



RUSCHE
COLLEGE OF BUSINESS

**Curriculum
Management Report
2017–2018**



*Experience Business.*TM
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I. Overview

The academic year 2017-2018 continued to carry forward the trajectory of the changes made in Curriculum Management in the 2015-2016 and 2016-2017 academic years. In the undergraduate degree, the focus continued to be on advancing experiential learning. The main area of change was in the assurance of learning (AOL) process in the Master of Business Administration degree (MBA), in which there were significant changes and improvements. The results of these changes included an increased emphasis on evaluating student performance on more in-depth, applied assignments.

II. Curriculum Development and Review

Curriculum Changes for the 2017-2018 academic year consisted of slight course and program modifications as well as additions of courses to serve new and existing programs. The main program change was the approval of the offering of the BBA in Sports Business off-campus at Lone Star College in The Woodlands.

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

Name	Category	Type	Dept
ECO 450 – Forecasting in Economics and Business	Course	Addition	ECOFIN
BLW 355 – Sports and Entertainment Law	Course	Addition	BCLS
MGT 444 – Project Management	Course	Addition	MMIB
MGT 544 – Project Leadership	Course	Addition	MMIB
MGT 510 – Management in STEM	Course	Addition	MMIB
BLW 350 – Foundation of Business Regulation	Course	Deletion	BCLS
BCM 347 – Administrative Communication	Course	Modify	MMIB
ECO 339 – Applied Statistics	Course	Modify	MMIB
MGT 325 – Principles of Sports Business	Course	Modify	MMIB
MGT 371 – Operations Management	Course	Modify	MMIB
MGT 472 – Management Information Systems	Course	Modify	MMIB
MKT 425 – Systems and Internet Marketing	Course	Modify	MMIB
BBA in Sports Business	Program	Approval	MMIB
BA in Economics	Program	Modify	ECOFIN
BBA in International Business	Program	Modify	MMIB

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

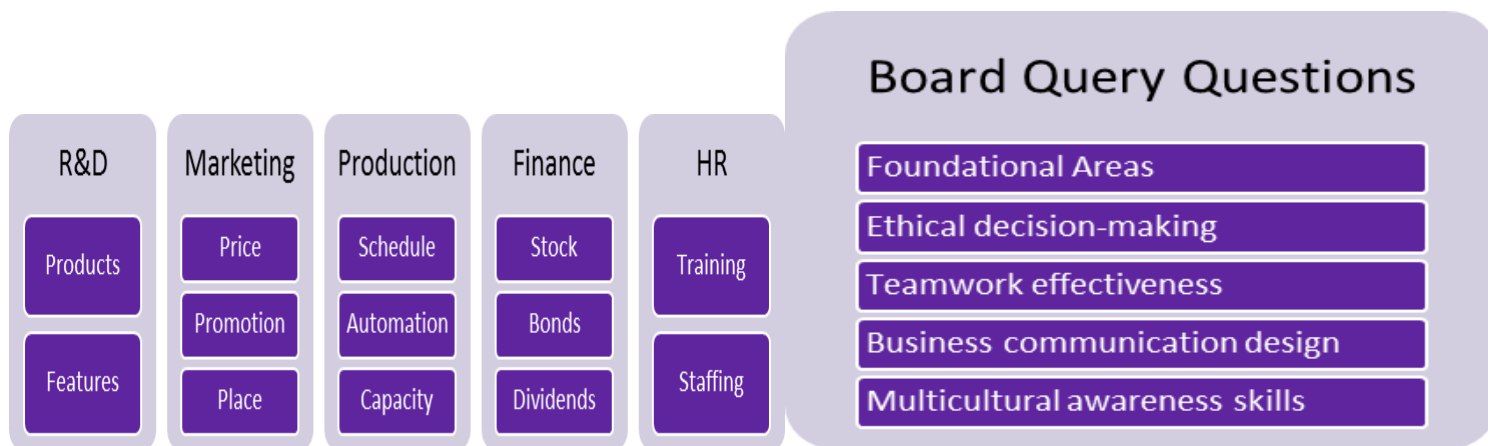
BBA in Accounting	Program	Modify	ECOFIN
Minor – Business Regulation	Program	Deletion	BCLS
MPA in Accounting	Program	Modify	ACC

III. Assurance of Learning Process

As noted in previous Curriculum Management Reports, The Assurance of Learning (“AOL”) process for the BBA was significantly revised in the 2015-2016 and 2016-2017 academic years, and AOL continued under this new process in 2017-2018.

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

Figure 1. – CAPSIM/COMP-XM Process



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

Figure 2. – Balanced Scorecard Areas of Performance

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

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

Figure 3. – Learning Goals and Objectives

Learning Goals & Objectives	
1. Our graduates will have <u>effective business writing, speaking, and interpersonal communication skills</u> for <u>team and leadership</u> contexts.	<ol style="list-style-type: none"> In a simulated business setting, our students will demonstrate knowledge of the most effective channels and methods for communicating business information. 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> .	<ol style="list-style-type: none"> In a simulated business setting, our students will use appropriate data and quantitative analysis techniques to develop solutions to business problems. 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> .	<ol style="list-style-type: none"> In a simulated business setting, students will recognize and propose solutions to ethical dilemmas. 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> .	<ol style="list-style-type: none"> Students will complete a simulated business exercise applying the functional knowledge areas of business. In a simulated business setting, students will demonstrate competence in the functional knowledge areas of business from the foundation curriculum.

