



CONTINUOUS IMPROVEMENT REVIEW

Prepared for the
Association to Advance Collegiate Schools of Business

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MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

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Glossary of Abbreviations

3DS – 3-Day Startup
AITP – Association of Information Technology Professionals
AMA – American Marketing Association
APEX - Advanced Productivity and Efficiency Accelerator (Research Initiative)
AY – Academic Year
BA – Bachelor of Arts
BAP – Beta Alpha Psi
BBA – Bachelor of Business Administration
BLW – Business Leadership Week
CBAC – College of Business Administration Council
CBAPPS – College of Business Administration Policy and Procedure Statement
CC – Curriculum Committee
CCC – Core Course Coordinator
CEA – Center for Entrepreneurial Action
CEO – Collegiate Entrepreneurs Organization
CIS & QM – Computer Information Systems and Quantitative Methods
CRM – Customer Relationships Management
ELADV – Elective Advanced (upper division elective)
ELNA – Elective Non Advanced (lower division elective)
FMA – Financial Management Association
FTE – Full-time Equivalency
FY – Fiscal Year
GMAT – Graduate Management Aptitude Test
GPA – Grade Point Average
GRE – Graduate Record Examination
HIS – Hispanic Serving Institution
IT – Information Technology
MAcy – Master of Accountancy
MBA – Master of Business Administration
MSAIT – Master of Science in Accounting and Information Technology
MSEC – Materials Science, Engineering, and Commercialization
MSHHR – Master of Science in Healthcare Human Resources
MSHRM – Master of Science in Human Resources Management
NSHMBA – National Association of Hispanic MBAs
NCSC – National Collegiate Sales Competition
PACE – Personalized Academic and Career Exploration Center
SACS – Southern Association of Colleges and Schools
SBDC – Small Business Development Center
SCH – Student Credit Hours
SHRM – Society for Human Resources Management
SIFE – Students in Free Enterprise
SMIF – Student Managed Investment Fund
STAR – Texas State Science, Technology, and Research Park
TREC – Testing, Research Support & Evaluation Center

1. Engagement, Innovation, and Impact

The Emmett & Miriam McCoy College of Business Administration fosters professional and community engagement, innovation in pedagogy, curricula, and extracurricular offerings, and impactful scholarship, teaching, and experiential learning. The following highlights significant mission-driven examples since 2011.

Engagement:

- The McCoy College supports **20 business-related student organization and professional societies** that provide opportunities for hands-on learning and leadership experiences. The College is recognized for active, nationally competitive student teams. Within the past five years, groups including the American Advertising Federation, American Marketing Association, Association of Information Technology Professionals, Beta Alpha Psi, Collegiate Entrepreneurs Organization, Enactus/Students in Free Enterprise, Financial Management Association, and Net Impact have earned national and international recognition. These experiences enhance students' education and make them more competitive in the job market.
- The College benefits from **nine advisory boards** including a McCoy College Advisory Board consisting of 44 members that meets twice a year. Advisory Board members support departments and programs and provide perspective that helps inform curriculum and new program development. Often, members also offer mentoring and internship support for students, class projects, and guest lecturers. Since 2011, the College established two new boards, one to support the Master of Science in Human Resource Management program, and the other to support the MBA program. A board of recent alumni is in an exploratory phase. Starting in 2011, an "All Advisory Board" meeting has taken place every two years, with 75-80 attendees focusing discussion on College-level issues such as strategic planning, international programs, and entrepreneurship.
- **Business Leadership Week (BLW)**, started in 2009, is now a signature event for McCoy College. BLW engages students, faculty, and the local community in conversations and learning about the University's Common Experience theme and business leadership that extend beyond the classroom through guest lectures, interactive events, competitions, and forums for discussion. In 2016, 4,342 attendees participated in 41 events featuring 42 speakers discussing a theme of "Business Beyond Borders," as well as a Bloomberg Businessweek-sponsored case competition on international business issues.
- In 2015, 336 McCoy College students, including 52 graduate students, participated in **internships**. Since 2014, 20 McCoy College faculty have completed **externships** with companies such as Mensor, Planto Roe Financial Services, Randolph Brooks Federal Credit Union, Total Quality Logistics, Trendmaker Homes, USAA, and USI Environmental Risk Mitigation Group.
- In 2015-2016, MBA students completed 24 **team field projects**, serving 18 clients in the private, non-profit, and education sectors. Clients included the Austin and Round Rock Chambers of Commerce, Central Texas Medical Center, First Tee, Keller Williams, NASA, Occidental Petroleum, Pioneer Bank, Rodeo Austin, and the San Antonio Zoo, among others, underscoring McCoy College's regional commitment and engagement.
- Since 2011, the **McCoy College Development Foundation** has grown from 38 endowment accounts to 65, totaling \$37 million, illustrating the College's engagement with donors.

Innovation:

- Launched in 2012, the **Center for Professional Sales** partners with 21 corporations including 3M, ADP, AT&T, Hewlett Packard, Liberty Mutual, Sprint, State Farm, United Rentals, and UPS. Membership includes a \$10,000/year donation to the Center to support the sales concentration in the Department of Marketing, student travel to sales competitions, and faculty research. Corporate partners also hire students, attend semi-annual career events, provide 85 internships annually to sales concentration students, participate in class learning modules, and keep faculty current in sales topics. Students excel in the National Collegiate Sales Competition (e.g., 2014 graduate division overall champion; 2013 undergraduate and graduate team champions) and the International Sales Competition (e.g., 2013 first runner-up in individual sales and top three team placement).
- McCoy College supports the University's new **Materials Science, Engineering, and Commercialization** (MSEC) Ph.D. program with business faculty and programs. In 2014, an interdisciplinary MSEC team including a McCoy MBA student won a \$125,000 prize from the Texas Halo Fund in the Rice Business Plan Competition. The team founded SioTeX, a specialty manufacturer of Eco-Sil, an eco-friendly alternative for fumed silica.
- In its third year, the **2016 McCoy College Career Expo** connected 462 students with 75 companies interested in hiring, a significant increase from 250 student and 35 company participants in 2014. The Department of Accounting also hosts **"Meet the Firms"** each fall, which has grown from 24 organizations, 86 professionals, and 125 students participating in 2012, to 38 organizations, 107 professionals, and 158 students in 2015.
- **The McCoy College Student Managed Investment Fund** (SMIF) empowers select undergraduate students to invest and manage over \$600,000 of the College's endowment, using state-of-the-art resources in the T. Paul Bulmahn Trading Lab. SMIF emphasizes client focus and student understanding of investment policy; returns typically meet or exceed professional endowment managers, leading the McCoy Development Foundation to invest an additional \$75,000 per year. SMIF alumni translate their investment management skills into employment with prestigious organizations including British Petroleum, Chevron, Deloitte, El Paso Corporation, Goldman Sachs, Hunt Oil, Shell, Standard & Poors, Teachers Retirement System, Texas Bond Review Board, and Wells Fargo.
- In 2016, the College launched a new required course for the undergraduate core, BA 2310, **Introduction to Business in a Global Environment**, which teaches foundational skills in the context of international business.
- In addition to expanding established **study abroad programs** in Barcelona and Santiago, in 2014 the College developed a new summer program for undergraduates in Prague. The program focuses on financial investment in the emerging markets of Central and Eastern Europe and includes coursework in finance and accounting.
- In 2014, the College partnered with McCoy's Building and Supply to launch **Leadership Development: Business as Unusual**, a unique class providing an opportunity for students to develop professionally through mentorship by McCoy's executive team.

Impact:

- McCoy College faculty produce **business-relevant, socially significant research**. In the past five years, faculty have published 537 peer-reviewed journal articles, received \$2,715,065 in external grant support, and won 41 best paper and best reviewer awards at academic conferences. Collectively, 25 McCoy College faculty are represented in the Top 100 Most Cited Scholars at Texas State according to Google Scholar.

- McCoy College students impact their community and practice principles of corporate social responsibility by volunteering through service organizations. In Spring 2016, for example, 22 accounting students prepared 60 returns as part of the **Volunteer Income Tax Assistance Program**. **Net Impact** students conduct energy audits for local San Marcos companies and were invited to demonstrate their work at the SMART Cities Innovation Summit in Austin, Texas, in June 2016.
- McCoy College faculty are frequently honored for their impact as student organization advisors and mentors. Recently, for example, Dr. Gail Zank was honored with the **American Marketing Association's Faculty Advisory Lifetime Achievement Award**; Dr. James Bell earned the **National Collegiate Entrepreneurs Organization Best Chapter Advisor Award**; Ms. Diane Eure was recognized as the **Outstanding Faculty Advisor for the National Association of Black Accountants Western Region**; and Dr. Janet Hale was named to **Net Impact's Faculty Advisory Board**.
- In 2015, the **Small Business Development Center (SBDC)**, a unit supported by our College, served 548 clients, provided 4,809 hours of client assistance, and conducted 50 professional business seminars, workshops, and conferences. The SBDC helped create 510 jobs, save 540 jobs, create 54 businesses, and expand 66. The SBDC also provided training for more than 1,251 participants and facilitated over \$50.56 million of capital infusion to qualified businesses in 2015. SBDC offices are located in Austin, Round Rock, and San Marcos.
- Entrepreneurship initiatives through the **Center for Entrepreneurial Action** continue to thrive and serve as a McCoy College hallmark. The **3-Day Startup (3DS)** is an experiential learning campus-wide workshop that teaches entrepreneurial skills in an extreme hands-on environment. In 2015, 140 participants joined faculty members, 17 industry mentors, and three judges for an intensive workshop in business formation. The second annual **Edgar Business Plan Competition** was held in April 2016 with 34 entrants vying for \$7,000 in prize money. Further, as part of the **entrepreneurship concentration**, 10 noted entrepreneurs speak to students each semester about successes and challenges.
- Undergraduate student Hayden Payne, a double-major in Finance and Management, earned the **LBJ Outstanding Student Award** in 2016, which is the top honor in the University.

2. Situational Analysis

Historical, National, Local, and Other Factors That Shape the Mission and Operations

Chartered in 1899, the doors to Southwest Texas Normal School in San Marcos opened in 1903 to 17 faculty members and a student body of 303. Over time, the Texas Legislature broadened the school's scope and changed its name several times to reflect the evolving mission. By the centennial celebration in 1999, Southwest Texas State University had grown to over 21,000 students and 900 faculty and included President Lyndon B. Johnson among alumni. In 2003, another name change reflected the school's transformation from a smaller, undergraduate-oriented school to a major university with a diverse student body.

Today, **Texas State University** is a public, student-centered, Hispanic-serving, veteran-friendly, doctoral-granting and Emerging Research Institution dedicated to excellence in serving the educational needs of the diverse population of Texas and beyond. The Fall 2015 enrollment of 37,979 reflects the multi-ethnic and cultural diversity of the state with approximately 50 percent ethnic minorities and 32 percent first-generation students. Eighty-eight percent are undergraduates while 12 percent are engaged in graduate study. Hispanic first-time freshman enrollment at Texas

State has grown 354 percent since 2000, over twice the 156 percent growth rate of Hispanics at all Texas public universities. The University has been designated an Hispanic Serving Institution (HSI) by the U.S. Department of Education, and according to the Hispanic Association of Colleges and Universities, is in the top three percent of U.S. public colleges and universities awarding bachelor's degrees to Hispanic students.

Texas State is the fourth largest public university in Texas and is accredited by the Southern Association of Colleges and Schools Commission on Colleges. More than 1,700 faculty members support coursework, students, and research through the Colleges of Applied Arts, Business Administration, Education, Fine Arts and Communication, Health Professions, Liberal Arts, Science and Engineering, and University College. The Honors College offers coursework for high ability students, and the Graduate College coordinates the master's and doctoral programs. Texas State's students choose from 97 bachelor's, 88 master's, and 12 doctoral degree programs.

Midway between Austin and San Antonio (the fourth- and third-largest metropolitan areas in the state), Texas State University is located in a prime spot for future growth. The 495-acre main campus in San Marcos and the 101-acre Round Rock campus bracket the fastest growing metro area in the country, and are complemented by 4,000 acres of recreational, instructional, farm, and ranch land. Opened in 2005 with the Avery Building, the Round Rock campus had an enrollment of approximately 1,800 students in Fall 2015. The University dedicated a second building that houses the St. David's School of Nursing in 2010. With a third building under construction and scheduled to open in 2018, the College of Health Professions will move all of its programs to the campus as additional space becomes available. The Round Rock campus provides upper-division undergraduate and graduate classes. Many of the students take classes on both the San Marcos and Round Rock campuses.

