Business Administration, BS

Division: School of Business, College of Business and Technology

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Business and Technology Mission. The College of Business and Technology is dedicated to providing a high quality – market responsive business and technology education, preparing our diverse student population for successful careers and enriched lives in the public, private and nonprofit sectors, and enhancing our students' academic experiences through our research and scholarly activities.

School of Business Mission. The mission of the School of Business is to provide our diverse student population with innovative skills in business and technology to prepare them for successful careers and responsible citizenship roles to have a positive societal impact in the world of business. (Adopted 2017-2018 – mission wording was revised to include "our diverse population"; Adopted 2020-2021 – mission wording was revised to reflect societal impact)

As such, NSU's School of Business is committed to …

Providing students with a business education. This means that we strive to provide students with opportunities to become effective communicators, critical thinkers, develop knowledge across the business disciplines, and global perspective.

Preparing them for successful careers and citizenship roles. This means that we provide education experience and opportunities.

…In the world of Business. This implies developing a global perspective that involves managing activities that foster the transfer of goods and services in organizations of all types wherever found.

Purpose: To prepare students for careers as business professionals in the public, private and nonprofit sectors, and/or for advancement into graduate programs.

Methodology: The assessment process for the School of Business includes:

(1) Prior to 2024-2025, the School of Business alternated the assessment of its SLO yearly. SLO's 1-4, which were shared among the programs were

assessed during one assessment cycle. SLO 5, which was unique to each program, was assessed during the alternating assessment cycle. This approach allowed for a complete program assessment every two years.

(2) Effective 2024-2025, each School of Business area has its own measurements that are measured each year. While there are common subject areas through the various degree programs (Communication, Critical Thinking, etc.), the student learning outcomes and related targets and measurements are clearly delineated between each degree plan

(3) The creation of these new student learning outcomes was based on feedback related to SACSCOC and AACSB. For example, AACSB wanted to see indirect measurements incorporated into the student learning outcomes. For a multi-year period, the faculty discussed what graduates should have learned in the program, prioritized the most important areas, and determined the targets and measurements related to those areas. The faculty met multiple times regarding student learning outcomes and the revision of the prior student learning outcomes to the new student learning outcomes.

(4) A variety of assessment tools (quantitative, qualitative, direct, and indirect) are used to collect data for analysis for each of the five Student Learning Outcomes (SLOs).

(5) Data is collected and returned to the SLO Chairs.

(6) Summary results are analyzed to determine if students have achieved or "met" the measurable outcomes. When necessary, proposed action steps are created by each SLO chairman in collaboration with the SLO committee members, faculty teaching core courses, and the program coordinator.

(7) Following discussion and review by appropriate faculty, if needed, proposed recommended action steps, and recommended changes are implemented by the faculty responsible for teaching the courses tied to the SLO.

(8) Individual meetings are held with faculty and staff as required (show cause).

(9) In consultation with the staff and senior leadership, proposed changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes will be recommended.

(10) These proposed recommended action steps and recommended changes are implemented by the faculty

responsible for teaching the courses tied to the SLO.

Student Learning Outcomes (SLOs):

SLO#1: The BUAD graduate will be able to read and listen carefully to business ideas and information, to understand, synthesize, and convey them to other people using both language and modes (written, oral, digital).

Objective 1a: Produce professional documents that address and solve business requirements.

Objective 1b: Prepare and deliver professional presentations that address and solve business requirements.

Objective 1c: Demonstrate communication skills through interactions with stakeholders and team members.

Course Map:

ACCT2000 – Financial Accounting
BLAW2250 – Business Law I
BUAD1800 – Introduction to Information Technology
BUAD2120 – Basic Business Statistics
BUAD2200 – Business Reports and Communication
BUAD3270 – International Business
BUAD4900 – Senior Seminar
CIS 2000 – Spreadsheet Applications
CIS 3100 – Information Systems and Technology in Business
FIN 2150 – Personal Finance
FIN 3090 – Business Finance
FIN 4200 – Financial Policies and Practices
MGT 3220 – Organization and Management
MGT 3580 – Operations Management
MGT 4300 – Strategic Management and Policy
MGT 4320 – Advanced Management
MKTG3230 – Principles of Marketing

Elective Options
BLAW3280 – Cyber Business Law
BUAD3120 – Intermediate Business Statistics
BUAD4000 – Reading and Discussion
BUAD4190 – Small Business Entrepreneurship
MGT 2500 – Personnel and Supervision
MGT 4270 – Human Resources Management
MGT 4280 – SHRM Essentials of Human Resources
MGT 4350 – International Comparative Management

MGT 4500 – Leadership, Motivation, and Power
MGT 4700 – Management of Electronic Business
MKTG2200 – Salesmanship
MKTG3300 – Sports and Entertainment Marketing
MKTG3820 – Marketing Promotions
MKTG3900 – Services Marketing
MKTG4100 – Marketing Management
MKTG4200 – Personal Selling
MKTG4440 – Marketing Research
MKTG4500 – Interactive Marketing
MKTG4600 – Search Engine Optimization and Social Media Marketing

Measure 1a (Direct – Other; MGT 4320 Experiential Learning Project Final Report)

Details/Description: In MGT 4320 (Advanced Management), students complete an experiential learning project. Students work in teams to deliver a production or solution to one or more organizations. The exact deliverables are determined by the organization (client) in collaboration with the students and the professor. Students act as consultants to the organization under the guidance of the professor. As part of the experiential learning project, students must complete an experiential learning final report that includes the company profile, company analysis, needs assessment, proposed solutions, case for solution, implementation, solution impact, and conclusion. Each component is worth a certain number of points within the two-hundred-point rubric used to grade the final report.

Target: The target is an average score of 90% on the experiential learning project final report.

Implementation Plan (timeline): The measure is given each semester in the MGT 4320 class.

Key/Responsible Personnel: The School of Business faculty teaching MGT 4320 are responsible for this measure.

Finding: Target was met.

Analysis: In AC 2024-2025 the target was met. Eighty-nine students completed the assignment with an average score of 98%.

Based on the analysis of the AC 2024–2025 results, faculty made changes in AC 2025–2026 to drive the cycle of improvement. The MGT 4320 faculty member and other Business Administration faculty developed a rubric to be incorporated into each assignment so that student strengths and weaknesses could be more clearly identified and consistent, informative grading could occur.

In addition, the MGT 4320 faculty member recorded a video explaining assignment expectations to provide students with clearer guidance. Students were also encouraged to submit a draft report earlier in the semester for instructor pre-review and feedback. These changes were implemented to improve the quality of final reports, strengthen student understanding of assignment requirements, and provide students with additional opportunities to revise and improve their work. Final report scores were tracked to gauge the impact of these improvements.

As a result of these changes, in AC 2025-2026, the target was met for Spring 2026. The following results represent a sample of AC 2025–2026, rather than the full academic year. The data includes Spring 2026 only and does not include Fall 2025, as findings were not reported by a faculty member due to medical reasons. Twenty-seven students completed the assignment with an average score of 98% (see Table 1).

