

**ASSESSMENT RESULTS**

**CRITICAL AND REFLECTIVE THINKING**

**INFORMATION TECHNOLOGY SKILLS**

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***BBA Program Level Goal 2:***

**Program Goal 2 states:**

**“Apply critical and reflective thinking skills and use analytical tools to evaluate information, solve problems, and make sound decisions.”**

Graduates should be able to carefully and logically analyze data, information, problems, and ideas from multiple perspectives. They may demonstrate these critical and reflective thinking skills through their ability, in a variety of circumstances, to synthesize information and evaluate its logic, validity, and relevance; arrive at reasoned conclusions, make informed decisions, and solve challenging problems; and generate or explore new questions.

***BBA Program Level Goal 3:***

**Program Goal 3 states:**

**“Apply information technology skills to organizational problems and decisions.”**

Graduates should be able to use information technology in their work environment and to understand the impact of that technology in various organizational contexts

***Methodology:***

The BBA Course Alignment Grid identifies core courses that both cover and assess critical thinking skills and informational technology skills. Faculty in each of these core course-teaching groups participated in this assessment. Faculty were asked to assess students’ performance on college learning goals using course specific criteria and report results in the format of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations. Working with faculty teaching core course sections, each core course coordinator chose their course’s common method of direct, course-embedded assessment, which included multiple methodologies ranging from common test questions and assignments to written assessment rubrics. Methods, by course, are discussed below and are indicated on the composite table after course numbers.

The rest of this document is laid out as follows: Summary Results are presented in part I, discussion of results and future plans for Goal 2 appear in part II, discussion and plans for goal 3 are part III, and methods by course and goal represent part IV.

1. ***Summary Results:***

The following Tables display the overall results across courses for Goals 2 and 3, with historical results showing the percentage of students that met or exceeded expectations.

|  |  |  |  |
| --- | --- | --- | --- |
| **Overall Results for Goal 2** |   |   |   |
| **Course and evaluation method** | **Students evaluated** |  **Failing to Meet** |  **Meeting** |  **Exceeding** | **Meeting or Exceeding** | **2016** | **2013** | **2010** |
| **ACC 2361** - common test questions/problems | 826 | 38.98% | 47.70% | 13.32% | 61.02% | 67.49% | 64.86% | 62% |
| **ACC 2362** - common test questions/problems | 1031 | 27.45% | 40.25% | 32.30% | 72.55% | 77.78% | 76.05% | 65% |
| **ECO 2314** - multiple approaches | 1476 | 52.91% | 23.71% | 23.37% | 47.09% | 44.01% | 46.00% | NA |
| **ECO 2315** - multiple approaches | 500 | 65.40% | 15.20% | 19.40% | 34.60% | 45.19% | 59.50% | 73% |
| **QMST 2333** - application/problem questions | 1072 | 23.60% | 54.57% | 21.83% | 76.40% | 67.16% | 84.00% | 69% |
| **BLAW 2361** - common test questions/problems | 479 | 56.58% | 19.42% | 24.01% | 43.42% | 80.83% | 67.95% | 62% |
| **MGT 3303** - terms/applications exam questions | 106 | 6.60% | 37.74% | 55.66% | 93.40% | 69.95% | 86.00% | 87% |
| **FIN 3312** - common test questions/problems | 886 | 48.98% | 38.83% | 12.19% | 51.02% | 65.31% | 81.00% | 91% |
|   |   |   |   |   |   |   |   |   |
| **MKT** **3343** - common test questions/problems | 1114 | 37.16% | 42.91% | 19.93% | 62.84% | 83.92% | 88.08% | 90% |
| **CIS** **3380** -application/problem questions | 1159 | 25.80% | 32.61% | 41.59% | 74.20% | 83.00% | 81.42% | 82% |
|  **CIS 1323** |  |  |  |  |  |   |   |   |

