



# RUSCHE

COLLEGE OF BUSINESS

# CURRICULUM MANAGEMENT HANDBOOK



Academic Year 2022-2023



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

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# RUSCHE COLLEGE OF BUSINESS: MISSION, VISION, VALUES, & STRATEGIC FOCUS

## MISSION

The mission of the Nelson Rusche College of Business is to create a challenging learning environment that will enable our students to launch their careers with the foundation for effective leadership.

## VISION

Our vision is to show continuous improvement in three interrelated areas: creating student success, enhancing our reputation for excellence, and attracting critical resources; i.e. students, faculty, staff, and funding.

## VALUES

We believe that applied learning within a personalized and collaborative setting is fundamental for creating a superior learning experience. We value high quality research and teaching, innovation, respect for colleagues and students, and hard work and integrity in everything we do.

## STRATEGIC FOCUS

### Learn

We are creating a personalized and applied learning environment supported by high quality faculty, staff, and administrators

### Launch

We are creating experiences that will challenge and equip our students to find their place in a highly competitive and global environment

### Lead

We are creating engaging experiences that will challenge and equip students to make a difference in the world around them.

## GUIDING PRICIPLES

The guiding principles used in carrying out this mission are as follows:

### Creating Student Success

We believe that student success is balanced on three pillars: student learning, career preparation, and the development of leadership skills. We refer to these pillars as:

*Learn, Launch, and Lead.* Of these three pillars, learning is foundational. A fundamental understanding of business principles is crucial if one is to effectively launch a career and influence others. However, knowledge alone is insufficient for student success. Therefore, we also make it a priority to prepare students to launch their careers and to instill in them values and personal skills necessary for effective leadership. These pillars create a desirable value proposition for our students and are also a source of distinctive identity for our college (Figure 1).



Figure 1. Rusche College of Business Principles Logo

#### Learn

Our intent is to provide a variety of learning experiences whose cumulative impact will transform student thinking. This is the core of what we do. The role of faculty will be to continue to deliver high-quality instruction in current and relevant discipline-specific content, to seek improvement in teaching methods and curriculum, and to stay current in our respective disciplines through impactful research. The role of staff and administrators will be to provide support in the form of resources, training, and services.

#### Launch

Our intent is to provide a strong foundation of business and discipline-specific knowledge, combined with a variety of networking and “finishing” experiences that will help students embark on careers that are uniquely suited to their skills and personalities. The role of faculty will be to provide current and relevant discipline-specific content; to support college and university-level networking events; to support students in their job search efforts; where appropriate, to provide diversity and inclusion curricula and activities (informed by the Diversity and Inclusion Task Force); and, where appropriate, to encourage students in the development of career skills. The role of staff and administrators will be to provide resources, participation, and

opportunities for networking and “finishing” experiences and to seek continuous improvement in the number and quality of our networking events.

### Lead

Leaders combine relevant business knowledge with effective personal skills to influence those around them. Our intent is to provide a foundation of business and discipline-specific knowledge, combined with a variety of opportunities for the development of relevant personal skills that will provide the foundation for effective leadership. The role of faculty will be to provide current and discipline -specific content, to create opportunities for students to develop relevant personal skills in the classroom and through extracurricular activities, and to serve as mentors and personal role models for students. The role of staff and administrators will be to support and reward faculty efforts and to develop and participate in opportunities for students to learn from and be mentored by business leaders.

### Enhancing our Reputation

In addition to our student success strategies, it is imperative that we develop strategies for enhancing our reputation. Our intent is to build awareness of the SFA and Rusche brand in the business and academic communities by promoting the success of our students and alumni, and the academic and professional success of our faculty and staff. Also, where appropriate, we will engage in various community and service projects. In addition to the efforts of student, faculty, and staff, we will rely on various stakeholders outside the Rusche College of Business such as alumni, university staff, and our executive advisory board to help enhance our reputation while encouraging diversity and inclusion initiatives in the business and academic communities.

### Attracting Resources

It is also crucial that we take an active role in developing strategies for attracting and retaining high-quality students, attracting and retaining quality faculty, developing synergistic relationships with the business community and alumni, and attracting outside funding sources. The intent is to create a growing pool of resources that will allow greater opportunities to create student success.

### STRATEGIC PRIORITIES

In turn, this mission and accompany guiding principles give rise to a set of Strategic Priorities and associated Intended Outcomes for the college. Implementation of our institutional success model requires formulating concise representations of our guiding principles in the form of strategic priorities, each with explicitly stated intended outcomes. These strategic priorities and intended outcomes serve as a reference and further, provide guidance for all decision-making in the college. They also serve as a direct link to the university strategic plan. The strategic plan is set into action with the proposal, evaluation, implementation, and assessment of strategic initiatives aimed at achieving specific intended outcomes. The document used in guiding this process in the Nelson Rusche College of Business is presented below:

