survey.														
<b>Results:</b>	<p style="text-align: center;"><b>2015-2016 MBA Survey Results</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Subject Area</th> <th>Survey Score</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>3</td> </tr> <tr> <td>Finance</td> <td>4</td> </tr> <tr> <td>Management</td> <td>4.4</td> </tr> <tr> <td>Marketing</td> <td>3</td> </tr> <tr> <td>Legal &amp; Ethical</td> <td>4.1</td> </tr> <tr> <td>Diversity &amp; Global</td> <td>4.2</td> </tr> </tbody> </table>	Subject Area	Survey Score	Accounting	3	Finance	4	Management	4.4	Marketing	3	Legal & Ethical	4.1	Diversity & Global	4.2
Subject Area	Survey Score														
Accounting	3														
Finance	4														
Management	4.4														
Marketing	3														
Legal & Ethical	4.1														
Diversity & Global	4.2														
<b>Description:</b>	Students rated their preparation in Finance, Management, Legal & Management, and Diversity and Global as above the benchmark, but slightly below the benchmark in Accounting and Marketing. Due to the small sample size of the survey, it is difficult to draw conclusions from this data.														
<b>Actions:</b>	As discussed above, the 2015-2016 and 2016-2017 academic years was spent revising the learning goals, objectives, and assessment methods for the MBA program.														

**MBA Objective 2.1: The student will communicate effectively in written formats.**

<b>Assessment Method:</b>	All students enrolled in BCM 520--Managerial Communication--will compose a sample of written work appropriate for effective communication of business information. The written assignment will be assessed by the course professor using a standard rubric.			
<b>Benchmark:</b>	The document will be assessed using the following rubric: 1) Organization: the message is logically organized to achieve the desired purpose; 2) Development: ideas are clearly communicated for the intended audience; 3) Expression: the text of the document exhibits appropriate language usage and style, including correct spelling, mechanics, and sentence structure. The faculty member will assess the quality of the work on each of the three rubric categories, using the following scale: Fails to meet expectations-Needs Improvement = 1; Meets expectations = 2; Exceeds expectations = 3. At least 75% of MBA students will achieve a minimum score of 2 in each category.			
<b>Data Collection:</b>	In the Spring of 2016, 22 students were administered a written assignment which was evaluated using a standard rubric.			
<b>Results:</b>	<b>Rating</b>	<b>Organization</b>	<b>Development</b>	<b>Expression</b>
	3 – Exceeds Expectations	64%	45%	50%
	2 – Meets Expectations	27%	41%	41%
	1 – Needs improvement	9%	14%	9%
	Percent with 2 or 3 rating	91%	86%	91%
<b>Description:</b>	In each category, the criterion of 75% with a minimum score of 2 was met.			
<b>Actions:</b>	As discussed above, the 2015-2016 and 2016-2017 academic years were spent revising the learning goals, objectives, and assessment methods for the MBA program.			

**MBA Objective 2.2: The student will communicate effectively in oral formats.**

<b>Method</b>	Students enrolled in GBU 550 will deliver oral presentations. These presentations will be assessed using a rubric related to content and delivery.										
<b>Benchmark</b>	80% of students will have an average score above 3 (acceptable) for both the content and delivery areas, using a rubric with a scale of 1-5. The rubric evaluates the presentation on 5 metrics related to content and 5 metrics related to delivery.										
<b>Data Collection</b>	In the spring of 2016, all students enrolled in GBU 550 delivered oral presentations for course credit. These presentations were assessed using the rubric related to the assessment method. A total of 22 students presented. One rubric was not completely scored and was removed from the data. This served to slightly reduce the averages as the work associated with the dropped work received fives for all of the scored items. Apart from the incomplete observation, the results are based on a census of all applicable student work.										
<b>Results</b>		Content					Delivery				
		1	2	3	4	5	6	7	8	9	10
	Student Average	4.86	4.71	4.86	4.76	4.67	4.76	4.71	4.57	4.67	4.62
	% Above 3	95%	95%	95%	91%	95%	86%	95%	82%	91%	86%
<b>Description</b>	Of the 22 students enrolled in GBU 550, 21 completed the presentation assignment used for assessment. All 21 students averaged above 3 with respect to content, and 20 students averaged 3 or higher with respect to delivery. Thus, 95% averaged 3 or higher on both content and delivery areas, meeting the applicable criterion.										
<b>Actions</b>	As discussed above, the 2015-2016 and 2016-2017 academic years were spent revising the learning goals, objectives, and assessment methods for the MBA program.										