|  |
| --- |
| **Results for Goal 2--Round Rock Campus** |
| **Course and evaluation method** | **Students evaluated** |  **Failed to Meet** | **Met** | **Exceeded** | **Met or Exceeded** | **2016** |
| **MGT 3303** - terms/applications exam questions | 45 | 33.33% | 44.44% | 22.22% | 66.67% | 66.67% |
| **FIN 3312** - common test questions/problems | 55 | 38.18% | 40.00% | 21.82% | 61.82% | 71.74% |
|   |   |   |   |   |   |   |
| **MKT** **3343** - common test questions/problems | 92 | 32.61% | 41.30% | 26.09% | 67.39% | 69.64% |
|   |   |   |   |   |   |   |

|  |  |  |
| --- | --- | --- |
| **Overall Results for Goal 3** |   |   |
| **Course and evaluation method** | **Students evaluated** | **Failing to Meet** |  **Meeting** | **Exceeding** | **Meeting or Exceeding** | **M/E 2016** | **M/E 2013** |
| **CIS 1323** – Computer Simulation | 302 | 29.14% | 49.67% | 21.19% | 70.86% | 58.68% | 78.70% |
| **QMST 2333** - Excel applications | 1012 | 7.71% | 11.46% | 80.83% | 92.29% | 58.04% | 70.08% |
| **CIS** **3380** - Direct usage/observation | 1256 | 30.65% | 29.54% | 39.81% | 69.35% | 84.73% | 81.42% |
| **FIN 3312** - Technology exam questions | 886 | 32.51% | 30.25% | 37.25% | 67.49% | 93.49% | 73.00% |

The percentage of students meeting or exceeding goals for Critical Thinking and for Information Technology dropped essentially across the board. Nearly every course showed lower performance relative to the last assessment cycle for both goals. Specifically, only three courses showed improved assessment results for Goal 2 and only one for Goal 3. Additionally, several of the declines were significant in size.

The next section includes discussion of result and plans for the coming year separated by Goals and by courses:

1. ***Discussion of Results and Planned changes for next year by course for Goal 2***

**Undergraduate Curriculum Committee (UCC) – Core Curriculum**

 Upon review of the individual assessment results and working in conjunction with the Undergraduate Assurance of Learning Committee, the UCC will undertake the following changes to the core curriculum to better address the goal of Analytical Thinking:

1. The original learning goals of college associated with AACSB accreditation had not been reviewed since their origination. The Undergraduate Assurance of Learning committee reviewed the goals and modified the current goal ‘Critical Thinking” to ‘Analytical Thinking’. It is anticipated that this change will result in a more defined and clear expectation of student results as well as assessment methods.
2. The Computer Information Systems’ course CIS 1323 - Introduction to Microcomputer Applications will be made a prerequisite to the initial accounting course, ACC 2361 - Introduction to Financial Accounting. This change will allow the accounting faculty to more directly integrate Excel activities into the curriculum and provide further instruction for analytical based problems and problem solving.

**ACCT 2361**:

Instructors implemented the following changes in Spring 2019: (1) Textbook reading assignments (Learnsmart) were assigned prior to the corresponding lecture, (2) Accounting Instructional Support (AIS) leaders were hired and provided approximately 40 hours a week in tutorials, (3) Video tutorials were made available, but not required.

Due to the significant improvements in results from Fall 18 to Spring 19, instructors plan to continue to implement the changes made for Spring 19 in the academic year 2019-20.

Additional emphasis will also be placed on the accounting cycle: (1) The early course Accounting Cycle project will be enhanced and weighted more heavily in the course grade calculation and (2) a follow up Accounting Cycle project will be added near the end of the course. Instructors will make intentional efforts to insure that students have a good understanding of preferred stock dividends and the Statement of Cash Flows, two areas most often missed in the assessment, prior to the Final Exam.

The Accounting Department is currently considering the addition of a second sophomore level course in Financial Accounting. This course may have some impact on the focus of ACC2361 going forward. The new course will be a requirement only for Accounting and Finance majors. Instructors agreed to continue to monitor the impact of this course on the 2361 curriculum.

We have also requested that CIS 1323 be made a prerequisite for ACC2361. The requirement of this course would allow us to expand our use of Excel applications in 2361.

Accounting 2361 instructors meet routinely prior to the start of the Fall and Spring semesters and as needed throughout both semesters.

**ACCT 2362**:

Instructors continue to push students away from memorization, and more towards understanding. This can bring challenges in that it creates a need to not only teach students the material, but also teach a new way to “learn” at the same time. This can come in the form of application of material to real-world examples, and practice in challenging topics, through class time engagement.