More than four million people live in the Austin-San Antonio corridor. With a rapidly developing economy, San Marcos has been the fastest growing U.S. city in the United States for the past three years. Ninety percent of current students hail from Central and South Texas as well as the Dallas/Fort Worth and Houston metro areas. However, the percentage of out-of-state is growing, and the University has enrolled students from 50 states and 115 countries in the past decade.

The San Marcos River, fed by crystal-clear springs, runs through campus and is home to several endangered species. Facilitated by the Meadows Center for Water and the Environment and Edwards Aquifer Research & Data Center, the Texas State campus is one of the best places in the world to study aquatic ecosystems and species. Other campus points of pride include:

- **The Texas State Science, Technology, and Research (STAR) Park**, which serves as a technology accelerator for startup and early stage businesses, especially in the green and biotechnology sectors.
- Addition of named **nursing** and **engineering** schools in the last decade.
- **Department of Geography**, the largest undergraduate and one of the largest graduate enrollments in the country, recognized internationally for geographic education and innovations.
- **Forensic Anthropology Research Center**, the largest outdoor forensic laboratory in the world and home of the world's first database of skeletal information on Hispanics.
- **Performing Arts Center**, completed in 2014, features award-winning musical and theatrical performances and provides a cultural bridge between the university and community.

- The **Center for the Study of the Southwest** engages faculty and students in the richness and diversity of Texas, the Southwestern United States and Northern Mexico and examines the region's people, institutions, history, art, and physical and cultural ecology.
- The **Advanced Law Enforcement Rapid Response Training Center**, which has trained more than 80,000 police officers in active shooter response.

Designated in 2012 as one of eight Emerging Research Universities in Texas, Texas State is now eligible for state programs that offer funding to help universities advance their research activities. Among the eight, Texas State has experienced the largest percentage increase in externally funded research over one-, five-, and ten-year periods. In February 2016, the Carnegie Foundation for the Advancement of Teaching reclassified Texas State into the category "Doctoral Universities: Higher Research Activity," the second-highest designation for research institutions under Carnegie's classification system. This reflects Texas State's fast-growing research activities and the number of Ph.D. programs offered. In January 2016, Texas State gained admission to the Council on Governmental Relations, reflecting the University's increased federal research funding.

As the "Rising Star of Texas," Texas State University has experienced tremendous growth, increasing enrollment by more than 15,000 students since 2000. In the last five years, university enrollment has increased by 5,407 students, a 16.6 percent increase.

In Fall 2015, Texas State ranked sixth out of 37 Texas public institutions in six-year graduation rates, placing us behind University of Houston at Clear Lake, Texas A&M, University of Texas-Austin, University of Texas-Dallas, and Texas Tech. Texas State was seventh in one-year retention rates behind University of Texas-Austin, Texas A&M, University of Houston, University of Texas-Dallas, Texas Tech, and Sam Houston State University.

From over 600 schools across the country, Texas State was recognized as a top veteran-friendly school in *Military Times*' "Best for Vets" 2015 college rankings. Texas State was fourteenth among four-year colleges and universities ranked for the service it provides to veteran students and families.

The College of Business Administration was established in 1958 and first accredited by AACSB International in 1997. The College is home to the Center for Entrepreneurial Action, the Center for Professional Sales, and the Institute for Global Business, and also oversees the Texas State Small Business Development Center. Supported by 129.5 full-time equivalent (FTE) faculty, academic degrees include the Bachelor of Business Administration (BBA) with majors in accounting, computer information systems, economics, finance, management, and marketing; the Bachelor of Arts (BA) in economics; the Master of Accountancy (MAcy); the Master of Business Administration (MBA) with optional emphases in computer information systems, engineering & technology, health administration, human resources, or international business; the Master of Science in Accounting and Information Technology (MSAIT); and the Master of Science in Human Resources Management (MSHRM).

Degree Programs Listed in the Scope of Accreditation

Program Name	Level	Location	Year Established
Bachelor of Business Administration	U	San Marcos	1939
Bachelor of Business Administration – Management	U	Austin/ Round Rock	1999*
Bachelor of Arts – Economics	U	San Marcos	1973
Master of Business Administration	G	San Marcos	1968
Master of Business Administration	G	Round Rock	1998
Master of Accountancy	G	San Marcos	1993
Master of Science in Accounting and Information Technology	G	San Marcos	2007
Master of Science in Human Resources Management	G	San Marcos	2012

As of Fall 2015, the College is home to 4,211 undergraduate majors and 400 graduate students. The College also supports 2,587 non-business students pursuing minors in business. Over the 2011-2015 period, undergraduate enrollment has increased by 20%, graduate numbers have remained relatively stable, and business minors have increased by 26%. Undergraduate enrollment is spread among five departments: Accounting; Computer Information Systems and Quantitative Methods (CIS & QM); Finance and Economics; Management; and Marketing.

Program	Enrollment in Fall 2015	# of Degrees Awarded in 2015
Undergraduate Programs		
Bachelor of Business Administration (BBA)		1,071
Accounting	825	
Computer Information Systems	283	
Economics	122	
Finance	693	
Management	1369	
Marketing	880	
Bachelor of Arts (BA) - Economics	39	19
Total – Undergraduate Programs	4,211	1,090
Graduate Programs	Enrollment in Fall 2015	# of Degrees Awarded
Master of Accountancy (MAcy)	108	43
Master of Business Administration (MBA)	267	99
Master of Science in Accounting and Information technology (MSAIT)	16	5
Master of Science in Human Resource Management (MSHRM)	9	3
Total Graduate Programs	400	150
Total McCoy College	4,611	1,240

* The BBA in Management was temporarily offered at Westwood High School in Austin before moving to Round Rock in 2005.

Relative Advantages in Reputation, Resources, Sponsors, and Supporters

Following a transformational \$20 million gift from Emmett and Miriam McCoy in 2004, the McCoy name was added to the College of Business Administration. Headquartered in San Marcos, McCoy's Building and Supply is a fourth-generation family-owned business that has a reputation for ethical practices, and the College is proud to share that legacy. In 2006, the College moved into a new 125,000 square foot facility, McCoy Hall.

Given honorary doctorates from Texas State in 2007, Drs. McCoy's endowment funds led to the establishment of the McCoy College Development Foundation (Foundation), the sole purpose of which is to benefit the College. The Foundation manages the endowment funds and distributes a percentage of the endowment to the College for faculty and student support and development, and program development. Matching funds are available for naming chairs and professorships, supporting faculty, providing undergraduate scholarships and graduate fellowships, helping student organizations, and supporting new programs. From 2004 to May 31, 2016, the Foundation distributed over \$7 million to the College to enhance quality. The Foundation manages assets of approximately \$37 million held in 65 separate endowment accounts and represents gifts that are a minimum of \$25,000.

McCoy College benefits from student-oriented and diverse faculty eager to share their business knowledge with students. Along with innovative courses that provide real-world experience, student learning is augmented by 20 faculty-sponsored student organizations, several of which perennially achieve national and international recognition. These organizations enrich the college experience by involving students in opportunities that foster leadership, civic engagement, and student development, celebrate diversity, and promote retention.

The McCoy College is fortunate to be part of a university with a culture of cooperation. This is the case throughout the University, among colleges, and within the business school. Upper administration supports College initiatives and is dedicated to transparency, open discussion, and strategic planning. The University also nurtures positive relationships with the San Marcos community and with alumni.

In February 2016, the Texas State Board of Regents approved a differential fee structure for the College's graduate programs. The fee serves to adjust the costs of McCoy College graduate programs to align with value, and better support the College's continuous improvement effort. Revenue produced from the fee increase will cascade into program improvement starting in Fall 2016. At current enrollment levels, the new fee of \$150 per SCH will generate approximately \$950,000, with half of this amount directly supporting McCoy College graduate programs and the other half supporting additional University priorities. First use of the funds will include:

- a career services professional who will work directly with graduate students,
- scholarships for study abroad experiences,
- additional graduate research assistant positions, and
- professional development events for students, including a Boot Camp twice a year.

Relative Disadvantages in Reputation, Resources, Sponsors, and Supporters

State funding of higher education nationwide has fallen to its lowest level ever, and in Texas, real dollar-per-student funding has been cut 22.8% in the past seven years. The University has financed continued growth in an era of dwindling state budget support with higher tuition and fees, but there is increasing resistance from students and the general public to additional tuition

increases. Private support is critical for filling the budget gap, but with all development activities and personnel currently centralized in University Advancement, coordinated fund-raising efforts on behalf of McCoy College are limited. However, the College anticipates the enhancement of the half-time Executive Director of the McCoy College Development Foundation to full-time, including development responsibilities, in Fall 2016, which will boost the College's fundraising efforts.

McCoy College is at a relative disadvantage also with respect to career placement services for our graduates. The College has no in-house career services office; students are referred to the campus-wide Career Services office. Because of limited staff and resources, Career Services is challenged to meet the needs of business students and expectations of faculty. Career Services does assign one liaison to McCoy College; services for graduate students are even more limited. The College foresees some improvement in this area due to the anticipated hiring of a career services professional to work with our graduate students as well as the recent hiring of a Corporate Outreach Coordinator for our graduate programs. Still, there is unmet demand for career placement assistance.

A review of area MBA programs suggests that competition continues to increase, especially in Austin, Round Rock and towns in and surrounding Williamson County, north of Austin. Online programs, many of which are headquartered out-of-state and are for-profit, are plentiful including those offered by DeVry University, South University, Strayer University, University of Phoenix, and Western Governors University. Key MBA programs offered face-to-face in our area include:

- Baylor (executive program)
- Concordia (evening program)
- DeVry (evening program)
- Hardin-Simmons (Acton MBA in entrepreneurship)
- St. Edward's (evening program)
- University of Texas at Austin (daytime, evening and executive programs)

Historically, the McCoy MBA has been the lowest-cost program, often by a significant amount. For example, the current tuition and fees for the 42-hour MBA program total approximately \$17,300 while the University of Texas totals approximately \$69,000 for its Daytime MBA program and \$104,000 for its Evening MBA program. Concordia and DeVry are closest in total cost at approximately \$25,500 and \$40,000, respectively, although neither is accredited by AACSB. The relatively low cost of the McCoy MBA has resulted in limited resources to support program enhancements or promote the program. Fortunately, the new McCoy College graduate differential fee, discussed *supra*, will generate approximately \$475,000 annually to improve these efforts and still remain competitive at \$23,000 for the program.

Challenging Internal, Environmental, and Competitive Forces

State population growth, the consequential surge in enrollment, and the rising status of the University animate many of the challenges McCoy College faces. The College must continue to advocate for resources to match increased student and faculty needs. For example, space constraints throughout the University strain the College. McCoy College's classroom utilization rate of 120% in Fall 2015 exceeded the University's 105% utilization rate. Limited classroom availability presents challenges to providing an excellent educational experience and beginning

new programs. Surplus office space in McCoy Hall does not exist, prompting discussions of facility expansion.

Further, the University's Emerging Research status and recent Carnegie re-classification as a Doctoral Higher Research Activity Institution set a higher bar for research productivity and quality. The College's research goals are challenged, however, by limited research assistant support, standard 3-3 teaching loads, and relatively large class sizes – a mean of 57 students per class in contrast to the University's mean of 24 students per class. The College has the highest weighted SCH/FTE in the University.

As Texas State University continues its rapid ascent and growth, national and state macro-environmental forces may lead to uncertainties in budget appropriations from the state legislature. For example, recent declines in the price of oil may mean less tax revenue for the State of Texas and even less state funding for higher education. McCoy College is proactively trying to mitigate these trends by strengthening relationships with private donors.

Texas Senate Bill 11 (SB11) was passed into law on June 1, 2015, and permits individuals with a concealed handgun license (CHL) to carry a concealed weapon into public university and college buildings, activity grounds, and transportation vehicles beginning August 1, 2016. A 25-member Campus Carry Task Force drafted and publicly vetted recommendations regarding implementation of the law. The Task Force presented its final recommendations to President Trauth, who then established rules regarding concealed carry on campus. The effect of Campus Carry on faculty and student recruitment, retention, and morale remains to be seen.