Strategic Priorities	Intended Outcomes	Indicators
<b>1. STUDENT SUCCESS</b>		
<p><b>1a. Learn:</b></p> <p>Create a personalized and applied learning environment supported by high quality faculty, staff, and administrators.</p>	<p><b>Educate students:</b> To deliver high quality and innovative instruction in current and relevant discipline specific curriculum.</p> <p><b>Transformative learning experiences:</b> To provide students with opportunities for applied learning and industry engagement.</p> <p><b>Learning environment:</b> To provide a physical environment and technology to create a collegial space where students, staff, and faculty can grow.</p>	<p>Enrollment (RCOB Dean Assessment data – Obj. 5 – Enrollment and SCH)            Experiential learning scholarships            Classroom and building technology upgrades and renovations            Assurance of Learning change reports            Curricular change report            Senior exit survey results (academic goals, real world projects, team projects, experiential learning opportunities)</p>
<p><b>1b. Launch:</b></p> <p>Create experiences that will challenge and equip our students to find their place in a highly diverse, competitive, and global environment.</p>	<p><b>Finishing:</b> To provide support to students as they develop career readiness skills.</p> <p><b>Advising:</b> To deliver quality academic and career advising to our students.</p> <p><b>Cultural competence and diversity:</b> To provide curricula and activities where students are prepared to engage in a diverse and global business environment and have created opportunities to interact with people from diverse backgrounds.</p>	<p>Passport program event participation (RCOB Dean Assessment Data – Obj. 1 – Student Professional Dev.)            Senior exit survey results (passport participation, student organization participation, resume creation and evaluation, attend career fair, professional goals, and internship participation)            Study abroad participation            Participation in student organizations in RCOB (member head count and activities)            Job placement data            Internship participation (RCOB Dean Assessment data – Obj. 2)</p>
<p><b>1c. Lead:</b></p> <p>Create innovative and engaging experiences that will challenge and equip students to make a difference in the world around them.</p>	<p><b>By example:</b> To provide service by engaging the college, university, our professions, and our community as an example for our students of the importance of leadership.</p> <p><b>Student organizations:</b> To create opportunities for our students to develop their leadership skills in student organizations and co-curricular activities.</p> <p><b>Integrity:</b> To create an environment that values ethical and responsible leadership in our faculty, staff and students.</p>	<p>Senior exit survey (leadership in student organizations and work with a mentor)            Mentorship Program participation            College2Career Conference Participation            Rusche Distinguished Speaker Series activities            Guest speakers in Passport Program and other college activities</p>
<p><b>2. ENHANCE OUR REPUTATION:</b></p> <p>Promote the success and impact of our students and faculty by communicating a consistent brand to prospective students, our alumni, and others in the community.</p>	<p><b>Impact:</b> To encourage and support impactful research contributions by our faculty.</p> <p><b>Brand:</b> To have a consistent brand that is known and communicated by students, employers, and others in the community.</p> <p><b>Promotion:</b> To promote the successes of our students, faculty, and alumni.</p>	<p>RCOB Dean Assessment Data (Obj. 3 – Research)            Rusche Review            Department Faculty/Staff Awards            RCOB Annual Faculty Awards            Social Media metrics and engagement</p>
<p><b>3. ATTRACT CRITICAL RESOURCES:</b></p> <p>Attract and retain high quality students, and faculty and build relationships in the community to financially support student success.</p>	<p><b>Community Engagement:</b> To forge connections in the local community, and with businesses, alumni, and others to enhance our reputation, attract resources, and to develop a productive network for our students.</p> <p><b>New funding sources:</b> To create an ever widening pool of resources that will allow greater opportunities for student success.</p> <p><b>Recruitment:</b> To attract and provide support to an ever-improving quality of student.</p> <p><b>High quality faculty and staff:</b> To attract, retain, and reward high quality and impactful faculty, staff, and administrators.</p>	<p>RCOB Dean Assessment Data (Obj. 4 – Fundraising)            Corporate Partnership Engagement            College2Career Conference participation            Professional Development as a tool to reward quality publications</p>

# CURRICULUM MANAGEMENT PROCESS

## OVERVIEW

The curriculum management process is designed to ensure that teaching and learning efforts are optimized in order to prepare students exceptionally well in fields of study that are timely and relevant. Such a process must consider the overall relevance of current and proposed curricula, evaluate in detail the appropriateness of current curricula of the college, and ensure that curricula are delivered effectively as is demonstrated by student learning. The curriculum development and review process is a faculty driven process, and is clearly tied to the strategic plan of the college. As such, in the Ruche College of Business, the curriculum review process and the strategic planning process are explicitly interdependent.

The strategic curricular/programs continuous improvement process is supported by a formal review structure. The formal structure of curriculum management in the Rusche College of Business has two primary components. The first is a broad, formal strategic curricula/programs review. The second relates to the detailed management of curricula in the college, as is driven by faculty feedback and the assurance of learning process. The formal strategic review of curricula is conducted by appropriate faculty and occurs at least once during a five year period. Whereas, the detailed management of the curricula is a continuous process that culminates in an annual meeting of the college with discussions taking place in the context of assurance of learning and the strategic plan of the college. Here, the faculty, staff, and administration of the college evaluate all aspects of current and/proposed curricular changes in the context of the relevant data and the strategic plan. Such an approach augments efforts to ensure curricular excellence by evaluating curricula through the lens of the strategic plan of the college, with a focus on the currency and relevance of programs. Changes recommended as a result of this process are implemented through the normal curriculum revision process.