Table 1 - ***Measure 1a AC 2024-2025 and 2025-2026***

AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	89	87	98%	98%	90%	Met
2025-2026	29	27	93%	98%	90%	Met

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. The MGT 4320 faculty member and other Business Administration faculty will continue using the experiential learning project and final report as an applied assessment tool. Faculty will also continue using Microsoft Teams or similar communication tools to communicate with groups, answer questions, monitor progress, and provide support throughout the project. In addition, faculty will provide clearer expectations regarding group leadership, team roles, and project accountability. Since one group experienced challenges when the group leader was unable to participate due to excused absences, faculty may establish a formal process for leadership transitions when needed. This will help ensure continuity, communication, and accountability within each project group.

These changes will improve the students' ability to collaborate professionally, communicate with team members and external organizations, manage project responsibilities, and produce high-quality professional documents, thereby continuing to push the cycle of improvement forward.

Measure 1b (Direct – Other; MGT 4320 Experiential Learning Project Final Presentation)

Details/Description: In MGT 4320 (Advanced Management), students complete an experiential learning project. Students work in teams to deliver a production or solution to one or more organizations. The exact deliverables are determined by the organization (client) in collaboration with the students and the professor. Students act as consultants to the organization under the guidance of the professor. As part of the experiential learning project, students must complete an experiential learning final presentation. Per the grading rubrics, the MGT 4320 faculty member grades the students on delivery, content/organization, enthusiasm/audience awareness, and PowerPoint presentation and associated notes.

Target: The target is an average score of 90% on the experiential learning project final presentation.

Implementation Plan (timeline): The measure is given each semester in the MGT 4320 class.

Key/Responsible Personnel: The School of Business faculty teaching MGT 4320 are responsible for this measure.

Finding: Target was met.

Analysis: In AC 2024-2025 the target was Met. Eighty-nine students completed the assignment with an average score of 98%.

Based on the analysis of the AC 2024-2025 results the faculty made the following changes in AC 2025-2026 to drive the cycle of improvement: The MGT 4320 faculty member and other Business Administration faculty developed a rubric to be incorporated into each assignment so that student strengths and weaknesses could be identified and consistent, informative grading could occur. The MGT 4320 faculty member also recorded a video explaining assignment expectations. Students were encouraged to submit a draft report earlier in the semester for the instructor's pre-review and feedback. Final report scores were tracked to gauge the impact of these improvements.

As a result of these changes, in AC 2025-2026, the target was met for Spring 2026. The following results represent a sample of AC 2025–2026, rather than the full academic year. The data includes Spring 2026 only and does not include Fall 2025, as findings were not reported by a faculty member due to medical reasons. Twenty-seven students completed the assignment. The average score was 99% (see Table 2).

Table 2 - *Measure 1b AC 2024-2025 and 2025-2026*

AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	89	87	98%	98%	90%	Met
2025-2026	29	27	93%	99%	90%	Met

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. The MGT 4320 faculty member and other Business Administration faculty will continue using the experiential learning project final presentation as an applied assessment of students' professional communication skills. Faculty will also provide additional presentation skills support for seniors, which may include guidance on professional delivery, organization, audience engagement, visual design, speaking confidence, and effective use of presentation notes. Faculty may also incorporate additional practice opportunities, peer feedback, or instructor feedback before final presentations to help students refine their delivery and improve the overall quality of their presentations.

These changes will improve the students' ability to prepare and deliver professional presentations that address and solve business requirements, thereby continuing to push the cycle of improvement forward.

Measure 1c (Indirect; MGT 4320 Peer Evaluation)

Details/Description: In MGT 4320 (Advanced Management), students complete an experiential learning project. Students work in teams to deliver a production or solution to one or more organizations. The exact deliverables are determined by the organization (client) in collaboration with the students and the professor. Students act as consultants to the organization under the guidance of the professor. Towards the end of the class, students should review their team members as well as themselves and give a numerical score based on their perception of the contribution each student made to the team.

Target: The target is an average peer review score of 95 or higher.

Implementation Plan (timeline): The measure is given each semester in the MGT 4320 class.

Key/Responsible Personnel: The School of Business faculty teaching MGT 4320 are responsible for this measure.

Finding: Target was met.

Analysis: In AC 2024-2025 the target was Met. Eighty-nine students completed the assignment with an average score of 97%.

Based on the analysis of the AC 2024-2025 results the faculty made the following changes in AC 2025-2026 to drive the cycle of improvement: The MGT 4320 faculty member and other Business Administration faculty Business Administration faculty strengthened connections with industry partners to help students communicate more effectively and reduce challenges in obtaining information from companies. These efforts included developing clearer guidelines and timelines for information exchanges, preparing students with communication strategies, and offering additional support and training to assist students in their interactions with companies. Peer evaluation scores were tracked to gauge the impact of these improvements.

As a result of these changes, in AC 2025-2026, the target was met for Spring 2026. The following results represent a sample of AC 2025–2026, rather than the full academic year. The data includes Spring 2026 only and does not include Fall 2025, as findings were not reported by faculty member due to medical reasons. Thirty-two students completed the assignment. The average score was 95% (see Table 3).

Table 3 - ***Measure 1c AC 2024-2025 and 2025-2026***

AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	89	88	98%	97%	95%	Met
2025-2026	32	30	94%	95%	95%	Met

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. Business Administration faculty will place greater emphasis on the importance and value of each student's participation earlier in the course. Faculty will provide clearer expectations regarding individual contributions, team accountability, communication, and responsibility for completing assigned project components. Faculty will also continue using peer evaluations, project leads, group check-ins, and Microsoft Teams or similar communication tools to monitor group progress and identify participation issues earlier.

These changes will improve the students' ability to demonstrate communication skills through interactions with stakeholders and team members, thereby continuing to push the cycle of improvement forward.

Measure 1.2 (Indirect; Graduating Student Survey)

Details/Description: Each semester, students who have applied for graduation in that semester receive an e-mail requesting they complete the School of Business graduating student survey. A follow-up e-mail(s) is also sent. This survey gathers information regarding their post-graduation plans, feedback on their experience in the School of Business, and feedback on their views of how effective they believe they are in accomplishing student learning outcomes. Students can choose 1 (Very Ineffective), 2 (Ineffective), 3 (Effective), or 4 (Very Effective). For this measurement, the results would be their feedback as related to their ability to "produce professional documents that address and solve business requirements", "prepare and deliver professional presentations that address and solve business requirements", and "demonstrate communication skills through interactions with stakeholders and team members".

Target: The target is an average of 3.50 for all abilities that were measured.

Implementation Plan (timeline): The survey is sent during the last month of each semester.

Key/Responsible Personnel: The Director of the School of Business (or a designee) is responsible for this measure.

Finding: Target was met.

Analysis:

In AC 2024 -2025, the target was met. 41 graduating students completed the survey. The average scores were 3.64, 3.54, and 3.64 for 1a, 1b, and 1c respectively (see Table 4).

Based on the analysis of the AC 2024–2025 results, Business Administration faculty implemented changes in AC 2025–2026 to support the cycle of improvement. Faculty continued tracking student performance and survey results related to Measures 1a, 1b, and 1c to evaluate the impact of previously identified improvements. The results will continue to be monitored in future assessment cycles to determine whether these efforts are improving outcomes and supporting continued program improvement.

In AC 2025 -2026, the target was met. 28 graduating students completed the survey. The average scores were 3.61, 3.57, and 3.61 for 1a, 1b, and 1c respectively (see Table 4).

