

## 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:** As the School of Business started new student learning outcomes and measurements in AC 2024-2025, there is no direct comparison data from 2023-2024. However, there were assessments related to a similar student learning outcome in 2022-2023 (see methodology for prior assessment schedule). That measurement occurred in BUAD2200 and in AC 2022-2023, that target was met.

Based on the analysis of the AC 2022-2023 data, Business Administration faculty implemented the following changes in AC 2023-2024 and AC 2024-2025 to drive the cycle of improvement. Effective AC 2024-2025, Business

Administration faculty added an additional Communication class to the Business Administration curriculum. Students have the option to take COMM1010 – Oral Communication or COMM2500 – Interpersonal Communication.

As a result of these changes, in AC 2024-2025, the target was met. Eighty-seven students completed the assignment with an average score of 98% (see Table 1).

**Table 1 - Measure 1a 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	89	87	98%	98%	90%	Met

**Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. The MGT 4320 faculty member and other Business Administration faculty are going to develop a rubric to be incorporated into each assignment so that strengths and weaknesses can be identified and consistent, informative grading can occur. The MGT 4320 faculty member(s) will record a video on expectations. Students will also be encouraged to submit a draft report earlier in the semester for the instructor's pre-review and feedback. We will track the final report scores to gauge the impact of these improvements.

These changes will improve the students' ability to produce professional documents that address and solve business requirements, 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:** As the School of Business started new student learning outcomes and measurements in AC 2024-2025, there is no direct comparison data from 2023-2024. However, there were assessments related to a similar student learning outcome in 2022-2023 (see methodology for prior assessment schedule). Those measurements occurred in BUAD2200 and MKTG3230. In AC 2022-2023, one target was met in MKTG3230 and both targets were met in BUAD2200. One target was not met in MKTG3230.

Based on the analysis of the AC 2022-2023 data, Business Administration faculty implemented the following changes in AC 2023-2024 and AC 2024-2025 to drive the cycle of improvement. Effective AC 2024-2025, Business Administration faculty added an additional Communication class to the Business Administration curriculum. Students have the option to take COMM1010 – Oral Communication or COMM2500 – Interpersonal Communication. Additionally, the MKTG 3230 faculty member strengthened their efforts to ensure participation in the group presentation by utilizing one-on-one contact to ensure students participate in the group presentation.

As a result of these changes, in AC 2024 -2025, the target was met. Eighty-seven students completed the assignment. The average score was 98% (see Table 2).

**Table 2 - Measure 1b 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	89	87	98%	98%	90%	Met

**Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. The MGT 4320 faculty

member and other Business Administration faculty are going to develop a rubric to be incorporated into each assignment so that strengths and weaknesses can be identified and consistent, informative grading can occur. The MGT 4320 faculty member(s) will record a video on expectations. Students will also be encouraged to submit a draft report earlier in the semester for the instructor's pre-review and feedback. We will track the final report scores to gauge the impact of these improvements.

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:** As the School of Business started new student learning outcomes and measurements in AC 2024-2025, there is no direct comparison data from 2023-2024.

In AC 2024 -2025, the target was met. Eight-eight students completed the assignment. The average score was 97% (see Table 3).

**Table 3 - Measure 1c 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	89	88	98%	97%	95%	Met

**Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. Business Administration faculty will strengthen our connections with industry partners to help students communicate more effectively and reduce struggles in getting information from companies. This strengthening may include developing clear guidelines and timelines for information exchanges, preparing students with communication strategies, and offering additional support or training to aid their interaction with companies. We will track peer evaluation scores to gauge the impact of these improvements.

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:** As the School of Business started new student learning outcomes and measurements in AC 2024-2025, there is no direct comparison data from 2023-2024.

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).



**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

**Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. Due to the changes the Business Administration faculty are going to implement under Measures 1a, 1b, and 1c, the Business Administration faculty will track the scores in future surveys to gauge the impact of those improvements.

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 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.

