

## Appendix 8: Detail of Assurance of Learning

### BBA PROGRAM

LG 1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<i>Students demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology and practices.</i>	<p>Venue: MANA 4395 Strategic Management</p> <p>Students take the Major Field Test (MFT) administered on a predetermined periodic schedule, alternating fall and spring semesters.</p>	> 50% of students will score above the national median on Section 1 (Accounting), Section V (Finance), Section III (Management), and Section VI (Marketing) of the MFT exam.	<p><b><u>1<sup>st</sup> Cycle – Fall 2012</u></b></p> <p>70 BBA students participated in the Major Field Test. 44 students (63%) scored above the national median on Section I (Accounting). 48 students (69%) scored above the national median on Section V (Finance). 41 students (59%) scored above the national median of Section III (Management). 39 students (56%) scored above the national median of Section VI (Marketing).</p>	<p>The AoL Committee recommended the use of a core competency review module, either online or embedded in a core class that will reinforce student preparedness for the capstone course. The module will include a review of the core business discipline competencies and may become a prerequisite for the capstone course.</p> <p>The UG Curriculum Committee recommended either 1) online non-credit modules be added early in the semester to MANA 4395, Strategic Management, as a course requirement, or 2) that one of the hours freed up by the new general education core be used to create a one-hour prerequisite to MANA 4395. Plan should be further developed once the gen. ed. core plan is finalized at the university and system level.</p> <p>An Assurance of Learning Organization Blackboard page was created and review modules for</p>

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	<p><i>Students demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology and practices</i></p>	<p>Venue: MANA 4395 Strategic Management</p> <p>Students take the Major Field Test (MFT) administered on a predetermined periodic schedule, alternating fall and spring semesters.</p>	<p>&gt; 50% of students will score above the national median on Section 1 (Accounting), Section V (Finance), Section III (Management), and Section VI (Marketing) of the MFT exam.</p>	<p><b><u>2nd Cycle – Fall 2014</u></b> 61 BBA students participated in the Major Field Test. 32 students (52%) scored above the national median on Section I (Accounting). 26 students (43%) scored above the national median on Section V (Finance). 18 students (30%) scored above the national median of Section III (Management). 28 students (46%) scored above the national median of Section VI (Marketing). There was no improvement in accounting or finance, despite the availability</p>	<p>accounting and finance were added at beginning of fall 2014. The strategy faculty agreed to implement a Fall 2014 pilot, using accounting and finance review modules, in all sections of MANA 4395. Additional review modules will be added following the pilot.</p> <p>The AoL Committee decided that the MFT reports do not provide sufficient detail for an in-depth analysis of student deficiencies. For example, the MFT accounting score includes both financial and managerial accounting, without identifying strength and weakness areas within or between the two. The AoL Committee recommended that the CBT faculty design an internal exam to replace the MFT. The faculty from each business core class will identify four to eight key conceptual topics and create a pool of questions to assess each topic. The Common Business Core Exam, a random-pool exam administered in MANA 4395, Strategic Management, will ensure that each student answer two questions from each conceptual topic and results will be analyzed within each topic area across all students. The internal exam will be</p>

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	<p><i>Students demonstrate that they are knowledgeable about current business theory, concepts, methodology, terminology and practices</i></p>	<p>Venue: MANA 4395 Strategic Management</p> <p>Students take the Common Business Core Exam. The CBCE was created by business faculty who teach the common business core classes. It assesses student knowledge of 34 conceptual areas from accounting, computer information systems, finance, management, and marketing.</p>	<p>On average, students will score at least 70% or better in each conceptual area.</p>	<p>of the review modules in Blackboard.</p> <p><b><u>3rd Cycle – Summer 2015</u></b> 40 BBA students completed the CBCE exam in summer 2015 and scored 70% or better in all topic areas except (in order of worst to best): variances, asset valuation, organizational design and structure, time value of money, marketing research, decision strategies and applying decision-making tools.</p>	<p>piloted in Spring 2015 then administered each semester thereafter in MANA 4395.</p> <p>Creation of the CBCE took longer than anticipated so the planned pilot study did not happen until Summer 2015. Because this was the first administration of the CBCE, the AoL Committee decided to use Summer 2015 results to establish a baseline take no action until the CBCE is administered again.</p>

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	<p><i>Students demonstrate that they are knowledgeable about current business theory, concepts,</i></p>	<p>Venue: MANA 4395 Strategic Management</p> <p>Students take the Common Business Core Exam. The CBCE was</p>	<p>On average, students will score at least 70% or better in each conceptual area.</p>	<p><b><u>3rd Cycle – Fall 2015</u></b>            111 BBA students took the CBCE exam and scored better than 70% in all areas except (in order from worst to best): variances, asset valuation, decision strategies, time value of money, organizational design and structures, activity-based costing, leadership theories, and capital budgeting.</p> <p><b><u>4th Cycle – Spring 2016</u></b>            66 BBA students took the CBCE exam and scored better than 70% in each conceptual area except for: Asset Valuation (57%),</p>	<p>Managerial accounting faculty will use a common syllabus and standardize time spent on the topic of "Variances." The financial accounting faculty will introduce the topics "Asset Valuation" and "Time Value of Money" in ACCT 2301 (Principles of Financial Accounting) so that the students can receive early introduction before taking Principles of Finance. The operations management faculty will assign more home works and quizzes for the topics "Strategies" and "Apply Decision Making Tools," Marketing will discontinue using of adjunct faculty for Principles of Marketing. For Organization Design and Structure, faculty teaching MANA 4395, the strategy capstone course, will review this topic to reinforce what students covered in MANA 3311, Fundamentals of Management.</p> <p>The Assurance of Learning Committee felt that some of the review materials were too lengthy and that this may discourage students from using them. For example, the managerial accounting review could take six to eight hours to review. The Committee decided to</p>