Table 4 - ***Measure 1.2 AC 2024-2025***

AC	Number of Students Graduating	Number of Completers of Survey	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	86	41	48%	1a - 3.64 1b - 3.54 1c - 3.64	3.50	Met
2025-2026	67	28	42%	1a - 3.61 1b - 3.57 1c - 3.61	3.50	Met

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. Business Administration faculty will place greater emphasis on professional communication across courses by incorporating more written assignments, presentation opportunities, and team-based activities that require students to communicate with peers and other stakeholders. Faculty will also provide clearer expectations through rubrics, examples of professional documents and presentations, and feedback focused on organization, clarity, professionalism, audience awareness, and overall effectiveness.

In addition, faculty members will continue assisting with survey distribution by sending the survey link to advisees and encouraging completion to improve the response rate. Scores will be tracked in future assessment cycles to determine whether these changes improve students' confidence and performance in written, oral, and interpersonal communication.

These changes will improve the students' ability to produce professional documents that address and solve business requirements, prepare and deliver professional presentations that address and solve business requirements, and demonstrate communication skills through interactions with stakeholders and team members, thereby continuing to push the cycle of improvement forward.

SLO#2: The BUAD graduate will be able to identify, define, analyze, and respond to problems, challenges, and opportunities by employing logical, informed, and feasible solutions within the business environment.

Objective 2a: Identify and decompose business problems into manageable parts.

Objective 2b: Create and implement feasible solutions to complex business problems.

Course Map:

ACCT2000 – Financial Accounting
BLAW2250 – Business Law I
BUAD1800 – Introduction to Information Technology
BUAD2120 – Basic Business Statistics
BUAD2200 – Business Reports and Communication
BUAD3270 – International Business
CIS 2000 – Spreadsheet Applications
FIN 3090 – Business Finance
FIN 4200 – Financial Policies and Practices
MGT 3220 – Organization and Management
MGT 3580 – Operations Management
MGT 4300 – Strategic Management and Policy
MGT 4320 – Advanced Management
MKTG3230 – Principles of Marketing

Elective Options
BLAW3280 – Cyber Business Law
BUAD3120 – Intermediate Business Statistics
BUAD4000 – Reading and Discussion

BUAD4190 – Small Business Entrepreneurship
FIN 3100 – Money and Banking
FIN 3150 – Real Estate
MGT 2500 – Personnel and Supervision
MGT 4270 – Human Resources Management
MGT 4280 – SHRM Essentials of Human Resources
MGT 4350 – International Comparative Management
MGT 4450 – Purchasing and Supply Management
MGT 4460 – Supply Chain Management
MGT 4500 – Leadership, Motivation, and Power
MKTG2200 – Salesmanship
MKTG3300 – Sports and Entertainment Marketing
MKTG3820 – Marketing Promotions
MKTG3900 – Services Marketing
MKTG4100 – Marketing Management
MKTG4200 – Personal Selling
MKTG4440 – Marketing Research
MKTG4500 – Interactive Marketing
MKTG4600 – Search Engine Optimization and Social Media Marketing

Measure 2.1 (Direct – Other; FIN 4200 Comprehensive Project)

Details/Description: In FIN 4200 (Financial Policies and Procedures), students must complete a comprehensive project. Students are given the assignment to choose a company and analyze its financial statements, balance sheets, and stock information spanning five years. To complete this task, students utilize a combination of a company report and a spreadsheet. Using Microsoft Excel, the students input a range of database points necessary for the analysis. The following financial metrics are included in the spreadsheet:

- Stock Information: Stock price, EPS (Earnings Per Share), Shares Outstanding, Beta.
- Balance Sheet: Accounts Receivable, Inventory, Current Assets, Fixed Assets, Total Assets, Accounts Payable, Current Liabilities, Total Non-Current Liabilities, Total Liabilities, Total Stockholder Equity, Total Liabilities and Equity.
- Income Statement: Net Sales or Revenues, COGS (Cost of Goods Sold), Depreciation, Depletion, and Amortization, Operating Income (EBIT), Interest, Earnings Before Taxes, Income Taxes, Net Income (used to calculate Basic EPS).
- Using the financial data provided, various financial ratios and metrics are calculated to gain insights into the company’s performance. The following categories of analysis are conducted:
    - Profitability Analysis – Profitability ratios, such as Gross Profit Margin, Operating Profit Margin, and Net Profit Margin, are calculated to assess the company’s ability to generate profits from its operations. Additionally,

Return on Assets (ROA) and Return on Equity (ROE) ratios are computed to evaluate the company's efficiency in utilizing its assets and equity to generate returns for shareholders.

- Market Performance Analysis – To gauge the company's market performance, metrics such as Price-to-Earnings (P/E) ratio and Earnings Per Share (EPS) are determined. These indicators provide insights into the company's valuation and attractiveness to investors.
- Productivity Analysis – Productivity ratios, including Asset Turnover and Inventory Turnover, are computed to assess how efficiently the company utilizes its assets and manages its inventory.
- Debt Management Analysis – Debt management ratios, such as Debt-to-Equity ratio and Interest Coverage ratio, are analyzed to evaluate the company's financial leverage and its ability to service its debt obligations.
- Liquidity Analysis – Liquidity ratios, including Current Ratio and Quick Ratio, are calculated to assess the company's short-term solvency and ability to meet its immediate financial obligations.
- Forecasting Analysis – Based on historical data and trends, forecasting ratios, such as Growth Rate and Earnings Per Share (EPS), Forecast are determined to provide insights into the company's potential future performance.

Once the information for the past five years is input into the spreadsheet, students proceed to calculate various ratios and metrics. By conducting these calculations, students gain insights into the company's financial performance and trends.

Based on the results derived from the spreadsheet analysis, students in Fall 2025 compiled a comprehensive report to articulate their findings. This report documents their observations, interpretations, and conclusions drawn from the calculated ratios and metrics. In addition, the report serves as a platform for students to demonstrate their understanding of the company's financial health, evaluate its strengths and weaknesses, and provide recommendations or forecasts based on the data analyzed.

This project provides students with valuable hands-on experience in financial statement analysis and equips them with the skills to effectively interpret and communicate complex financial information. By utilizing both the company report and spreadsheet analysis, students gain a holistic understanding of the selected company's financial position and performance over the specified period.

However, because of the use of AI in many reports, the report component was removed effective Spring 2026. Therefore, the Spring 2026 results were based on the spreadsheet and presentation.

Target: The target is 75% of the students will score 75% or better on the comprehensive project.

Implementation Plan (timeline): This measure is given each semester in the FIN 4200 class.

Key/Responsible Personnel: The School of Business faculty teaching FIN 4200 are responsible for this measure.

Finding: Target was met.

Analysis: In AC 2024 -2025, the target was met. There were 91 students who completed the assignment. The average score was 83%. 87% of students scored 75% or better (see Table 5).

Based on the analysis of the 2024-2025 results, the faculty made the following changes in AC 2025-2026 to drive the cycle of improvement. To address the issue of AI-generated responses versus critical thinking analyses, the FIN 4200 faculty member and other Business Administration faculty revised the grading rubric to clearly state that reports were required to include specific numeric values, comprehensive analysis, and full explanations.