The Undergraduate Curriculum Committee spent the 2017-2018 academic year focused on reviewing and analyzing the data generated by the administration of the CAPSIM and COMP-XM exam and determining whether actions taken in the previous academic year results in improvement and what further 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 “Nuventive Improve.” AOL data is collected at different levels and from different sources within the COB depending upon to whom it is reported:

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

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

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

2. Southern Association of Colleges and Schools (SACS)

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

3. Texas Higher Education Coordinating Board (THECB)

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

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

IV. Assurance of Learning in the BBA (AACSB)

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

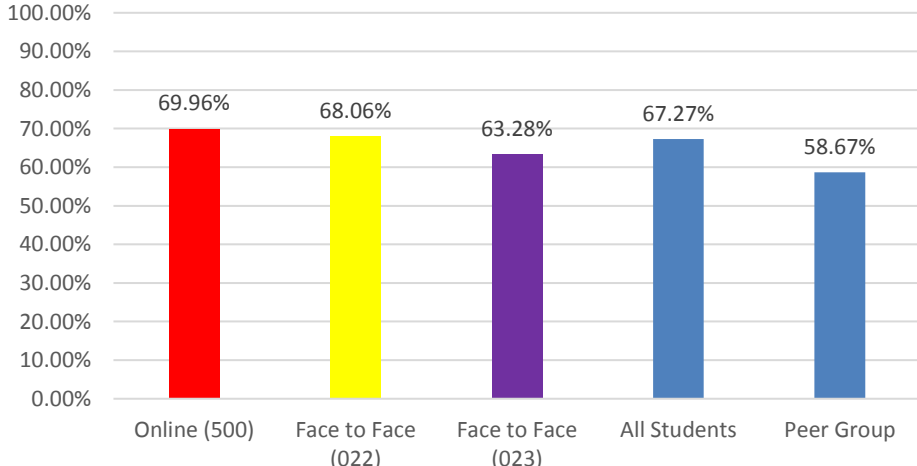
Objective	Direct Assessment Method	Criterion (Benchmark)
1A. Effective business, writing, speaking, and interpersonal communication skills.	COMP-XM exam	Students will perform within 2 percent of the national average.
1B. Identify and analyze business team and leadership dynamics.	COMP-XM exam	Students 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 th percentile.
4.B. Functional knowledge competence.	COMP-XM exam	Students will perform within 2 percent of the national average.

Each of these learning objectives is assessed 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.

Objective 1A:	In a simulated business setting, our students will demonstrate knowledge of the most effective channels and methods for communicating business information.												
Foundation Curriculum Exposure:	MGT 272, BCM 247, GBU 325, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463												
Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.												
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to business communication.												
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2017 semester to three sections of the MGT 463 course – one online (463.500) with 27 students and two face to face (463.022 & .023) with 47 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.												
Results:	<p style="text-align: center;">Score (% Correct)</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>72.96%</td> </tr> <tr> <td>Face to Face (022)</td> <td>74.58%</td> </tr> <tr> <td>Face to Face (023)</td> <td>67.39%</td> </tr> <tr> <td>All Students</td> <td>71.76%</td> </tr> <tr> <td>Peer Group</td> <td>62.60%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	72.96%	Face to Face (022)	74.58%	Face to Face (023)	67.39%	All Students	71.76%	Peer Group	62.60%
Category	Score (% Correct)												
Online (500)	72.96%												
Face to Face (022)	74.58%												
Face to Face (023)	67.39%												
All Students	71.76%												
Peer Group	62.60%												
Description:	Our students’ results exceeded the national average, meeting our benchmark. The online and face to face sections reflected very similar results. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.												
Actions:	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.

Objective 1B:	In a simulated business setting, our students will identify and analyze how team and leadership dynamics affect business outcomes.												
Foundation Curriculum Exposure:	BCM 247, GBU 325, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463												
Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.												
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to teamwork.												
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2017 semester to three sections of the MGT 463 course – one online (463.500) with 27 students and two face to face (463.022 & .023) with 47 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.												
Results:	<p style="text-align: center;">Score (% Correct)</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Section</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>69.96%</td> </tr> <tr> <td>Face to Face (022)</td> <td>68.06%</td> </tr> <tr> <td>Face to Face (023)</td> <td>63.28%</td> </tr> <tr> <td>All Students</td> <td>67.27%</td> </tr> <tr> <td>Peer Group</td> <td>58.67%</td> </tr> </tbody> </table>	Section	Score (% Correct)	Online (500)	69.96%	Face to Face (022)	68.06%	Face to Face (023)	63.28%	All Students	67.27%	Peer Group	58.67%
Section	Score (% Correct)												
Online (500)	69.96%												
Face to Face (022)	68.06%												
Face to Face (023)	63.28%												
All Students	67.27%												
Peer Group	58.67%												
Description:	Our students’ results exceeded the national average by a fair margin, more than meeting our benchmark. The online and face to face sections both reflected excellent results. The delivery												

	method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.
Actions:	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.

