



**Reinforcement of Texas State *General
Education* Competencies**
In
McCoy College of Business Administration
BBA Program and Majors

Prepared for:

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I. Introduction and Background.

In preparation for SACS review, Dr. Brown, Dean of the University College requested that departments, schools and colleges that performed direct or indirect assessment of Texas State General Education Competencies in their program or major submit a list of courses in their curriculum where these competencies are reinforced or assessed.

II. Texas State General Education Competencies.

The following information is a verbatim excerpt from the document *General Education Competencies: Texas State University – San Marcos* and adopted and approved by the Texas State General Education Council.

1. Texas State's General Education adopted the following competencies based upon the Texas Higher Education Coordinating Board's list of exemplary objectives and distinctive Texas State expectations for students completing our general education core curriculum: reading, writing, oral communication, ethics, critical thinking, mathematics and computer/information literacy. These competencies are often introduced, always reinforced, and mastered in the general education requirements. SACS, however, expects that Texas State graduates will demonstrate the competencies at graduation, which means that academic departments reinforce, as appropriate to each discipline, these competencies in subsequent courses. Each undergraduate major reported courses in which these competencies were reinforced. Drawing upon expectations for the competencies in general education, the General Education Council reports the definitions of the General Education Competencies refined in 2008 and provides the following suggestions for possible rubric items based upon the competencies developed in the general education courses.

2. Definitions of the General Education Competencies:

Reading:

Students will demonstrate the ability to comprehend, analyze, and synthesize a variety of texts and genres.

Writing

Students will demonstrate the ability to draft, revise and edit focused, organized, and appropriately developed documents for specified purposes and audiences.

Oral Communication

Students will demonstrate the ability to clearly communicate information orally while using communication techniques and strategies that are appropriate for their audience.

Mathematics

Students will demonstrate the ability to express mathematical relationships in numeric, graphical, and symbolic form and collect, analyze, and interpret data effectively in a variety of settings.

Computer/Information Technology

Students will demonstrate the ability to create, manipulate, and disseminate documents, spreadsheets, databases and presentations containing multi-media contents appropriate to their fields of study.

Critical Thinking

Students will demonstrate the ability to identify and apply the principles of good argumentation that govern the evaluation of evidence and reasons that support a conclusion.

Ethics

Students will demonstrate the ability to apply ethical frameworks to various ethical dilemmas/situations that are appropriate to their respective fields of study.

3. Competency skills evaluated in a rubric appropriate for use with graduates in your discipline:

- a. **Reading:** Products identify: key question, author's main purpose, key concepts in reading, implications/consequences, main conclusion, possible inferences, distinction between facts & opinions, and summary of point of view;
- b. **Written communications:** Products define the idea or problem, collect & analyzes information, uses appropriate sources, citation & documentation, content, structure, and mechanics;
- c. **Oral communication:** Products develop appropriate topic & focus, communicate thesis/purpose, use supporting documentation, introduction & conclusion, language usage, vocal variety, articulation/pronunciation/grammar, mechanics of presentation--posture/gestures/body movement/eye contact/attire;
- d. **Mathematics:** Products express mathematical relationships in numeric, graphic & symbolic form, collect data, analyze data and interpret data.
- e. **Computer literacy/information technology:** Products create college-level research project using appropriate software (word processing, spreadsheet, graphics, data base), discuss, presents and preserves research findings using variety of media & presentation software, publish the final product of a research project on the internet or appropriate medium with appropriate software, multimedia, presentation software;
- f. **Critical thinking:** Products analyze questions, assess bias, critique content, examine inconsistencies, evaluate values information, examine conclusions, demonstrate judgment, discriminate rationally, synthesize data, view information critically, argue succinctly, discuss issues, demonstrates intellectual honesty, justify decisions, assimilates information; and

g. **Ethics:** Products creates a scenario based upon a set of ethical principles, demonstrates use of an ethical framework, creates a scenario that demonstrates application of ethical theories; correctly applies ethical constructs; may offer more than one alternative resolution; cites analogous cases with appropriate rationale; thorough evaluation of competence and responsibility of key actors; considers elements of risk for each alternative.