**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 2022-2023, the acceptable target was met. At that time, the target was 70% of students scoring a 70% or better on the comprehensive project. Due to a change in the measurement, a direct comparison between AC 2020-2021 and AC 2022-2023 was not advisable. The AC 2020-2021 numbers were from the discontinued business simulation game and included all students in FIN 4200 while the AC 2022-2023 numbers were from the comprehensive project and included only the Business Administration students. While Accounting, Business Administration, and Computer Information Systems shared the first four student learning outcomes for many years, this change allowed the faculty in each discipline to better analyze the results for their students and make changes to their degree plan which will then be reflected in their students' results. In AC 2022-2023, 81 Business Administration students participated in the comprehensive project and scored an average of 77.7%. 71.6% of these Business Administration students achieved a 70% or greater.

Based on the analysis of the AC 2022-2023 results, the Business Administration faculty implemented the following changes in AC 2023-2024 and AC 2024-2025 to drive the cycle of improvement. The Business Administration faculty decided to keep the new project with expectations of continued improvement as students distanced themselves from COVID lockdowns and the unit returned to more regular in-class instruction.

As a results of these changes, 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). Thus, the average score increased by approximately 5% from AC 2022-2023 to AC 2024-2025. The percentage of students scoring a 75% or higher increased by at least 15%.

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

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

**Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. For continuous improvement in addressing the issue of AI-generated responses versus critical thinking analyses, the FIN 4200 faculty member and other Business Administration faculty members will take the action of revising the grading rubric to clearly state that reports must include specific numeric values for responses, comprehensive analyses, and full explanations as a positive step forward. We will track the scores of the project to gauge 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 2023-2024, the target was met. The actual results was 82% of students scored 75% or better. This result was a slight drop of 4% from the 86% of students scoring 75% or better in AC 2021-2022.

Based on the analysis of the AC 2023-2024 results, the Business Administration faculty determined the business case analysis was an effective strategic tool 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 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.

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

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

**Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. Although the course expectation was met, the MGT 4300 faculty member will target the weakest section of the business case report (the ratio analyses) for an additional ratio work session (or video) to improve overall financial critical thinking performance. We'll track student performance to gauge the impact of these improvements.

These changes will improve the students' ability to create and implement feasible solutions to complex business problems, 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 partially met (met in 2a but not met in 2b).

**Analysis:** As the School of Business started new student learning outcomes and measurements in AC 2024-2025, there is no direct comparison data from 2023-2024..

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).

**Table 7 - Measure 2.3 AC 2024-2025**

AC	Number of Students Graduating	Number of Complete rs 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)

**Decision:**

In AC 2024-2025, the target in 2a was met, but the target in 2b was not met.

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. Due to the changes the Business Administration faculty are going to implement under Measures 2a and 2b, we will track the survey scores in future semesters to gauge the impact of the improvements.

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

#### Elective Options

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 2022-2023, the target was met. Seventy-one Business Administration students participated in the written final report of the International Business Plan group project. The average grade of the 71 students for the written document was 93%. One hundred percent of the students scored 70% or better.

Based on the analysis of the AC 2022-2023 data, faculty implemented the following changes in AC 2023-2024 and AC 2024-2025 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.

As a results of these changes, 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). Thus, the average score increased by 4% from AC 2022-2023 to AC 2024-2025.

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

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

**Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. The BUAD3270 faculty members will continue the current approach, which includes breaking the assignment into small intervals, providing immediate feedback on Parts A and B, and offering opportunities for additional credit. To keep groups on track, the BUAD3270 faculty members will require each team to identify a project lead. The BUAD3270 faculty will make minor adjustments as needed to help groups meet their timelines and maximize their performance in future semesters.

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 3.2 (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:** As the School of Business started new student learning outcomes and measurements in AC 2024-2025, there is no direct comparison data from 2023-2024.

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

**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

**Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. The BLAW2250 faculty and other Business Administration faculty will continue collecting data on student performance in both face-to-face and online classes to conduct an analysis to identify any differences in understanding of ethical scenarios. The faculty can then use these insights to identify and implement strategies to further support student learning and performance in all delivery formats.