Objective 2A:	In a simulated business setting, our students will use appropriate data & quantitative analysis techniques to develop solutions to business problems.
Foundation Curriculum Exposure:	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
Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to analytical and quantitative reasoning.
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2017 semester to three sections of the MGT 463 course – one online (463.500) with 27 students and two face to face (463.022 & .023) with 47 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>Results:</p>	<table border="1"> <caption>Score (% Correct)</caption> <thead> <tr> <th>Category</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>58.09%</td> </tr> <tr> <td>Face to Face (022)</td> <td>70.59%</td> </tr> <tr> <td>Face to Face (023)</td> <td>60.33%</td> </tr> <tr> <td>All Students</td> <td>62.84%</td> </tr> <tr> <td>Peer Group</td> <td>56.00%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	58.09%	Face to Face (022)	70.59%	Face to Face (023)	60.33%	All Students	62.84%	Peer Group	56.00%
Category	Score (% Correct)												
Online (500)	58.09%												
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All Students	62.84%												
Peer Group	56.00%												
<p>Description:</p>	<p>Our students' results exceeded the national average by a fair margin, more than meeting our benchmark. The online section did lag behind the face to face sections, but all sections exceeded the national average. The delivery method of the instrument itself was the same in both sections, as the CAPSIM/COMP-XM exam is an online simulation and testing experience.</p>												
<p>Actions:</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>Objective 2B:</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>Foundation Curriculum Exposure:</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>Assessment Method:</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>Benchmark:</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>
<p>Data Collection:</p>	<p>The CAPSIM/COMP-XM was administered in the Fall 2017 semester to three sections of the MGT 463 course – one online</p>

	<p>(463.500) with 27 students and two face to face (463.022 & .023) with 47 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.</p>												
<p>Results:</p>	<p>The bar chart displays the percentage of correct answers for five different groups. The y-axis represents the score percentage from 0.00% to 100.00% in 10% increments. The x-axis lists the groups: Online (500), Face to Face (022), Face to Face (022), All Students, and Peer Group. The scores are: Online (500) at 54.63%, Face to Face (022) at 59.89%, Face to Face (022) at 54.89%, All Students at 56.42%, and Peer Group at 56.00%.</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>54.63%</td> </tr> <tr> <td>Face to Face (022)</td> <td>59.89%</td> </tr> <tr> <td>Face to Face (022)</td> <td>54.89%</td> </tr> <tr> <td>All Students</td> <td>56.42%</td> </tr> <tr> <td>Peer Group</td> <td>56.00%</td> </tr> </tbody> </table>	Group	Score (% Correct)	Online (500)	54.63%	Face to Face (022)	59.89%	Face to Face (022)	54.89%	All Students	56.42%	Peer Group	56.00%
Group	Score (% Correct)												
Online (500)	54.63%												
Face to Face (022)	59.89%												
Face to Face (022)	54.89%												
All Students	56.42%												
Peer Group	56.00%												
<p>Description:</p>	<p>Our students' overall results were in line with the national average, meeting our benchmark. The online section and one face to face section were slightly below the national average while one 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.</p>												
<p>Actions:</p>	<p>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.</p>												

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

<p>Objective 3A:</p>	<p>In a simulated business setting, our students will recognize and propose solutions to ethical dilemmas.</p>
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Foundation Curriculum Exposure:	MGT 272, ACC 231, ECO 231, ECO 232, BCM 247, GBU 325, FIN 333, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463												
Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.												
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to ethical decision-making.												
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2017 semester to three sections of the MGT 463 course – one online (463.500) with 27 students and two face to face (463.022 & .023) with 47 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.												
Results:	<p style="text-align: center;">Score (% Correct)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Group</th> <th>Score (% Correct)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>69.14%</td> </tr> <tr> <td>Face to Face (022)</td> <td>34.26%</td> </tr> <tr> <td>Face to Face (023)</td> <td>62.32%</td> </tr> <tr> <td>All Students</td> <td>55.71%</td> </tr> <tr> <td>Peer Group</td> <td>56.11%</td> </tr> </tbody> </table>	Group	Score (% Correct)	Online (500)	69.14%	Face to Face (022)	34.26%	Face to Face (023)	62.32%	All Students	55.71%	Peer Group	56.11%
Group	Score (% Correct)												
Online (500)	69.14%												
Face to Face (022)	34.26%												
Face to Face (023)	62.32%												
All Students	55.71%												
Peer Group	56.11%												
Description:	Our students’ overall results were in line with the national average, meeting our benchmark. The online section was slightly higher than one face to face section, but one face to face section lagged substantially below the other two sections. This aberration in the data is difficult to account for. 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.												
Actions:	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.