III. Assessment Programs in the McCoy College of Business Administration.

The McCoy College of Business Administration is accredited at the program level by AACSB-International and conducts BBA program assessment at the college level in thirteen courses common to all majors in the college. Additionally, the McCoy College complies with assessment standards defined by SACS accreditation and conducts assessment of each college major at the department level. This two-tiered assessment approach reinforces that student learning outcomes are being measured and reported at the programmatic level common to all majors (a college endeavor) and that individual departments and faculty are measuring and reporting student learning outcomes specific to their major field.

IV. BBA Program Goals and Assessment at the College Level.

BBA Program Student Learning Outcomes are stated as Learning Goals for the McCoy College. Thirteen common courses are required of all BBA degree seeking students, and Learning Goals are measured in a multi-method, multi-level approach over several courses. McCoy College Learning Goals and their relationship to Texas State General Education Competencies are provided below.

1. Conceptualize a complex issue into a coherent, persuasive written or oral statement.

This goal reinforces the general education competencies of written and oral communication.

2. Use critical thinking skills to evaluate information, solve problems, and make sound decisions.

This goal reinforces the general education competencies of mathematics (analytical and statistical problem solving) and critical thinking.

3. Use information technology skills in decision-making.

This goal reinforces the general education competency of computer/information technology.

4. Apply general concepts of ethical behavior in dealing with stakeholders.

This goal reinforces the general education competency of ethics.

5. Understand the importance of group dynamics in achieving organizational goals and use the skills needed for effective teamwork.

This goal reinforces the McCoy College and AACSB program accreditation goals for teamwork and leadership in teams.

6. Understand the importance of culture and diversity.

This goal reinforces AACSB program accreditation and University requirement for culture, globalism and diversity in undergraduate education.

V. Goals of Department Majors Goals and Departmental Assessment.

In addition to the six common student Learning Goals for all BBA majors shown in section IV., departmental faculty have developed Learning Goals specific to each departmental major in the BBA program. Learning Goals are measured in a multi-method, multi-level approach over several courses. Departmental Learning Goals and their relationship to Texas State General Education Competencies are provided below.

(Note: It should be understood that various goals may measure several general education competencies simultaneously through primary trait analysis of assignments in various classes. For example, critical thinking, information technology and written communications may be evaluated in a single assignment through the use of rubrics measuring each goal.)

Accounting Majors:

1. Accounting majors will demonstrate an understanding of accounting principles, concepts, and reporting, including an understanding of such in the different accounting areas of financial accounting, managerial, cost, accounting information systems, governmental accounting, taxation, controls and audit. To fulfill this outcome, the student will comprehend the nature and significance of the principles, concepts and reporting in the different areas of accounting

This goal reinforces all seven General Education Competencies in that students must read accounting information, communicate results in both written and oral form, perform mathematical calculations, use computer technology such as spreadsheets and databases, critically think through accounting problems and discuss ethics in

accounting.

- 2. Accounting majors will use analytical and critical thinking skills to evaluate information, solve problems, and make sound decisions in the different areas of accounting, including financial, managerial, cost, governmental, accounting information systems, taxation, and audit and controls. To accomplish this outcome, the student will synthesize and evaluate the relevance of data and demonstrate analytical and critical thinking skills in exploring new questions, analyzing complex issues from multiple perspectives and arrive at reasoned conclusions.***

Although emphasizing critical thinking and analytical skills, this goal also reinforces written and oral communications, mathematics, information technology and ethics through written reports, homework, and other assignments generated with programs included in the Microsoft Office Professional software package.

CIS Majors:

- 1. The student will design and implement a database to support business information requirements.***

This goal reinforces the general education competencies of reading, writing, oral communication, mathematics, computer/IT technology and critical thinking. Ethical dimensions of database design reinforce the general education call for ethics. Students write reports and make presentations to the class.

- 2. The student will use existing databases to manipulate data in support of business information requirements, including developing applications that utilize databases.***

Although primarily reinforcing computer/IT and critical thinking competencies, reading, writing and mathematics are also reinforced through written reports of assigned database manipulations and problems.

- 3. The student will demonstrate the ability to apply Information Systems Analysis and Design Methodology to develop a conceptual design of a business information system in support of a set of business processes.***

This learning goal reinforces all of the general education competencies (written reports, oral presentations, mathematical manipulation, problem solving, etc.) to include ethical considerations of limited access and safety of proprietary data.