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		assesses student knowledge of 34 conceptual areas from accounting, computer information systems, finance, management		2016 and appear to indicate that the improved review materials achieved the desired results.	The Committee and discipline faculty agreed that the scores in the other three areas are close enough to 70% not to warrant additional action until another semester of results is available. The Spring 2017 CBCE will include, for the first time, questions from BLAW 3301, Business Law and Social Responsibility, and COSC 3333, Management Information Systems.

## BBA Program

LG 1: Professional Proficiency	SLO2: Written Communication	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students can prepare a business document that is focused, well-organized and mechanically correct.</i></p>	<p>Venue: MANA 3370 Business Writing and Oral Presentations</p> <p>Students complete a writing assignment that is assessed by a faculty panel.</p>	<p>70% of students will meet or exceed expectations in all areas of a writing effectiveness rubric.</p>	<p><b><u>1st Cycle – Spring 2014</u></b>            Each of the 39 BBA students that participated in this assignment had two evaluators. According to the first evaluator, BBA students failed to meet criterion in Ideas and Content (67%) and Organization (64%). According to the second evaluator, BBA students met criterion in all areas except Organization (67%).</p> <p><b><u>2nd Cycle – Spring 2015</u></b>            Each of the 50 BBA students that participated in this assignment had two evaluators. According to both of these evaluators, at least 70% of the BBA students that participated in the written communication</p>	<p>MANA 3370 faculty will increase the amount of time spent on grammar and on composing/reviewing messages. Faculty will also include more writing improvement exercises.</p> <p>The Assurance of Learning Committee decided that each discipline will identify an upper level course that requires a more subjective and less structured writing assignment. A panel of faculty from that discipline will then blindly assess the submission using the written communication rubric.</p>

## BBA Program

LG 1: Professional Proficiency	SLO2: Written Communication	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students can prepare a business document that is focused, well-organized and mechanically correct.</i></p>	<p>Venue: ACCT 3325, Income Tax I, FINA 4340, Managerial Finance, MANA 3320, Human Resource Management, and MARK 4350, Professional Selling</p> <p>Students complete a writing assignment that is assessed by a faculty panel.</p>	<p>70% of students meet or exceed expectations for each criterion embedded in a writing effectiveness rubric.</p>	<p>assessment met or exceeded expectations in each of the four criterion embedded in the writing effectiveness rubric: Ideas and Content, Organization, Voice, and Conventions.</p> <p><b><u>3<sup>rd</sup> Cycle – Spring 2016</u></b> 156 BBA students participated in the written communication assessment. 64% met or exceeded expectations in Language; 65% in Content; 63% in Structure; and 54% in Mechanics &amp; Conventions.</p>	<p>The Assurance of Learning committee felt that more time should be spent in each of the rubric areas that are a part of the assessment. The Committee will try to find a graduate student in English or a library staff member to visit each assessment venue prior to the assessment to explain the rubric dimensions to students and answer any questions. During the visit, each area will be emphasized with special attention placed on Mechanics &amp; Conventions.</p>

## BBA Program

LG 1: Professional Proficiency	SLO2: Written Communication	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
				<p><b>3rd Cycle(cont.) – Fall 2016</b> 123 students participated. Results are much improved with students failing to meet expectations only in Mechanics and Conventions at 67%.</p>	<p>Because the assessment is done across the sections of four different courses, having someone visit the venues to explain the rubric proved to be logistically difficult. Accordingly, and despite results being much improved, the Committee felt actions were still needed. The Committee recommends that the links to the UT Tyler Writing Center (<a href="http://www.uttyler.edu/writingcenter">www.uttyler.edu/writingcenter</a>) and to Owl, the Purdue Online Writing Lab (<a href="http://owl.english.purdue.edu/owl/">owl.english.purdue.edu/owl/</a>), be required in every business class syllabus, and that faculty spend time explaining the value of these resources to their students prior to assigning written work.</p>