As noted, central to the detailed management of curricula and instruction is the assurance of learning system. With an integrated approach to assurance of learning (AOL) and continuous improvement of curricula and instruction, the subjective review of curriculum is augmented by data-driven decision making. The AOL process involves establishing learning goals and objectives for all programs, and evaluating student performance on the goals and objectives on a regular basis. At the undergraduate level, the overall responsibility for establishing these goals and objectives, measuring student performance, and soliciting faculty feedback on potential remedies, lies with the Undergraduate Curriculum Committee. At the graduate level, these same responsibilities lie with the Graduate Council, though special duties regarding assessment in the MPA program fall on the Director of that program. At all levels, general management of the processes and procedures is overseen by the Assurance of

Learning Coordinator for the college who serves in an advisory role and sits as an ex officio member of both the Undergraduate Curriculum Committee, and the Graduate Council. The review of the AOL process results is also augmented by the presentation of these results to the entire faculty of the college during the joint Curriculum/Strategic Planning meeting described in the preceding paragraphs.

Regarding curricular changes, regardless of the source of recommended change/deletion/addition to a curriculum, the approval process is governed by the same formal structure. Undergraduate curriculum changes must be approved by the Undergraduate Curriculum Committee and graduate curriculum changes must be approved by the Graduate Council. All changes must then be approved by the College Executive Committee, and the Dean.

## CURRICULUM DEVELOPMENT, CHANGE, AND REVIEW

### Formal Review Processes

The development, change, and review of curricula is part of the continuous improvement process of the college. In an environment encouraging innovation and entrepreneurial initiative, curricula improvement proposals may come forward at any time, from any source. While approvals for such changes must proceed through formal channels, their origination need not adhere to any formal process. While an environment supporting entrepreneurial initiatives is most favorable in the pursuit of innovation and continuous improvement, structural safeguards and procedures must also overlay this environment in order to ensure that the continuous improvement process is both comprehensive, and in alignment with the mission of the college. The primary structural safeguards involve two formal review processes, which are informed by both the Assurance of Learning System and the strategic plan.

#### One Year Review Cycle

All curricula in the college are reviewed on a regular basis, on one and five year cycles. Regarding the one year cycle, assurance of learning activities and faculty discussions occur on a continual basis throughout the academic year. The culmination of this activity occurs in the spring of each year when all faculty of the college meet for a review of the curriculum. To inform the discussion, the meeting is held in conjunction with a faculty meeting on the results of the Assurance of Learning process discussed below, and the annual review of the strategic plan. The annual review is certainly not the only forum in which data-driven changes are discussed. Rather, it is designed to be a tool to ensure continuous improvement in the curricula, and provide a formal venue to discuss strategic curricular improvements.



### Five Year Cycle

All program curricula and major specific requirements are also reviewed thoroughly at least once every five years. This review of major-specific material is conducted by departmental faculty, and the BBA foundation is reviewed by the undergraduate curriculum committee. The results of these reviews are reported to the relevant curriculum committees, and the College Executive Committee. This review is intended to be a comprehensive evaluation of the nature and content of the requirements for every major offered in the Rusche College of Business. Special emphasis is placed on the currency of the curriculum as it relates to the academic discipline, as well as industry.

### Assurance of Learning

Assurance of learning is a continuous improvement process that is an essential tool used to ensure and improve student learning. This process not only demonstrates quantifiably the learning of students, but helps identify areas for improvement, and thus areas on which faculty might best focus their efforts in the development and delivery of curricula. In this regard, assurance of learning both improves student outcomes and enhances the efficiency of the education process. Assurance of learning processes are well suited to the use of various types of measures, both direct and indirect, as well as quantitative and qualitative. The use of various measurement methods provides for an assurance of learning system that yields both breadth and depth of information. It is this process that is primary in the guidance of curriculum development and continuous improvement.

### Assurance of Learning Process Overview

The regular collection, analysis, dissemination, and use of Assurance of Learning (AOL) data are essential to the effectiveness of the continuous improvement curriculum process. Data on every learning goal is collected at least twice every five years, though data for multiple years during the five year period will most likely be analyzed for every learning goal and objective. This data is then analyzed, and the results disseminated, on a regular basis so that it may be used by faculty in the continuous improvement process. The implementation, timing, and benchmarks employed in this process result from continuous feedback from faculty and, in turn, evolve over time. All such related processes and data are maintained by the relevant AOL coordinator for each program.

For the 2022-23 academic year, primary AOL Coordinators are as follows: Dr. Justin Blount – BBA and general oversight of all programs, Dr. Jason Reese – MBA and general oversight of all graduate programs, Dr. Nikki Shoemaker – MPA.