**MBA Objective 2.1 The student will communicate effectively in written formats.**

**MBA Objective 2.2: The student will communicate effectively in oral formats.**

<b>Assessment Method:</b>	Students will rate their preparation during their enrollment in MGT 517, the MBA Capstone Course. Using a rating scale, students will reflect to what degree their MBA program prepared them in the areas of accounting, finance, management, and marketing.
<b>Benchmark:</b>	On a scale of 1-5, with 1 being “not at all” and 5 being “very well,” 75% of students taking the survey will rate their preparation as 4 4

	(more than adequately prepared) or higher in written and oral communication.						
<b>Data Collection:</b>	The student survey was administered in the Spring 2016 semester. Five students completed survey.						
<b>Results:</b>	<p>The bar chart displays the percentage of students who rated their communication preparation as '4 or higher'. The 'Written' category shows 100.00% (blue bar), and the 'Oral' category shows 80.00% (orange bar). The y-axis ranges from 0.00% to 120.00% in 20.00% increments.</p> <table border="1"> <thead> <tr> <th>Communication Type</th> <th>Percent at 4 or higher</th> </tr> </thead> <tbody> <tr> <td>Written</td> <td>100.00%</td> </tr> <tr> <td>Oral</td> <td>80.00%</td> </tr> </tbody> </table>	Communication Type	Percent at 4 or higher	Written	100.00%	Oral	80.00%
Communication Type	Percent at 4 or higher						
Written	100.00%						
Oral	80.00%						
<b>Description:</b>	100% of the students surveyed rated their Written Communication preparation above the benchmark of 4. 80% of the students surveyed rated their Oral Communication preparation above the benchmark of 4. Thus, both results met the established benchmark.						
<b>Actions:</b>	As discussed above, the 2015-2016 and 2016-2017 academic years were spent revising the learning goals, objectives, and assessment methods for the MBA program.						

**MBA Objective 3: The student will discern legal and ethical issues encountered in the practice of business.**

<b>Assessment Method:</b>	All students enrolled in BLW 547--Transnational Business Law-- will complete an assignment consisting of a brief business scenario description that involves conflicting ethical implications for the people in the scenario. The students will be asked to provide, in either written or oral form, an appropriate course of action to resolve the ethical conflict.
<b>Benchmark:</b>	The student's recommended course of action will be assessed by the course professor, using the following rubric: 1) Recognizes the nature of the ethical dilemmas posed in the scenario; 2) Identifies the potential harm that can occur to the party or parties in the scenario if an unethical action were to occur; and 3) Determines an appropriate type of ethical analysis for the situation; and 4) Explains how the analysis was applied to reach the recommended action. The scale used is: Fails to meet expectations = 1; Meets

	expectations = 2; Exceeds expectations = 3. At least 75% of students will achieve a minimum score of 2 in each rubric category.			
<b>Data Collection:</b>	Assessment was completed in the Fall 2015 semester. 26 students in BLW 547 were given the assignment.			
<b>Results:</b>			Meets Expectations (2)	Fails to Meet Expectations (1 pt./0 pt.)
	Rubric Category	Exceeds Expectations (3)		
	1	11/26 [43%]	14/26 [54%]	1/26 [3%]
	2	19/26 [73%]	7/26 [27%]	0/26 [0%]
	3	18/26 [69%]	3/26 [12%]	5/26 [19%]
	4	11/26 [42%]	9/26 [35%]	6/26 [23%]
<b>Description:</b>	Of the 26 students enrolled in the class, 97% scored a 2 or higher on recognizing ethical dilemmas; 100% scored a 2 or higher on identifying potential harms to parties; 81% scored a 2 or higher in determining and discussing appropriate types of ethical analyses; and 77% scored a 2 or higher in appropriately explaining the application of the ethical analyses with recommendations.			
<b>Actions:</b>	As discussed above, the 2015-2016 and 2016-2017 academic years were spent revising the learning goals, objectives, and assessment methods for the MBA program.			