## BBA Program

LG 2: Technological Competence	SLO3: Use of Technology	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students analyze business problems using appropriate software, data sources and tools.</i></p>	<p>Venue: MANA 4395 Strategic Management</p> <p>Two of the MFT Section's (IV – Quantitative Analysis and VIII – Information Systems) sub-scores are compared with the national median.</p> <p>Venue: TECH 2323 Students complete a project requiring competency in working with data in Excel.</p> <p>Venue: MANA 4395 Strategic Management</p> <p>Two of the MFT Section's (IV – Quantitative Analysis and VIII</p>	<p>&gt; 50% of students will score above the national median on Section IV (Quantitative Analysis) and Section VIII (Information Systems) of the MFT.</p> <p>70% of students meet or exceed expectations in each criterion embedded in a technological competence rubric.</p> <p>&gt; 50% of students will score above the national median on Section IV (Quantitative Analysis) and Section VIII (Information Systems).</p>	<p><b>1<sup>st</sup> Cycle – Fall 2012</b> 70 students took the Major Field Test. 32 students (46%) scored above the national median on Section IV (Quantitative Analysis). 43 students (61%) scored above the national median on Section VIII (Information Systems).</p> <p>29 BBA students participated in this assessment. 22 out of 29 BBA students (76%) met or exceeded expectations in each of the six criteria of the technological competence rubric.</p> <p><b>2<sup>nd</sup> Cycle – Fall 2014</b> 61 BBA students participated in the Major Field Test. 30 students (56%) scored above the national median on Section IV (Quantitative Analysis).</p>	<p>These topics will be included in the core competency review modules that will be either a prerequisite to or requirement of the capstone course, MANA 4395, Strategic Management.</p> <p>Because TECH 2323 is a pre-business core class, many of our majors transfer in an equivalent course from a community college. The Assurance of Learning Committee decided these particular student competencies should be assessed in one or more advanced business core classes.</p> <p>This assessment method was discontinued upon finalization of the Common Business Core Exam, which replaced the Major Field Test. Future assessments will be embedded in MANA 3305, Operations Management. MIS</p>

## BBA Program

LG 2: Technological Competence	SLO3: Use of Technology	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
		<p>– Information Systems) sub-score are compared with the national median.</p> <p>Venue: MANA 3305, Operations Management</p> <p>Students answer embedded questions that load on critical content in MANA 3305.</p>	<p>70% of the questions are answered correctly.</p> <p>90% of the questions are answered correctly.</p>	<p>40 students (66%) scored above the national median on Section VIII (Information Systems).</p> <p><b><u>3rd Cycle – Spring 2015</u></b> Students met or exceeded expectations in all categories: inventory, forecasting, supply chain, service layout design, and production.</p> <p><b><u>4th Cycle – Spring 2016</u></b> Student responses exceeded 80% on all topics and 90% on some</p>	<p>questions will be administered as part of the CBCE.</p> <p>The operations management faculty agreed to add additional assignments, and the AoL Committee decided to increase the criterion from 70% to 90% for future assessments.</p> <p>This MOA has proven to be inadequate and will be reevaluated in Spring 2017 as part of the biennial and quinquennial review cycles.</p>



## BBA Program

LG 3: Global Issues and Awareness	SLO4: Global Awareness	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
		<p>Venue: MANA 3312, International Business</p> <p>Students complete the Global Awareness Profile (GAP) test.</p>	<p>At least 50% of students will score greater than the national average on the GAP test.</p>	<p><b><u>3rd Cycle – Spring 2016 and Fall 2016</u></b></p> <p>19 students took the GAP test in Spring 2016. More than 50% of the students scored above the global average score in each of the 14 contexts. The lowest percentages were in Politics and Religion, with 79% of the students scoring higher than the global averages.</p> <p>62 students took the GAP test in Fall 2016. 89% or more of the students exceeded the global average in each of the 14 contexts.</p>	<p>The students performed well on the GAP test in 2016, demonstrating the effectiveness of the actions taken to improve this objective in the past. The GAP test will be administered again in the future, once more students have been allowed to cycle into the International Business course.</p>

## BBA Program

LG 4: Corporate Social Responsibility	SLO5: Corporate Social Responsibility	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	Students identify social responsibility issues that impact business activities.	<p>Venue: MANA 4395, Strategic Management</p> <p>Students complete a quiz that assesses their mastery of Corporate Social Responsibility based on from multiple perspectives.</p>	70% of questions are answered correctly	<p><b><u>1st Cycle – Spring 2012</u></b> 17 BBA students participated in the CSR module. These students answered 75% of questions correctly.</p> <p><b><u>2nd Cycle #1 – Fall 2013-Summer 2014</u></b> From Fall 2013-Summer 2014, BBA students failed to answer at least 70% of questions correctly in the following topic areas: What is CSR? (40%), CSR and Value Creation (44%) and The CSR Debate (50%). More than 70% of the questions were</p>	<p>The module will be redesigned to have questions load on key context domains. Strategy faculty will require readings from select chapters of <i>Corporate Social Responsibility: Definition, Core Issues, and Recent Development</i>" in all sections of Strategic Management (MANA 4395) beginning spring 2015. The strategy faculty will also identify constructs on which the quiz questions will load and Fall 2014 CSR quizzes will contain questions that assess student mastery of these constructs.</p> <p>More emphasis is to be placed on social responsibility in the capstone course. More time will be spent on each subject area and assignments will be added in the area of social responsibility.</p>