### Data Collection, Analysis, & Dissemination Process

The Assurance of Learning (AOL) process consists of assessing each learning objective in the BBA, MBA and MPA programs on a consistent, periodic basis in order to

monitor whether the learning goals of the college are being accomplished. The AOL assessment duties and short-term (annual) curriculum management duties are consolidated into one committee at the undergraduate level (the Undergraduate Curriculum Committee) and one at the graduate level (the Graduate Council), though the MPA program maintains a certain degree of autonomy in this regard. The purpose of having one committee handle these activities at each level is to ensure that the AOL assessment process is not divorced from the annual curriculum management process. The goal is that the relevant committees will more easily recognize any needed changes in the learning process that were indicated by assurance of learning procedures, and thereby allow them to more effectively communicate identified issues with faculty and thus generate effective solutions. In support of these AOL processes, an Assessment Coordinator is assigned to the BBA and MBA programs, and the Assistant Director in Schlief School of Accountancy is assigned as the AOL coordinator for the MPA program.

Though frequent and open dialogue among faculty is key to the success of the curriculum management process, structure is imposed on the system in order to ensure that data are collected, recorded, and analyzed on a regular and consistent basis, and that the data is in fact used to assist in the continuous curriculum improvement process. The exact structure of this process is determined by the Undergraduate Curriculum Committee for BBA program, by the Graduate Council for the MBA program, and by the Curriculum Committee of the Schlief School of Accountancy for the MPA program. With processes in place, the designated AOL coordinator in each area then manages the predetermined process in order ensure that all plans are carried out effectively.

While the relevant curriculum committees assigned to the AOL processes are engaged in discussions with relevant faculty and administration on an ongoing basis, additional structure is placed on this continuous improvement process through a plenary meeting of the faculty in the spring of each year. This meeting, held in conjunction with the Strategic Planning meeting of the college, is designed to ensure that all assessment results have been communicated effectively, and solutions to identified issues are addressed through an engaged discussion of all faculty.

#### AOL Data's Use in the Continuous Improvement Cycle

Specific recommendations derived from the AOL process are forward to the Undergraduate Curriculum Committee, the Graduate Council, or the Director of the Schlief School of Accountancy as is appropriate. From there, proposals flow to the College of Business Executive Council, which is composed of the Deans and the Department Chairs. Ultimately, the Executive Council then submits its specific recommendations to the Dean of the college for final approval. When appropriate, recommendations for changes to the curriculum or AOL process are presented to the

entire College of Business faculty. Upon final approval at the university level, curriculum changes are then implemented into the BBA, MBA and MPA programs.

The AOL assessment process continues, including any changes to the AOL assessment process that might be necessary to evaluate whether the recommended curriculum changes are indeed effective and should remain in place. This process of continuous improvement is used to help ensure that the AOL process is developing useful assessment data that is continually being used to enhance and improve student learning.

## Assurance of Learning for the BBA Degree

### Learning Goals & Objectives for the BBA

The process of assessing the AOL efforts for the Bachelor of Business Administration (BBA) program involves measuring student performance within four distinct learning goals, each having two specific learning objectives:

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

- b. In a simulated business setting, students will identify and analyze global and crosscultural environmental business issues.
- 4. Our graduates will be able to apply key business concepts from across the business foundation curriculum.
  - a. Students will complete a simulated business exercise applying the functional knowledge areas of business.
  - b. In a simulated business setting, students will demonstrate competence in the functional knowledge areas of business from the foundation curriculum.

#### Measurement Processes for the BBA program

All assurance of learning data is reported through the University's online data management software, Nuventive Improve. Two of the eight learning objectives are assessed annually, and all eight learning objectives are assessed at least twice every five years. This is accomplished by administering the CAPSIM business simulation tool and the COMP XM exam within the capstone course, MGMT 4363. This senior-level course integrates material from across the various business fields and is a common requirement for all business majors within the college. The CAPSIM is a dynamic, online business simulation tool that requires students to make business decisions in five 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 they make. Learning goal assessment is augmented at the BBA level through various indirect measures and survey instruments.

Precise data collection procedures and benchmarks are evaluated periodically and evolve over time. These items are determined by the Undergraduate Curriculum Committee and associated records are maintained by the Assurance of Learning Coordinator.

#### Course Mapping for the Learning Goals & Objectives of the BBA Degree

Rusche College of Business students are assessed on their understanding of specific knowledge pertaining to each learning goal and objective. The various courses that are designed to deliver this specific knowledge to the students can all be found in courses delivered within the core curriculum that is common to all business majors in the college. The course mapping below identifies the courses that directly contribute knowledge pertaining to each of the eight learning objectives:

BBA Curriculum Map														
	MGMT 2372	ACCT 2301	ACCT 2302	ECON 2301	ECON 2302	BUSI 2304	BUSI 3325	FINC 3333	BLAW 3335	ECON 3339	MKTG 3351	MGMT 3370	MGMT 3371	MGMT 4363
1. Develop effective business writing, speaking, and interpersonal communication skills for team and leadership contexts.														
Written Communication	M	M	N	E	E	E	E	N	E	E	E	M	N	E
Oral Communication	M	N	N	N	N	E	E	N	N	N	E	M	N	M
Interpersonal	M	N	N	E	N	E	E	N	M	E	E	E	N	E
Teamwork & Leadership	M	N	N	M	N	E	E	N	M	E	E	M	N	E
2. Use critical thinking skills to make business decisions informed by data analysis and quantitative methods.														
Critical Thinking	M	M	E	E	E	E	E	E	E	E	E	E	E	E
Data & Quant. Analysis	E	M	E	E	E	N	M	E	M	E	M	M	E	E
3. Explore and analyze ethical duties and dilemmas inherent the social and global business environment.														
Ethics	M	M	E	M	M	M	E	N	E	N	E	E	M	M
Global	M	M	N	M	M	M	E	N	M	N	E	E	M	M
4. Learn and apply key business concepts from across the business foundation curriculum and develop competency in the major discipline.														
Application	M	E	E	E	E	M	E	E	M	E	E	E	E	E
Key	E = Exposure			M = Minimal Exposure				N = No Exposure						

### Linking the BBA Assessment Process to Mission & Strategic Focus

The mission of the Rusche College of Business is to create a challenging learning environment that will enable our students to launch their careers with the foundation for effective leadership. To facilitate the fulfillment of this mission, the college has developed a strategic focus based on three pillars of a student’s education, referred to as: “learn”, “launch”, and “lead.” For each of these three pillars, through its strategic planning process, the college has also developed several “Intended Outcomes.” The four learning goals and their respective learning objectives are designed to reflect and support each of the different areas within this strategic focus that directly reflects student learning:

**Learn:** Create a personalized and applied learning environment supported by high quality faculty, staff, and administrators.

**Learn: Intended Outcome 1a.1:** To deliver high quality instruction in current and relevant discipline specific curriculum.

Applicable BBA learning goals and objectives:

*Learning Goal 4: Our graduates will be able to apply key business concepts from across the business foundation curriculum.*

*Learning Objective 4.b: In a simulated business setting, students will demonstrate competence in the functional knowledge areas of business from the foundation curriculum.*

**Learn: Intended Outcome 1a.2:** To provide students with opportunities for applied learning.

Applicable BBA learning goals and objectives:

*Learning Goal 4: Our graduates will be able to apply key business concepts from across the business foundation curriculum.*

*Learning Objective 4.a: Students will complete a simulated business exercise applying the functional knowledge areas of business.*

**Launch:** *Create experiences that will challenge and equip our students to find their place in a highly diverse, competitive, and global environment.*

**Launch: Intended Outcome 1b.1:** *We are providing support to students as they develop career readiness skills.*

Applicable BBA learning objectives:

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

*Learning Objective 1.a: Demonstrate knowledge of the most effective channels and methods for communicating business information.*

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

*Learning Objective 2.a: Use appropriate data & quantitative analysis techniques to develop solutions to business problems.*

*Learning Objective 2.b: Use critical thinking and decision-making skills to identify and resolve business problems.*

**Launch: Intended Outcome 1b.3:** *To provide a curriculum where students are prepared to engage in a diverse and global business environment and have created opportunities to interact with people from diverse backgrounds.*

Applicable BBA learning objectives:

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

*Learning Objective 3.b: Identify and analyze global and cross-cultural environmental business issues.*

**Lead:** *Create engaging experiences that will challenge and equip students to make a difference in the world around them.*

**Lead: Intended Outcome 1c.3:** *To create an environment that values ethical and responsible leadership in our faculty, staff and students.*

Applicable BBA learning objectives:

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

*Learning Objective 1.b: Identify and analyze how team and leadership dynamics affect business outcomes.*

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

*Learning Objective 3.a: Recognize and propose solutions to ethical dilemmas.*

## Assurance of Learning for the MBA Degree

The assurance of learning process in the MBA involves addressing student performance related to four distinct learning goals, each with specific learning objectives. These goals and objectives are as follows.

### MBA Learning Goals and Objectives

Learning Goal 1. Demonstrate leadership knowledge and ability working effectively with work groups/teams.

Learning Objective 1 – Students will lead a group to successfully complete a business task.

Learning Objective 2 – Students will work collaboratively with others to successfully complete a business task.

Learning Goal 2. Demonstrate effective business writing and oral communication skills in a business environment.

Learning Objective 1 – Students will effectively communicate business information in writing.

Learning Objective 2 – Students will effectively communicate business information orally.

Learning Goal 3. Demonstrate application and integration of the functional knowledge areas of business along with critical thinking and quantitative analysis to solve managerial problems.

Learning Objective 1 – Students will integrate and apply the functional knowledge areas of business to make business decisions.

Learning Objective 2 – Students will systematically apply tools of quantitative analysis and critical thinking to make recommendations for the resolution of managerial problems.

Learning Goal 4. Demonstrate the ability to recognize and resolve ethical dilemmas confronting managers in a diverse and global business environment.

Learning Objective 1 – Students will use ethical reasoning to resolve business ethics dilemmas.

Learning Objective 2 – Students will be able to navigate the international issues that impact business operations in a global society.