**MBA Objective 4: The student will recognize issues related to conducting business in a diverse, global environment.**

<b>Assessment Method:</b>	All MKT 513 students will identify the major aspects of a business environment, such as the relevant economic, cultural and demographic factors, that should be considered for properly conducting business activities in a diverse, global business environment. A series of four multiple choice questions will be embedded within a course exam, with each question related to an aspect of diversity in the business environment. Each question will have only one correct answer.
<b>Benchmark:</b>	At least 75% of students will correctly answer 75% of the questions.
<b>Data Collection:</b>	Due to a change in instructor for MKT 513, this assessment method was inadvertently not conducted for AY 2015-2016.
<b>Results:</b>	Due to a change in instructor for MKT 513, this assessment method was inadvertently not conducted for AY 2015-2016.
<b>Description:</b>	Due to a change in instructor for MKT 513, this assessment method was inadvertently not conducted for AY 2015-2016.
<b>Actions:</b>	As discussed above, the 2015-2016 and 2016-2017 academic years were spent revising the learning goals, objectives, and assessment methods for the MBA program.

**MBA Objective 4: The student will recognize issues related to conducting business in a diverse, global environment.**

<b>Assessment Method:</b>	All MKT 513 students will address a short business case study in class. Within the context of this case study, students will identify relevant economic, cultural and demographic factors relevant for properly conducting business in a diverse, global business environment. A series of four multiple choice questions will be embedded within a course exam, with each question designed to pertain to one of the many different individual factors. Each question will have only one correct answer to be identified by the student.
<b>Benchmark:</b>	At least 75% of students will correctly answer 75% of the questions.
<b>Data Collection:</b>	Due to a change in instructor for MKT 513, this assessment method was inadvertently not conducted for AY 2015-2016.
<b>Results:</b>	Due to a change in instructor for MKT 513, this assessment method was inadvertently not conducted for AY 2015-2016.
<b>Description:</b>	Due to a change in instructor for MKT 513, this assessment method was inadvertently not conducted for AY 2015-2016.
<b>Actions:</b>	As discussed above, the 2015-2016 and 2016-2017 academic years were spent revising the learning goals, objectives, and assessment methods for the MBA program.

**Graduate Council Recommended Actions for Continuous Improvement**

For the 2015-2016 AOL year, our student results on the MFT were most deficient in the area of accounting. Thus, the Graduate Council spent part of the 2016-2017 year discussing and developing an action plan to improve these low results. The accounting faculty looked at the questions on the MFT and noted that the questions in accounting went into a higher level of detail than the ACC 511 course in the MBA curriculum. Since the MBA program is designed to providing broad training in business management, the ACC 511 course focuses on managerial decision-making using accounting information generated by accountants rather than on extensive accounting calculations such as those learned in the MPA. The MFT questions focus more on the ability to perform various accounting calculations. The Accounting faculty and the Graduate Council researched the accounting classes in other MBA programs and noted that these other programs had the same focus on managerial decision-making with accounting information ACC 511. The Graduate Council felt that this decision-making level of focus on accounting was appropriate for an MBA program, and thus did not determine that full curricular changes to incorporate more detailed accounting was the proper response to this assessment data. From these results, two actions were taken:

1. For the 2016-2017 academic year, the ACC 511 course included an extra assignment in the areas of transfer pricing and financial ratios, as these were two areas that the students struggled on the most in the MFT.

2. Going forward, and as further discussed below, the Graduate Council determined that new learning goals, objectives, and AOL methods were needed that better matched the programmatic learning goals of the MBA program and provide more meaningful data to drive continuous improvement in the curriculum and student learning. Based upon the results of the 2015-2016 AOL process and previous years of poor results on the MFT, the Graduate Council spent the 2016-2017 Academic Year revising the program learning goals and objectives and AOL process for the MBA program to hopefully lead to more actionable AOL data and ultimately better student learning outcomes.