Opportunities for Enhancing Degree Offerings

- In response to market demand and in consultation with the College's advisory boards, the College is considering offering a new master's degree in supply chain management and data analytics. The CIS & QM department is developing an undergraduate Data Analytics concentration, and the Marketing Department is building its Services Marketing Concentration with new faculty.
- The MSHRM program is transitioning to a hybrid program to provide more flexibility to working professionals and increase enrollment. With additional support from the University, exploring other online delivery is increasingly possible.
- Established in 2015, the new full-time MBA cohort has potential to attract students from the relatively new and quickly growing Ingram School of Engineering.
- An enhancement of international components of the undergraduate core curriculum could lead to additional demand for study abroad programs. Likewise, the full-time MBA cohort has a study abroad expectation that also will necessitate expansion in this area.
- The new graduate fee, discussed *supra*, will assist with program enhancements at the graduate level.

3. Progress Update on Concerns from Previous Review

The Fall 2011 Visit Report identified the following areas that must be addressed prior to the 2016 visit:

Associated Standard	Update
Standard #10 -- Faculty Qualifications: “It is recommended that the College consistently maintain a current faculty database with regular review for accuracy. Table 10-1 (the Summary of Faculty Qualification, Development Activities and Professional Responsibilities) accurately classified faculty as AQ or PQ, but supporting data in the table for categories of Professional Experience, Consulting, Professional Development, and Other Professional Activities for the most part was nonexistent and did not substantiate the classification, especially for PQ faculty (the IC category was validated as accurate in the table). Upon substantive review of faculty vitae, the AQ/PQ status was found to be correct and the supporting data in the table to be in error (either missing or inaccurately entered).”	McCoy College continues to collect faculty qualification data via Digital Measures and has improved efforts to review the database regularly for accuracy. Department chairs evaluate the faculty portfolio during annual reviews and assign appropriate qualifications based on College guidelines. Tables are also reviewed by the Associate Dean for Undergraduate Programs, followed by the College Council (CBAC) after the annual review process. The Digital Measures data are important to faculty because merit evaluations are based on entered data.
Standard #10 -- Faculty Qualifications; Standard #11 -- Faculty Management and Support; Standard #2 -- Intellectual Contributions: “It is recommended that the College continue to closely monitor faculty qualifications and aggressively apply new faculty development policies to increase discipline ratios.”	Since 2011, the College has hired 43 new full-time faculty members, 23 of whom are tenured or tenure-track. New faculty are now granted 2/2 teaching loads their first year and awarded summer support for research. In Summer 2015, for example, the College awarded \$85,417 in summer research stipends to new faculty. Summer support is detailed in Section 4. The University also supports a Research Enhancement Program that includes summer research support; in 2015, McCoy College faculty received \$61,245 in funding through this competitive proposal process. New faculty classification policies were developed by the Governance Committee and adopted by the faculty in Fall 2015. As a result of new hires and more robust faculty development policies, with the exception of Economics, each department is now within acceptable qualification ratios.

4. Strategic Management and Innovation (Standards 1-3)

Mission: The McCoy College of Business Administration fosters an engaged learning community that prepares a diverse student population for successful business careers as responsible global citizens. The College complements these efforts with research that adds to knowledge, provides solutions to business challenges, and contributes to pedagogical advances.

Vision: The McCoy College of Business Administration strives to be a leader in experiential business education and business relevant, socially significant research.

Values: Committed to supporting the mission of Texas State University as an Hispanic Serving Institution and designated Emerging Research Institution for the State of Texas, we embrace:

- A unique combination of experiential learning, excellent faculty instruction, and a student-centered culture.
- Responsiveness, accountability, and on-going contributions through research and service to Texas and beyond.
- Excellence in all endeavors through self-study, innovation, and continuous improvement.
- Integrity and adherence to professional and ethical standards.
- Respect for individuals and a diverse culture that promotes a globally engaged community of students, staff, and faculty.
- Student engagement and development through active involvement in student organizations.
- Life-long learning and professional development of students, staff, and faculty.

Mission Review: Under the guidance of the faculty Governance Committee, the McCoy College mission is reviewed every five years. The College completed its most recent revision in Fall 2014. The Governance Committee requested input from a variety of stakeholders including McCoy College faculty, students, College of Business Administration Council (CBAC), and the McCoy College Advisory Board. The Governance Committee also referenced the University's mission statement in reviewing the College's mission.

After consultation and review, the Governance Committee determined that the College's mission needed to evolve in light of the University's new Emerging Research Institution status. The Governance Committee drafted revised mission, vision, and values statements and again requested comment from all stakeholders. After several rounds of stakeholder feedback and revision, the new mission statement was approved by faculty ballot vote in October 2014.

Advisory Boards: McCoy College frequently interacts with business professionals as a means of both continuous improvement and stakeholder engagement. The College benefits from the expertise and involvement of nine advisory boards:

- McCoy College
- Department of Accounting
- Department of Computer Information Systems and Quantitative Methods
- Department of Finance and Economics
- Institute for Global Business
- Center for Professional Sales
- Students in Free Enterprise (SIFE) / Enactus
- Human Resources Management
- MBA

Advisory board members are experienced, successful professionals who provide guidance to ensure that College programs, organizations, and curricula are relevant and innovative. Advisory board rosters are included in Appendix B7. Examples of recent significant contributions made by advisory boards include:

- The McCoy College Advisory Board endorsed a plan for faculty externships. Andy Russ, from grocer HEB, chaired a sub-committee to develop support and recommend the program. Subsequently, Advisory Board members have hosted faculty for multiple externship experiences.
- The January 2016 “All Advisory Board” meeting supported the development of a new master’s degree in supply chain and analytics. The group suggested curriculum content to be included as the program develops.
- The McCoy College Advisory Board recently voted to increase the scholarships given to both undergraduate and graduate students in the board’s name.
- The Professional Sales Advisory Board was asked to support sales research opportunities for Marketing faculty; one international company consequently provided access to its sales force to two faculty conducting research about perceptions of sales professionals.
- The Computer Information Systems and Quantitative Methods Advisory Board has advised the department on trends in computing and information systems that should be incorporated into the curriculum. Those recommendations include language changes, such as C# instead of Visual Basic, and mobile computing platforms, such as Apple IOS and Android. They also have been influential in advising the development of the Advanced Productivity and Efficiency Accelerator (APEX) research initiative.
- The Department of Accounting Advisory Board strongly recommended a tax specialization, which is now in the process of being approved.

Strategic Management Planning Process and Outcomes

Planning Process: When President Denise Trauth joined Texas State in August 2002, she implemented a strategic planning model that utilizes a “top-down, bottom-up” process. Under the model, the University provides the general framework within which subunit plans are developed. Each academic and administrative unit on campus is charged with developing a five-year strategic plan that advances the University’s mission. Departmental plans are used to create college and division plans which are shared with the university community through open forums. After endorsement by the President’s cabinet, the Board of Regents approves the plan.

In July 2012, President Trauth’s cabinet finalized recommendations for the extension of the University Plan through 2017. Many desired outcomes from the previous plan remain in the extended plan, some of which have been modified to reflect progress made through 2012. In the current plan, the University intends to:

- Promote academic quality by building and supporting a distinguished faculty.
- Provide opportunities for public university education and contribute to economic and cultural development.
- Provide a premier student-centered, educational experience that fosters retention and success.
- Enrich our learning and working environment by attracting and supporting a more diverse faculty, staff, and student body.

- Develop and manage human, financial, physical, and technological resources effectively, efficiently, and ethically to support the university's mission.

McCoy College develops its strategic goals using the University's "top-down, bottom-up" process. With input from stakeholders such as college and departmental advisory boards, faculty and administrators collaborate to develop College goals aligned with the University and College missions, driven by market demand, beneficial to students, above accreditation standards, and financially feasible. Next, each department determines its needs and priorities, and drafts a preliminary plan. CBAC then reviews the departmental plans and begins to finalize the College's strategic plan. The draft plan is introduced for faculty input, and departments may modify their individual plans to better fit the College plan. Open forums are held to solicit additional faculty input. CBAC meets during the summer to create a list of strategic activities for the coming year to achieve each of the goals, identifying the person(s) or committee assigned to each task. Every fall, with input from the dean on behalf of the College, the provost provides specific goals for the College to strive to achieve. Typically, these are a variation of the College goals with additional goals that focus on important university initiatives. See Appendix B2.2 for the last five years of the strategic goals and overall plan.

Included in providing feedback in the most recent major planning process were student groups, a joint meeting of nine college advisory boards, meetings of each department, two college meetings, and discussion and prioritization by CBAC.

Strategic Goals: The following goals give direction to the McCoy College mission and recognize that scholarship and service support the primary focus of teaching and learning:

- Maintain AACSB standards.
- Develop a strong research culture while maintaining quality teaching.
- Increase graduate student enrollment by providing innovative, market-driven programs.
- Focus on global business initiatives.
- Provide an environment for our learning community that enhances and supports diversity.
- Foster business community relationships with primary emphasis on small and medium-sized businesses.
- Sustain a development program.
- Support a dynamic student learning environment.

These overarching goals have remained relatively consistent over the past ten years. From the strategic goals, at the request of the provost, the College identifies its top five strategic priorities. For 2012-2017, they are:

- Increase graduate program quality and enrollment.
- Enhance the undergraduate student learning environment.
- Foster business community relations.
- Focus on global business.
- Expand and enhance the research culture.

Since our 2011 accreditation visit, the College has made significant progress toward these and other priorities, as discussed *infra*, and in the Provost Reports, attached in Appendix B2.1.

The next cycle for university-level strategic planning encompassing 2017-2023 began in Fall 2015 with a review of the University mission, followed by an environmental scan during the spring

semester. University goals will be finalized in Fall 2016, followed by colleges and divisions drafting their plans in Spring 2017. Campus forums will be held to share plan priorities. Plans will be finalized in Summer 2017 with implementation beginning in Fall 2017.

Intellectual Contributions, Impact, and Alignment with Mission

In the last five years, McCoy College faculty members have produced 1,616 intellectual contributions, including 537 peer-reviewed journal articles, received \$2,715,065 in external grant support, and won 41 best paper and best reviewer awards at academic conferences. Collectively, 25 McCoy College faculty are represented in the Google Scholar Top 100 Most Cited Scholars at Texas State. Consistent with its mission, the College emphasizes applied scholarly activity, but the faculty as a whole sustains its academic qualifications through a wide variety of intellectual contributions and research interests. A full listing of these intellectual contributions may be found in Table 2-1 in Appendix B1.1.

In keeping with the University's move into the Emerging Research University group of eight Texas public universities, developing a strong research culture is one of McCoy College's primary strategic goals, and resources are available to promote research activities. In 2015-2016, the McCoy Endowment granted \$61,245 to support quality research, leading to published peer-reviewed journal articles, and to provide seed money for pilot projects leading to larger proposals to external agencies. Recipients present their research at one of several research seminars hosted by the College Research Committee, which fosters efforts for more research collaboration throughout the year. All of the individual departments also offer presentations of faculty research to share scholarship. In February 2016, the Research Committee hosted its first larger-scale "Research Gathering" to highlight notable research streams within the College and allow faculty to discuss possibilities for collaboration. The Research Committee, and individual departments, also feature faculty research in regularly published newsletters that are disseminated internally and externally to advisory board members, donors, students, and members of the community.

The University also hosts a competitive Research Enhancement Program. Using a common rubric, the McCoy College Research Enhancement Program Committee evaluates and ranks proposals and forwards them to the University Research Committee for funding consideration. In addition, the McCoy College Research Committee selects an annual recipient of the Gary V. Woods College of Business Research Award, which provides an honorarium to the McCoy College faculty member with the strongest research record over the preceding three-year period. The committee evaluates each applicant on the quality and quantity of research produced, giving preference to applied, business-relevant, socially significant research published in peer-reviewed academic journals. The College also annually nominates both tenure-track and tenured researchers for the University's Presidential Award for Excellence in Scholarly Activity; both nominees and award winners receive stipends. Another recognition, the Robert J. Olney Early Career Research Award, was first given in Fall 2015 to support a pre-tenure faculty member. Further, the Brandon Dee Roberts Excellence Professorship, first awarded in 2012, honors a tenure-track faculty member with a strong research record and the significant potential to impact the discipline.