### Measurement Processes for the MBA degree

All assurance of learning data is reported through the University's online data management software, Nuventive Improve. Each of the four learning objectives for the MBA degree is assessed annually. Precise data collection procedures and benchmarks are evaluated periodically and evolve over time. These items are determined by the Graduate Council and associated records are maintained by the Assurance of Learning Coordinator.

### Linking the MBA Learning Assessment Efforts to the College Mission

The mission of the Rusche College of Business is to create a challenging learning environment that will enable our students to launch their careers with the foundation for effective leadership. To facilitate the fulfillment of this mission, the college has developed a strategic focus based on three pillars of a student's education, referred to as: "learn", "launch", and "lead." The four learning goals and their specific learning objectives were designed to reflect this strategic focus. Each can be conceptually mapped to one or more of these three pillars:

***Learn:*** Create a personalized and applied learning environment supported by high quality faculty, staff, and administrators.

***Learn: Intended Outcome 1a.1:*** To deliver high quality instruction in current and relevant discipline specific curriculum.

***Learn: Intended Outcome 1a.2:*** To provide students with opportunities for applied learning.

Applicable MBA learning objectives:

*Learning Objective 1.1 – Students will lead a group to successfully complete a business task*

*Learning Objective 1.2 – Students will work collaboratively with others to successful complete a business task.*

*Learning Objective 3.1- Students will integrate and apply the functional knowledge areas of business to making business decisions.*

***Launch:*** Create experiences that will challenge and equip our students to find their place in a highly diverse, competitive, and global environment.

***Launch: Intended Outcome 1b.1:*** We are providing support to students as they develop career readiness skills.



Applicable MBA learning objectives:

*Learning Objective 1.1 – Students will lead a group to successfully complete a business task.*

*Learning Objective 1.2 – Students will work collaboratively with others to successfully complete a business task.*

*Learning Objective 2.1 – Students will effectively communicate business information in writing.*

*Learning Objective 2.2 – Students will effectively communicate business information orally.*

*Learning Objective 3.2 – Students will systematically apply tools of quantitative analysis and critical thinking to make recommendations for the resolution of managerial problems.*

**Launch: Intended Outcome 1b.3:** *To provide a curriculum where students are prepared to engage in a diverse and global business environment and have created opportunities to interact with people from diverse backgrounds.*

Applicable MBA learning objectives:

*Learning Objective 4.2 – Students will use be able to navigate the international issues that impact business operations in a global society.*

**Lead:** *Create engaging experiences that will challenge and equip students to make a difference in the world around them.*

**Lead: Intended Outcome 1c.3:** *To create an environment that values ethical and responsible leadership in our faculty, staff and students.*

Applicable MBA learning objectives:

*Learning Objective 4.1 – Students will use ethical reasoning to resolve business ethics dilemmas.*

### Course Mapping for the Learning Goals & Objectives of the MBA Degree

Our business students are assessed on their understanding of specific knowledge pertaining to each learning goal and objective. The various courses that are designed to deliver this specific knowledge to the students can all be found in the required courses delivered within program. The course mapping chart below identifies the courses that directly contribute knowledge pertaining to each of the eight learning objectives:

	Data Options							MGMT Options					
	ACCT 5311	BUSI 5350	ECON 5320	FINC 5314	MGMT 5317	MKTG 5313	ACCT5366	BUSI 5380	ECON 5325	MGMT 5380	MGMT 5371	MGMT 5377	MGMT 5381
1. Students will demonstrate leadership knowledge and ability by working effectively with work groups/teams.													
Leadership	N	E	M	N	E	E	N	N	M	-	M	E	E
Teamwork	M	E	E	E	E	E	M	N	E	-	E	E	E
2. Students will demonstrate effective business writing and oral communication skills in a business environment.													
Writing	E	E	E	N	E	E	E	E	E	-	E	N	E
Oral	N	E	M	N	M	E	M	N	M	-	E	M	E
3. Students will demonstrate application and integration of the functional knowledge areas of business along with critical thinking and quantitative analysis to solve managerial problems.													
Integrate and apply	E	E	E	E	E	E	E	E	M	-	E	N	E
Quant. Analysis & Critical Thinking	E	M	E	E	E	E	E	E	E	-	E	N	E
4. Students will demonstrate the ability to recognize and resolve ethical dilemmas confronting managers in a diverse and global business environment.													
Ethical Reasoning	M	E	M	N	M	E	E	E	N	-	N	E	E
International Issues	M	M	M	N	M	E	M	E	N	-	M	E	M
Key	E = Exposure				M = Minimal Exposure				N = No Exposure				

## Assurance of Learning for the MPA Degree

### MPA Learning Goals & Objectives

The process of assessing the Master of Public Accountancy (MPA) degree involves measuring student performance within three distinct learning goals and seven distinct learning objectives.

The MPA learning goals and objectives are as follows:

Learning Goal 1. Apply accounting concepts and technology to solve problems.

Learning Objective 1: Demonstrate appropriate knowledge of technical accounting concepts.

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

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

Learning Objective 4: Analyze problems with appropriate methodologies.

Learning Goal 2. Demonstrate leadership and professional skills.