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:** As the School of Business started new student learning outcomes and measurements in AC 2024-2025, there is no direct comparison data from 2023-2024.

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

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

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

**Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. Due to the changes the Business Administration faculty are going to implement under Measures 3.1 and 3.2, the Business Administration faculty will track future survey results to gauge ongoing progress and identify any additional areas for 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.

**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

#### Elective Options

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 one course (CIS 3100) and not met in the other six courses.

**Analysis:** As the School of Business started new student learning outcomes and measurements in AC 2024-2025, there is no direct comparison data from 2023-2024.

In AC 2024 -2025, the target was met in CIS 3100 and not met in the other six courses (see Table 11). 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.

**Table 11 - Measure 4.1 AC 2024-2025**

Class	AC	Number of Students in Class	Number of Completers of Assignment	Response Rate	Average Score	Target Measurement	Findings (Met/Not Met)
ACCT 2010	2024 - 2025	106	92	87%	79%	80%	Not Met

BLAW 2250	2024 - 2025	138	127	92%	76%	80%	Not Met
BUAD 2120	2024 - 2025	64	51	80%	76%	80%	Not Met
CIS 3100	2024 - 2025	80	73	91%	85%	80%	Met
FIN 3090	2024 - 2025	95	95	100%	78%	80%	Not Met
MGT 3580	2024 - 2025	70	69	99%	72%	80%	Not Met
MKTG 3230	2024 - 2025	90	89	99%	76%	80%	Not Met

### **Decision:**

In AC 2024-2025, the target was met in one course (CIS 3100) but not met in the other six courses.

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. The Business Administration faculty will analyze and identify difficult topic areas within each course and provide additional instructional support, practice exams, and/or study guides. Business Administration faculty will encourage faculty members to share the best practices for pedagogy and assessment and adjust as needed to align with learning outcomes and enable more students to succeed. We will track the test scores after implementation to gauge the impact of these interventions and make further data-informed decisions.

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.

### **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:** Target was met.

**Analysis:** As the School of Business started new student learning outcomes and measurements in AC 2024-2025, there is no direct comparison data from 2023-2024.

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

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

AC	Number of Student s in Class	Number of Completers of Assignment	Respo nse Rate	Average Score	Target Measurem ent	Findings (Met/Not Met)
2024-2025	89	87	98%	99%	80%	Met

**Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. The MGT 4320 faculty member and other Business Administration faculty members will continue to emphasize key business concepts and require students to identify each area of business in their reports and projects. The MGT 4320 faculty member will separate the Content Management piece and grade it separately before submitting the final project. We'll track the impact of these adjustments in future semesters.

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.

**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:** As the School of Business started new student learning outcomes and measurements in AC 2024-2025, there is no direct comparison data from 2023-2024.

In AC 2024 -2025, the target was 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.

**Table 13 - Measure 4.3 Measure 4.2 AC 2024-2025**

AC	Number of Students Graduating in Class	Number of Complete rs 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)

**Decision:**

In AC 2024-2025, 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 2024-2025 results, the faculty will implement the following changes in 2025-2026 to drive the cycle of improvement. Due to the changes the Business Administration faculty are going to implement under Measures 4.1 and 4.2, the Business Administration faculty will track the results in future surveys to gauge the effects of the improvements.

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) started all new Student Learning Outcomes (SLOs) and measures in Academic Year (AC) 2024-2025. Therefore, for most measurements, AC 2024-2025 serves as the base year for data analysis and for driving the cycle of continuous improvement in future years.

While the School of Business implemented new Student Learning Outcomes, many of the changes that were made based on the 2023-2024 results would still impact the 2024-2025 student learning outcomes, even if the student learning outcomes and measurements are slightly different. The following reflects all changes implemented to drive the continuous process of seeking improvement in AC 2024-2025. These changes are based on the knowledge gained through the AC 2022-2023 and AC 2023-2024 results analysis.