The College provides hardware, software, and data to allow faculty members to produce intellectual contributions. Faculty receive personal computers for their offices on a three-to-four-year refresh cycle. In addition to the competitive research grants available, faculty generally receive departmental discretionary funding that can be used to pay for conference attendance or for purchase of data or software. The College and the University library also provide numerous

research databases, including Audit Analytics, Checkpoint, Compustat, CRSP, FactSet, Lexis-Nexis, and Standard and Poor's Net Advantage, and software including Crystal Ball and WRDS. Faculty may use the 12 Bloomberg terminals housed in the College.

The College attempts to ensure that all tenured and tenure-track faculty members remain active in research and has a clearly defined process to evaluate how faculty members contribute to the College mission and maintain their qualifications. These processes are described in Policy and Procedure Statements (CBAPPS) 5.01-08, which may be found in Appendix B5. A consistent record of high-quality scholarship is required for reappointment, tenure, and promotion.

In 2013, Dean Smart created an 11-member Impact of Research Task Force to address the expectations for impact of intellectual contributions under the 2013 AACSB accreditation standards. The 2013 Task Force recommended a College theme of "business-relevant, socially significant" research in alignment with the College's mission and that intellectual contributions be assessed in terms of their impact on discipline, pedagogy, and society. The full 2013 Impact of Research Task Force Report is included as Appendix B3.3.

After the adoption of the College's new mission in 2014, Dean Smart charged a new 2015 Impact of Research Task Force with further specifying ways the College can encourage, reward, share, illustrate and align high-impact research. The 2015 Task Force, comprised of a cross-section of full-time faculty, began by constructing a thematic statement of research impact:

The McCoy College aspires to create value in the marketplace through business-relevant and socially significant research. The intellectual contributions produced by the McCoy College add to knowledge about business practices, provide solutions to business challenges, advance business pedagogy, and contribute toward understanding and improving the relationship between business and society. Thus, consistent with the McCoy College mission, the greater the application of intellectual contributions to business disciplines, business pedagogy, and society, the greater will be the impact of such intellectual contributions.

The 2015 Task Force spent a year surveying peer and aspirant institutions, and, mindful of the College's mission, discussing practical ways for the College to generate, incentivize, share, and measure high-impact research. Much of the Task Force's work focused on the College's need to capture and share data in a clear, concise, compelling, consistent, and credible way. After considering metrics suggested by both AACSB standards and the 2013 Task Force, and prioritizing those that allow for accurate, verifiable, and straightforward indicators of impact, the Task Force suggested the College illustrate high impact through measurements of prestigious journal publications, conference presentations, awards, and grants.

All of these are only proxies, or indicators, of high impact; the impact itself is realized through the application of the scholarship to business, social, and pedagogical problems, and the resulting changes and advancements that occur. Because there is currently no consistent means of quantifying social or business change, however, the College has chosen to rely on peer-reviewed assessments of the relevance and significance of intellectual contributions. Thus, per AACSB criteria, the following table "provides evidence of the quality of the five-year portfolio of intellectual contributions with appropriate...quantitative measures."

Summary evidence of high-impact intellectual contributions 2011-2015

Peer-reviewed journal publications on the College list at level A or A+	118
Peer-reviewed journal publications on the College list at level B	263
Peer-reviewed conference presentations and proceedings at Department-designated prestigious conferences	345
Research Awards external to Texas State	41
Grants external to Texas State	23/\$2,715,065

The next table provides a “portfolio of high quality intellectual contributions that have been produced over the most recent five-year accreditation period.” This table quantitatively illustrates objectively verifiable types of intellectual contributions aligned with our Mission: Applied, Basic/Discovery, and Teaching and Learning; this table includes intellectual contributions which are externally validated as business-relevant and/or socially significant but may not be as high-impact as those highlighted in the table above.

Summary of types of intellectual contributions 2011-2015

	Applied or Application/Integration Scholarship	Basic or Discovery Scholarship	Teaching and Learning Scholarship
Peer-reviewed journal articles	416	74	47
Peer-reviewed conference proceedings, presentations, and posters	601	192	111
Non-peer-reviewed technical report, trade publication, industry report, government report, and/or public policy document	16	5	3
College- and University-level Research grants and contracts	\$ 407,917		
Competitive State and local government grants and contracts	\$364,000		
Competitive Federal government or Private Foundation grants and contracts	\$2,351,065		
Books and/or book chapters	48		

Because the above tables require reporting of “A” and “B” journal publications, the 2015 Task Force next focused on how the College evaluates peer-reviewed journal publications. Over several years, each discipline had established lists of acceptable journals, and there was a general list for the College as a whole. However, as the College endeavored to refine its impact of research assessment, the 2015 Task Force suggested that the integrity and consistency of the journal lists could be improved with the adoption of shared, objective criteria.

After surveying best practices at peer and aspirant schools and discussing alternatives with relevant internal stakeholders, the 2015 Task Force proposed a set of 12 criteria for the discipline-level journal lists. These criteria include an emphasis on mission-appropriate publication outlets, the use of an objective index to guide journal rankings, a maximum cap on the number of acceptable journals per discipline, and percentage caps for each tier of rankings. As a result of the 2015 Task Force's recommendations, each discipline's faculty worked during AY 2015-2016 to revise its journal list in compliance with the new criteria. In the spirit of continuous improvement, we expect the journal list criteria will need further refinement as we evolve toward a higher level research institution, but the revised journal lists based on consistent standards represent a critical step toward more impact, rigor, and accountability in faculty research. The full 2015 Impact of Research Task Force Report is included as Appendix B3.2.

With a commitment to business-relevant, socially significant, impactful intellectual contributions, specific examples abound within the College:

- **Professor of Marketing Raymond Fisk's** publications in services marketing have been cited 5,800 times, including 2,700 times in the past five years. His socially significant work focuses on serving customers, as illustrated in his most recent article in the *Journal of Services Management*, "Billions of Impoverished People Deserve to be Better Served: A Call to Action for the Service Research Community."
- **Professor of Management Micki Kacmar**, the Fields Endowed Chair of Ethics and Corporate Responsibility, is the third-most cited scholar in the University, with over 14,000 citations according to Google Scholar. Dr. Kacmar focuses on two research streams: her work in behavioral ethics highlights what managers can do to ensure their employees act ethically in the context of systemic pressures; and her research in work-family balance focuses on finding tools and infrastructures that allow working individuals to make the most of the time they spend in their respective roles.
- **Professor of Economics James LeSage**, who holds the Fields Endowed Chair in Urban and Regional Economics, and whose work has been cited more than 8,000 times, has applied discrete choice spatial models to business recovery decisions after Hurricane Katrina. This work appeared in the *Journal of the Royal Statistical Association* and was featured in a 2011 article in *Significance*, a quarterly magazine of the Royal Statistical Society and American Statistical Association to show how statistics can benefit society.
- **Professor of Accounting Cecily Raiborn**, holder of the McCoy Endowed Chair in Accounting, studies fraud detection and prevention, especially relative to internal controls and financial accounting. Based on her research, which has been cited more than 1,200 times, Dr. Raiborn was selected to serve on the Editorial Board for *Fraud Magazine* and to develop and present an internal controls webinar for 25 health clinics facing challenges due to the Affordable Care Act. She, along with **Professor Janet Butler**, **Assistant Professor Nathan Cannon**, and **Assistant Professor Randall Young**, also won third place in the 2015 Institute of Management Accountants Case Writing Competition.
- **Associate Professor of Economics Li Feng**, who is also an adjunct economist with the RAND Corporation, examines socially significant education policy issues related to teachers, including the impact of state-wide teacher loan forgiveness on teacher recruitment and retention. Her research is funded by the National Science Foundation, the Institute of Education Sciences, American Educational Research Association, and the National Academy of Sciences; her federal funding exceeds \$1.1 million.

- **Associate Professor of Management Brian Miller** focuses on applied psychometrics in the identification and measurement of maladaptive personality traits in the workplace, including entitlement. He shares his expertise through involvement with the Texas State Testing, Research Support & Evaluation Center (TREC) as a TREC Fellow. In that role he has also delivered more than 20 statistical technique and research methods seminars to Texas State faculty and staff and has developed three online statistical training videos for public use. Dr. Miller, along with **Professor of Marketing Debbie Thorne** and **Lecturer Floyd Quinn**, earned the 2016 American Association of University Administrators Jerome L. Neuner Award for Excellence in Professional-Scholarly Publication.
- **Associate Professor of Quantitative Methods Rasim Muzaffer Musal** uses Bayesian Methods to model effects of poverty and income inequality, controlled for spatial effects, on HIV mortality figures. This socially significant research has implications for the delivery of effective health care.
- **Associate Professor of Finance Ivilina Popova**'s asset allocation research led to the development of a portfolio allocation product that is currently used by Deutsche Asset Management for pension plans, university endowments, and high net-worth individuals.
- **Associate Professor of Marketing Jeremy Sierra**, holder of the Stephen R. Gregg, Sr. Excellence Professorship, researches the antecedents and consequences of consumer behavioral intentions in the context of brand tribalism and superstitious beliefs. In addition to winning two best paper awards, Dr. Sierra was recently honored for authoring one of the Top 20 most-cited articles in the *Journal of Marketing Theory and Practice*.
- **Assistant Professor of Quantitative Methods Tahir Ekin**, holder of the Brandon Dee Roberts Professorship, is helping to improve medical fraud assessment by more accurate overpayment estimation, representative sampling, and the use of data mining methods for fraud detection. His research has direct cost implications to government, taxpayers, and business, while improving the ability of medical systems to provide quality care to deserving patients. His grant funding totals almost \$500,000.
- **Assistant Professor of Accounting Mina Pizzini** investigates how non-executive compensation schemes affect individual and firm-level performance. Her research focuses on whether paying workers higher relative wages *ex ante* results in better *ex post* unit-level performance, a study topical to minimum wage policy debates.

Financial Strategies and Allocation of Resources

The McCoy College's budget rose from \$18.84 million in 2010 to \$24.18 million in 2015. The majority of that increase has gone to faculty salaries.

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Salary (no fringe)	\$12,804,948.91	\$13,210,780.03	\$13,525,780.08	\$14,276,229.41	\$15,565,492.51
Fringe	\$2,562,852.44	\$2,777,284.10	\$2,895,260.43	\$3,105,346.38	\$3,402,699.38
Expenditures (non-salary)	\$3,475,463.66	\$3,488,872.87	\$3,924,058.29	\$4,747,544.04	\$5,209,205.72
Total Operating Budget	\$18,843,265.01	\$19,476,937.00	\$20,345,098.80	\$22,129,119.83	\$24,177,397.61

The McCoy College budget is based on allocations from the University Provost, the Graduate College, and Instructional Technology; private donations; student service fees; grants; and state and federal appropriations. Budget decisions are based on the Mission and Strategic Plan of the College. The following table lists examples of financial support for strategic initiatives.