In Fall 2025, the updated rubric was implemented and students completed the written reports. However, AI-generated responses continued to be a significant issue. As a result, the written report requirement was removed in Spring 2026, and students instead focused on completing the company analysis spreadsheet and delivering a presentation. This change placed greater emphasis on students' ability to interpret financial data, explain their findings, and demonstrate critical thinking and presentation skills. Project scores will continue to be tracked to evaluate the impact of these improvements.

In AC 2025 -2026, the target was met. There were 66 students who completed the assignment. The average score was 81%. 88% of students scored 75% or better (see Table 5). The average score decreased by approximately 5% from AC 2024-2025 to AC 2025-2026. The percentage of students scoring 75% or higher increased by 2%.

Table 5 - ***Measure 2.1 AC 2024-2025 and 2025-2026***

AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Actual Results	Findings (Met/Not Met)
2024-2025	96	91	95%	83%	75%	87%	Met
2025-2026	70	66	94%	81%	75%	88%	Met

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the 2025–2026 results, the faculty will implement changes in 2026–2027 to support the cycle of improvement. Instead of completing a written report, students in FIN 4200 will now complete the company analysis spreadsheet and deliver a presentation. This change is intended to reduce reliance on AI-generated written responses and place greater emphasis on students' ability to interpret financial data, explain key findings, and communicate their analysis clearly.

Going forward, the project will also be enhanced to further develop students' presentation and critical thinking skills. Students will be expected to discuss specific numeric values from their spreadsheet, explain trends and comparisons, and provide thoughtful conclusions based on their financial analysis. Faculty will continue to revise the grading rubric to emphasize data interpretation, quality of explanation, presentation delivery, and the ability to connect financial results to business decisions. Project scores will be tracked to evaluate the impact of these improvements.

These changes will improve the students' ability to identify and decompose business problems into manageable parts, thereby continuing to push the cycle of improvement forward.

Measure 2.2 (Direct – Other; MGT 4300 Business Case Study)

Details/Description: In MGT 4300 (Strategic Management and Policy), students must complete a business case study for their first exam. For this case study, Business Administration students solve problems from an integrated multi-disciplinary business perspective using a business case study. Students submit a written document that consists of Section 1 (Conceptual Framework) and Section 2 (Business Ratios). Students complete an integrated multi-disciplinary business case analysis utilizing a conceptual framework model and business ratio formulation and analysis to identify a company's situation and position, company issues, and implications. Students provide solutions to the identified business problems and submit a final case study report.

Target: The target is 75% of the students will score 75% or better on the business case study.

Implementation Plan (timeline): The measure is given each semester in the MGT 4300 class.

Key/Responsible Personnel: The School of Business faculty teaching MGT 4300 are responsible for this measure.

Finding: Target was met.

Analysis: In AC 2024-2025, the target was met. There were 73 students who completed the assignment. 88% of students scored 75% or better (see Table 6). This percentage represents a 6% increase from the AC 2023-2024 to AC 2024-2025.

Based on the analysis of the AC 2024-2025 results, the Business Administration faculty determined the business case analysis was an effective strategic tool in AC 2025-2026 for enhancing student critical thinking skills such as observation, analytical thinking and reasoning, communication, research, and decision-making.

As a result of these changes, in AC 2025 -2026, the target was met. There were 41 students who completed the assignment. 85% of students scored 75% or better (see Table 6).

Table 6 - ***Measure 2.2 AC 2024-2025 and AC 2025-2026***

AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Actual Results	Findings (Met/Not Met)
2024-2025	82	73	89%	90%	75%	88%	Met
2025-2026	51	41	80%	89%	75%	85%	Met

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. Faculty will continue to use group-based assignments that require students to collaborate, organize responsibilities, and communicate effectively with limited instructor intervention. The current results showed that students performed well overall, and the final products were professional and well done. Faculty will strengthen the assignment by placing continued emphasis on teamwork, professional communication, accountability, and self-reflection. Since the peer evaluations were candid and reflected both honest assessment of others and personal accountability, faculty will continue using peer evaluations as a tool to measure professional growth.

These changes will improve the students' ability to collaborate professionally, communicate effectively, manage group responsibilities, and complete high-quality work with limited instructor intervention, thereby continuing to push the cycle of improvement forward.

Measure 2.3 (Indirect; Graduating Student Survey)

Details/Description: Each semester, students who have applied for graduation in that semester receive an e-mail requesting they complete the School of Business graduating student survey. A follow-up e-mail(s) is also sent. This survey gathers information regarding their post-graduation plans, feedback on their experience in the School of Business, and feedback on their views of how effective they believe they are in accomplishing student learning outcomes. Students can choose 1 (Very Ineffective), 2 (Ineffective), 3 (Effective), or 4 (Very Effective). For this measurement, the results would be their feedback as related to their ability to "Identify and decompose business problems into manageable parts.” and “Create and implement feasible solutions to complex business problems.”

Target: The target is an average of 3.50 for both abilities that were measured.

Implementation Plan (timeline): The survey is sent during the last month of each semester.

Key/Responsible Personnel: The Director of the School of Business (or a designee) is responsible for this measure.

Finding: Target was met

Analysis: In AC 2024 -2025, the target in 2a was met, but the target in 2b was not met. Forty-one graduating students completed the survey. The average scores were 3.56 and 3.49, respectively (see Table 7).

In AC 2025 -2026, both targets were met. Twenty-eight graduating students completed the survey. The average scores were 3.64 and 3.61, respectively (see Table 7).

Table 7 - *Measure 2.3 AC 2024-2025*

AC	Number of Students Graduating	Number of Completers of Survey	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	86	41	48%	2a - 3.56 2b - 3.49	3.50	Not Met (One Met and One Did Not)
2025-2026	67	28	42%	2a - 3.64 2b - 3.61	3.5	Met

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. To continue strengthening student performance in AC 2026–2027, faculty will maintain the current instructional strategies and applied assignments that contributed to student success. Faculty will also continue to incorporate activities that require students to break down complex problems, evaluate possible solutions, and apply appropriate strategies in realistic business scenarios.

These changes will improve the students' ability to identify and decompose business problems into manageable parts and create and implement feasible solutions to complex business problems, thereby continuing to push the cycle of improvement forward.

SLO#3: The BUAD graduate will be able to learn (pursue knowledge) to work ethically, respectfully, and productively with people from diverse backgrounds operating in a multicultural environment while balancing personal and professional challenges.

Course Map:

BLAW2250 - Business Law I
BUAD1800 – Introduction to Information Technology
BUAD2200 – Business Reports and Communication
BUAD3270 – International Business
BUAD4900 – Senior Seminar
CIS 2000 – Spreadsheet Applications
FIN 3090 – Business Finance
MGT 3220 – Organization and Management
MGT 3580 – Operations Management
MGT 4300 – Strategic Management and Policy
MGT 4320 – Advanced Management
MGT 4450 – Purchasing and Supply Management
MKTG3230 – Principles of Marketing

<u>Elective Options</u>

BLAW3280 – Cyber Business Law
BUAD4000 – Reading and Discussion
BUAD4190 – Small Business Entrepreneurship
MGT 2500 – Personnel and Supervision
MGT 4270 – Human Resources Management
MGT 4280 – SHRM Essentials of Human Resources
MGT 4350 – International Comparative Management
MGT 4500 – Leadership, Motivation, and Power
MKTG2200 – Salesmanship
MKTG3300 – Sports and Entertainment Marketing
MKTG3820 – Marketing Promotions
MKTG3900 – Services Marketing
MKTG4200 – Personal Selling
MKTG4440 – Marketing Research
MKTG4500 – Interactive Marketing

Measure 3.1 (Direct – Other; BUAD3270 International Business Plan)

Details/Description: In BUAD3270 (International Business), students must complete an international business plan which is a measure of student knowledge regarding cultural/global perspectives. The international business plan is a group project which consists of multiple parts, including a final report and a group presentation. This measurement is based on the grade for the final report. As part of this final report, students must include:

- The choice of a product from an existing small business company in the United States to export.
- Motivations for exporting.
- Export objectives statement.
- Business and industry analysis.
- Target market identification.
- Target market selection.
- Product selection.
- Mode of entry.
- Pricing.
- Distribution partners and promotion.
- Terms and procedures.