Objective 3B:	In a simulated business setting, our students will identify and analyze global and cross-cultural environmental business issues.												
Foundation Curriculum Exposure:	MGT 272, ECO 231, ECO 232, GBU 325, FIN 333, BLW 335, MKT 351, MGT 370, MGT 371, MGT 463												
Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.												
Benchmark:	SFA students will perform within 2 percent of the national average of "All Capstone Undergrads" on the COMP-XM questions related to cross-cultural competence.												
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2017 semester to three sections of the MGT 463 course – one online (463.500) with 27 students and two face to face (463.022 & .023) with 47 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.												
Results:	<p style="text-align: center;">Score (% Correct)</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>72.22%</td> </tr> <tr> <td>Face to Face (022)</td> <td>69.79%</td> </tr> <tr> <td>Face to Face (023)</td> <td>59.78%</td> </tr> <tr> <td>All Students</td> <td>67.57%</td> </tr> <tr> <td>Peer Group</td> <td>61.88%</td> </tr> </tbody> </table>	Category	Score (% Correct)	Online (500)	72.22%	Face to Face (022)	69.79%	Face to Face (023)	59.78%	All Students	67.57%	Peer Group	61.88%
Category	Score (% Correct)												
Online (500)	72.22%												
Face to Face (022)	69.79%												
Face to Face (023)	59.78%												
All Students	67.57%												
Peer Group	61.88%												
Description:	Our students’ overall results exceeded the national average, meeting our benchmark. The online section was slightly above the face to face sections, but overall results 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.
Actions:	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.

Objective 4A:	Students will complete a simulated business exercise applying the functional knowledge areas of business.
Foundation Curriculum Exposure:	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
Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.
Benchmark:	The COMP-XM overall class median percentile on the “Balanced Scorecard” for the simulation will be above the 50 th percentile for the peer group “All Capstone Undergrads.”
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2017 semester to three sections of the MGT 463 course – one online (463.500) with 27 students and two face to face (463.022 & .023) with 47 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>Results:</p>	<p style="text-align: center;">Score (Median Percentile)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Score (Median Percentile)</th> </tr> </thead> <tbody> <tr> <td>Online (500)</td> <td>26.00</td> </tr> <tr> <td>Face to Face (022)</td> <td>23.00</td> </tr> <tr> <td>Face to Face (023)</td> <td>25.00</td> </tr> <tr> <td>All Students</td> <td>24.67</td> </tr> </tbody> </table>	Category	Score (Median Percentile)	Online (500)	26.00	Face to Face (022)	23.00	Face to Face (023)	25.00	All Students	24.67
Category	Score (Median Percentile)										
Online (500)	26.00										
Face to Face (022)	23.00										
Face to Face (023)	25.00										
All Students	24.67										
<p>Description:</p>	<p>Our students’ overall results were substantially below the 50th 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>Actions:</p>	<p>This is the second year that the student results in the simulation were far below the benchmark. 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. In the previous numerous actions were taken to increase experiential learning to try to close this gap between “learning and doing” that these results show. These efforts continue. Additional efforts were taken to bolster these results in the current academic year which 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>Objective 4B:</p>	<p>In a simulated business setting, students will demonstrate competence in the functional knowledge areas of business from the foundation curriculum.</p>
<p>Foundation Curriculum Exposure:</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>

Assessment Method:	In the MGT 463 course, students will complete the CAPSIM business simulation and the Comp-XM examination based upon this simulation experience.																																																	
Benchmark:	The class average score across each functional area tested by the Comp-XM exam will be within 2% of the average score of the population taking the exam.																																																	
Data Collection:	The CAPSIM/COMP-XM was administered in the Fall 2017 semester to three sections of the MGT 463 course – one online (463.500) with 27 students and two face to face (463.022 & .023) with 47 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.																																																	
Results:	<table border="1"> <thead> <tr> <th>Functional Domain</th> <th>Fall 2017 Pop. Average</th> <th>F2017(022) Class Average</th> <th>F2017 (500) Class Average</th> <th>F2017 (023) Class Average</th> </tr> </thead> <tbody> <tr> <td>Strategy</td> <td>57.00%</td> <td>51.71%</td> <td>53.52%</td> <td>55.48%</td> </tr> <tr> <td>Accounting</td> <td>60.00%</td> <td>50.88%</td> <td>53.22%</td> <td>55.78%</td> </tr> <tr> <td>Finance</td> <td>60.00%</td> <td>49.92%</td> <td>49.48%</td> <td>52.83%</td> </tr> <tr> <td>Marketing</td> <td>60.00%</td> <td>55.42%</td> <td>61.04%</td> <td>57.78%</td> </tr> <tr> <td>HR</td> <td>60.00%</td> <td>54.58%</td> <td>59.48%</td> <td>61.52%</td> </tr> <tr> <td>Operations</td> <td>53.00%</td> <td>45.38%</td> <td>47.07%</td> <td>50.91%</td> </tr> <tr> <td>Average</td> <td>58.33%</td> <td>51.31%</td> <td>53.97%</td> <td>55.72%</td> </tr> <tr> <td>Class Avg.</td> <td>53.65%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Functional Domain	Fall 2017 Pop. Average	F2017(022) Class Average	F2017 (500) Class Average	F2017 (023) Class Average	Strategy	57.00%	51.71%	53.52%	55.48%	Accounting	60.00%	50.88%	53.22%	55.78%	Finance	60.00%	49.92%	49.48%	52.83%	Marketing	60.00%	55.42%	61.04%	57.78%	HR	60.00%	54.58%	59.48%	61.52%	Operations	53.00%	45.38%	47.07%	50.91%	Average	58.33%	51.31%	53.97%	55.72%	Class Avg.	53.65%			
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Description:	Our students’ overall results were slightly below the benchmark. The results were relatively consistent across sections. 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.																																																	
Actions:	Although the functional knowledge area results did not meet our benchmark, the results were close and were met in the previous. Because the gap in results related to the simulation was much higher, the Committee decided to continue to focus on the experiential learning results and actions rather than address these results in the current year. However, results in this area will continue to be monitored for gaps.																																																	