Financial Support for Strategic Initiatives

Initiative	Start Date	First-Year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
Enhance Graduate Programs	January 2017	\$200,000	\$475,000	Differential Fees
Student Organization Support	Ongoing	\$7,500	\$7,500	Student Travel from Service Fees / Division of Student Affairs
	January 2006	\$70,000	\$70,000	McCoy College Foundation Student Development Endowment
	January 2013	\$5,000	\$5,000	Muehl Student Development Endowment
	January 2014	\$2,500	\$2,500	RGK Endowment
Research Support	September 2015	\$10,000	\$15,000	Pettit Faculty Development Endowment
	September 2015	\$3,000	\$3,000	Robert J. Olney Early Career Research Award Endowment
	September 2006	\$70,000	\$80,000	McCoy College Foundation Faculty Development Endowment
	Ongoing	\$110,000	\$110,000	Endowed professorship support from McCoy College Foundation
	Ongoing	Varies	Varies	Summer support for new tenure-track faculty from Office of Provost
	Ongoing	Varies	Varies	Research Enhancement Grants from Office of the Provost
Technology Support	September 2015	\$25,000	Varies	Media Room Technology/Office of the Provost
	July 2014	\$38,000	\$0	Trading Lab Ticker Replacement / Office of the Provost
	Ongoing from July 2011	\$35,000	\$35,000	Bloomberg Terminals / Office of the Provost
	September 2011	\$40,000	\$40,000	Data for Trading Lab / Office of Information Technology
	Ongoing	Varies	Varies	Computer Lab Upgrades / Office of Information Technology
	Ongoing	Varies	Varies	Refresh Cycle for Computers / Office of Information Technology

The McCoy College of Business Development Foundation also provides important support for the College, as discussed in Section 2. Currently, the Foundation has assets of approximately \$37 million. Over the past five years, the Foundation has distributed over \$3 million to the College. Other endowment accounts, primarily scholarship-related, reside with the University or the Texas State University Development Foundation. Recent donations to College accounts include:

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
McCoy Foundation	\$422,500.00	3,372,515.00	\$451,619.80	\$437,425.50	\$579,351.00	\$208,035.00
Texas State Development Foundation	\$35,010.04	\$32,921.32	\$5,585.00	\$331,085.44	\$130,450.00	\$924,151.80
Texas State University	\$145,146.32	\$192,480.70	\$204,298.44	\$234,126.90	\$312,975.16	\$202,693.47

Further, each department in the College is allocated significant funds by the Alkek Library for the purchase of periodicals, books, and databases. For 2015-16, The College received \$447,986 in library funds.

New Degree Programs

McCoy College has not introduced any new undergraduate degree programs since the 2011 visit, although several concentrations in existing majors have been added. For example, McCoy College now offers concentrations in Professional Sales and Entrepreneurial Studies.

At the graduate level, during 2012, McCoy College began offering a Master of Science in Human Resources Management (MSHRM). The 30-hour graduate curriculum consists of 18 hours of core courses and 12 hours of electives. Required course work covers the core human resource functional areas of compensation and benefits, recruitment and selection, training and development, international human resource management, and employment law and relations. Electives may be chosen from other management courses such as organizational change management, organizational behavior, cross-cultural management, business research methods, managing the communication process, and business ethics. Students may also elect an internship as an elective. The MSHRM curriculum is fully aligned with the Society for Human Resource Management criteria. Prior to McCoy College's creation of the MSHRM program, the College of Health Professions offered a Master of Science degree in Healthcare Human Resources (MSHHR). Surveys of MSHHR graduates indicated that most were placed in positions unrelated to healthcare, and that they would have preferred a broader human resources program. Further, with few competing human resources programs in the region, and over 2,300 human resources professionals in the Austin-San Antonio corridor, the market supported an expanded human resources graduate program. The Department of Management already had four faculty with human resources expertise and was strategically focused on expanding in that area, and the Department of Finance and Economics had three professors with expertise in employment law to support the program. Accordingly, McCoy College adopted the program from the College of Health Professions, with the University's support.

The MSHRM Learning Outcomes for 2015-16 state:

1. Students will understand the relationship between human resource management and other organizational functions and objectives.
2. Students will demonstrate knowledge of employee training and development programs and policies and how such programs and policies affect other functional areas of human resource management.
3. Students will demonstrate knowledge of compensation and benefit programs and policies and how such programs and policies affect other functional areas of human resource management.

4. Students will demonstrate knowledge of employment law and how legal issues affect other functional areas of human resource management.
5. Students will demonstrate knowledge of recruitment and selection programs and policies and how such programs and policies affect other functional areas of human resource management.
6. Students will demonstrate knowledge of international human resource management programs and policies and how such programs and policies affect other functional areas of human resource management.

Each learning outcome is assessed using data from at least two separate courses offered during either the fall or the spring term. Faculty specify the method of assessment according to their course design. Assessment data has shown that MSHRM students perform at or above acceptable standards on each of the learning outcomes identified above. Please see Appendix B6.2.4 for a detailed assessment report.

Thus far, all graduates of the MSHRM program have successfully passed their exit exams, which is in a format similar to the SHRM certification process. All graduates were either gainfully employed in human resources positions when they entered the program (and are still working in the human resources profession), or they obtained human resources positions shortly after graduation. The program is still new, however, with only nine graduates thus far. The College is exploring a hybrid program format to increase the attractiveness of the program for working professionals in the area.

5. Participants

Undergraduate Students: Texas State University has experienced substantial growth in student enrollment. Texas has a Uniform Admission Policy for admission to a four-year public institution. Applicants must successfully complete the recommended or advanced high school program or complete a curriculum that is equivalent in content and rigor or earn at least a 1500 on the SAT or meet the ACT college readiness scores. In 1997, Texas adopted a law that requires all public colleges and universities to admit any Texas applicant who graduated from the top 10% of his or her high school class. Texas State's enrollment has increased 16.6% since 2010, from 32,572 to 37,979.

Texas State has been able to manage this growth successfully. The University has not seen a substantial change in the qualifications of admitted students, as the average SAT score of entering freshmen has stayed relatively constant. Additionally, freshman retention rates and six-year graduation rates have improved, making the University's rates among the top seven of the 37 public universities in the state.

Graduation and retention rates have been particularly strong for McCoy College students.

6-Year Graduation Rate

Entered in	Texas State	McCoy College
2005	55.6%	69.3%
2006	53.6%	70.2%
2007	57.4%	71.7%
2008	55.1%	68.8%
2009	53.0%	72.3%

Freshman Retention

	Texas State	McCoy College
2010	78.5%	82.1%
2011	76.7%	82.5%
2012	77.1%	81.5%
2013	76.4%	76.5%
2014	78.2%	81.5%

The Office of Undergraduate Admissions recruits qualified and diverse students to meet the University's enrollment goals. For Fall 2016, over 30,000 potential new freshmen applied to Texas State – a 16.2% increase – with 15,310 admitted and 5,900 expected to enroll. Further, more than 4,000 transfer students have applied, with over 2,000 admitted and 1,500 expected to enroll. At McCoy College, 4,063 potential freshmen have applied, with 1,937 admitted. Transfer applications total 496 with 148 admitted. The result of targeted efforts to reach the racially and ethnically diverse population of potential college students in Texas is now found in broad representation from various groups. In fall 2015, undergraduate enrollment in McCoy College comprised of 55.9% White, 28.5% Hispanic, 7.3% African American, 3.9% Asian, 2.1% multi-racial, 0.3% American Indian, and 1.3% other ethnicities. Approximately 0.7% did not report their ethnicity.

Within McCoy College, undergraduate enrollment has increased by 20.1% at the major level while student quality has also increased. In Fall 2011, McCoy College counted 3,505 business majors and 2,032 business minors. By Fall 2015, McCoy College had 4,211 majors and 2,587 minors. Despite the enrollment growth, the mean class size stayed steady at 57.

Freshman students with fewer than 30 hours completed are automatically admitted to McCoy College when they have been admitted to Texas State and one of the following is met: SAT composite score is 1200 or greater, ACT composite score is 27 or greater, or applicant is ranked in the top 25% of his or her high school graduating class.

Applicants who do not meet automatic admission requirements are considered through a competitive review process based on the applicant's high school academic record and ACT and/or SAT composite score. The McCoy College freshman test score ranges are the highest in the university with SAT scores of 1020-1170 and ACT scores of 22-27 as of Fall 2015.

Transfer students with 30 hours or more completed are automatically admitted to McCoy College when they have been admitted to Texas State and have an overall grade point average (GPA) of 3.0 or higher. Applicants with an overall GPA below 3.0 are considered through a competitive review process based on the grades earned in English and math and the overall GPA.

Financial Aid: In a typical year, over 71% of Texas State students receive some form of financial aid. Available assistance includes grants, work-study, student and parent loans, scholarships, and nonresident tuition and fee waivers.

Undergraduate Student Advising: The McCoy College CenturyLink Academic Advising Center has become a model for excellence and innovation in academic advising. This excellence has been enhanced by extensive staff development, particularly through participation in advising conferences. During the 2015-2016 academic year, eight professional advisors in McCoy College conducted 5,425 individual advising appointments, assisted with 12,814 phone calls, and answered 7,751 advising-related inquiries at the front desk. Social media tools are now leveraged to connect important information and involvement opportunities to students through technological resources they tend to use frequently (blogs, Facebook, Twitter, and LinkedIn). Data from performance surveys indicate that 96 percent of respondents are satisfied with their advising sessions. The center has developed a unique advising "syllabus" that allows advisors to communicate shared responsibilities and important information. It is attached as Appendix B8.3.

The CenturyLink Advising Center complements and enhances the efforts of the University's Personalized Academic and Career Exploration (PACE) Center, which was established during the 2011 SACS reaffirmation process and which won the National Academic Advising Association's

2016 Outstanding Institutional Advising Program Award. Freshmen receive individualized academic and career planning assistance and transfer to college advising centers in their sophomore year.

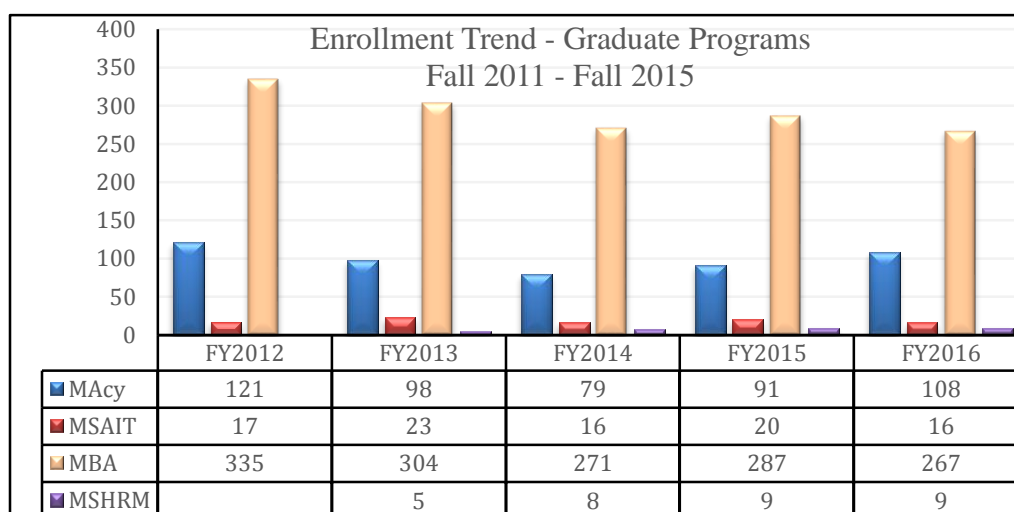
Student Development Activities: The CenturyLink Academic Advising Center offers programs and workshops to enhance student development and opportunities for extra-curricular involvement with McCoy College stakeholders. The Center oversees the Business Learning Community, a group of 30 freshmen who enroll in the same courses, live in the same section of their residence hall, and participate in professional development projects and events.

The McCoy Experience, a unique student development program that assists new students with their transition to college and promotes opportunities for professional development, begins with several different orientation sessions, including the web-based First Semester Workshop, which is required of all entering McCoy College students. The workshop uses demonstrations and scenario-based simulations to educate students about the University Honor Code and McCoy College values, as well as available educational opportunities.

McCoy College also offers students assistance with career development through a Career Services Liaison. During the 2014-2015 academic year, the liaison met with 365 business majors. Career Services staff also made 83 presentations to 3,342 business students, in classes and through professional organizations.

In 2015, Assistant Professor of Marketing Anna Turri, in collaboration with the University's Career Services, launched a "Career Closet" to provide students access to free dress clothes for job and internship interviews. The Closet is stocked with curated clothing donated from local stores, administrators, community leaders, faculty, staff, alumni, and students. McCoy College Enactus students help staff the closet and wrote the manual for its operation, and many McCoy College faculty donated suits for student use.

Graduate Students: Consistent with national trends, the number of graduate students has varied in recent years. Applications for Fall 2016, however, increased by 19 percent over 2015. Graduate enrollment trends over the past five years are illustrated in the chart below:



In keeping with the University's goal to increase graduate enrollment, McCoy College has redesigned curricula and added new programs and resources directed to graduate education. The McCoy College Graduate Policies Committee evaluates MBA admission applications. The committee carefully considers all aspects of an applicant's professional and academic background, giving specific attention to quantitative measures such as undergraduate GPA and scores on all components of the standardized Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE). While a specific minimum GPA or test score is not required, both are viewed as important indicators of an applicant's potential success in graduate business studies. The committee also considers qualitative elements including letters of recommendation, quality of written essays, relevant work experience, source and major area of undergraduate degree, extracurricular and community activities, and honors and achievements. The mean GMAT score for admitted MBA applicants in Fall 2015 was 512 and the mean GRE score was 151-Q, 151-V; students had an average work experience of eight years.