The Graduate Council spent the 2016-2017 academic year researching and developing new program learning goals and objectives for the MBA that would better reflect the skills, knowledge, and abilities that we expect our program, as a whole, to provide to students. Additionally, after developing these new learning goals and objectives, the Graduate Council focused on refining the MBA AOL process so that it would yield higher quality data on these learning objectives and improved student learning outcomes. To complete this task the Graduate Council researched MBA program learning goals and objectives of other AACSB MBA programs and had numerous discussions regarding what skills and knowledge we expected students to obtain in the MBA program.

After developing new learning goals and objectives, the Graduate Council then developed an AOL process by which to assess these objectives. In developing this AOL process, the Graduate Council felt to the extent possible, these objectives should be assessed through students completing challenging projects that require them to apply the knowledge they had gained to business problems rather than simply taking tests. The Graduate Council felt that this was important due to the higher level of knowledge attainment and ability expected of graduate students, and because given the smaller size of the program, evaluating in-depth student projects would yield richer and more actionable data. Ultimately, the Graduate Council developed the following Learning Goals, Objectives, and general Assessment Methods for the MBA program. Additional methods of assessing these newly established learning goals will be developed early in the 2017-18 academic year.

**Figure 1. – Learning Goals and Objectives – MBA Program**

<b>Proposed MBA Learning Goals, Objectives, &amp; Curriculum Map:</b>
1. Demonstrate leadership knowledge and the ability to work effectively with work groups/teams.
Obj. 1 – 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.
Obj. 2 – Students will work collaboratively with others to successfully complete a business task.
<b>Assessment Method:</b> Students will complete various group projects throughout the MBA curriculum. In <b>MGT 517</b> students will complete a capstone case project in a group. Each student will complete a self-reporting instrument in which the student reflects upon how they functioned as a team member, how well the team as a whole functioned, and how/whether their ability to work collaboratively has increased by participating in the MBA program.
2. Demonstrate effective business writing and oral communication skills in a business environment.
Obj. 1 – Students will effectively communicate business information in writing.
<b>Assessment Method:</b> In <b>BLW 547</b> students will complete a written case project in which their writing skills will be evaluated using a standard rubric developed by the graduate faculty.
Obj. 2 – Students will effectively communicate business information orally.
<b>Assessment Method:</b> In <b>MGT 517</b> students will complete a capstone case project in a group which will require an oral presentation component and will be evaluated using a standard rubric developed by the graduate faculty.
Obj. 3. Demonstrate application and integration of the functional knowledge areas of business along with critical thinking and quantitative analysis to solve managerial problems.
Obj. 1 – Students will integrate and apply the functional knowledge areas of business to make business decisions.
<b>Assessment Method:</b> In <b>MGT 517</b> students will complete a capstone case project in a group 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.
Obj. 2 – Students will systematically apply tools of quantitative analysis and critical thinking to make recommendations for the resolution of managerial problems.
<b>Assessment Method:</b> In <b>FIN 514</b> students will complete a case project in which they use quantitative analysis and critical thinking to propose solutions for the case, which will be evaluated using a standard rubric developed by the graduate faculty.
4. Demonstrate the ability to recognize and resolve ethical dilemmas confronting managers in a diverse and global business environment.
Obj. 1 – Students will use ethical reasoning to resolve business ethics dilemmas.
<b>Assessment Method:</b> In <b>BLW 547</b> students will complete a 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.
Obj. 2 – Students will be able to navigate the international issues that impact business operations in a global society.
<b>Assessment Method:</b> In <b>BLW 547</b> students will complete a 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.

In conjunction with this discussion, the Graduate Council also discussed whether any changes to the MBA program curriculum were necessary to accomplish these learning goals. The Graduate Council discussed the required curriculum for the MBA program and compared it to similar MBA programs and ultimately decided that no changes to the



MBA program curriculum were necessary at this time, as the curriculum was in line with similar program and addressed the skills and knowledge needed by MBA graduates. Below is a curriculum map developed by the Graduate Council, in conjunction with the graduate school faculty, mapping out where the learning objectives developed are addressed in the MBA curriculum.