Engaging students in the larger sections remains a weakness and attendance was low, particularly in the hybrid sections. Implementation of technology in the classroom, which allows students to participate in class lecture, will be considered.

Due to the decrease in results, instructors plan to place a greater emphasis on class attendance by assigning graded material in class, particularly in the hybrid sections. Instructors believe this will increase attendance, which will then expose students to imperative material and more challenging topics. The greater class participation will allow for more discussion, and application, which will better prepare them for exams. More time will be spent on the areas most missed by students, which include overhead allocation, budgeting, and absorption vs. variable costing.

**QMST 2333**:

Improvement has been observed on Critical and Analytical Thinking and use of Information Technology during the past three years (Figures 1 and 2). Among the changes that have been made during the last six years include having instructors use various methods to provide the practice necessary for the students to study the topics to be tested (e.g. Hawkes, TRACS:Assessments). MS Excel has been used for more than 13 years to teach QMST 2333. During the last two years, more instructors have been teaching using MS Excel as well as JMP. Some instructors have observed an increase in number of submissions for statistical reports. It is believed that this emphasis in the use of technology for data analysis has help improve the performance in “Use of Technology”.

Even though students seem to have improved their performance on both areas, they still present difficulties showing understanding of the theory behind statistical inference.

The instructors of QMST 2333 will discuss during the early Fall 2019 the results of the assessment and will discuss what changes will be made for the Fall 2019. Topics of discussion will include sharing ideas about new practices, new textbooks, and new technologies to deliver homework for students to prepare for their tests. In particular, a topic of discussion must be tactics to improve the teaching of statistical inference. The creation of a new hybrid QMST 2333 section will be discussed. Only one section of QMST 2333 will be hybrid in the Fall 2019. New challenges are expected. The purpose of this hybrid section is to try and improve the online material and delivery in preparation to a completely online section of QMST 2333 planned for the near future.

**BLAW 2361**:

 Discussion of Results

* 1. Overall weaknesses: Too many failing to meet the minimum criteria. It seems two possibilities exist: 1) a failure to understand the underlying concept, and 2) a failure to think critically.
	2. Comparison across locations if differences exist: No appreciable variation.
	3. Comparison to previous years

The results were similar to last year, although a bit worse. There seems to be an increasing lack of engagement, and therefore attendance and opportunity to learn underlying fundamentals necessary to correctly analyze fact patterns.

Plan for next year

Any changes expected for next year:

During spring 2020 the blaw 2361 sections will include a trail extended case, either based on court decision or fictional, which will utilize a much more involved fact setting than otherwise included in textual material. The extended case will be used to require students to take an in-depth examination of legal theory as applied to fact settings to determine the likely results of liability issues, as well as what might have been done to avoid liability. The same case is to be used across all sections, with in-class discussion and exercises to assure participation. At least in the short term we plan to continue to use a set of common questions on exams for purposes of gathering data for reporting.

By way of example, a sample used for discussion is that of the sinking of the Titanic. Although used in a moot court setting, a copy of such an extended case is attached as Appendix A. Other cases have been mentioned and may be chosen instead.

\*Appendix A is available upon request

**MGT 3303**:

The 2018-19 assurance of learning results were strong but that is no reason to maintain a status quo approach to teaching MGT 3303 Management of Organizations. The following steps will be implemented during the upcoming 2019-20 academic year to ensure continuous improvement of learning:

Required Assignments: Continuing in 2019-2020, all assurance of learning assignments in MGT 3303 will be required and count toward students’ final grades. In prior years, the assignments were for extra credit and as such, students were not required to complete them. Continuing to require them should reduce the risk of range restriction; that is, some MGT 3303 students who maintain high course grade averages may not see the need to complete extra credit assurance of learning assignments. This effect could reduce the percentage of students who either meet or exceed expectations, limiting the generalizability of the results.

Random Selection on Participating Instructors

Starting in 2019-2020, a random sample of instructors will be chosen to collect data in their respective MGT 3303 sections. In the past, instructors were invited to participate in the data collection process based on their willingness to do so. In addition to including randomly-selected instructors, the core course coordinator’s section, the hybrid sections, and the Round Rock campus instructor’s section will be included in the sample. First-year instructors will not be selected for sample inclusion.