McCoy College continues to improve graduate student support services. The MBA program director has increased the program's visibility through attendance at networking events and college job fairs. Established in 1995, the MBA Student Association facilitates community, social interaction, and professional networking with 14-17 events each year. Typically, two alumni events are also held each year in Austin and Houston to build connections between current students and area alumni. The College also offered 11 professional development events for graduate students in 2015-2016, including boot camps, resume workshops, etiquette dinners, and seminars on personal finance, building a personal brand through social media, creating a strong work culture, and intellectual property issues. The College anticipates that the new graduate differential fee will strengthen career development services.

Applications for the MACy, MSAIT, and MSHRM programs are evaluated by admission committees consisting of graduate faculty in participating departments. Committees consider letters of recommendation, essay responses, GMAT or GRE scores, and undergraduate GPAs. For the MACy program, the admissions committee also requires a minimum GPA of 3.0 in upper division undergraduate accounting courses. Entering classes have typically averaged a GMAT score of 530. The most recently admitted MACy class had a mean GMAT of 526; the most recently admitted MS classes had a mean GMAT of 486. Enrollment in the MACy program remains relatively stable. Curriculum redesign has improved CPA pass rates, a key indicator of success for the program, from 48% to 50.7%. The niche MSAIT and MSHRM programs have modest, but stable, enrollments.

The College is a member of the National Society for Hispanic MBAs (NSHMBA) and mirrors the racial and ethnic diversity of Texas State. Per fall 2015 census, 62.5% of the McCoy College graduate students were White, 15.3% Hispanic, 7.3% Asian, 5% African-American, and 6.5% of international ethnicity. The College also supports the Ph.D. project.

Faculty: The McCoy College faculty composition has changed since the 2011 accreditation visit. In Fall 2011, the College had 20 full professors, 33 associate professors, 21 assistant professors, and 19 full-time non-tenure track faculty. Additionally, the College had 43 per-course, adjunct faculty. In Fall 2015, the College had 27 full professors, 37 associate professors, 17 assistant professors, and 31 full-time non-tenure track faculty, and 59 adjunct faculty, including four tenured faculty members on voluntary modified retirement. Sixty-six full-time faculty are male, and 46 are female. Of these, 70.8% are White, 15.0% Asian, 8.0% Hispanic, 1.8% African American, and 0.9% American Indian. Another 3.5% did not report their ethnicity.

McCoy College faculty participate in the governance of the College through committees. Elected committees include:

- College Research Enhancement Program Committee, which reviews and ranks proposals submitted to the University Research Committee.
- College Review Group, which reviews the documentation of, and votes for, candidates for promotion and/or tenure.
- Governance Committee, which coordinates the evaluation and revision of McCoy College policies, and revision of the mission, vision, and values.
- Graduate Policies Committee, which reviews standards for admission, retention, and on-going enrollment issues with graduate students, and graduate curriculum.
- Undergraduate Curriculum Committee, which receives and evaluates curricular requests, including program and course changes, new degree programs and new course proposals, and reviews assessment data and periodically reviews overall core curriculum.

In addition, the College has seven appointed committees, which report on their activities at the December and May faculty meetings:

- Assurance of Learning Committee, which is responsible for the assessment of the quality of all undergraduate educational programs.
- Business Leadership Week Committee, which identifies a theme for BLW, identifies appropriate guest speakers, develops panel discussions, and coordinates the *Bloomberg Businessweek* Mini-Case Competition.
- Ethics, Diversity, and Sustainability Committee, which develops recommendations and oversees annual programs for the enhancement of diversity, sustainability, and ethical issues in the College.
- International Business Committee, which provides recommendations regarding international partnerships, study abroad programs, and curriculum.
- MBA Core Course Coordinator Committee, which coordinates the assessment of quality of the MBA program.
- Research Committee, which coordinates the McCoy College research grants program and hosts presentations of faculty research
- Undergraduate Scholarship Committee, which coordinates the undergraduate scholarship program.

Faculty Management: The College has extensive written policies for faculty management. Management is guided by College of Business Administration Policies and Procedures Statements (CBAPPSs), which provide a systematic process for developing, disseminating, and reviewing policies and procedures that conform to the institutional goals. Each category of CBAPPSs is reviewed at least every five years -- one set each year -- by the Governance Committee, and substantive changes must be approved by a faculty vote. There are five categories of policies:

- Administrative organization of the College
- Curriculum matters, such as programs and course offerings
- Teaching, research, and service requirements for faculty
- Faculty employment provisions, and
- Faculty evaluation, reappointment, merit, and tenure/promotion

In addition, each academic department maintains its own policy and procedure statements governing similar activities at the department level. Normally, a proposed CBAPPS is developed following consultation with the dean or at the request of the dean and CBAC. The review process typically follows these steps:

- Preliminary discussion by the Governance Committee
- Input from the faculty
- Drafting of the proposed CBAPPS by the Governance Committee
- Informal review of a draft by CBAC and the dean, with possible revisions
- Review of the revised draft CBAPPS by the Governance Committee
- Formal review by CBAC, including consideration of comments received and possible modifications based on those comments
- Vote by Participating Faculty on substantive changes.

Policy on Participating/Supporting Faculty (CBAPPS 2.06): Participating faculty actively engage in the activities of the College in matters beyond direct teaching responsibilities, including policy decisions, significant curriculum matters, educational directions, advising, research, and service commitments. The individual may participate in a variety of non-class activities such as directing an extracurricular activity, providing academic and career advising, and representing the College on University committees. Eighty-five percent of McCoy College faculty members participate in the life of the College beyond teaching classes.

Supporting faculty do not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, membership on faculty committees, nor is assigned responsibilities beyond direct teaching functions (i.e., classroom and office hours). A supporting faculty member's appointment is normally an ad hoc appointment, for one term or academic year at a time without the expectation of continuation.

Participating faculty members are expected to deliver at least 75% of the school's annual teaching and at least 60% of the teaching in each discipline. The following table shows that the College satisfies this standard measured by courses taught:

**Distribution of Participating Faculty across Disciplines
September 1, 2015 – April 30, 2016**

Discipline	Participating	Supporting	Total	Criteria Met
Accounting	81.0%	19%	100%	Yes
Business Law	70.8%	29.2%	100%	Yes
CIS & QMST	89.0%	11.0%	100%	Yes
Economics	100.0%	0.0%	100%	Yes
Finance	79.4%	20.6%	100%	Yes
Management	79.7%	20.3%	100%	Yes
Marketing	91.5%	8.5%	100%	Yes
McCoy College	84.5%	15.5%	100%	Yes

Source: Table 15-1, Appendix B1.2

Discipline-level criteria: At least 60% of all teaching should be delivered by participating faculty. College-level criteria: At least 75% of all teaching should be delivered by participating faculty.

The policies on **Academic and Professional Qualifications** are discussed *infra*, Section 7. Full text of all relevant policies, including those on **Faculty Recruitment, Mentoring, Merit, and Tenure/Promotion** may be found in Appendix B5. Resources for faculty development are described *supra*, Sections 3 and 4.

Professional Staff: McCoy College employs its own dedicated information technology (IT) staff, including a systems support specialist and a network specialist, who maintain a media lab equipped with video cameras, sound equipment, editing software, a videoconference system, a tricaster, and a green screen. This allows the College to provide innovative curriculum, increase hybrid and “flipped” class offerings, and share activities and knowledge worldwide. The IT staff also maintains the T. Paul Bulmahn Research & Trading Lab that contains state-of-the-art hardware, software, and financial and economic data.

In addition to the IT specialists, the staff includes the dean, five department chairs, four assistant department chairs, two associate deans (one each for graduate and undergraduate programs), an MBA program director, a corporate outreach coordinator, a foundation director, 14 administrative assistants, an academic budget specialist, a research coordinator, a director for the Center for Entrepreneurial Action, eight undergraduate and two graduate advisors. The College also oversees the Texas State Small Business Development Center, whose staff includes a director, associate director, compliance coordinator, an administrative assistant, and eight business counselors. A McCoy College organization chart can be found in Appendix B4. Professional staff are supported in appropriate skill enhancement and development opportunities.

6. Learning and Teaching (Standards 8-12)

Curriculum: McCoy College offers a rigorous and topical curriculum in alignment with our mission, with a commitment to experiential learning. Undergraduate curriculum is governed by a committee of full-time faculty who collaborate with the departments to ensure that the curriculum is relevant and substantive. Each core course in the College has a Core Course Coordinator and a master syllabus outlining the learning goals for the course, skills and knowledge the student is expected to bring to the course, required assignments, and a topic outline. The syllabi reference Texas State policies, the University Honor Code, and the McCoy College Student Responsibilities on Learning. McCoy College core courses are also coordinated at levels beyond the syllabus, often using common assignments, rubrics, and exams. Core course faculty develop assessment instruments and gather data for reporting to the Assurance of Learning Committee, which receives the assessment information and publishes aggregate results. The graduate curriculum is also coordinated to ensure consistency, quality, market relevance, and assurance of learning. The Graduate Policies Committee (GPC) comprises representatives from each academic department.

Transfer Credit Policies: When an undergraduate student transfers from another institution their coursework is evaluated by Undergraduate Admissions. If the institution is AACSB-accredited, the course will be reviewed to see if there is a direct equivalent. If unsure about the evaluation, Undergraduate Admissions will consult the department chair for their recommendation. If there is not a direct equivalent, the course will transfer in as a non-advanced elective (ELNA) or an advanced elective (ELADV) depending on if it is a lower-level or upper-level course. If the institution is not AACSB-accredited, Undergraduate Admissions will automatically evaluate the course as ELNA or ELADV. If a course transfers in as ELNA or ELADV, the student may have the course evaluated by that specific department to see if it can be approved for degree requirements. The only exception to this rule is a course with a Texas common course code; the

University automatically accepts such courses as direct equivalents. At the graduate level, transfer students may apply up to six hours of elective credit from another AACSB-accredited institution toward their McCoy College graduate degree.

Learning Goals: The learning goals for the College are developed by faculty and are reviewed on a consistent basis; they are attached as Appendix B6.1. These goals demonstrate the College's commitment to communication skills, content knowledge and application, critical thinking, appropriate use of information technology, ethics, effective teamwork, and global understanding. Program-level learning goals indicate to stakeholders what faculty want students "to be able to do" upon successful completion of their business degree. Measurement of specific program-level learning goals occurs in multiple undergraduate and graduate courses through direct and indirect assessment methods. Coupled with SACS disciplinary content-specific data, these program-level results give department faculty a holistic picture of student learning.

McCoy College values transparency and accountability and thus shares assessment reports with the public via the College webpage. In addition, in compliance with Texas House Bill 2504, the College provides syllabi for all undergraduate courses, curriculum vitae for all instructors of record, and summarized end-of-course student evaluations of faculty on the University website.

Learning Goals and Assessment – Bachelor of Business Administration (BBA)

McCoy College BBA graduates should be able to:

1. **Conceptualize a complex issue and express it in a coherent written or oral statement.** Graduates should understand the importance of effective communication. They should be able to develop well-written reports, memos, and letters; make effective oral presentations; explain and interpret findings and conclusions; justify conclusions or recommendations; and organize ideas into a coherent train of thought.
2. **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.
3. **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.
4. **Understand ethical behavior in personal and business interactions.** Graduates should understand ethical concepts, recognize ethical dilemmas, and employ ethical reasoning in assessing how those dilemmas should be resolved.
5. **Apply the skills needed for effective teamwork and understand the importance of group dynamics in achieving organizational goals.** Graduates should be able to work productively in groups with diverse participants and across cross-functional environments to accomplish assigned or self-developed tasks and goals.
6. **Comprehend the importance of pluralism and cross-cultural diversity.** Graduates should appreciate the benefits of cultural, ethnic, religious, and other background differences that individuals and groups bring to an organization. They should understand the impact of globalization and pluralism in their personal and professional relationships.