## BBA Program

LG 4: Corporate Social Responsibility	SLO5: Corporate Social Responsibility	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p>Students identify social responsibility issues that impact business activities</p>	<p>Students complete a quiz that assesses their mastery of Corporate Social Responsibility based on from multiple perspectives.</p>	<p>70% of questions are answered correctly .</p>	<p>answered correctly on the topics The Future of CSR and Three Foundational Assumptions.</p> <p><b><u>3rd Cycle – Spring 2016</u></b>                      BBA students on average scored above 70% on the sections the Future of CSR (77.4%) and 3 Foundational Assumptions (70.6%). Students scored below 70% on the sections What is CSR (49.7%), CSR &amp; Value Creation (55%), and the CSR Debate (58.3%).</p>	<p>The Assurance of Learning Committee recommended that the CBT join the Principles for Responsible Management Education (PRME) Initiative. PRME was developed based on recommendations from the educational stakeholders in the UN Global Compact, including the AACSB. Principles and values from the PRME Initiative will be implemented into the curricula of all the BBA programs in the College of Business &amp; Technology. Dr. Brent Beal, Associate Professor of Management, has been enlisted to assist in the development of changes to be implemented into the programs.</p> <p>The Assurance of Learning Committee is implementing the principles of the PRME Initiative into the curricula of the BBA program in order to improve the results in the Social Responsibility</p>

## BBA Program

LG 4: Corporate Social Responsibility	SLO5: Corporate Social Responsibility	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
					assessment. Plans are to include topics in MANA 1300, Introduction to Business, MANA 3300, Critical and Analytical Thinking in Business, and continue coverage in MANA 4395, Strategic Management.

## MAcc Program

LG1: Professional Proficiency	SLO1: Research Skills	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students can interpret and apply accounting standards governing private and public sector reporting.</i></p>	<p>Venue 1: ACCT 5385 (Accounting Theory)</p> <p>Rubric-based assessment of final project.</p>	<p>80 percent of the students will score "Acceptable" or better on a five-point rubric (Unacceptable, Developing, Minimal, Acceptable, Superior) in each of five content areas.</p>	<p><b><u>Cycle 1A – Fall 2013 – ACCT 5385</u></b>            20 UT Tyler Master of Accountancy students participated in this assessment. 82% of the students scored "Acceptable" or better in Segment Reporting. They failed to meet the criterion in Organization (63%), Balance Sheet (55%), Income Statement (50%), Cash Flow (50%), and Fair Value (50%).</p> <p><b><u>Cycle2A – Fall 2015</u></b>            14 UT Tyler Master of Accountancy students participated in this assessment administered in ACCT 5385. They failed to meet the criteria in only three subject areas: classifications of accounting (78%), rules affecting financial statements (72%), and cash flow (72%).</p>	<p>Instructor will increase time spent on organization, balance sheet, income statement, cash flow, and fair value accounting.</p>

## MAcc Program

LG1: Professional Proficiency	SLO1: Research Skills	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students can interpret and apply accounting standards governing private and public sector reporting.</i></p> <p><i>Students can interpret and apply accounting standards</i></p>	<p>Venue 2: ACCT 5310 (Research Problems in Federal Income Taxation)</p> <p>Rubric-based assessment of research assignment.</p> <p>Venue 2: ACCT 5310 (Research Problems in Federal Income Taxation)</p>	<p>80 percent of the students will 1) identify the appropriate research authority and 2) correctly interpret the research.</p> <p>80 percent of the students will 1) identify the appropriate research authority and</p>	<p><b><u>Cycle 3 – Fall 2016</u></b> 7 students participated. This is a very small sample, and one student failed to meet expectations in almost every dimension. Of the remaining six, there were two students who struggled with analysis in one context, but both met expectations with analysis in two additional contexts.</p> <p><b><u>Cycle 1B – Fall 2015</u></b> 12 students participated. 10 of the 12 students (83%) were able to identify the appropriate research authority but only 5 of the 12 students (42%) were capable of proper interpretation.</p> <p><b><u>Cycle 2B – Fall 2016</u></b> 10 students participated. Students were again able to identify the appropriate</p>	<p>Course redesigned for Fall 2016 to include greater emphasis on analysis and decision-making. Students will be required to read cases, identify relevant authority, analyze the facts of the case in the context of the authority, reach conclusions and present and defend their conclusions to peers and instructor.</p> <p>The Fall 2016 course included very little explanation by the instructor...instead students presented cases and explained their analyses. This approach will be</p>

## MAcc Program

LG1: Professional Proficiency	SLO1: Research Skills	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<i>governing private and public sector reporting.</i>	Rubric-based assessment of research assignment.	2) correctly interpret the research.	authority but still struggled to interpret properly.	modified in Fall 2017 to include more explanation by the instructor in advance of and during student research presentations. Hopefully, this approach will enable students to learn how to interpret and apply authority. It should be noted that, after consultation with the Accounting Advisory Council, Fall 2017 will be the last time this course is required of MAcc students. The Council felt that research skills were not as necessary to our graduates as is better subject matter understanding and that the subject matter was critical to undergraduate as well as graduate students. Accordingly, the BBA accounting program will require an entity taxation course, which will also be a prerequisite to the MAcc, effective Fall 2017.