Add a Second Direct Measure: Starting in 2019-2020, a second direct measure will be included to collect data on each of the ten learning objectives in MGT 3303. Multiple choice items will be randomly generated by the digital learning platform that accompanies the required textbook. Students will answer 40 or more multiple choice questions related to each of the ten leaning objectives.

Explore Hybrid Section Measurement: Starting in 2019-2020, the core course coordinator will work with one or more instructors who teaches hybrid sections of MGT 3303 to begin exploring how to best to collect and integrate Assurance of Learning data into the overall assessment process.

New Edition of Textbook: Starting in 2019-2020, all sections of MGT 3303 will adopt the 6th edition of M: Management (published by McGraw-Hill Education). As one of the more student-friendly, up-to-date, and affordable textbooks on the principles of management market, the current 6th edition should help management students learn more thoroughly and deeply the content related to the learning objectives.

**FIN 3312**:

Going forward, while there will be no changes to the curriculum, which the department changed in 2015, there will be changes in the large hybrid sections. Specifically, the instructor will not have an exam the last day of classes. Over the past three years there was an exam on that date covering the last section of material, then having the comprehensive final. This year, the material from the last section will be more heavily weighted in the final exam and a more thorough review for the final will be held. The hope is that by re-emphasizing the older material before the final exam, the students will see the interconnection between topics and retain the information better.

The potential effect of the hybrid structure on results is discussed below while analyzing trends. Additionally, the smaller sample size of Round Rock does make comparisons difficult.

Result Trends: San Marcos

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall '16 | Spr '17 | Fall '17 | Spr '18 | Fall '18 | Spr '19 |
| Exceeded | 12.39% | 12.88% | 4.10% | 1.96% | 13.40% | 10.82% |
| Met/Exceeded | 55.13% | 63.32% | 48.81% | 35.08% | 54.47% | 47.12% |
| Failed | 44.87% | 36.68% | 50.32% | 64.92% | 45.53% | 52.88% |

While the historic trends are irregular on a semester-by-semester basis, there is a drop in student performance over the past three years, with 2017-18 clearly being the worst. In the fall of 2017, two large sections of the course converted to official hybrid classes and it is clear that there was a substantial drop in performance. This may be attributed to two factors: unfamiliarity for the students and the instructor with respect to transitioning to the format. Certainly, as more classes have adopted online or a hybrid format, more students have learned how to handle them. The instructor has also learned and adapted by providing more material to the students and keeping students better engaged.

**MKT 3343**:

The instructors who teach the principles of marketing course will have the option of choosing their preferred textbook and digital platform beginning in fall semester, 2019. The Core Course Coordinator will share the results of these outcomes among the faculty and will solicit input on how to improve the results, with particular emphasis on using marketing developments in the news that students can read about and/or see & hear to bring all measured learning outcomes into greater clarity.

Ideas for how to improve these scores include:

* More emphasis on case studies from the textbook and from outside sources.
* More class discussion on topics requiring critical thinking in class.
* Outside reading assignments and quizzes on stories in the news that involve business decisions.

**CIS 3380**:

Next year, we will use the same assignment to measure the Critical Analytical Thinking goal. However, before assigning the assignment, we will teach advanced functions of excel such as Pivot Table, Filtering the Data, linking with Access, etc., to make sure students can successfully complete the assignments.

1. ***Discussion of Results and Planned changes for next year by course for Goal 3***

**Undergraduate Curriculum Committee (UCC) – Core Curriculum**

 Upon review of the individual assessment results and working in conjunction with the Undergraduate Assurance of Learning Committee, the UCC will undertake the following changes to the core curriculum to better address the goal of Information Technology Skills:

1. The original learning goals of college associated with AACSB accreditation had not been reviewed since their origination. The Undergraduate Assurance of Learning committee reviewed the goals as well as the new proposed 2020 Standards and is working with the UCC to better focus the technology skills goal. It is anticipated that upon completion of a review of the technology components of the core curriculum, a new goal will be defined and incorporated.
2. As an initial step to further integrate technology into the core curriculum, the Computer Information Systems’ course CIS 1323 - Introduction to Microcomputer Applications will be made a prerequisite to the initial accounting course, ACC 2361 - Introduction to Financial Accounting. This change will allow the accounting faculty to increase the application of technology into the accounting curriculum.