This project provides students with valuable experience researching different business environments and cultural backgrounds.

Target: 90% of the students will score 70% or better on the international business plan.

Implementation Plan (timeline): This measure is given each semester in the BUAD3270 class.

Key/Responsible Personnel: The School of Business faculty teaching BUAD3270 are responsible for this measure.

Finding: Target was met.

Analysis: In AC 2024 -2025, the target was met. Sixty-two students completed the assignment. One hundred percent of the students scored 70% or better. The average score is 97% (see Table 8).

Based on the analysis of the AC 2024-2025 data, faculty implemented the following changes to drive the cycle of improvement. Faculty members reviewed the measurement to ensure that the goal was aligned with the University of Louisiana System push to ensure that students are competent in critical and creative problem solving, communication and cultural competency, adaptable resilience, and self-reflective awareness. Additionally, BUAD3270 faculty members worked with BUAD2200 faculty members and other Business Administration faculty members to ensure the written report reinforced those concepts.

In AC 2025-2026, the target was met. Thirty-two students completed the assignment. One hundred percent of the students scored 70% or better. The average score is 93.5% (see Table 8).

Table 8 - ***Measure 3.1 AC 2024-2025 and AC 2025-2026***

AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Actual Results	Findings (Met/Not Met)
2024-2025	64	62	97%	97%	90%	100%	Met
2025-2026	33	32	97%	93.5%	90%	100%	Met

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the 2025–2026 results, the faculty will continue the current approach in 2026–2027, as students successfully met the learning outcome and demonstrated strong collaboration, communication, and creativity through the international business project and presentations. To further support student success, faculty will continue using the class Team to communicate with student groups, monitor project progress, encourage teamwork, and post updated resources. The flexible presentation format, whether online or face-to-face, will also be maintained because it supported student engagement across different course delivery methods.

To keep groups on track, each team will be required to identify a project lead. Faculty will also continue using structured milestone check-ins and early intervention strategies to address concerns with participation, accountability, or lack of progress.

These changes will also strengthen students' ability to apply international business concepts, demonstrate creativity, and present their work in both online and face-to-face settings, thereby continuing to push the cycle of improvement forward.

Measure 3.2 (Direct – Exam; BLAW2250 Ethical Scenario)

Details/Description: In BLAW2250 (Business Law I)**,** students learn about ethics and the law. For one of the assignments in BLAW2250, students must respond to a scenario involving ethics.

Target: Students will score 75% or better on their response to the ethical scenario.

Implementation Plan (timeline): This measure is given each semester in the BLAW2250 class.

Key/Responsible Personnel: The School of Business faculty teaching BLAW2250 are responsible for this measure.

Finding: Target was met.

Analysis: In AC 2024 -2025, the target was met. 138 students completed the assignment. The average score was 76% (see Table 9).

Based on the analysis of the AC 2024–2025 results, faculty made changes in AC 2025–2026 to drive the cycle of improvement. The BLAW 2250 faculty and other Business Administration faculty continued collecting data on student performance in both face-to-face and online classes to analyze differences in students' understanding of ethical scenarios.

Faculty used this information to identify areas where additional support may have been needed and to evaluate student learning and performance across delivery formats. These efforts helped faculty better understand how students responded to ethical decision-making concepts in different course settings and provided insight for future instructional improvements.

In AC 2025 -2026, the target was met. 84 students completed the assignment. The average score was 81.6% (see Table 9). Data for one section of BLAW 2250 was not reported for Spring 2026.

Table 9 - *Measure 3.2 AC 2024-2025*

AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	138	138	100%	76%	75%	Met
2025-2026	84	77	91.7%	81.6%	75%	met

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2027-2028 to drive the cycle of improvement. BLAW 2250 faculty and other Business Administration faculty will continue collecting and reviewing data on student performance in both face-to-face and online sections to identify differences in students' understanding and application of ethical concepts. Since face-to-face students generally performed better than online students, faculty will explore additional strategies to support online student engagement and performance. These strategies may include more interactive discussions, case-based activities, guided feedback sessions, and additional examples focused on ethical decision-making. These changes will help strengthen student understanding of ethics and the law across all delivery formats and continue to support the cycle of improvement.

These changes will improve the students' ability to learn (pursue knowledge) to work ethically, respectfully, and productively with people from diverse backgrounds operating in a multicultural environment while balancing personal and professional challenges, thereby continuing to push the cycle of improvement forward.

Measure 3.3 (Indirect; Graduating Student Survey)

Details/Description: Each semester, students who have applied for graduation in that semester receive an e-mail requesting they complete the School of Business graduating student survey. A follow-up e-mail(s) is also sent. This survey gathers information regarding their post-graduation plans, feedback on their experience in the School of Business, and feedback on their views of how effective they believe they are in accomplishing student learning outcomes. Students can choose 1 (Very Ineffective), 2 (Ineffective), 3 (Effective), or 4 (Very Effective). For this measurement, the results would be their feedback as related to their ability to "Learn (pursue knowledge) and work ethically, respectfully, and productively with people from diverse backgrounds operating in a multicultural environment while balancing personal and professional challenges."

Target: The target is an average of 3.5 on the ability being measured.

Implementation Plan (timeline): The survey is sent during the last month of each semester.

Key/Responsible Personnel: The Director of the School of Business (or a designee) is responsible for this measure.

Finding: Target was met.

Analysis: In AC 2024 -2025, the target was met. Forty-one graduating students completed the survey. The average score was 3.80 (see Table 10).

In AC 2025 -2026, the target was met. Twenty-eight graduating students completed the survey. The average score was 3.68 (see Table 10).

Table 10 - *Measure 3.3 AC 2024-2025 and AC 2025-2026*

AC	Number of Students Graduating in Class	Number of Completers of Survey	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	86	41	48%	3.80	3.50	Met
2025-2026	67	28	42%	3.68	3.50	Met

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. Faculty will maintain the current learning activities and reflection-based assignments that contributed to student success. Faculty will also continue incorporating discussions, scenarios, and assignments that encourage students to consider diverse perspectives, demonstrate ethical decision-making, and reflect on professional behavior in academic and workplace settings.

These changes will improve the students' ability to learn (pursue knowledge) to work ethically, respectfully, and productively with people from diverse backgrounds operating in a multicultural environment while balancing personal and professional challenges, thereby continuing to push the cycle of improvement forward.

SLO#4: The BUAD graduate will be able to demonstrate thorough knowledge of business concepts and theories, including but not limited to the areas of accounting, general business, business law, finance, information systems, management, and marketing.