**Figure 2 – Graduate Curriculum Map**

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

These new objectives and AOL plan were presented to the Dean and the Faculty at the end of the 2016-2017 Academic Year. This new AOL process is expected to begin implementation in the 2017-2018 Academic Year. Since the 2016-2017 Academic Year was spent developing this process, AOL for the graduate program in the 2016-2017 Academic Year continued under the previous plan.

The Graduate Council believes that the new learning goals and objectives, and the new AOL process proposed to evaluate them, are better designed to lead to continuous improvement in student outcomes than the previous objectives. These objectives better reflect the application and integration of skills and knowledge expected of MBA graduate than the previous objectives, which focused predominantly on student knowledge of subject matter. Additionally, the new assessment methods developed will require the MBA students to generate substantial written and oral projects rather than answering questions on a standardized test, which will hopefully yield to richer data through the evaluation of substantial work product, which can in turn be used to use to continuously improve student learning outcomes and the MBA curriculum in the future.

## VI. Assurance of Learning in the MPA

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### Master of Professional Accountancy (MPA) Assurance of Learning Plan

During academic year 2016/2017, the academic year 2015/2016 was assessed. The following objectives were in place during 2015/16:

Obj. 1: Prepare Effective Audit Programs - The student will demonstrate the ability to analyze accounts in any given cycle, determine the relevant audit assertions and prepare an effective audit program in accordance with current auditing standards

Obj. 2: Analyze and Evaluate Authoritative Literature and Written Communications - The student will demonstrate the ability to analyze and evaluate relevant authoritative literature to resolve accounting issues or disclosure choices and communicate the proposed resolution in writing.

Obj. 3: Use Technology - The student will demonstrate the ability to select and apply the appropriate technology to solve business problems.

Obj. 4: Apply Appropriate Legal Issues - The student will demonstrate the ability to identify, evaluate, and apply the appropriate legal or regulatory law to business problems.

Obj. 5: Accounting in a Global Environment - The student will demonstrate the ability to identify and apply accounting principles in a global environment.

Objective	Assessment Method	Assessment Results	Action
Obj. 1: Prepare Effective Audit Programs - The student will demonstrate the ability to analyze accounts in any given cycle, determine the relevant audit assertions and prepare an effective audit program in accordance with current auditing standards	Embedded Exam Questions - MPA 1- 1: Students enrolled in Advanced Auditing (ACC 547) will be assessed through specifically designed question(s) that are embedded on regularly scheduled exams or practice set modules. <b>Criterion:</b> At least 70% of students will correctly answer each of the selected questions.	Criterion Met: For #1, 9 out of 9 groups (100%) correctly identified the objective. For #2, 8 out of 9 groups (89%) correctly identified the population. For #3, 7 out of 9 groups (78%) identified the sampling interval and sample size. For #4 and #5, 7 of 9 (78%) and 8 of 9 (89%) identified the known and most likely misstatements. For # 6, 8 of 9 (89%) identified the UML. For #7 and #8, 8 of 9 (89%) identified the appropriate conclusion and proposed the appropriate adjusting entry	N/A

Objective	Assessment Method	Assessment Results	Action
Obj. 1 continued	*Survey - MPA 1-2: Graduating students will rate their auditing understanding as part of their MPA Student Survey. Students will complete a MPA Student Survey including assigning a numeric rating on a scale of 1-5 to reflect to what degree the education at SFASU has prepared them in the area of understanding financial auditing theory and practice. Q. Have an understanding of financial auditing theory and practice	Criterion Met: Graduating students met the acceptable criterion for ACC Objective 1 since the average preparedness rating was 3.6 for their understanding of operational auditing theory and practice. 2014 indicates an average preparedness of 4.57 which meets the criterion and compares favorably to the 3.9 from the Spring 2013 Survey.	N/A
Obj. 2: Analyze and Evaluate Authoritative Literature and Written Communications - The student will demonstrate the ability to analyze and evaluate relevant authoritative literature to resolve accounting issues or disclosure choices and communicate the proposed resolution in writing.	Embedded Course Assignment - MPA 2-1: Students enrolled in Seminar in Accounting Research (ACC 512) will be assessed through the assignment of business cases. <b>Criterion:</b> At least 70% of students will correctly analyze each case citing appropriate literature.	Criterion Met: A total of 20 students completed the business case. Of those, 18 cited appropriate literature correctly and 2 did not. Therefore, 90% of the students correctly analyzed each case citing appropriately literature.	N/A
Obj. 2 continued	*Survey - MPA 2-2: Graduating students will rate their analytical, conceptual and problem solving understanding as part of their MPA Student Survey. Students will complete a MPA Student Survey including assigning a numeric rating on a scale of 1-5 to reflect to what degree the education at SFASU has prepared them in the area of having a foundation in analytical, conceptual and problem-solving skills. Q. Have ability to acquire and utilize	Criterion Met: Graduating students met the acceptable criterion for ACC Objective 2 since the average preparedness rating was 4.1 for their ability to acquire and utilize essential information.	N/A