**CIS 1323:**

The course faculty met in August 2019 to broadly discuss the results since the above data was not available. One faculty member accidently archived and deleted the data, requiring the third-party vendor to retrieve and restore the data from backup.

The current course assessment is a set of simulated tasks. The course faculty believe that while simulations are useful for identifying specific tasks that students continue to stumble in mastering, simulations might not be the best tool for the course assessment. A second reason to move away from a simulated course assessment is that some student’s performance might have been affected if the student suffered from a technology issue such as a slow internet connection. A third reason is that simulations do not allow for any method to be used to solve the simulated task, so students are required to follow a prescribed click-path solution. Therefore, beginning with fall 2019, the course assessment will become an integrated project covering all four Microsoft applications (Word, PowerPoint, Access, and Excel). The integrated project will be administered through the third-party simulation vendor and auto graded using a standard rubric. While some faculty might allow multiple attempts, the course assessment will only consider the first attempt. The benefit of using a project reflects the fact that student homework assignments throughout the course are primarily projects, so students are comfortable with the process of downloading starter files and uploading their completed file for grading.

**QMST 2333**:

The instructors of QMST 2333 will discuss during the early Fall 2019 the results of the assessment and will discuss what changes will be made for the Fall 2019. Topics of discussion will include sharing ideas about new practices, new textbooks, and new technologies to deliver homework for students to prepare for their tests. In particular, a topic of discussion must be tactics to improve the teaching of statistical inference. The creation of a new hybrid QMST 2333 section will be discussed. Only one section of QMST 2333 will be hybrid in the Fall 2019. New challenges are expected. The purpose of this hybrid section is to try and improve the online material and delivery in preparation to a completely online section of QMST 2333 planned for the near future.

**CIS 3380**:

Next year, we will use the same assignment to measure the Information Technology goal. Since less than 70% of the students were able to achieve this goal, we will emphasize the concepts of Operations Management before assigning this assignment.

**FIN 3312**:

Given the substantial drop in the percentage of students meeting or exceeding the standard for information technology, course faculty decided to include greater use of the financial functions in excel in the course. The online homework system has built in excel exercises that require the students to use the various functions. In addition, more practice problems requiring excel and financial calculators will be provided to the students.

1. ***Assessment Methods by Goal and Course***

 ***Methods for BBA Program Goal 2 – Critical and reflective thinking***.

***ACCT 2361:***

To assess student learning of the program goal, students were given 30 multiple choice questions representative of semester material on the final exam. These questions were selected from the test bank accompanying Phillips 5e, Principles of Financial Accounting and were designated as analytical thinking by AACSB criteria.

The criteria used to determine if a student exceeds expectations was a score of 90.0% or better, for a student to meet expectations a score had to fall between 70.0 and 89%, and for a student to fail to meet expectations a score must have been less than 70%.

***ACCT 2362:***

To assess student learning of the program goal, multiple choice questions were used on exams. A total of 16 questions were embedded in 4 exams throughout the semester. The multiple choice questions required students to know the material, classify and interpret data, apply accounting concepts, and calculate solutions. Students had to determine which items were relevant to the question being asked and apply the correct accounting process in order to correctly answer the question.

The criteria used to determine if a student exceeds expectations was a score of 85.0% or better, for a student to meet expectations a score had to fall between 65.0 and 84.99%, and for a student to fail to meet expectations a score must have been less than 65.0%

***ECO 2314:***

Students will be asked to evaluate provided information, apply appropriate formulas and functions, and draw conclusions to answer seven embedded multiple choice common questions in the exam Questions will address the following concepts:

* Supply and Demand
* Elasticity
* Firms decision making regarding output and price under different market structures

Students who score between 70- 79% will be judged to meet expectations, and students who score 80% and above will be judged to exceed expectations. Seventy percent of the students tested should meet or exceed expectations.