Indirect Assessment and Committee Recommended Actions for Continuous Improvement

The Committee spent a substantial amount of its time in the 2017-2018 academic year analyzing and discussing this AOL data. As with the previous academic year, the data, as a whole, paints the picture that College of Business students are doing fairly well in learning and understanding fundamental business knowledge and that our Business Foundation curriculum does a good job of covering this material. However, based upon the low results on the CAPSIM simulation itself, it appears that our students continue to have difficulty 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. A Focus Group was conducted with numerous business professionals who were present on campus for the COB's annual College to Career ("C2C") conference. The participants were asked questions regarding how well our graduates perform across the four learning objectives. The issues most commonly raised by the members of the focus group related to being able to communicate properly in a professional setting as well as being able to apply business information to solve problems. The focus group participants indicated the same issues that are data reflected – that graduates seem to struggle with applying the business knowledge they have learned to identify and resolve problems.

Based upon this AOL data, as well as the data from the previous academic year, the recommendation of the Committee to the College of Business faculty and the Dean was for the College of Business to continue in the efforts began in the previous year to engage students in more experiential learning projects throughout the curriculum. Some specific action items recommended by the Committee, and which have been pursued in the COB, are:

- Continuing to devote funds towards rewards/stipends for faculty members providing particularly commendable experiential learning experiences;
- Changes have been made to faculty review/merit policy to de-emphasize student evaluations in the faculty review policy and instead focus on faculty using engaging experiential projects in classes as a measure for evaluating faculty effectiveness;
- Devoting money towards training faculty in the use of the case method of teaching in class, to bring more real world experience to the classroom;
and

- The implementation of a pilot class of GBU 325 in Fall of 2018 that will utilize a business simulation as well as the case method of teaching to give students exposure to real world business reasoning earlier in the curriculum.

The overall goal of these recommendations is to ensure that throughout the curriculum students are doing more than just learning information, writing papers, and taking tests. Rather, the Committee felt that as frequently as possible throughout the curriculum, students should be applying the material 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 2017-2018 academic year and have been largely embraced by the COB faculty. Efforts continue to implement more real-world learning throughout the curriculum.

V. Assurance of Learning in the MBA (AACSB)

During academic year 2017-2018, the results for academic year 2016-2017 in the MBA are assessed. As previously noted, the Graduate Council spent the 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 completed at the end of the 2016-2017 academic year, the 2016-2017 AOL for the MBA program was conducted under the previous objectives and AOL process. The new AOL process for the MBA began to be implemented in 2017-2018. This previous MBA AOL Plan is 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 th percentile Indirect – average survey results of at least 4 (moderately prepared)
1.2 – Competence in Finance	MBA MFT	Student Survey	Direct – 50 th percentile Indirect – average survey results of at least 4 (moderately prepared)
1.3 Competence in Management	MBA MFT	Student Survey	Direct – 50 th percentile Indirect – average survey results of at least 4 (moderately prepared)
1.4 Marketing	MBA MFT	Student Survey	Direct – 50 th 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.

Assessment Method:	All students enrolled in MGT 517 will take the ETS Major Field Test (MFT) for the MBA Degree.
Benchmark:	Students will score, on average, at or above the 50 th national percentile on the accounting, finance, management, and marketing sections of the MFT exam.
Data Collection:	The MFT exam was administered in the Fall 2016 and Spring 2017 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 – 6 in the Fall 2016 semester and 9 in the Spring 2017 semester. 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.

<p>Results:</p>	<p style="text-align: center;">2016-17 MFT MBA Results</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Subject</th> <th>Percentile Score</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>12</td> </tr> <tr> <td>Finance</td> <td>19</td> </tr> <tr> <td>Management</td> <td>29</td> </tr> <tr> <td>Marketing</td> <td>23</td> </tr> </tbody> </table>	Subject	Percentile Score	Accounting	12	Finance	19	Management	29	Marketing	23
Subject	Percentile Score										
Accounting	12										
Finance	19										
Management	29										
Marketing	23										
<p>Description:</p>	<p>Our students' results were well below the 50th percentile benchmark. These low results represent a continued downward trend in our student's MFT results.</p>										
<p>Actions:</p>	<p>As discussed above, the 2016-2017 year was spent revising the learning goals, objectives, and assessment methods for the MBA program. In light of these revisions, this will be the last year the MFT is administered, and other methods will be used to assess student learning in the MBA program which will hopefully lead to more actionable results and better outcomes.</p>										

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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.