Objective	Assessment Method	Assessment Results	Action
	essential information, including both internal and external accounting data.		
Obj. 3: Use Technology - The student will demonstrate the ability to select and apply the appropriate technology to solve business problems.	*Survey - MPA 3-2: Graduating students will rate their ability to utilize computers and information technology as part of their MPA Student Survey. Students will complete a MPA Student Survey including assigning a numeric rating on a scale of 1-5 to reflect to what degree the education at SFASU has prepared them to utilize computer and information technologies. Q. Have ability to utilize computer and information technologies.	Criterion Met: Graduating students met the acceptable criterion for ACC Objective 3 since the average preparedness rating was 4.2 for their ability to utilize computer and information technologies.	N/A
Obj. 4: Apply Appropriate Legal Issues - The student will demonstrate the ability to identify, evaluate, and apply the appropriate legal or regulatory law to business problems.	Embedded Exam Questions - MPA 4- 1: Students enrolled in Legal Principles Related to Accounting (ACC 532) will be assessed through specifically designed questions that are embedded on regularly scheduled exams. <b>Criterion:</b> At least 70% of students will correctly answer each of the selected questions	Criterion Not Met: Data was not collected because a new professor took over the course shortly before the semester began. We are in the process of revising our graduate assessment to eliminate this issue.	Revised assessment methods to prevent these types of issues from occurring.

Objective	Assessment Method	Assessment Results	Action
Obj. 4 continued	Survey - MPA 4-2: (ACC 532) Students will rate their understanding of legal issues important to the accounting profession as part of their MPA Student Survey. Students will complete a MPA Student Survey including assigning a numeric rating on a scale of 1-5 to reflect to what degree the education at SFASU has prepared them to have an understanding of the legal issues important to the accounting profession. Q. Have an understanding of ethical and legal issues important to the accounting profession.	Criterion Met: Graduating students met the acceptable criterion for ACC Objective 4 since the average preparedness rating was 4.4 for their ability to identify, evaluate, and apply the appropriate legal or regulatory law to business problems.	N/A
Obj. 5: Accounting in a Global Environment - The student will demonstrate the ability to identify and apply accounting principles in a global environment.	Embedded Exam Questions - MPA 5- 1: Students enrolled in International Accounting (ACC 521) will be assessed through specifically designed question(s) that are embedded on regularly scheduled exams. <b>Criterion:</b> At least 70% of students will correctly answer each of the selected questions.	Criterion Met: At least 70% of students correctly answered all selected questions.	N/A

\* Criterion for Survey: On a scale of 1 -5 with 1 being not prepared and 5 being very prepared, students will have an average score of 3.5 or higher related to the stated objective.

## Committee Actions Taken for Continuous Improvement

- 1) While benchmarking criteria were generally met regarding direct measures, the Schlieff School of Accountancy also collects indirect data from graduating students during an exit conference. This indirect data suggested that the students would like to have additional tax courses added to the curriculum. In an effort to close the loop, we have submitted requests to change the curriculum to require an additional tax class at the undergraduate level. This will allow students to receive more tax knowledge at the undergraduate level and provide an opportunity for the graduate tax course to cover additional material above what was traditionally covered.