***ECO 2315:***

Students will be asked to evaluate provided information, apply appropriate formulas and functions, and draw conclusions to answer seven embedded multiple choice common questions in the exam. Questions will address the following concepts:

* Aggregate Demand and Aggregate Supply
* Productivity and Economic Growth
* Money Supply and Velocity of Money

Students who score between 70- 79% will be judged to meet expectations, and students who score 80% and above will be judged to exceed expectations. Seventy percent of the students tested should meet or exceed expectations

***QMST 2333***:To assess student learning of the program goal #2 we used a direct method consisting of in-class exam embedded items requiring the use of technology to solve statistical problems, interpretation of plots, interpretation of equations, and ability to make statistical inferences, predictions and assess relationship between variables based on results. The criteria used to determine if a student exceeds expectations were a score of 90.0% or better, for a student to meet expectations a score had to fall between 70.0 and 90.0%, and for a student to fail to meet expectations a score had to be less than 70.0%.

***BLAW 2361:***

Each section of the course is to use one common question for each of eleven chapters; therefore, eleven common questions. The student success in answering questions calling for critical thinking skills is then compiled to provide an overall view of the student success rate. To evaluate the student success rate, insofar as the critical thinking attribute, the business college faculty, as have all business faculty, have been directed to use the following criteria: less than 70% success as not meeting expectations, equal to or greater than 70% and less than 90% were considered to meet expectations, and 90% and above were considered to exceed expectations.

***MGT 3303:***

To assess student learning of the program goal, two forms of the direct method were used. The first form consisted of multiple choice questions focused primarily on definitions of key terms in the assigned course readings. The second approach also consisted of multiple choice questions, but these questions were of an application orientation and required interpretation of business situations. Students answered a total of 10 questions that were part of a required in-class assignment. The criterion used to determine if a student exceeded expectations was a score of 90.0% or better, for a student to meet expectations a score had to fall between 70.0 and 89.0%, and for a student to fail to meet expectations a score had to be less than 70.0%.

***FIN 3312:***

Critical Thinking was assessed using 12 multiple choice questions given on the final exam requiring the students to make decisions using provided information. Those exceeding 90% are considered to exceed expectations, between 70 and 90% met expectations, and those below 70% failed to meet expectations.

***MTK 3343:***

The method of assessment was to use 10 questions on the final exam that required critical thinking skills.

The criteria used to determine if a student exceeds expectations was a score of 90.0% or better, for a student to meet expectations a score had to fall between 70.0 and 89%, and for a student to fail to meet expectations a score must have been less than 70%.

***CIS 3380:***

A direct measure was used to assess student performance. Assignment provides learning opportunities in which students must apply critical and analytical thinking to synthesize results achieved while using information technology. The assignments require students to access data sets, manipulate the data, and formulate hypotheses based upon first-hand individual discovery during the data investigation.

***Methods for BBA Program Goal 3 – Information Technology***

**QMST 2333**:

To assess student learning of the program goal #3 we used a direct method consisting of a statistical report, developed by faculty, requiring students to use computer software to create plots, solve statistical problems, estimating values for parameters to construct equations, and the ability to interpret computer output to make statistical inferences, estimation, and predictions.The criteria used to determine if a student exceeds expectations were a score of 90.0% or better, for a student to meet expectations a score had to fall between 70.0 and 90.0%, and for a student to fail to meet expectations a score had to be less than 70.0%.

**CIS 3380**:

A direct measure was used to assess student performance. Assignment provides learning opportunities in which students use Operations Management Simulation software to understand the gap between the fundamentals of how businesses operate (processes) and the tools that business people use to accomplish their tasks (systems). This simulation allows student to understand business processes from Information Technology (IT) and Operations Management perspective. In this assignment, students play the owner of a clothing manufacturing and distribution company where they must make strategic decisions and operate their growing virtual business at a profit. Student’s bids for contracts, source raw materials like cotton and denim, buys and set up machines to cut, sew, and produce different kinds of apparel, and deliver finished goods to their customers. Student learns and practices each of these skills while working their way up to managing the entire operation using technology.

The main purpose of this assignment is to explore students to how real-world business processes are managed and executed.

**FIN 3312**:

Use of technology was assessed using 12 multiple choice questions given on the final exam requiring the students to solve problems using a financial calculator