- 4. The student will design and create computer applications using a programming language to solve business problems.***

Emphasizing computer/IT and critical thinking, this goal also reinforces reading, writing and mathematics through homework and other assignments developed and is usually submitted in written form and presented orally.

- 5. The student will demonstrate analytical skills in exploring new questions, analyzing complex issues from multiple perspectives and arriving at reasoned conclusions based on statistical analysis of data.***

Emphasizing computer/IT and critical/analytical thinking skills, reading, writing and mathematics are also reinforced through assignments, projects and database or systems development.

Economics Majors:

- 1. Economics majors will be able to use the concepts of supply and demand to analyze current economic issues.***

This goal reinforces the General Education Competencies of reading, writing, mathematics, computer/IT and critical thinking through computer generated economic scenarios and/or problems assigned with submitted in written and oral formats.

- 2. Economics majors will be able to analyze policy options and assess their likely impact on price stability, employment, and growth.***

This goal reinforces the General Education Competencies of reading, writing, mathematics, computer/IT, critical thinking and ethics to critique economic policy options in both written and oral formats.

Finance Majors:

- 1. Finance majors will demonstrate an understanding of the importance of risk and return in asset management, at both the investor and firm levels.***

This goal reinforces the General Education Competencies of reading, writing, mathematics,

computer/IT, critical thinking and ethics through analysis of current financial markets or instruments and submitted in written and/or oral formats.

2. *Finance majors will demonstrate an ability to apply time value of money techniques to analyze financial alternatives for corporate and personal decision making.*

This goal reinforces the General Education Competencies of reading, writing, mathematics, computer/IT, critical thinking and ethics through analysis of financial alternatives through the use of the Microsoft Office Professional software package using spreadsheet, database, word processing and power point presentations.

Management Majors:

1. *Management majors will demonstrate knowledge of theories of human behavior in organizations and they will understand how to effectively apply this knowledge to enhance organizational effectiveness.*

This goal reinforces the General Education Competencies of reading, writing, oral communications, computer/IT, critical thinking and ethics through class assignments, homework, projects, and team developed assignments in written and oral formats using the Microsoft Office Professional software package.

2. *Management majors will demonstrate knowledge of the set of functional areas of human resource management such as job analysis, selection procedures, training and development, performance appraisal, and compensation/benefit plans.*

This goal reinforces the General Education Competencies of reading, writing, oral communications, mathematics, computer/IT, critical thinking and ethics through class assignments, homework, projects, and team developed assignments in written and oral formats using the Microsoft Office Professional software package.

Marketing Majors:

1. *Students will demonstrate marketing knowledge and skills.*

This goal reinforces the General Education Competencies of reading, writing, oral communications, mathematics, computer/IT, critical thinking and ethics through class assignments, homework, projects, and team developed outcomes in written and oral formats using the Microsoft Office Professional software package.

2. *Students will communicate marketing (selling, promotion, and marketing management) knowledge in oral and written form.*

This goal reinforces the General Education Competencies of reading, writing, oral communications, mathematics, computer/IT, critical thinking and ethics through class assignments, homework, projects, and team developed outcomes in written and oral formats using the Microsoft Office Professional software package.

VI. Other Factors Relating to the Reinforcement of General Education Competencies.

In addition to College-level program learning goals and departmentally derived goals for each major fielding the BBA program, several other requirements and options in the McCoy College of Business Administration also reinforce General Education Competencies. The following information is provided to document reinforcement of General Education Competencies.

General Education Competency:

1. ***Reading:*** Students will demonstrate the ability to comprehend, analyze and synthesize a variety of texts and genres.

Most courses require comprehensive texts and outside readings as a basis for instructional methodology with the possible exception of internships, practicums, etc. Additionally, multiple courses in some departments also provide ***Business Week*** to students as a course supplement and many courses use assignments directly from other current business publications. Multiple courses, especially at the upper division level require extensive reading of library, internet, and/or journal publications related to course content.

2. ***Writing:*** Students will demonstrate the ability to draft, revise and edit focused, organized and appropriately developed documents for specific purposes and audiences.