## MAcc Program

Learning Goal 1: Professional Proficiency	SLO2: Written Communication	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students can prepare a business document that is focused, well-organized, and mechanically correct.</i></p>	<p>Venue: ACCT 5360 (Advanced Problems in Accounting)</p> <p>Course-embedded measure assessed in Advanced Problems in Accounting (ACCT 5360).</p>	<p>Students will score at least 80% in each area included in the written communication rubric.</p>	<p><b><u>1st Cycle – Spring 2014</u></b>            22 UT Tyler Master of Accountancy students participated in this assessment. They met the criterion in knowledge/content (86%), organization (100%), quality of information (91%), mechanics (95%), paragraph construction (100%), diagrams and illustrations (93%), and references and format (86%). They failed to meet the criterion in citations (57%).</p> <p><b><u>2nd Cycle – Spring 2015</u></b>            13 UT Tyler Master of Accountancy students participated in the assessment. They met the criterion in knowledge/content (100%), organization (100%), quality of information (92%),</p>	<p>Accounting faculty will adopt a citation style and begin teaching proper citation protocol in MAcc program prerequisite courses. Faculty agreed to use APA style for accounting assignments and Blue Book for tax papers beginning Fall.</p> <p>Students will be required to purchase and use copies of the APA Guide beginning Fall 2015.</p>

## MAcc Program

		<p>Venue: ACCT 5310 (Research Problems in Federal Income Taxation)</p> <p>Rubric assessment of final exam question.</p>	<p>80% of students will score acceptable or superior in each dimension of written communication rubric.</p>	<p>mechanics (85%), paragraph construction (100%) and diagrams and illustrations (85%). They failed to meet criteria in citations (54%) and references and format (69%).</p> <p><b><u>3rd Cycle – Spring 2016</u></b>            Nine students participated in the assessment. All nine met were acceptable or superior every dimension except references and format (8 of 9) and citations (7 of 9).</p>	<p>Because at least 78% of the students were acceptable or superior in each dimension, no additional action will be taken at this time. Instead, written communication will be measured in another context (tax research) in Fall 2016.</p>
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## MAcc Program

LG1: Professional Proficiency	SLO3: Oral Communication	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students deliver a presentation that is focused, well-organized, and mechanically correct.</i></p>	<p>Venue: ACCT 5310 (Research Problems in Federal Income Taxation) or ACCT 5360 (Advanced Problems in Accounting).</p> <p>Course-embedded measure assessed by a rubric in Research Problems in Federal Income Taxation (ACCT 5310) or Advanced Problems in Accounting (ACCT 5360).</p>	<p>80% of students will meet or exceed expectations on each dimension of a rubric.</p>	<p><b><u>1st Cycle – Fall 2015</u></b> 12 MAcc students participated in the oral communication assessment. 100% of the students met or exceeded expectations on the assessment.</p> <p><b><u>2nd Cycle – Fall 2016</u></b> 9 students participated in the assessment in ACCT 5310. Multiple presentations were given in the course. 100% of students scored above 80% in all categories of the rubric (Organization, Subject Knowledge, Design &amp; Mechanics, Oral Presentation, Delivery, and Eye Contact) with the exception of one category, Oral Presentation. In this category, 89% of students met the expectation of scoring 80% or higher.</p>	<p>As this SLO has only been measured twice, it will continue to be measured and monitored. During the Fall 2016 semester, the instructor had an expert in presentation skills give a lesson to the students, and in most of the cases (67%), overall student scores improved the more they presented. The instructor plans on conducting the course the same way moving forward in order to determine the effectiveness of the lesson on presentation skills.</p>

## MAcc Program

Learning Goal 1: Professional Proficiency	SLO4: Professional Standards	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students recognize and synthesize professional standards of conduct.</i></p>	<p>Venue: ACCT 5380 (Advanced Auditing)</p> <p>Course-embedded measure assessed in Advanced Auditing (ACCT 5380).</p>	<p>80% of students answer 80% of questions correctly.</p>	<p><b><u>1st Cycle (Summer 2014)</u></b>            Only 9 of 14 students (64%) answered at least 80% of the questions correctly.</p> <p><b><u>2<sup>nd</sup> Cycle (Summer 2015)</u></b>            15 of 17 students (88%) answered at least 80% of questions correctly.</p> <p><b><u>3<sup>rd</sup> Cycle (Summer 2016)</u></b>            15 of 16 students (94%) answered at least 80% of the questions correctly.</p>	<p>Course will no longer be offered online, but will be face to face beginning summer 2015.</p> <p>Instructor revised syllabus for next offering, Summer 2015, to increase emphasis on professional standards.</p> <p>Change in delivery format from online to F2F seems to have improved outcomes. If results next offering are consistent, this SLO may be rotated out to make room for another SLO.</p> <p>The accounting faculty will identify an additional SLO and rotate this SLO out beginning Fall 2017.</p>