<p>Assessment Method:</p>	<p>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.</p>														
<p>Benchmark:</p>	<p>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.</p>														
<p>Data Collection:</p>	<p>The student survey was administered in the Fall 2016 semester. Six students completed survey. Due to the small sample sizes of this survey, this semester qualitative results were sought through some more open-ended, forum type questions to help the graduate faculty better determine what the students perceived the MBA program was doing well, and what was lacking. These qualitative results were discussed by the graduate council and used to help shape the new learning goals, objectives, and AOL process going forward.</p>														
<p>Results:</p>	<p>2016-2017 MBA Survey Results</p> <table border="1"> <thead> <tr> <th>Subject Area</th> <th>Survey Score (1-5 Scale)</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>3.833</td> </tr> <tr> <td>Finance</td> <td>4.333</td> </tr> <tr> <td>Management</td> <td>4.458</td> </tr> <tr> <td>Marketing</td> <td>3.792</td> </tr> <tr> <td>Legal & Ethical</td> <td>4.1667</td> </tr> <tr> <td>Diversity & Global</td> <td>4.5</td> </tr> </tbody> </table>	Subject Area	Survey Score (1-5 Scale)	Accounting	3.833	Finance	4.333	Management	4.458	Marketing	3.792	Legal & Ethical	4.1667	Diversity & Global	4.5
Subject Area	Survey Score (1-5 Scale)														
Accounting	3.833														
Finance	4.333														
Management	4.458														
Marketing	3.792														
Legal & Ethical	4.1667														
Diversity & Global	4.5														
<p>Description:</p>	<p>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.</p>														
<p>Actions:</p>	<p>As discussed above, the 2016-2017 year was spent revising the learning goals, objectives, and assessment methods for the MBA program. In light of these revisions, this will be the last year this survey is used as an AOL instrument, and other methods will be used to assess student learning in the MBA program which will hopefully lead to more actionable results and better outcomes.</p>														

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

Assessment Method:	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.
Benchmark:	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.
Data Collection:	Professor did not collect data in this academic year.
Results:	N/A
Description:	N/A
Actions:	As discussed above, the 2016-2017 year was spent revising the learning goals, objectives, and assessment methods for the MBA program. In light of these revisions, this will be the last year this survey is used as an AOL instrument, and other methods will be used to assess student learning in the MBA program which will hopefully lead to more actionable results and better outcomes.

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

Method	Students enrolled in GBU 550 will deliver oral presentations. These presentations will be assessed using a rubric related to content and delivery.										
Benchmark	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.										
Data Collection	In the Spring 2017 semester, 21 students were enrolled in GBU 550 and 20 of those students completed the presentation assignment.										
Results											
		Content					Delivery				
		1	2	3	4	5	6	7	8	9	10
Student Average		4.3	3.8	4.2	4.35	4.05	3.55	3.85	3.75	4.45	3.75

	% Above 3	100%	90%	100%	100%	85%	85%	90%	90%	100%	95%
Description	Of the 21 students enrolled in GBU 550, 20 completed the presentation assignment used for assessment. All 20 students averaged above 3 with respect to content, and 17 students averaged 3 or higher with respect to delivery. Thus, 85% averaged 3 or higher on both content and delivery areas, meeting the applicable criterion.										
Actions	As discussed above, the 2016-2017 year was spent revising the learning goals, objectives, and assessment methods for the MBA program. In light of these revisions, this will be the last year this survey is used as an AOL instrument, and other methods will be used to assess student learning in the MBA program which will hopefully lead to more actionable results and better outcomes.										

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

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

Assessment Method:	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.
Benchmark:	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.
Data Collection:	The student survey was administered in the Fall 2016 semester. Six students completed survey. Due to the small sample sizes of this survey, this semester qualitative results were sought through some more open-ended, forum type questions to help the graduate faculty better determine what the students perceived the MBA program was doing well, and what was lacking. These qualitative results were discussed by the graduate council and used to help shape the new learning goals, objectives, and AOL process going forward.

<p>Results:</p>	<p style="text-align: center;">2016-2017 MBA Survey Results</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percent at 4 or higher</th> </tr> </thead> <tbody> <tr> <td>Written</td> <td>90.91%</td> </tr> <tr> <td>Oral</td> <td>89.47%</td> </tr> </tbody> </table>	Category	Percent at 4 or higher	Written	90.91%	Oral	89.47%
Category	Percent at 4 or higher						
Written	90.91%						
Oral	89.47%						
<p>Description:</p>	<p>90.91% of the students surveyed rated their Written Communication preparation above the benchmark of 4. 89.47% of the students surveyed rated their Oral Communication preparation above the benchmark of 4. Thus, both results met the established benchmark.</p>						
<p>Actions:</p>	<p>As discussed above, the 2016-2017 year was spent revising the learning goals, objectives, and assessment methods for the MBA program. In light of these revisions, this will be the last year this survey is used as an AOL instrument, and other methods will be used to assess student learning in the MBA program which will hopefully lead to more actionable results and better outcomes.</p>						

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

<p>Assessment Method:</p>	<p>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.</p>
<p>Benchmark:</p>	<p>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</p>

	expectations = 2; Exceeds expectations = 3. At least 75% of students will achieve a minimum score of 2 in each rubric category.
Data Collection:	Professor did not collect data in this academic year.
Results:	N/A
Description:	N/A
Actions:	As discussed above, the 2016-2017 year was spent revising the learning goals, objectives, and assessment methods for the MBA program. In light of these revisions, this will be the last year this survey is used as an AOL instrument, and other methods will be used to assess student learning in the MBA program which will hopefully lead to more actionable results and better outcomes.