In the Communication area, the Business Administration faculty added an additional Communication class to the Business Administration curriculum, effective Fall 2024. Students have the option to take COMM1010 – Oral Communication or COMM2500 - Interpersonal Communication. The MKTG3230 faculty member also strengthened efforts to ensure participation in the group presentation by utilizing one-on-one contact to ensure students participate in the group presentation.

In the Critical Thinking area, the Business Administration faculty decided to keep the new FIN 4200 project with expectation of continued improvement on that project. The Business Administration faculty also determined the MGT 4300 business case analysis was an effective strategic tool for enhancing student critical thinking skills such as observation, analytical thinking and reasoning, communication, research, and decision-making.

In the International Business area, the Business Administration faculty kept the measurement after reviewing it to ensure it aligned with the University of Louisiana System push to ensure students are competent in critical and creative problem solving,

communication and cultural competency, adaptable resilience, and self-reflective awareness. Additionally, the Business Administration faculty members worked with one another to ensure the BUAD3270 written report reinforced the concepts taught in BUAD2200.

Table 14 is the summary of findings in AC 2024-2025.

**Table 14 - Summary of findings AC 2024- 2025**

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)	No
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 ONE class and not met in the other six courses
4	4.2 (MGT 4320 Project)	Yes
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. Instructors' key lessons learned include:

- Providing additional practice and guidance on financial ratio analysis (MGT 4300 and FIN 4200).

- Breaking large projects into phases with clear guidelines and additional micro-interventions (BUAD 3270).
- Providing additional practice exams and study guides to aid retention (core business classes).
- Implementing separate grading components to aid in assessing and developing student skills (Content Management section for 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 is employing a data-informed approach to drive ongoing improvements. Through careful reflection, collaboration, and implementation of these strategies, SoB aims to enable all its graduates to become well-prepared, adaptable, and proficient business practitioners.

### **Plan of Action Moving Forward**

Based on the comprehensive analysis of direct and indirect measure results from AC 2024–2025, the School of Business has identified several common themes and opportunities for targeted intervention. While most performance benchmarks were met or nearly met, key areas such as depth of financial analysis, oral communication, and mastery of core business disciplines highlight the need for strategic action.

To address these findings and foster a cycle of continuous improvement, the following strategies can be considered to guide the School's actions in AC 2025–2026:

1. Enhance instructional support and learning resources. The faculty members can implement additional resources such as study guides, practice exams, recorded tutorials, and instructional workshops. These tools will support students in complex topics like financial ratio analysis, oral communication, and application of business concepts in core courses.
2. Standardize assessment tools and expectations across courses. The School can develop and adopt consistent rubrics for key written reports, presentations, and project components. Clear evaluation criteria will help faculty identify patterns in student strengths and weaknesses, promote consistency, and enhance the quality of feedback.
3. Implement targeted interventions in underperforming areas. For courses and survey areas that fell below the benchmark, the faculty members can collaborate to revise instructional content and incorporate more interactive, application-driven exercises, including case studies and problem-solving workshops.
4. Expand faculty collaboration and pedagogical best practices. Faculty can be encouraged to share effective teaching methods and assessment techniques across disciplines at SoB Faculty Luncheons, Lunch & Learn, or school meetings.

5. Strengthen engagement with industry and experiential learning. Building on successful experiential projects, the School will continue to involve external stakeholders and industry partners. Structured communication protocols, clear deliverables, and early feedback loops will enhance students' readiness for professional interactions and project success.

In conclusion, the School of Business and its faculty strive to improve all aspects of student learning. New initiatives are constantly being introduced and evaluated based on their effectiveness. Measures of student learning outcomes are assessed each semester and will be compared to AC 2024-2025 results to determine progress. The School of Business fosters a collegial environment, with faculty frequently collaborating to ensure that effective strategies are shared with other faculty members. By driving the cycle of continuous improvement, the School of Business remains committed to preparing graduates to thrive in a dynamic global marketplace.