Course Map:

ACCT2000 – Financial Accounting
ACCT2010 – Managerial Accounting
BLAW2250 – Business Law I
BUAD1800 – Introduction to Information Technology
BUAD2120 – Basic Business Statistics
BUAD2200 – Business Reports and Communication
BUAD3270 – International Business
CIS 2000 – Spreadsheet Applications
CIS 3100 – Information Systems and Technology in Business
FIN 2150 – Personal Finance
FIN 3090 – Business Finance
FIN 4200 – Financial Policies and Practices
MGT 3220 – Organization and Management
MGT 3580 – Operations Management
MGT 4300 – Strategic Management and Policy
MGT 4320 – Advanced Management
MKTG3230 – Principles of Marketing

<u>Elective Options</u>
BLAW3280 – Cyber Business Law
BUAD3120 – Intermediate Business Statistics
BUAD4000 – Reading and Discussion
BUAD4190 – Small Business Entrepreneurship
FIN 3100 – Money and Banking
FIN 3130 – Principles of Insurance
FIN 3150 – Real Estate

FIN 3320 – Life, Accident, and Health Insurance
MGT 2500 – Personnel and Supervision
MGT 4270 – Human Resources Management
MGT 4280 – SHRM Essentials of Human Resources
MGT 4350 – International Comparative Management
MGT 4500 – Leadership, Motivation, and Power
MKTG2200 – Salesmanship
MKTG3300 – Sports and Entertainment Marketing
MKTG3820 – Marketing Promotions
MKTG3900 – Services Marketing
MKTG4100 – Marketing Management
MKTG4200 – Personal Selling
MKTG4370 – Consumer Behavior
MKTG4440 – Marketing Research
MKTG4500 – Interactive Marketing
MKTG4600 – Search Engine Optimization and Social Media Marketing

Measure 4.1 (Direct – Exam/Project; Project/Exams in Core Business Classes)

Details/Description: Each semester, students can take one or more classes in the core business areas of accounting, general business, business law, finance, information systems, management, and marketing. In those classes students take multiple exams over the material specific to that class. Specifically, students take the following classes with the associated number of exams:

ACCT2010 – Four exams

BLAW2250 – Three exams

BUAD2120 – Three exams

CIS 3100 – Project (Project management)

FIN 3090 – Three exams

MGT 3580 – Two exams

MKTG3230 – Three exams

Faculty do have the autonomy to change the number of exams/projects in each class as needed.

Target: The target is an average of 80% on each course's assessments.

Implementation Plan (timeline): The assessments are given each semester in the core classes.

Key/Responsible Personnel: The School of Business faculty teaching the respective courses are responsible for this measure.

Finding: Target was met in four courses (ACCT 2010, BLAW 2250, CIS 3100, and MKTG 3230) and not met in the other three courses.

Analysis: In AC 2024 -2025, the target was met in CIS 3100 and not met in the other six courses. While six classes fell short of the 80% target, the data shows several classes were close to the target, and all six classes fell just a few percentage points short, from 1 percentage point to 8 percentage points.

Based on the analysis of the 2024-2025 results, the faculty implemented the following changes in 2025-2026 to drive the cycle of improvement. Business Administration faculty analyzed and identified difficult topic areas within each course and provided additional instructional support, practice exams, and/or study guides. Faculty also encouraged the sharing of best practices for pedagogy and assessment and made adjustments as needed to better align with learning outcomes and support student success. Test scores were tracked after implementation to gauge the impact of these interventions and support future data-informed decisions.

In AC 2025-2026 the target was met in four courses and not met in the other three courses. (See Table 11) These changes had a direct impact on students' ability to demonstrate knowledge and application of core business concepts across multiple disciplines. In AC 2025–2026, the target was met in four courses: ACCT 2010, BLAW 2250, CIS 3100, and MKTG 3230. This represented a clear improvement from AC 2024–2025, when only CIS 3100 met the target.

The improvement suggests that the additional instructional support, practice resources, study guides, and faculty collaboration helped students better understand difficult topic areas and apply course concepts more effectively on exams and projects. These changes also supported stronger alignment between course instruction, assessments, and learning outcomes.

Although the target was not met in three courses, the increase in the number of courses meeting the benchmark shows positive movement in student learning and performance. Continued use of targeted interventions, shared best practices, and data-informed adjustments will help strengthen students' mastery of core business knowledge and continue pushing the cycle of improvement forward.

Table 11 - *Measure 4.1 AC 2025-2026*

Class	AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
ACCT 2010	2025-2026	79	77	98%	90%	80%	Met

BLAW 2250	2025-2026	105	97	92%	83%	80%	Met
BUAD 2120	2025-2026	130	130	100%	71%	80%	Not Met
CIS 3100	2025-2026	86	83	97%	96%	80%	Met
FIN 3090	2025-2026	68	68	100%	76%	80%	Not Met
MGT 3580	2025-2026	89	89	100%	74%	80%	Not Met
MKTG 3230	2025-2026	51	51	100%	80%	80%	Met

Decision:

In AC 2025-2026, the target was met in four of seven courses.

Based on the analysis of the 2025-2026 results, the faculty will implement the following changes in 2026-2027 to drive the cycle of improvement. Business Administration faculty will continue identifying difficult topic areas within each core business course and providing additional instructional support where needed. Faculty may incorporate targeted review materials, practice exams, study guides, applied examples, case-based activities, and additional feedback opportunities to help students strengthen their understanding of core business concepts.

Faculty will also continue sharing best practices for pedagogy and assessment across disciplines to support consistency and improve student performance. Particular attention will be given to the courses that did not meet the 80% target so that faculty can make data-informed adjustments to instructional strategies, assessment design, and student support resources. Assessment scores will continue to be tracked each semester to determine the impact of these improvements and guide future changes.

These changes will improve students' ability to understand, retain, and apply core business concepts across Accounting, General Business, Business Law, Finance, Information Systems, Management, and Marketing. By providing additional instructional support, targeted review materials, practice opportunities, and applied learning activities, students will be better prepared to demonstrate mastery of course content on exams and projects, thereby continuing to push the cycle of improvement forward.

Measure 4.2 (Direct – Other; MGT 4320 Project)

Details/Description: In MGT 4320, students complete a project that involves the application of their knowledge of business concepts and theories, including but not limited to the areas of accounting, general business, business law, finance, information systems, management, and marketing.

Target: The target is an average of 80% on this project for each area (accounting, general business, business law, finance, information systems, management, and marketing).

Implementation Plan (timeline): This measure is given each semester in the MGT 4320 class.

Key/Responsible Personnel: The School of Business faculty teaching MGT 4320 are responsible for this measure.

Finding: Inconclusive for AC 2025-2026

Analysis: In AC 2024 -2025, the target was met. Eighty-seven students completed the project. The average score was 99% (see Table 12).

Based on the analysis of the AC 2024-2025 results, faculty made changes in AC 2025–2026 to drive the cycle of improvement. The MGT 4320 faculty member and other Business Administration faculty members continued to emphasize key business concepts and required students to identify each area of business in their reports and projects.

In addition, the MGT 4320 faculty member separated the Content Management component and graded it separately before submission of the final project. The impact of these adjustments was tracked in future semesters to determine whether the changes improved student performance and understanding.