In addition to required writing courses such as MGT. 3353 Business Communications and MGT. 4335 Strategic Management and Business Policy, multiple courses require extensive written reports or require written assignments in addition to homework,

essay tests or other in-class assignments. The college also subscribes to the “Writing Intensive” requirement of the University in that all students must complete a minimum of 9 hours of ‘writing intensive’ courses in order to be eligible for graduation. In addition to the 6 hours required of all BBA majors (MGT. 3353 and MGT. 4335), the college offers multiple writing intensive courses in all departments listed below:

Accounting	ACC 4314 Internal & Governmental Auditing & Fraud Detection ACC 4399 Directed Studies in Accounting
CIS & QM	CIS 3374 System Analysis & Design
Finance and Economics	ECO 3320 Latin American Economics ECO 3327 Economic Growth and Development ECO 3327 Public Finance ECO 3334 Business Enterprise and Public Policy ECO 3344 Economic History of the United States FIN 4317 Case Problems in Finance
Management	MGT 3350 Studies in Free Enterprise MGT 3365 Communication Systems MGT 3375 International Business - Latin America MGT 4340 Quality Management and Beyond MGT 4350 Studies in Entrepreneurship MGT 4377 Labor Relations and Collective Bargaining MGT 4390 Special Topics in Management MGT 4390A Advanced Business Communication MGT 4390B Management of the Digital Enterprise
Marketing	MKT 4337 Marketing Management MKT 4395 Independent Study

Source: Curriculum Committee Core Course Report, Feb. 2008 (updated 2009).

Lastly, all honors and thesis options for the BBA would be considered ‘writing intensive’.

3. **Oral Communications:** Students will demonstrate the ability to clearly communicate information orally while using communication techniques and strategies that are appropriate for their audience.

In addition to required courses with oral presentation components, multiple courses in all departments also require the oral presentation of class work, projects completed, reports and other oral demonstrations pertinent to the field of study.

4. **Mathematics:** Students will demonstrate the ability to express mathematical relationships in numeric, graphic, and symbolic form and collect, analyze and interpret data effectively in a variety of settings.

Students accepted to the McCoy College have a minimum requirement of completion of Calculus for Business Administration, a step higher than the general University requirement of College Algebra. In addition to the two required Accounting and Economics classes, all BBA majors are required to complete a course in statistics, and all department majors have required quantitative courses for their majors, with some

majors requiring extensive courses in mathematics/quantitative methods for business administration.

5. ***Computer/Information Technology:*** Students will demonstrate the ability to create, manipulate and disseminate documents, spreadsheets, databases and presentations containing multi-media contents appropriate to their fields of study.

The McCoy College uses the standard Microsoft Office 7 package as the basis for all required work. The freshman required CIS course trains and enhances student use of word processing, spreadsheet, database and presentation software that are reinforced in other business courses through the senior year. Specialized computer/IT applications are required in various courses and in specialized fields of study.

6. ***Critical Thinking:*** Students will demonstrate the ability to identify and apply the principles of good argumentation that govern the evaluation of evidence and reasons that support a conclusion.

The college places particular emphasis on student critical thinking skills and the majority of courses for the BBA program. Individual department majors also place heavy emphasis on critical thinking in their courses and field of study and measure and assess critical thinking.

7. ***Ethics:*** Students will demonstrate the ability to apply ethical frameworks to various ethical dilemmas/situations that are appropriate to their respective fields of study.

Ethics is taught and assessed in many of the common courses for the BBA degree. Additionally, the college has multiple stand-alone courses in ethics and social responsibility and many course pedagogies use “illustration capsules” or ethics modules to reinforce ethics across the curriculum.

VII. Attachments.

A. BBA Course Alignment Grid.

The Course Alignment grid (Attachment A) is a representation of college-level goals and specific courses that reinforce competencies or have direct assessment measures.

B. Specific Direct and Indirect Assignments and Methods in Common College Courses for Assessing the BBA at the Program Level.

Attachment B shows direct and indirect assessment measures for each college goal and the specific direct measures in each course.

C. Departmental Goals and Assessment Methods for Specific Major Fields in the McCoy College of Business Administration.

Attachment C shows direct and indirect assessment measures for each department goal and the specific direct measures in each course.