- 2) Our exit conference also revealed that students would like more hands-on learning experiences. Therefore, we have altered the way material is delivered in several courses at both the graduate and undergraduate level to provide students with more realistic learning opportunities. For example, ACC 533 (Advanced Topics in Managerial Accounting) is now a completely case-based course where students apply their knowledge of managerial accounting topics to make decisions based on information provided through a case study
- 3) In examining the results of the 2016/2017 assessment, the Gerald W. Schlieff Curriculum and Assessment Committees determined that a change in the MPA program's assurance of learning process and curriculum was warranted for the following reasons:
  1. The College recently initiated a new mission that focuses on enabling our students to launch their careers. An examination of our learning goals and assessment methods was necessary to ensure that our objectives supported the new mission of the College. As a result, we determined our objectives needed to be updated to reflect this mission. Consequently, we focused our learning goals and objectives on knowledge and skills that will help our students launch into their careers as professional accountants.
  2. The College also revised its undergraduate assurance of learning processes to be more in line with the College's mission. We felt a change in our assurance of learning processes was necessary to create cohesion between the undergraduate and graduate assurance of learning processes.
  3. To close the loop and prevent future issues with data collection from occurring, we thought it would be beneficial to consolidate classes from which data was collected. Consequently, we decided to collect direct data for our learning objectives in one course, ACC 512. ACC 512 is well-suited for this purpose as it requires the students to use their knowledge and skills to analyze a case study scenario, develop conclusions, and communicate this information in a report.

## **New 2016/2017 MPA Learning Goals, Objectives, & Curriculum Map**

### **1. Apply accounting concepts and technology to solve problems.**

Objective 1: Demonstrate appropriate knowledge of technical accounting concepts.

**Assessment Method:** Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.

Objective 2: Develop critical thinking skills necessary to solve problems.

**Assessment Method:** Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.

Objective 3: Support conclusions using appropriate research and authoritative pronouncements.

**Assessment Method:** Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.

Learning Objective 4: Analyze problems with appropriate methodologies.

**Assessment Method:** Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.

## **2. Demonstrate leadership and professional skills.**

Objective 1: Communicate accounting information clearly and effectively.

**Assessment Method:** Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.

Learning Objective 2: Develop skills to provide feedback on accounting issues.

**Assessment Method:** Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.

## **3. Develop the students' ability to assess current professional accounting issues.**

Objective 1: Recognize and address ethical and global responsibility issues related to the accounting profession.

**Assessment Method:** Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.

## Comprehensive Curriculum Evaluation Matrix:

	Accounting Research Seminar ACC512	Exit Interview with Students	Recruiters
Technical Accounting Knowledge	X	X	X
Critical Thinking	X	X	X
Conclusion through Research	X	X	X
Analysis	X	X	X
Communicate Accounting Information	X	X	X
Provide Feedback on Accounting Issues	X	X	X
Ethical Responsibility	X	X	X

## Curriculum Map:

MPA Curriculum Map							
	ACC 512	ACC 521	ACC 532	ACC 547	ACC 552	BCM 520	FIN 510/554
1. Apply accounting concepts and technology to solve problems.							
a. Demonstrate knowledge of technical accounting concepts.	E	E	E	E	E	N	N
b. Develop critical thinking skills necessary to solve problems.	E	E	E	E	E	E	E
c. Support conclusions using appropriate research and authoritative pronouncements.	E	N	E	E	N	E	E
d. Analyze problems with appropriate methodologies.	E	E	N	E	E	E	E
2. Demonstrate leadership and professional skills.							
a. Communicate accounting information clearly and effectively.	E	M	M	E	M	N	N
b. Develop skills to provide feedback on accounting issues.	E	E	M	E	E	N	N
3. Develop the students' ability to assess current professional accounting issues.							
a. Recognize and address ethical and other global responsibility issues related to the accounting profession.	E	E	M	E	N	N	N
<b>Key</b>	E = Exposure						
	M = Minimal Exposure						
	N = No Exposure						



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## Appendix – Detailed Course and Program Modifications

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### Course Modifications

#### ACC 453 - Accounting & Information Sys

Removing prerequisite of three hours of computer science for ACC 453. Changes in the course make this prerequisite no longer necessary.