## MAcc Program

Learning Goal 2: Global Awareness	SLO5: Global Awareness	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students consider their understanding and level of acceptance of cultural and ethnic differences within a global business context.</i></p>	<p>Venue: MANA 5360 (Global Business)</p> <p>Students complete externally-validated ethnocentricity scale at beginning and end of course.</p> <p>Venue: ACCT 5310 (Research Problems in Federal Income Taxation)</p> <p>Students in ACCT 5310, Research Problems in Federal Income Taxation, will complete the Global Awareness Profile Test.</p>	<p>In a pre- and post-test, 70% of students will increase their ethnocentricity score by at least one full scalar point.</p> <p>60% of students will score above the national average on each content area of the GAP test.</p>	<p><b><u>1st Cycle (2014-15)</u></b>            This MOA is administered in an MBA class that was a MAcc requirement for only one academic year. Zero MAcc students were included in the only administration of the assessment.</p> <p><b><u>1st Cycle – Fall 2016</u></b>            10 MAcc students in ACCT 5310 Research Problems in Federal Income Taxation completed the Global Awareness Profile in the fall of 2016. At least 60% scored above the global average in each of the content areas, except “Socioeconomic” (50%).</p>	<p>After this single assessment, the MAcc curriculum was changed to accommodate two certificate programs, and, as a result, MANA 5360 was dropped from the program. Instead, accounting faculty will include global topics in three courses: Advanced Problems in Accounting (ACCT 5360), Forensic Accounting (ACCT 5366) and Research Problems in Federal Income Taxation (ACCT 5385)</p> <p>The Department will purchase subscriptions to the <i>Wall Street Journal</i> for all MAcc students beginning Fall 2017. At least two classes, ACCT 5310 (Tax), and ACCT 5360 (Advanced) will require students to read and post discussions of global business articles in Canvas LMS and in class. Other MAcc faculty will be encouraged to do the same.</p>

## MBA Program

LG1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students demonstrate both breadth and depth in their comprehension of current business theory, concepts, methodology, terminology and practices</i></p>	<p>Venue: MANA 5395 Formulating and Implementing Strategy</p> <p>Students take the MBA Major Field test as a graded part of MANA 5395, Formulating and Implementing Strategy.</p>	<p>Greater than 50% of students will score above the national median.</p>	<p><b><u>1st Cycle – Spring 2012</u></b> 83 MBA students completed the MFT MBA. 50 students (60%) scored above the national median on the overall score. They were scored on the following sections: Section I (Marketing), Section II (Management), Section III (Finance), Section IV (Accounting), and Section V (Strategic Integration). The percentage of these students that scored above the nation median is 70%, 59%, 51%, 57%, and 60% respectively</p>	<p>The AoL Committee worked with the graduate curriculum committee to consider various strategies that can be used to improve overall and individual scores. The committees decided to create a Blackboard AoL organization page that included review materials for students to use.</p>

## MBA Program

LG1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students demonstrate both breadth and depth in their comprehension of current business theory, concepts, methodology, terminology and practices</i></p>	<p>Venue: MANA 5395 Formulating and Implementing Strategy</p> <p>Students take the MBA Major Field test as part of MANA 5395, Formulating and Implementing Strategy.</p>	<p>Greater than 50% of students will score above the national median.</p>	<p><b><u>2nd Cycle – Fall 2014</u></b> 23 MBA students completed the MFT MBA. 10 students (43%) scored above the national median on the overall score. Less than 50% scored above the national mean in Section I (Marketing, 48%), Section III (Finance, 43%), Section IV (Accounting, 39%), and Section V (Strategic Integration, 48%).</p> <p>45 Accelerated MBA students completed the MFT MBA. 20 students (44%) scored above the national median on the overall score. Less than 50% of the students scored above the national mean in Section I (Marketing, 47%), Section II (Management, 42%), Section III (Finance, 47%), Section IV (Accounting, 36%), and</p>	<p>The review modules were created but the results did not improve for the traditional MBA. The results for the accelerated MBA were measured for the first time in Fall 2014 and did not differ significantly from the results of students in the traditional pedagogy. The committee has decided that usage of the MBA Major Field test will be discontinued effective Summer 2015. This decision is due to the inability of the MBA – MFT to give detailed data on the subjects that students struggled with. The College of Business and Technology will instead use an internally created exam, the Common Business Core Exam, in order to obtain targeted data for better analysis of outcomes. The CBCE was created by using faculty recommendations on topics they feel should be incorporated into the exam.</p>

## MBA Program

LG1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
				Section V (Strategic Integration, 44%).	
	<p><i>Students demonstrate both breadth and depth in their comprehension of current business theory, concepts, methodology, terminology and practices</i></p>	<p>Venue: MANA 5395 Formulating and Implementing Strategy</p> <p>Students take the Common Business Core Exam each semester in MANA 5395, Formulating and Implementing Strategy. The CBCE was created by business faculty who teach the common MBA core classes. It assesses student knowledge in 34</p>	<p>Students will score 80% or better in each of the conceptual areas.</p>	<p><b><u>3rd Cycle – Summer 2016 and Fall 2016</u></b> 34 students in the traditional MBA completed this assessment in Summer 2016 and scored below 80% in 12 of the 26 conceptual areas (4 of 7 in accounting, 3 of 5 in finance, 2 of 4 in operations management, 2 of 6 in management, and 1 of 4 in marketing).</p> <p>52 traditional and 95 accelerated program MBA students took the CBCE in Fall 2016. Traditional MBA students failed to score 8 of the 26 topic areas (3 of 5 in finance, 2 of 4</p>	<p>Accounting faculty will investigate redesigning ACCT 5320, Accounting for Management Control, now primarily a managerial accounting course, to provide greater focus and to incorporate some coverage of financial accounting topics.</p> <p>Because a leadership course is now required of MBA students, management faculty will no longer teach leadership topics in MANA 5320, Managing and Leading People, and will have room to add coverage of Organizational Design and Structures.</p> <p>Noting the success of the BBA students who used the Blackboard review materials, the faculty who teach MANA 5395, Formulating and Implementing Strategy, will strongly encourage students to use these</p>