Learning Objective 1: Communicate accounting information clearly and effectively.

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

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

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

Measurement Processes for the MPA Degree

All assurance of learning data is reported through the University's online data management software, Nuventive Improve. Each of the seven learning objectives for the MPA degree is assessed annually using a combination of direct and indirect measures.

Precise data collection procedures and benchmarks are evaluated periodically and evolve over time. These items are determined by the Curriculum Committee of the Schief School of Accountancy, and associated records are maintained by the MPA Director.

Course Mapping for the Learning Goals & Objectives of the MPA Degree

Our accounting students are assessed on their understanding of specific knowledge pertaining to each learning goal and objective. The various courses that are designed to deliver this specific knowledge to the students can all be found in the required courses delivered within program. The course mapping chart below identifies the courses that directly contribute knowledge pertaining to each of the eight learning objectives:

<b>MPA Curriculum Map</b>	
	ACCT 5312 ACCT 5342 ACCT 5347 ACCT 5352 ACCT 5320 ACCT 5365
1. Apply accounting concepts and technology to solve problems.	
a. Demonstrate knowledge of technical accounting concepts.	E E E E E E
b. Develop critical thinking skills necessary to solve problems.	E E E E E E
c. Support conclusions using appropriate research and authoritative pronouncements.	E E M N M M
d. Analyze problems with appropriate methodologies.	E E E E E E
2. Demonstrate leadership and professional skills.	
a. Communicate accounting information clearly and effectively.	E M E M E E
b. Develop skills to provide feedback on accounting issues.	E E E E E E
3. Develop the students' ability to assess current professional accounting issues.	
a. Recognize and address ethical and other global responsibility issues related to the accounting profession.	E E E N M E
<b>Key</b>	E = Exposure M = Minimal Exposure N = No

### Linking the MPA Learning Assessment Efforts to the College Mission

As mentioned earlier, the mission of the Rusche College of Business is to create a challenging learning environment that will enable our students to launch their careers with the foundation for effective leadership. To facilitate the fulfillment of this mission, the college has developed a strategic focus based on three pillars of a student's education, referred to as: "learn", "launch", and "lead." The four learning goals and their specific learning objectives were designed to reflect this strategic focus. Each can be conceptually mapped to one or more of these three pillars:

**Learn:** *Create a personalized and applied learning environment supported by high quality faculty, staff, and administrators.*

**Learn: Intended Outcome 1a.1:** *To deliver high quality instruction in current and relevant discipline specific curriculum.*

**Learn: Intended Outcome 1a.2:** *To provide students with opportunities for applied learning.*

Applicable MPA learning objectives:

*Learning Objective 1.1: Demonstrate appropriate knowledge of technical accounting concepts.*

*Learning Objective 1.2: Develop critical thinking skills necessary to solve problems.*

*Learning Objective 1.3: Support conclusions using appropriate research and authoritative pronouncements.*

*Learning Objective 1.4: Analyze problems with appropriate methodologies.*

**Launch:** *Create experiences that will challenge and equip our students to find their place in a highly diverse, competitive, and global environment.*

**Launch: Intended Outcome 1b.1:** *We are providing support to students as they develop career readiness skills.*

Applicable MPA learning objectives:

*Learning Objective 2.1: Communicate accounting information clearly and effectively.*

*Learning Objective 2.2: Develop skills to provide feedback on accounting issues.*

**Launch: Intended Outcome 1b.3:** *To provide a curriculum where students are prepared to engage in a diverse and global business environment and have created opportunities to interact with people from diverse backgrounds.*

Applicable MPA learning objectives:

*Learning Objective 3.1: Recognize and address ethical and other responsibility issues related to the accounting profession.*

**Lead:** *Create engaging experiences that will challenge and equip students to make a difference in the world around them.*

**Lead: Intended Outcome 1c.3:** *To create an environment that values ethical and responsible leadership in our faculty, staff and students.*

Applicable MPA learning objectives:

*Learning Objective 3.1: Recognize and address ethical and other responsibility issues related to the accounting profession.*

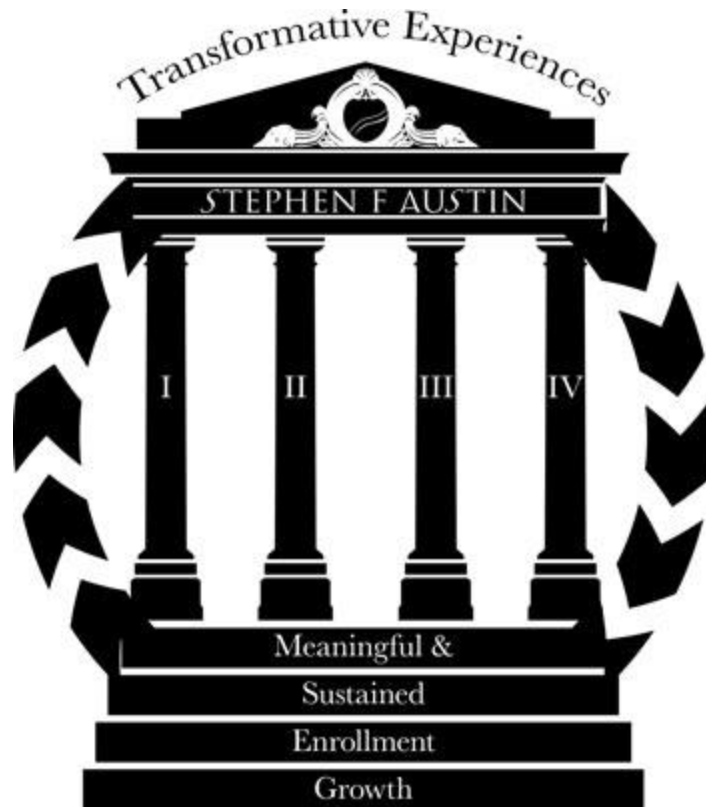
### Linking Learning Assessment Efforts to the University Mission