#### ACC 457 - Controls & Internal Auditing

Removing prerequisite of three hours of computer science for ACC 453. Changes in the course make this prerequisite no longer necessary.

#### BCM 347 - Administrative Communication

Remove "Recommended prerequisites: CSC 101 or CSC 121" from BCM 347. These prerequisites which were originally required when Computer Science was part of the College of Business are no longer needed.

#### GBU 310 - Business Comm. Technology

Remove "Prerequisite: CSC 121 or equivalent" from GBU 310 course description. This prerequisite was required when Computer Science was part of the College of Business, but is no longer needed.

#### GBU 440 - Records Management

Remove "Prerequisite: CSC 121 or equivalent" from GBU 310 course description. This prerequisite was required when Computer Science was part of the College of Business, but is no longer needed.

#### GBU 461 - Professional Dev & Integration

Change course title of GBU 461 from "Information Management" to "Professional Development and Integration" to better reflect the objective and content of the course.

#### MGT 470 - Topics in Management

The ability to take MGT 470 for up to 6 hours (versus the current 3 hours) would enable students to take the class twice, each course offering being 3 hours. Given that the department is offering more 470 topics classes (ex. Project Management), where the topics vary, we want to allow students to be able to take two MGT 470 sections with varying topics. This would be especially helpful in regard to Study Abroad and Rusche College of Business trips as well. This would also enable students to take a 3 hour MGT 470 class followed by a MGT 470 class that could be 1-3 hours of credit.

#### MGT 484 - Compensation and Benefits

Students need a good understanding of Human Resource Management (MGT 373) before entering this senior level course. Modified Prerequisites: MGT 373 with a grade of "C" or better.

#### MKT 470 - Topics in Marketing

The ability to take MKT 470 for up to 6 hours (versus the current 3 hours) would enable students to take the class twice, each course offering being 3 hours. Given that the department is offering more 470 topics classes, where the topics vary, we want to allow students to be able to take two MKT 470 sections with varying topics. This would be especially helpful in regard to Study Abroad and Rusche College of Business trips as well. This would also enable students to take a 3 hour MKT 470 class followed by a MKT 470 class that could be 1-3 hours of credit.

### **Program Modifications**

#### BA in Economics

Currently, students in the economics major are required to take 12 hours of advanced economics electives. This change will allow students to take FIN 370, Fundamentals of Banking, and count it as one of these upper-level electives.

#### BBA in Business Economics

Currently, students in the economics major are required to take 12 hours of advanced economics electives. This change will allow students to take FIN 370, Fundamentals of Banking, and count it as one of these upper-level electives.

#### BBA in Finance

Include all upper-level (300- and 400-level) Finance courses as options for finance majors and minors in the course block of electives that currently states "12 to 15 hours from ECO 331, 361,

369, 401 (if not taken above), 410, 415, 433, 448, 458, 471, 474, 475, 485 and 490." Specifically, courses being added are FIN 366, FIN 420, and FIN 479.

#### BBA in Finance

Add FIN 420, Selling Financial Services, to the block of courses listed currently as follows in the Investment Management emphasis: "six hours from ACC 343, FIN 433 and 490." The new requirement will read: "six hours from ACC 343, FIN420, FIN 433 and 490".

#### BBA in Finance

Delete the Banking and Financial Services Emphasis as an option available to Finance majors.

#### Sports Business

MGT 325 (Principles of Sports Business) is already being offered as a course. This change would add the course to the "Sales & Management Track" of the Major. Currently, students choosing this track must take 6 hours from the following: GBU 400, MGT 470, MGT 385, MKT 353, MKT 362, or MKT 470. This proposal is to add MGT 325 to that list of courses.

#### Sports Business

MGT 325 (Principles of Sports Business) is already being offered as a course. The Minor in Sports Business currently requires students to take 12 hours from the following: ECO 359, MGT 480, MKT 358, 362, 458, or any sport related MGT/MKT 470, or one course from MGT 475/476 or MKT 475/486. This proposal is to add MGT 325 to that list of optional courses.