## MBA Program

LG1: Professional Proficiency	SLO1: Discipline Knowledge	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
		conceptual areas from accounting, CIS, finance, management, and marketing knowledge.		in operations management, and 3 of 6 in management). AP students scored less than 80% in 19 of the 26 topics (6 of 7 in accounting, 4 of 5 in finance, 3 of 4 in operations management, 4 of 6 in management, and 2 of 4 in marketing).	<p>materials and begin tracking their use.</p> <p>Faculty who teach MANA 5305, Operations Management, are rebuilding the course in sync with the conversion from Blackboard to Canvas LMS, and will use this opportunity to add review quizzes to each module.</p> <p>Overall, the faculty expressed concern that the CBCE may not be a best practice method to assess our expectations of MBA students and encourage the AoL Committee to investigate alternative measures as part of the quinquennial review of AoL.</p>

## MBA Program

LG2: Technological Competence	SLO2: Problem Analysis	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students solve business problems using tools such as decision models, statistical analyses, and forecasting.</i></p>	<p>Venue: MANA 5305 Decision Making in Operations Management</p> <p>Students take an embedded test over master level technological competency administered in MANA 5305.</p> <p>Venue: MANA 5305 Decision Making in Operations Management</p> <p>Students are evaluated using a rubric that examines four content areas: problem framing, data organization, problem modeling and problem resolution.</p>	<p>Students answered at least 70% of questions correctly.</p> <p>80% of students meet or exceed expectations in each of the four content areas.</p>	<p><b><u>1st Cycle – Fall 2012</u></b> 37 MBA students answered at least 72% of questions correctly in the following categories: Decision Theory, Linear Programming, and Forecasting.</p> <p><b><u>2nd Cycle – Spring 2014</u></b> 13 students answered 93.3% of inventory systems questions correctly. 20 students answered 88.1% of strategic sourcing questions correctly. 19 students answered 85.2% of total quality management questions correctly.</p>	<p>This course was redesigned based on prior assessment of outcomes. Based solely on this single semester's results, the newly-designed courses appear to have increased students' understanding. Next assessment is scheduled for Spring 2014.</p> <p>Students met criterion for this method of assessment.</p>

## MBA Program

LG2: Technological Competence	SLO2: Problem Analysis	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
				<p><b><u>3rd Cycle – Spring 2015</u></b>            24 of the 25 (96%) MBA students that participated in this assignment met or exceeded expectations in each of the four content areas.</p>	<p>Students met criterion for this method of assessment. Students continue to meet or exceed expectations for this SLO, so the AoL Committee decided to rotate this Learning Goal out of the assessment cycle. In its place, a new SLO, Quantitative Reasoning, will be assessed as part of the new core value and corresponding Learning Goal, Critical Thinking. Critical Thinking was added as a Core Value as part of the periodic review of the CBT Mission in 2014.</p>



## MBA Program

LG3: Global Awareness	SLO3: Global Awareness	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
		Venue: MANA 5360 Global Business Perspectives Students will complete the Global Awareness Profile (GAP) test in the MANA 5360 Global Business Perspectives course.	At least 60% of students will score greater than the national average on each topic area of the GAP test, and will improve scores compared to the previous administration of the test.	<b><u>3rd Cycle – Spring 2016</u></b> 39 MBA students participated in the GAP test. 60% or more exceeded the global average in all 14 categories. 207 Accelerated MBA students participated in the GAP test. 60% or more exceeded the global average in all categories except Politics (58%) and Africa (59%)	Committee is not convinced that the results reported here are valid.  The MBA students performed well on the GAP test in 2016, demonstrating the effectiveness of the actions taken to improve this objective in the past. Global Awareness will be measured again in the future once more students have cycled into the Global Business Perspectives course in the MBA. There were differences between the traditional and the AP sections of the course, so the test will be administered again in Spring 2017.

## MBA Program

LG4: Leadership (NEW 2015- 2016)	SLO4: Leadership	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students critique leadership styles and evaluate effectiveness of various styles in a business context.</i></p>	<p>Students select the appropriate leadership action in twelve different scenarios, three for each of four Hersey and Blanchard leadership styles.</p>	<p>Students select the best leadership style more than 50% of the time and the best and second best leadership style more than 70% of the time.</p>	<p><b><u>1st Cycle – Spring 2015</u></b>            114 students participated in this assessment. 54% of students gave the best answer and 94% gave the best or second best answer within the “telling” leadership style. (Criterion met). 58% of students gave the best answer and 72% the best or second best answer within the “selling” leadership style. (Criterion met.) 37% of students gave the best answer and 59% the best or second best answer within the “participating” leadership style. (Criterion not met). 8% of students gave the best answer and 44% the best or second best answer within the “delegating” leadership style. (Criterion not met.)</p>	<p>The AoL committee recommended that the Graduate Council consider replacing an MBA core class with MANA 5345, Strategic Leadership. MANA 5345 replaced ECON 5320, Advanced Economic Analysis, effective Fall 2016.</p>