Additionally, the Assurance of Learning committee gathers data on peripheral learning objectives such as leadership, legal-regulatory issues and reflective thinking. Two learning goals are assessed each year, so all goals are assessed using multiple methods within a three-year period. Please refer to the table below. The most recent assessment of each goal may be found in Appendix B6.2.1.

Goal	Courses for Direct Assessment	Methods	Period
1. Written and Oral Communication	MGT 3353*, MGT 4335	Pre-test and post-test evaluations; Capstone papers, projects, or presentations; Samples of individual student work; Documented observation and analysis of student behavior/performance	2011-2012 2014-2015 2017-2018
2. Analytical and Critical Thinking	ACC 2361, ACC 2362, BLAW 2361, CIS 3380, ECO 2314, ECO 2315, FIN 3312, MGT 3303, MGT 3353*, MGT 4453, MKT 3343, QMST 2333	Pre-test and post-test evaluations; Comprehensive exams; Course-embedded exams; Classroom assignments; Standardized tests; Case study / problems; Capstone papers, projects, or presentations; Samples of individual student work; Documented observation and analysis of student behavior / performance.	2012-2013 2015-2016 2018-2019
3. Information Technology	CIS 1323, CIS 3380, FIN 3312, QMST 2333	Course-embedded exams; Classroom assignments; Case study / problems Project or course embedded assessment.	2012-2013 2015-2016 2018-2019
4. Ethical Behavior	MGT 4335	Course-embedded exams; Classroom assignments	2010-2011 2013-2014 2016-2017
5. Teamwork and Group Dynamics	MGT 3303, MGT 3353*, MGT 4335	Classroom assignments; Pre-test and post-test evaluations; Capstone papers, projects, or presentations; Samples of individual student work; Documented observation and analysis of student behavior / performance.	2011-2012 2014-2015 2017-2018
6. Culture, Pluralism, and Diversity	ECO 2315, MGT 3303 MGT 3353*, MKT 3343	Comprehensive exams; Course-embedded exams; Classroom assignments	2010-2011 2013-2014 2016-2017

Texas State and McCoy College also gather indirect assessments of student learning to corroborate results from direct assessment measures. Each summer, Texas State surveys graduates from the previous calendar year to collect information about graduates' college experiences, current employment status, job-seeking experience, and continuing education activities and plans. The most recent undergraduate Alumni Survey, attached as Appendix B6.5.1, was conducted

* As of Fall 2016, MGT 3353 is now MGT 3453. See Section 6, *infra*, for more detail.

during the summer of 2015 and included graduates who received bachelor's degrees from Texas State during calendar year 2014 (May, August, or December). Alumni reflect on the strengths and weaknesses of their major, the College, and the University.

In addition, McCoy College administers the Graduating Senior Survey in the undergraduate capstone class each semester. Students rate their level of satisfaction on the program's coverage of learning goal-related criteria. Additional data are gathered about potential or current employment, satisfaction with the College and department curricula, and their experiences with the University and College offices. The Assurance of Learning Committee compiles and reviews the results on an annual basis and aggregates the data by major, allowing each department feedback on its outcomes; recent survey results are included in Appendix B6.4.1. The Department of Accounting also monitors CPA exam pass rates, data on which may be found in Appendix A6.5. The College also collects data informally through interactions with the College's nine advisory boards, the Texas State Career Services Office, employers who recruit at the College, departmental internship directors, Business Leadership Week participants, and other constituents.

At the beginning of the following semester, the Assurance of Learning Committee meets to review data including direct-assessment results, and indirect results. Subsequently, the chair of the committee meets with the McCoy College Undergraduate Curriculum Committee to discuss the results and the implications for curriculum change. Afterward the results are published on the College's webpage and distributed to interested stakeholders.

BBA Curriculum Development

From September 2013 through May 2015, the McCoy College Undergraduate Curriculum Committee (CC) conducted an exhaustive review of the core curriculum. Curriculum review required intensive collaboration among the CC, core course coordinators (CCCs), CBAC, Advising Center, Assurance of Learning Committee, International Business Committee, alumni advisory groups, and other College faculty. The CC reviewed direct and indirect assessments of learning, and mapped core course content onto the Skills and Knowledge components of Standard 9. This work led the CC to conclude that the core is solid but more emphasis was needed in three areas highlighted by AACSB: international, data analytics, and operations. Additionally, in furtherance of the College's new mission, the CC determined that the core experience needs to be integrated with more opportunities for experiential learning. Based on assessment data, the CC and the Assurance of Learning Committee also agreed on the need for improved communication skills, more emphasis on leadership and teamwork, and more exposure to employment law issues. The CC was mindful of the impact of changes in the core on faculty workload, course availability, and the hours that students need to graduate. Per State of Texas Coordinating Board mandate, students must have a pathway to graduate with 120 hours.

In its Spring 2015 meeting, the College faculty approved all of the CC recommendations. In the end, participants agreed that the review was productive both intrinsically and because it yielded data-driven changes to the core that will benefit students. Specifically, direct and indirect assessment data supported the adoption of four major curriculum revisions:

1. **Create and require BA 2310, Introduction to Business in a Global Environment, to expose all business majors to fundamental business terminology and concepts in a global context.** BA 2310 will support Learning Goals 1, 2, 4, 5, and 6, including the increased College and University emphases on globalization, and better equip business students to handle

course work in their major fields. Learning objectives were developed in Fall 2015, and BA 2310 was offered in a pilot format in Spring 2016. Faculty incorporated group projects and presentations in the course, to address the need for more emphasis on teamwork and better communication skills in the core. BA 2310 will be required of all business students enrolling under the 2016-2018 Texas State catalog, and will be a prerequisite for ACC 2362 so the course is taken in a timely fashion.

2. **Address the need to ensure more integrated learning by incorporating a cross-functional learning exercise in select core courses.** In 2015-2016, the CCCs of ACC 2362, FIN 3312, MGT 3303, MGT 3353, and MKT 3343 incorporated a unified topic (Apple Watch) into their courses. The goal of this innovative integrated learning initiative was to empower students with a holistic understanding of how a company's functional areas interrelate. In ACC 2362, the instructor discussed Apple Watch in several lectures and used Apple's 10k financial information to create four exercises for in-class discussions. Students in FIN 3312 had to determine the financial feasibility of increasing the Apple Watch promotion budget. In MGT 3303, students completed a written assignment analyzing Apple Watch from the perspective of Michael Porter's Five Forces model. In MGT 3353, the instructor created two written assignments that placed students in the roles of an Apple customer service representative who responds to a dissatisfied customer, and as an industrial customer who is buying the watches for employees. In MKT 3343, students discussed Apple Watch from the perspective of new product development. A sample of students who were exposed to Apple watch in two or more of the core courses in the fall 2015 and spring 2016 was assessed through qualitative methods at the end of the spring 2016 semester. Eighty-eight percent of student participants responded "a great deal" (4 on a scale of 1-4) when asked: "To what degree do you believe that it is valuable to encourage students to think about business in an integrated, cross-functional manner?" At the end of Spring 2016, the CCCs met to review all of the first year findings to make improvements to the initiative for the 2016-2017 academic year.
3. **Add an hour of professional development to required business communications course to improve students' professionalism and communication skills.** Previously a three-credit-hour course (MGT 3353), the new four-credit-hour MGT 3453, Business Communication and Professional Development, course supports Learning Goals 1, 2, 4, 5, and 6 and now addresses employer, faculty, and alumni requests for more robust "soft skills" instruction. Specifically, MGT 3453 emphasizes oral and written communication skills, active listening skills, proper business etiquette, efficient and productive team dynamics, job search skills, goal setting, and communication in global settings.
4. **Fundamentally restructure CIS 3380, Enterprise, Information Technology and Business Intelligence.** Student, faculty, and advisory board feedback indicated that the material taught in CIS 3380 needed updating to better reflect the current industry environment and further Learning Goal 3. After a thorough review of the course, CIS & QM faculty voted to revise the course to focus on the roles of information technology and information systems in operations management, global supply chain management, inventory management, project management, facilities design and location, enterprise resource management, and outsourcing. Starting in Fall 2016, students will focus on one set of problems with algorithms and formulas. Students will also use individual questions, videos, or case-based questions to address conceptual issues in the course. Self-paced exercises will be used to support and evaluate student learning.

Direct assessment data also supported additional curriculum changes in furtherance of the undergraduate learning goals. Examples include:

- Assessment of Learning Goal 3 in CIS 1323, QMST 2333, CIS 3380, and FIN 3312 during AY 2012-2013 indicated that the percentage of students who met or exceeded standards ranged from a low of 70.0% to a high of 81.42% -- below the College's expectations. Further, the Graduating Seniors Survey from the same year noted that the program level coverage of information technology scored the lowest on students' satisfaction index of all learning goals. Information technology was at least five percentage points below all others. Students were not mastering information technology skills, and they were also not satisfied with the coverage. On deeper examination, CCC found two major areas of concern – student's ability to (1) use spreadsheet and database software, and (2) determine the contextual relationship between business process decisions and appropriate use of software to support decisions. These subject matters are primarily covered in CIS 1323 and CIS 3380. As a result, core course coordinators redesigned CIS 1323 to increase the depth and coverage of spreadsheet and database skills significantly to where 90% of the course coverage is devoted to these skills. Simultaneously, instructors in CIS 3380 redesigned course contents to emphasize use of software in business process decisions as well as enhanced class projects to re-inforce these skills. The faculty also experimented with SAP and SAP business simulators to further enhance the integrated nature of business process and decisions. After the implementation of these changes, the Graduating Seniors Survey from 2013-2014 showed that student's satisfaction with program level coverage of information technology had increased from 88.0% to 91.7%.
- Assessment of Learning Goal 4 during AY 2010-2011 and AY 2013-2014 produced concern. For the College, the percentage of students that failed to meet or exceed the standard for learning goal 4 ranged from a low of 18% to a high of 28%. Most of these were in courses in which students are required to recognize ethical dilemmas and employ ethical reasoning to resolve those dilemmas. Upon analysis, the CCC determined that the students had little or no prior exposure to ethical concepts and the theory of ethical behavior, despite having taken PHIL 1305, a general education core class required of all University students. The CC and CCCs of the four courses met with the chair of the Department of Philosophy and faculty lead for PHIL 1305 to collaborate on a solution. Ultimately, instead of changing the curriculum in PHIL 1305 -- which would have impacted all others majors in addition to business -- the Department of Philosophy agreed to redesign PHIL 1320 (Ethics and Society) to enhance the coverage of ethics theory relevant to business students' needs. In Fall 2012, PHIL 1320 became a required general education core course for all business majors. The topical coverage in this course is now linked to and leveraged in several ethics-designated courses in the College (see Appendix B6.1.1).
- Assessment of Learning Goal 6 in AY 2010-2011 and AY 2013-2014 indicated that the percentage of students who failed to meet expectations ranged from 6.7% to 29.2%, with most failing assessment pertaining to applications of students' understanding of globalization. Results of 2011-2012 Alumni and 2011-2015 Graduating Seniors surveys corroborated this finding. Students' satisfaction with the program level coverage of global issues was in the bottom 20% of ten skills assessed while the coverage of global issues received the lowest perceived satisfaction rate by alumni. In response to these data, the coverage on global issues was enhanced and integrated into several core courses. For example, core faculty teaching MGT 3303 significantly increased the percent of time devoted to globalization topics and selected a new textbook which included significant coverage and exercises on managing

diversity and inclusion in a global world. CIS 3380 included discussion of the impact of businesses going global on business processes. A new required core course, Introduction to Business in a Global Environment (BA 2310), discussed *supra*, was developed to introduce students to global issues (in addition to fundamentals of business) early in their degree program.