As a result of these changes, the AC 2025–2026 target could not be fully evaluated using complete academic year data. Due to medical reasons, the faculty member did not report findings for Fall 2025. In addition, the Spring 2026 data that was reported was incomplete. Because the data was incomplete, the impact of the implemented changes on students' ability to identify key business concepts and apply them within reports and projects could not be fully determined.

Table 12 - ***Measure 4.2 AC 2024-2025***

AC	Number of Students in Class	Number of Completers of Assignment	Respons e Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	89	87	98%	99%	80%	Met

Decision:

In AC 2025-2026, the results are inconclusive due to incomplete data provided by faculty member.

Based on the analysis of the AC 2025–2026 results, the department will implement changes in AC 2026–2027 to drive the cycle of improvement. Since Fall 2025 findings were not reported due to medical reasons and Spring 2026 data was incomplete, changes will be made regarding the faculty assigned to teach the course to ensure more consistent reporting and assessment follow-through.

In addition, the School of Business will place greater emphasis on gathering assessment data in a timely manner each semester. Faculty teaching the course will be expected to collect, document, and submit assessment results according to established deadlines so that the full academic year can be evaluated accurately. These changes will help ensure that future assessment results provide a more complete picture of student performance and allow faculty to make stronger data-informed decisions.

These changes will improve the faculty's ability to more accurately assess students' ability to identify key business concepts and apply them within reports, projects, and course assignments. By making changes to the faculty teaching the course and strengthening expectations for timely data collection and reporting, the School of Business will be better able to monitor student performance, identify areas of concern, and determine whether instructional strategies are effective.

These improvements will also help ensure that students receive consistent instruction, clearer expectations, and appropriate support throughout the course. As a result, students will be better prepared to demonstrate their understanding of business concepts and apply those concepts in meaningful ways, thereby continuing to push the cycle of improvement forward.

Measure 4.3 (Indirect; Graduating Student Survey)

Details/Description: Each semester, students who have applied for graduation in that semester receive an e-mail requesting they complete the School of Business graduating student survey. A follow-up e-mail(s) is also sent. This survey gathers information regarding their post-graduation plans, feedback on their experience in the School of Business, and feedback on their views of how effective they believe they are in accomplishing student learning outcomes. Students can choose 1 (Very Ineffective), 2 (Ineffective), 3 (Effective), or 4 (Very Effective). For this measurement, the results would be their feedback as related to their ability to "Demonstrate thorough knowledge of business concepts and theories, including, but not limited to the following areas: Accounting, General Business, Business Law, Finance, Information Systems, Management, and Marketing."

Target: The target is an average of 3.50 for all abilities and areas that were measured.

Implementation Plan (timeline): The survey is sent during the last month of each semester.

Key/Responsible Personnel: The Director of the School of Business (or a designee) is responsible for this measure.

Finding: Target was partially met.

Analysis: In AC 2024 -2025, the target was partially met. Forty-one graduating students completed the survey. The target was met in two areas (General Business and Management) but not met in the other five areas (Accounting, Business Law, Finance, Information Systems, and Marketing). See Table 13 for results by each area.

In AC 2025 -2026, the target was partially met. Twenty-eight graduating students completed the survey. The target was met in two areas (General Business and Management) but not met in the other five areas (Accounting, Business Law, Finance, Information Systems, and Marketing). See Table 13 for results by each area.

Table 13 - ***Measure 4.3 AC 2024-2025 and 2025-2026***

AC	Number of Students Graduating in Class	Number of Completers of Survey	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
2024-2025	86	41	48%	ACCT - 3.02 Gen. Bus. - 3.71 BLAW - 3.20 FIN - 3.10 CIS - 3.12 MGT - 3.58 MKTG - 3.46	3.50	Partially Met (Two Met and Five Not Met)
2025-2026	67	28	42%	ACCT - 3.07 Gen. Bus. - 3.75 BLAW - 3.32 FIN - 3.29 CIS - 3.25 MGT - 3.71 MKTG - 3.46	3.5	Partially Met (Two Met and Five Not Met)

Decision:

In AC 2025-2026, the target was met in two areas (General Business; Management) but not met in the other five areas (Accounting, Business Law, Finance, Information Systems, and Marketing).

Based on the analysis of the 2025–2026 results, faculty will implement changes in 2026–2027 to strengthen student knowledge across the business core areas. Faculty will continue to reinforce concepts in General Business and Management, where students met the target, while placing additional emphasis on Accounting, Business

Law, Finance, Computer Information Systems, and Marketing. To support improvement, faculty may incorporate more applied activities, case-based examples, review materials, and assignments that require students to connect business concepts and theories across disciplines.

These changes will improve the students’ ability to demonstrate thorough knowledge of business concepts and theories, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key evidence of improvement based on the analysis of results.

The School of Business (SoB) implemented all new Student Learning Outcomes (SLOs) and measures beginning in Academic Year (AC) 2024–2025. Therefore, AC 2024–2025 served as the baseline year for most measurements, and AC 2025–2026 provided the first opportunity to compare results and identify evidence of improvement across the assessment cycle. While some targets were fully met and others were partially met, the results showed positive movement in several areas and provided useful direction for continued improvement in AC 2026–2027.

In the Communication area, faculty continued to emphasize students’ ability to produce professional documents, prepare and deliver professional presentations, and communicate effectively with stakeholders and team members. The addition of a second communication course option, COMM 2500 – Interpersonal Communication, remained an important curriculum change that supported student development in this area. Faculty also continued using group projects, presentations, peer evaluations, and stakeholder-based assignments to strengthen student communication skills. Instructor feedback indicated that students demonstrated strong collaboration, communication, and professionalism, and that final products were generally well done. Moving forward, faculty will continue to enhance communication-focused assignments by strengthening rubrics, providing clearer expectations, and incorporating additional opportunities for students to practice written, oral, and interpersonal communication.

In the Critical Thinking area, AC 2025–2026 results showed that students met the targets for Measure 2.2, including the ability to “Identify and decompose” problems and “Create and implement” solutions. These results provide evidence that applied assignments, business cases, financial analysis projects, and scenario-based learning activities are supporting student growth in higher-level thinking skills. Faculty will continue to use assignments that require students to analyze information, break down complex problems, evaluate alternatives, and apply appropriate solutions. Moving forward, faculty will also continue revising project requirements and rubrics to emphasize authentic analysis, specific numeric support, explanation of findings, and practical application of business concepts.

In FIN 4200, faculty made adjustments to address concerns related to AI-generated responses versus critical thinking analyses. In Fall 2025, the rubric was revised to require specific numeric values, comprehensive analysis, and full explanations in written reports. However, because AI-generated responses continued to be a significant concern, the written report requirement was removed in Spring 2026. Students instead focused on completing the company analysis spreadsheet and delivering a presentation. This change placed greater emphasis on students' ability to interpret financial data, explain results, and demonstrate critical thinking and presentation skills. Moving forward, faculty will continue tracking project scores and refining the assignment to further strengthen students' financial analysis, communication, and critical thinking skills.

In the International Business area, students successfully met the learning outcome and demonstrated strong collaboration, communication, and creativity through the international business project and presentations. Faculty enhanced communication with student groups through the class Team to monitor project progress, support teamwork, and post updated resources. The flexible presentation format, whether online or face-to-face, supported engagement across delivery formats. Moving forward, faculty will continue using structured milestone check-ins, project leads, early intervention strategies, and flexible presentation options to improve student accountability, completion rates, and project quality.