As demonstrated in the preceding paragraphs, all program learning goals and objectives in the Rusche College of Business are directly related to the mission of the college, as linked to the college's strategic plan. Strategic planning documents for the college further demonstrate how the strategic plan of the college is directly linked to that of the university. Thus, all learning goals and objectives of the college are explicitly linked to the university mission through their impact on the mission of the college. Explanation of this link, as presented in the college's strategic planning document, is as follows:

Stephen F. Austin State University's strategic plan is comprised of four operational goals, one overarching goal, and one foundational goal. The overarching goal of SFA is to provide students with transformative experiences. The foundational goal is meaningful and sustained enrollment growth. The four operational goals are as follows:

- I. Attracting and Supporting High-Quality Faculty and Staff
- II. Fostering Academic and Co-Curricular Innovation
- III. Redefining University Culture
- IV. Increasing Connections

The strategic plan is presented visually by the following image.



The strategic plan of the Rusche College of Business is directly linked to the strategic plan of Stephen F. Austin State University. The chart below is a variation of the Strategic Plan Guiding Document and is used to illustrate the link between the strategic goals and intended outcomes of the college, and the strategic goals of the university. The following abbreviations are used to denote the university goals:

- O = Overarching Goal of Transformative Experiences
- F = Foundational Goal of Meaningful and Sustained Enrollment Growth
- I = Attracting and Supporting High-Quality Faculty
- II = Fostering Academic and Co-Curricular Innovation
- III = Redefining University Culture
- IV = Increasing Connections

Strategic Priorities	Intended Outcomes	University Goals Addressed
<b>1. STUDENT SUCCESS:</b>		
<b>1a. Learn:</b> Create a personalized and applied learning environment supported by high quality faculty, staff, and administrators.	<b>Educate students:</b> To deliver high quality and innovative instruction in current and relevant discipline specific curriculum.	O, II
	<b>Transformative learning experiences:</b> To provide students with opportunities for applied learning and industry engagement.	O, II, IV
	<b>Learning environment:</b> To provide a physical environment and technology to create a collegial space where students, staff, and faculty can grow.	I,II,III
<b>1b. Launch:</b> Create experiences that will challenge and equip our students to find their place in a highly diverse, competitive, and global environment.	<b>Finishing:</b> To provide support to students as they develop career readiness skills.	O, II
	<b>Advising:</b> To deliver quality academic and career advising to our students.	F
	<b>Cultural competence and diversity:</b> To provide curricula and activities where students are prepared to engage in a diverse and global business environment and have created opportunities to interact with people from diverse backgrounds.	O,II
<b>1c. Lead:</b> Create innovative and engaging experiences that will challenge and equip students to make a difference in the world around them.	<b>By example:</b> To provide service by engaging the college, university, our professions, and our community as an example for our students of the importance of leadership.	IV
	<b>Student organizations:</b> To create opportunities for our students to develop their leadership skills in student organizations and co-curricular activities.	O, II
	<b>Integrity:</b> To create an environment that values ethical and responsible leadership in our faculty, staff and students.	III
<b>2. ENHANCE OUR REPUTATION:</b> Promote the success and impact of our students and faculty by communicating a consistent brand to prospective students, our alumni, and others in the community.	<b>Impact:</b> To encourage and support impactful research contributions by our faculty.	I,II,IV
	<b>Brand:</b> To have a consistent brand that is known and communicated by students, employers, and others in the community.	F,IV
	<b>Promotion:</b> To promote the successes of our students, faculty, and alumni.	F,I,IV
<b>3. ATTRACT CRITICAL RESOURCES:</b> Attract and retain high quality students, and faculty and build relationships in the community to financially support student success.	<b>Community Engagement:</b> To forge connections in the local community, and with businesses, alumni, and others to enhance our reputation, attract resources, and to develop a productive network for our students.	F,I,IV
	<b>New funding sources:</b> To create an ever widening pool of resources that will allow greater opportunities for student success.	F,IV
	<b>Recruitment:</b> To attract and provide support to an ever improving quality of student.	F
	<b>High quality faculty and staff:</b> To attract, retain, and reward high quality and impactful faculty, staff, and administrators.	I,IV