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

Assessment Method:	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.
Benchmark:	At least 75% of students will correctly answer 75% of the questions.
Data Collection:	The professor embedded the four questions in the mid-term exam. All students in the class took the exam.
Results:	100% of the students answered at least 75% of these questions correctly.
Actions:	As discussed above, the 2016-2017 year was spent revising the learning goals, objectives, and assessment methods for the MBA program. In light of these revisions, this will be the last year the MFT is administered, and other methods will be used to assess student learning in the MBA program which will hopefully better pinpoint issues in student learning to as to better lead to more actionable results and better outcomes.

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

Assessment Method:	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
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	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.
Benchmark:	At least 75% of students will correctly answer 75% of the questions.
Data Collection:	The professor for this course had the students develop their own questions on diversity and discuss them along with the correct answers.
Results:	The professor reported that all of the students successfully completed the assignment.
Actions:	As discussed above, the 2016-2017 year was spent revising the learning goals, objectives, and assessment methods for the MBA program. In light of these revisions, this will be the last year the MFT is administered, and other methods will be used to assess student learning in the MBA program which will hopefully better pinpoint issues in student learning to as to better lead to more actionable results and better outcomes.

Graduate Council Recommended Actions for Continuous Improvement

The 2016-2017 AOL data was substantially similar to previous year’s poor results further indicating the need for change. Updated learning objectives and an AOL plan were developed in AY 2016-2017, which are set forth in the Curriculum Management Report for that year. This new plan began to be implemented in AY 2017-2018 Academic Year and those results will be reviewed during AY 2018-2019. The Graduate Council spent substantial time in AY 2017-2018 discussing how the graduate curriculum and delivery methods can be approved, and those discussions will continue into AY 2018-2019.

One substantial change to the delivery method of the MBA was approved in AY 2017-2018. The decision was made to begin to shift the MBA to a “Zoom” teleconferencing format. In this format students can take classes both on-campus, but can also participate off campus utilizing Zoom teleconferencing software. This change in format should lead to being able to make the MBA available to more students. This new format is planned to be rolled out in the Fall 2019 semester.

VI. Assurance of Learning in the MPA (AACSB)

During AY 2017/2018, the academic year 2016/2017 was assessed. AY 2016-2017 was the first year that the MPA was assessed using the new objectives and AOL process set forth in the previous year’s Curriculum Management Report. These AOL results are provided below.

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

Objective 1A:	Students will demonstrate appropriate knowledge of technical accounting concepts.
Assessment Method:	Direct assessment data will be collected in ACC 512 using selected cases.
Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 12 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	92% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	As the results met our benchmark, the Graduate Council did not recommend any specific actions with respect to instruction be taken in response to this data.

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

Objective 1B:	Students will develop critical thinking skills necessary to solve problems.
Assessment Method:	Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.
Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 12 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	92% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	As the results met our benchmark, the Graduate Council did not recommend any specific actions with respect to instruction be taken in response to this data.

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

Objective 1C:	Students will support conclusions using appropriate research and authoritative pronouncements.
Assessment Method:	Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.
Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 12 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	92% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	As the results met our benchmark, the Graduate Council did not recommend any specific actions with respect to instruction be taken in response to this data.

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

Objective 1D:	Students will be able to analyze problems with appropriate methodologies.
Assessment Method:	Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.
Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 12 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	92% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	As the results met our benchmark, the Graduate Council did not recommend any specific actions with respect to instruction be taken in response to this data.

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

Objective 2A:	Students will communicate accounting information clearly and effectively.
Assessment Method:	Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.
Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 12 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	92% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	As the results met our benchmark, the Graduate Council did not recommend any specific actions with respect to instruction be taken in response to this data.

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

Objective 2B:	Students will develop skills to provide feedback on accounting issues.
Assessment Method:	Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.
Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 12 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	83% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	As the results met our benchmark, the Graduate Council did not recommend any specific actions with respect to instruction be taken in response to this data.

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

Objective 3A:	Recognize and address ethical and global responsibility issues related to the accounting profession.
Assessment Method:	Direct assessment data will be collected in ACC 512 using selected cases. Indirect data will be collected from our exit conference with graduating MPA students and from employers.
Benchmark:	At least 70% of students will score a 3 or higher on the case assignment, using a standardize rubric that evaluates this objective.
Data Collection:	A total of 12 students completed the assigned business case. This represents a census of the students enrolled in the course.
Results:	92% of the students scored 3 or higher on the aspect of the assigned case related to this objective, as evaluated by a standard rubric. This result met the established benchmark.
Actions:	As the results met our benchmark, the Graduate Council did not recommend any specific actions with respect to instruction be taken in response to this data.