In the Ethical Reasoning area, students met the learning outcome expectations in analyzing and responding to ethical scenarios, with an average score of 81.6% on ethical scenario exam questions in BLAW 2250. Students demonstrated the ability to apply ethical decision-making concepts in scenarios involving ethics and the law. Instructor feedback indicated that face-to-face students generally performed better than online students, suggesting a need for additional support in online sections. Moving forward, faculty will continue collecting data by delivery format and may incorporate additional interactive discussions, case-based activities, guided feedback sessions, and examples to improve online student engagement and performance.

In the area of Core Business Knowledge, the target was partially met in AC 2025–2026. Students met the target in General Business Knowledge and Management Knowledge. Although the target was not met in Accounting, Business Law, Finance, Computer Information Systems, and Marketing, most areas improved compared to AC 2024–2025. These results provide evidence of positive movement across the assessment cycle, even though additional improvement is still needed in several content areas. Moving forward, faculty will reinforce core business concepts through applied activities, case-based examples, review materials, and assignments that help students connect concepts across disciplines.

Overall, AC 2025–2026 results provide evidence that the School of Business is making progress in several key areas, including communication, critical thinking, international business, ethical reasoning, and core business knowledge. The results also identified areas where continued improvement is needed, particularly in online engagement, student accountability, and mastery of certain business disciplines. Moving forward, the

School of Business will continue to use assessment data to make informed instructional changes, track progress against the AC 2024–2025 baseline, and refine assignments, rubrics, and learning activities to support student success. These efforts demonstrate the School's continued commitment to the cycle of continuous improvement and to preparing students to succeed in a dynamic, ethical, and global business environment.

Table 14 is the summary of findings in AC 2025-2026.

Table 14 - ***Summary of findings AC 2025- 2026***

SLO #	Measure	Target Met?
1	1a (Business Report)	Yes
1	1b (Presentation)	Yes
1	1c (Peer Evaluation)	Yes
1	1.2 (Graduating Student Survey)	Yes
2	2.1 (Comprehensive Project – FIN 4200)	Yes
2	2.2 (Business Case Study – MGT 4300)	Yes
2	2.3 (Graduating Student Survey)	Yes
3	3.1 (International Business Plan – BUAD 3270)	Yes
3	3.2 (Ethical Scenario – BLAW 2250)	Yes
3	3.3 (Graduating Student Survey)	Yes
4	4.1 (Core Business Class Assessments)	met in four of seven classes
4	4.2 (MGT 4320 Project)	No
4	4.3 (Graduating Student Survey)	No

Across the nine direct measures, most of the targets were met, reflecting strong student performance in many key areas, including professional communication, teamwork, presentations, critical thinking, international business, ethical decision-making, and applied business projects. Instructors' key lessons learned include:

- Continuing to use applied projects and case studies, such as the FIN 4200 comprehensive project and MGT 4300 business case study, to strengthen critical thinking, problem analysis, data interpretation, and solution development.
- Maintaining structured milestone check-ins, immediate feedback, class Team communication, and flexible presentation options in BUAD 3270 to support collaboration, communication, creativity, and student accountability.
- Continuing to identify difficult topic areas in core business courses and providing additional instructional support, practice exams, study guides, applied examples, and review materials to improve student mastery of core business concepts.
- Strengthening assessment processes by ensuring timely and complete data collection, especially in areas where data was incomplete or not fully reported. (MGT 4320).

Across the four indirect measures, most targets were close to or above the benchmark, reflecting strong preparedness and interpersonal skills.

Overall, the School of Business continues to use a data-informed approach to guide ongoing improvements. The AC 2025–2026 results demonstrate strong progress across multiple student learning outcomes, while also identifying areas for continued focus in AC 2026–2027. Through continued reflection, faculty collaboration, targeted interventions, improved assessment practices, and enhanced student support, the School of Business remains committed to preparing graduates to become well-prepared, adaptable, ethical, and proficient business practitioners.

Plan of Action Moving Forward

Based on the comprehensive analysis of direct and indirect measure results from AC 2025–2026, the School of Business identified several areas of continued progress as well as opportunities for further improvement. Many targets were met or showed positive movement from the prior assessment cycle; however, continued attention is needed in areas such as mastery of core business disciplines, critical thinking, professional communication, ethical decision-making, student accountability, and application of business concepts across delivery formats.

To address these findings and continue the cycle of improvement, the School of Business will implement the following strategies in AC 2026–2027:

1. Strengthen student mastery of core business concepts. Faculty will continue to reinforce foundational knowledge in Accounting, Business Law, Finance, Computer Information Systems, Management, Marketing, and General Business. Since some content areas improved but remained below target, faculty will incorporate additional review activities, applied examples, case-based assignments, and discipline-specific resources to help students strengthen their understanding and application of key business concepts.

2. Enhance professional communication and presentation skills. Faculty will place increased emphasis on students' ability to produce professional documents, deliver effective presentations, and communicate with team members and stakeholders. Courses will continue to include written assignments, oral presentations, group projects, and feedback opportunities focused on clarity, organization, professionalism, audience awareness, and business problem-solving.

3. Continue emphasizing critical thinking and applied learning. Faculty will maintain and enhance assignments that require students to identify and decompose problems, analyze data, create solutions, and implement recommendations. Applied projects, business scenarios, ethical cases, and experiential assignments will be used to help students move beyond basic understanding and demonstrate higher-level thinking.

4. Improve student accountability through structured milestones and feedback. Faculty will continue using structured milestone check-ins, early intervention strategies, project leads, peer evaluations, and timely feedback to help students stay on track. These strategies will support stronger completion rates, better group communication, and improved accountability for both individual and team responsibilities.

5. Support student success across delivery formats. Since some results showed differences between face-to-face and online student performance, faculty will continue reviewing data by delivery format. Additional interactive discussions, case-based activities, guided feedback sessions, and online engagement strategies may be implemented to improve student performance and participation in online courses.

6. Reduce reliance on AI-generated responses and strengthen authentic assessment. Faculty will continue revising assignments and rubrics to emphasize critical thinking, data interpretation, oral explanation, and application of course concepts. Where appropriate, faculty will use spreadsheets, presentations, in-class activities, and project-based assessments to better evaluate students' individual understanding and ability to explain their work.

7. Expand collaboration and sharing of best practices among faculty. Faculty will continue collaborating through School of Business meetings, faculty luncheons, Lunch & Learn sessions, and informal discussions to share effective teaching strategies, assessment practices, and intervention methods. This collaboration will help ensure that successful strategies are communicated across disciplines and applied where appropriate.

8. Continue tracking assessment data and survey results. The School of Business will continue collecting and analyzing direct and indirect assessment data each semester. Faculty will monitor student performance, survey feedback, response

rates, and progress toward established targets to determine the effectiveness of implemented changes and identify additional areas for improvement.

In conclusion, the School of Business remains committed to continuous improvement and student success. Faculty will continue to assess student learning outcomes, compare results to prior assessment cycles, and make data-informed decisions to improve instruction, assessment, and student engagement. Through targeted interventions, enhanced communication, stronger applied learning opportunities, and continued faculty collaboration, the School of Business will continue preparing students to succeed in a dynamic, ethical, and global business environment.