## MBA Program

LG4: Leadership (NEW 2015- 2016)	SLO4: Leadership	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students critique leadership styles and evaluate effectiveness of various styles in a business context.</i></p>	<p>Students select the appropriate leadership action in twelve different scenarios, three for each of four different appropriate styles.</p>	<p>Students select the best leadership style more than 50% of the time and the best and second best leadership style more than 70% of the time.</p>	<p><b><u>2nd Cycle – 15-16 Academic Year</u></b>            256 students participated in this assessment. 56% of students gave the best answer and 93% gave the best or second best answer within the “telling” leadership style. (Criterion met). 62% of students gave the best answer and 77% the best or second best answer within the “selling” leadership style. (Criterion met.) 33% of students gave the best answer and 60% the best or second best answer within the “participating” leadership style. (Criterion not met). 12% of students gave the best answer and 51% the best or second best answer within the “delegating” leadership style. (Criterion not met.)</p>	<p>The MBA program effective fall 2016 added a required leadership course on the recommendation of the Assurance of Learning Committee. In addition, the College of Business and Technology has created a Leadership Institute that will deliver leadership training across a wide spectrum of constituents, including a series of leadership speakers accessible by students.</p>

## MBA Program

LG5: Critical Thinking (NEW 2015-2016)	SLO5: Critical Thinking	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students employ critical thinking processes to analyze, synthesize and evaluate alternatives when making business decisions.</i></p>	<p>A team of faculty will blindly evaluate end-of-course projects using a critical thinking rubric.</p> <p>Students take the Business Critical Thinking and Skills Test with Numeracy (BCTST-N) in MANA 5395 Formulating and Implementing Strategy.</p>	<p>Students will score 80% or better on each of the rubric dimensions.</p> <p>Students combined average score will place them above the 50th percentile within a comparison group of graduate MBA programs that are accredited by the AACSB.</p>	<p><b><u>1st Cycle – Spring 2015</u></b> Greater than 80% met or exceeded expectations on each of the rubric dimensions, with the sole exception being only 77% met or exceeded expectations related to interpretation and inference (5 of 22 failed to meet expectations).</p> <p><b><u>2nd Cycle – Spring 2016</u></b> The average score of students in the traditional MBA placed them in the 55th percentile of AACSB-accredited MBA students who have taken the BCTST-N. The two weakest areas were inference, only 11 students (39%) scored in the "strong" or "superior" category; and deduction, again only</p>	<p>This Method proved to be unsatisfactory for assessment purposes, because the assigned case was team-based, not individuals. Future assessments of critical thinking will use the Business Critical Thinking Skills Test with Numeracy.</p> <p>As this was the first administration of the exam and students met the goal, further administrations will monitor trends to ensure continuous improvement.</p>

## MBA Program

LG5: Critical Thinking (NEW 2015-2016)	SLO5: Critical Thinking	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<p><i>Students employ critical thinking processes to analyze, synthesize and evaluate alternatives when making business decisions.</i></p>	<p>Students take the Business Critical Thinking and Skills Test with Numeracy (BCTST-N) in MANA 5395 Formulating and Implementing Strategy.</p>	<p>Students combined average score will place them above the 50th percentile within a comparison group of graduate MBA programs that are accredited by the AACSB.</p>	<p>11 students (39%) scored "strong" or "superior".</p> <p>The average score of students in the accelerated MBA placed them in the 52nd percentile among other graduate MBA programs that are accredited by the AACSB that have taken the BCTST-N. Areas that students were weak in include: inference, 11 students (38%) scored in the "strong" or "superior" category and deduction, 12 students (42%) scored "strong" or "superior".</p>	

## MBA Program

LG5: Critical Thinking (NEW 2015-2016)	SLO6: Quantitative Reasoning	Method	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<i>Students possess the skills to solve quantitative reasoning problems.</i>	Students take the Business Critical Thinking and Skills Test with Numeracy (BCTST-N) in MANA 5395 Formulating and Implementing Strategy.	More than 50% of students will score “Strong” or “Superior” in Numeracy.	<p><b><u>1<sup>st</sup> Cycle – Spring 2016</u></b>            19 of 28 students (68%) in the traditional MBA program scored “Strong” or “Superior” in Numeracy.</p> <p>15 of 29 students (52%) in the accelerated MBA program scored “Strong” or “Superior” in Numeracy.</p>	Because this was the first administration of the BCTST-N, no action will be taken until after a second administration in Spring 2017. The “Desired Outcome” may prove to be too low.

Former SLO: Social Responsibility 2	Discontinued Objective: Social Responsibility	Measurement Methods	Desired Outcomes	Actual Outcomes	Closing the Loop Actions
	<i>Students demonstrate good citizenship by engaging in a service activity.</i>	Venue: Unspecified; During Course of MBA Program  Students demonstrate good citizenship by engaging in a service activity.	100% of students will participate in Community Service during their master's study.	<p><b><u>1<sup>st</sup> Cycle – Spring 2013</u></b>            4 out of 30 MBA students (13%) who graduated between December 2012 and Spring 2013 participated in some form of community service during their master's study.</p>	Committee decided to discontinue the SLO officially effective Fall of 2014.