Indirect Assessment Graduate Council Recommended Actions for Continuous Improvement

In addition to the direct assessment discussed above, the School of Accounting also conducts indirect assessment through conducting a survey of MPA students. Students are asked to rate their preparedness in the various area evaluated by the above learning objectives. Overall the student survey results were very positive and reflected students rating themselves as being adequately prepared in the learning objective areas.

As all of the benchmarks in assessment were met and since this is a new AOL process with only one year's worth of data, the Graduate Council did not recommend any specific actions be taken in response to the AOL process for the MPA.

Appendix – Detailed Course and Program Modifications

Course Additions/Modifications

ECO 450 – Forecasting in Economics and Business

Course addition. A course in forecasting to provide students to exposure to forecasting techniques, software, and data to better prepare them for analyst positions.

BLW 355 – Sports and Entertainment Law

Course addition. A course in Sports and Entertainment Law to provide an additional elective for the Sports Business major.

MGT 444 – Project Management

Course addition. This course studies the concepts, issues and approaches important in effectively managing projects. Topics include project selection, project planning, negotiation, budgeting, scheduling, resource allocation, project control, project auditing, and project termination. Topics are viewed from a managerial perspective.

MGT 544 – Project Leadership

Course addition. This course is primarily designed to be a course for STEM certification. Additionally, this can act as an elective for our MBA students. This course highlights practical aspects of real world business and focus on complete of a real business project.

MGT 510 – Introduction to Management in STEM Disciplines

Course addition. This course was proposed as part of a new Graduate Certificate in STEM Management. It is designed to introduce management topics to students with a STEM background.

BLW 350 – Foundations of Business Regulation

Remove the Foundations of Business Regulation course due to lack of interest and the removal of the Business Regulation minor.

BCM 347 – Administrative Communication

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

ECO 339 – Applied Statistics

Add MGT 272 as prerequisite. The introduction of MGT 272 has allowed the utilization of Excel in ECO 339. Absent the prerequisite, faculty must operate under the assumption that some students have not been introduced to Excel. This prerequisite will allow ECO 339 faculty to proceed under the assumption that all students have had a

certain level of Excel exposure. A more uniform student preparation will free up time in ECO 339 for other coverage.

MGT 325 – Principles of Sports Business

Add “junior standing” to prerequisite since this is a 300 level course.

MGT 371 – Operations Management

Add MGT 272 as a prerequisite since the class uses excel extensively.

MGT 472 – Management Information Systems

Remove CSC 121 as a prerequisite since it has been replaced with MGT 272.

MKT 425 – Systems and Internet Marketing

Remove CSC 121 as a prerequisite since it has been replaced with MGT 272.

Program Modifications

BA in Economics

Replace CSC 121 with MGT 272. Replacing CSC 121 with MGT 272 fully aligns the BA in Economics major with the BBA in Economics as well as other business majors, which all require the MGT 272 course. Further, we are separately proposing making MGT 272 a pre-requisite for ECO 339 (which is required for all economics majors, BA and BBA), which in effect will make MGT 272 a requirement.

BBA in International Business

Currently a major must take six hours from among BLW 437, ECO 480, and FIN 433. The proposal is to add MKT 458 to the list. A major would then take six hours from among MKT 458, BLW 437, ECO 480, and FIN 433. BLW 437, ECO 480 and FIN 433 are not offered every semester and often do not make due to small class size. Adding MKT 458 will provide an additional opportunity to complete the requirement.

BBA in Accounting

Remove ACC 442 (Advanced Financial Accounting) from the undergraduate accounting major requirements and move it to the graduate program. Add ACC 443 (Tax of Business) to the undergraduate accounting major requirements. Our assessment focus groups have indicated that the students desire to have more tax classes at the undergraduate level so they are more aware of the different types of accounting available to them before going on internship. The faculty also feel that the topics in Advanced Financial Accounting are more suited towards those students preparing to take the CPA exam. Thus, we feel that the movement of Advanced Financial Accounting to the graduate level and Tax of Business to the undergraduate level would better serve the needs of students.

BBA in Sports Business

Add the BBA in Sports Business as a program offering at the Lone Star campus in the Woodlands.

Minor in Business Regulation

Remove the minor in Business Regulation due to a lack of student interest.

MPA in Accounting

Currently, our program contains 6 required courses (ACC 512, ACC 547, ACC 532, ACC 521, BCM 520, and FIN 510 or 554) and 6 elective courses (3 accounting electives and 3 graduate electives). Move ACC 542 (Advanced Financial Accounting) to our list of required courses because this course is focused on advanced financial topics important to future CPAs. Remove ACC 521 and 532 from the list of required courses because ACC 521 is not currently as relevant to future CPAs as it was in the past and ACC 532 is a CPA exam review course and should be treated as an elective. Our accounting focus groups with graduating MPAC students support these changes.