With the addition of BA 2310 in Fall 2016, the undergraduate business core will consist of these courses:

- ACC 2361 – Introduction to Financial Accounting
- ACC 2362 – Introduction to Managerial Accounting
- BA 2310 – Introduction to Business in a Global Environment
- BLAW 2361 – Legal Environment of Business
- CIS 1323 – Introduction to Microcomputer Applications
- CIS 3380 – Enterprise Information Technology and Business Intelligence
- ECO 2314 – Principles of Microeconomics
- ECO 2315 – Principles of Macroeconomics
- FIN 3312 – Business Finance
- MKT 3343 – Principles of Marketing
- MGT 3303 – Management of Organizations
- MGT 3453 – Business Communications
- MGT 4335 – Strategic Management and Business Policy (Capstone course)
- QMST 2333 – Business Statistics

Learning Goals and Assessment – Master of Business Administration (MBA):

The McCoy College has traditionally offered a flexible part-time evening MBA program. It is designed for working professionals and emphasizes the knowledge and tools needed for the successful management of organizations in either the public or private sector. The curriculum provides broad-based, generalized education with the flexibility to meet individual needs. The general McCoy MBA program is a 14 course, 42-hour program with 11 required core courses and three elective courses. The 11 required courses are:

- BA 5351: Organizational Performance for Competitive Advantage
- BA 5352: Developing the Financial Perspective in Organizations
- BA 5353: Understanding and Analyzing Organizational Problems
- ACC 5361: Accounting Analysis for Managerial Decision Making
- CIS 5318: Information Technology in the Digital Economy
- ECO 5316: Managerial Economics
- FIN 5387: Managerial Finance
- MGT 5313: Strategic Management
- MGT 5314: Organizational Behavior and Theory
- MKT 5321: Marketing Management
- QMST 5334: Advanced Statistical Methods for Business

The MBA program is overseen by the Graduate Policies Committee (GPC). The GPC includes a representative from each academic department and works with the McCoy College Associate Dean for Graduate Programs and CBAC to ensure that McCoy College graduate programs meet

the highest possible standards. Primary areas of emphasis for the committee include the graduate student admissions process; review of graduate program content; core course development, delivery and assessment; evaluation of proposed courses and programs and program improvements; graduate scholarship and other award recommendations; and graduate program assessment.

The MBA program assesses six learning outcomes across the core courses:

1. Students will acquire and integrate knowledge of fundamental business disciplines to effectively manage domestic and global organizations in a dynamic environment (e.g., organizational structure and culture, discipline specific knowledge in accounting, finance, management, marketing, information systems and knowledge of how the disciplines interact through enterprise information systems).
2. Students will integrate appropriate information technologies for managing business data for decision making, enhancing productivity, and communicating with others.
3. Students will demonstrate analytical skills and critical thinking as applied to business decision-making (e.g., analyzing economic data and determining best course of action, applying statistical techniques to business data for decision making, and analyzing financial data to assess financial health of a firm).
4. Students will evaluate the issues associated with ethical leadership and conducting business in an ethical, legal, and socially responsible manner (e.g., demonstrating ethical sensitivity and judgment in decision making, and understanding ethical and social issues in the use of information technology in organizations).
5. Students will demonstrate the ability to communicate effectively, both orally and in writing, in new and unfamiliar circumstances (e.g., class presentations - planned and impromptu, class participation, written case analyses, written marketing plan, essay questions on exams).
6. Students will understand the skills needed to effectively lead and will contribute to dynamic workgroups. In order to satisfy this outcome, students must understand key leadership issues and must learn to effectively participate in structured team settings.

In each of the 11 core courses, individual student assessment scores are collected and analyzed for the same two learning outcomes each year:

Goal	Courses for Direct Assessment	Methods
1. Integrate Management Knowledge	ACC 5361, BA 5352, MGT 5314	Case analysis, Class participation, Embedded exam questions
2. Information Technology	BA 5353, CIS 5318, FIN 5387	Case analysis, Group presentations
3. Analytical and Critical Thinking	ACC 5361, BA 5352, ECO 5316 FIN 5387, MGT 5313, QMST 5334	Case analysis, Embedded exam questions
4. Ethical Leadership	BA 5351, CIS 5318, MKT 5321 QMST 5334	Essay questions; Embedded exam questions
5. Written and Oral Communication	BA 5351, BA 5353, MKT 5321	Class participation; Written assignment; Creation of a marketing plan
6. Leadership and Teamwork	ECO 5316, MGT 5313, MGT 5314	Peer evaluation in group project/case analysis; Embedded exam questions

These assessment procedures produce 22 learning outcome data points each year. Previously varying by course, in Fall 2015, the GPC established uniform performance standards across all core courses. Now scores on assessment instruments equal to or greater than 90% exceed the standards, scores greater than 80% but less than 90% meet the standards, and scores less than 80% fail to meet the standards. The goal for the program is that 80% or more of MBA students will score 80% or better on 80% or more of the 22 learning goal assessments. Assessment results, analyses, and action plans can be found in Appendix B6.2.2.

To help prepare our graduate students for successful business careers, the University and College also routinely solicit input from stakeholders including faculty, current students, alumni, advisory board members, and other members of the business community. For example, each summer, Texas State surveys graduate alumni who received master's or doctoral degrees during the previous calendar year. The University is currently redesigning the survey instrument and is planning to restart the surveys in Fall 2016.

The College also conducts indirect assessment of the MBA program by administering an exit survey to graduates each semester in the MGT 5313 capstone course. Students have the opportunity to rate their level of satisfaction with the program's curriculum and the support services available as well as offer opinions on the program's strengths and weaknesses, most valuable courses, courses that should be offered, and what the College can do to improve the program. The Graduate Policies Committee considers this information in curriculum review. The most recent survey is included in Appendix B6.4.2.

MBA Curriculum Development

Each year, the CCCs meet to review the learning outcome assessment results. If the assessment scores for a learning outcome do not meet the standard, the CCCs make necessary changes to curriculum content and pedagogical approach. Recent examples include:

- In 2014 -2015, only 71% of FIN 5387 students met or exceeded the expectations for Outcome #3 (Analytical and Critical Thinking). Although this represented an improvement over 2013-2014, when only 67% of students had met or exceeded the standard, finance faculty were concerned with the results. Faculty who teach FIN 5387 and those who teach BA 5352, a prerequisite to FIN 5387, met to discuss needed pedagogical changes. In reviewing the assessment data, faculty noted that students in the Fall 2014 semester did very well while the students in the Spring 2015 semester did not. Students in the spring semester appeared to have difficulty with understanding basic cash flow and financial statement analyses. These topics are covered in BA 5352, so faculty in BA 5352 agreed to ensure those topic areas are covered thoroughly. In addition, faculty carefully analyzed the specifics of the assessment assignments. As a result of focused efforts to improve student learning in BA 5352 and FIN 5387, in 2015-2016, 83.82% of students met or exceeded expectations for Outcome #3.
- Over several years, the faculty who teach MGT 5314 were concerned with student learning regarding Outcome #6 (Leadership). Students were failing to meet the expectations for performance. In response to assessment data, the MGT 5314 faculty gradually changed the amount of time spent on leadership topics in the course, the nature of the quiz and test items on leadership, and the weight of the assignments from which assessment data were drawn. Additionally, the two faculty members who teach the course coordinated their lecture materials to ensure uniform pedagogy. As a result of these changes, the overall

percentage of MGT 5314 students who met or exceeded standards improved from 73.40% in 2011-2012 to 97.73% in Spring 2016.

- The sequencing of courses and continuity of course content are important to the learning of students in the MBA program. Students must take all three Tier One courses (BA 5351, BA 5352, and BA 5353) before moving into the Tier Two courses. The BA 5353 course is comprised of two topics, one of which is taught by faculty from the CIS & QM department and involves an overview of statistical topics useful for subsequent courses. The course that follows BA 5353 and which relies most heavily upon the statistics taught in BA 5353 is ECON 5316. After analyzing assessment data in ECON 5316 for Outcome #3 which relates to the use of statistical techniques, the ECON faculty ascertained that some of the statistical skills needed for effective performance in ECON 5316 were not included in the BA 5353 curriculum. For example, while 90.50% of ECON 5316 students met or exceeded expectations for Outcome #3 in 2012-2013, only 82.10% met or exceeded expectations in 2013-2014 and only 83.30% did so in 2014-2015. After close coordination between the CCCs for these two courses, some aspects of statistics not needed for BA 5353 nor for ECON 5316 were eliminated, and some were added to both courses for the academic year 2015-2016. As a result, students are now learning a comprehensive set of skills with little overlap but with important continuity between them. As expected, his newly coordinated material between the two courses has improved student learning; 94.87% of ECO 5316 students met or exceeded expectations in Spring 2016.

Further, in 2012, the College formed an MBA Task Force to review the entire MBA program. After considering both direct and indirect assessment data as well as faculty input and market data for competing MBA programs, the Task Force's recommendations included:

- instituting a differential fee for McCoy College graduate classes,
- enriching the student experience with more experiential learning,
- marketing the MBA to other Texas State colleges, schools, and departments,
- experimenting with alternative delivery styles (i.e., flipped classroom),
- mapping the core curriculum, and
- evaluating additional concentrations.

As a direct result of the MBA Task Force recommendations and additional input from students, alumni, and advisory board members, the College has implemented these changes:

- With the support of the University, the Board of Regents approved a differential fee of \$150 per student credit hour for all McCoy graduate courses. This was the first graduate differential fee for the University. As discussed *supra*, the College will receive 50% of this fee, with the rest supporting other university priorities.
- MGT 5313, the "capstone" course, now focuses on "real-world" field projects. Project sponsors come from public, private, and non-profit sectors. Projects have ranged from recommending how NASA could market their antenna testing facility to analyzing the pattern of staffing needs at the San Antonio Zoo and making recommendations on how to make the process more efficient. Through these field projects, students develop full appreciation for the fact that information is rarely complete or readily available. Students thus develop the ability to manage ambiguity and see the world from multiple perspectives. They also recognize that communication between the team and the client facilitates

learning opportunities for both. Satisfying and adding client value requires awareness and perseverance. Client and student feedback has been overwhelmingly positive.

- Several faculty have started using a “flipped” approach in the classroom, including those teaching BA 5351, BA 5352, BA 5353, FIN 5387, and MGT 5314. Faculty record the “information heavy” lectures for students to view online prior to class. This allows students to replay all or part of a lecture as needed, and more interactive class discussions.
- A mapping of the core curriculum led to improved communication and coordination between the faculty that teach BA 5352 and the faculty that teach FIN 5387 since BA 5352 is a prerequisite to FIN 5387. In addition, faculty determined that QMST 5334 (Statistics) should be a prerequisite for ECO 5316 (Economics).
- The College has developed with the Material Science, Engineering, and Commercialization (MSEC) Ph.D. program a dual MBA/Ph.D. option where MSEC Ph.D. students may earn their MBA while working on their dissertation.
- In Fall 2015, all incoming MBA students were required to attend a “boot camp” the Saturday before the classes began. This was repeated in Spring 2016 and will be expanded to all incoming McCoy graduate students in Fall 2016.
- New concentrations in supply chain management and data analytics are being considered.

Historically, the MBA program has been promoted as a flexible, part-time (Flex) program available to working professionals. Classes are offered at both the San Marcos and Round Rock campuses to offer convenience to students who live and work throughout Central Texas. Since the last accreditation visit, a significant number of MBA students have elected to enroll full-time (nine hours or more) in successive semesters. For example, 19 MBA students that started the program in Fall 2013 and enrolled full-time in San Marcos continued full-time in Spring 2014. In Fall 2014, 22 new MBA students in San Marcos enrolled in nine or more hours. Based on this data, the College piloted a full-time cohort program. Seventeen students enrolled in the pilot full-time cohort program in Fall 2015, and 16 of those students continued in Spring 2016.

The curriculum in the full-time cohort program is identical to the Flex (part-time) program with a few important differences. For the first semester of the program, separate sections of BA 5351, BA 5352, and BA 5353 are designated for that year’s entering cohort. For subsequent semesters, the entire cohort is registered for the same prescribed courses although those sections may also include part-time McCoy graduate students (until demand justifies the creation of a second section in San Marcos). During the summer session, students will be required to participate in an internship. This summer requirement will be particularly beneficial for students with limited previous full-time work experience and will help enhance their skill set and marketability. In addition, the cohort will have a required study abroad experience in the final semester of the program.

Learning Goals and Assessment – Master of Accountancy (MAcy):

The accounting graduate faculty determine learning goals for the MAcy program. The MAcy program has seven learning goals which have not changed substantively since the initial accreditation of the program in 2013:

1. Accounting students will demonstrate applying accounting knowledge in new and unfamiliar circumstances in different accounting areas such as financial accounting, cost, accounting information systems, taxation, and audit.

2. Accounting students will use advanced analytical and critical thinking skills at the level expected of a master's student to evaluate information, solve problems, and make sound decisions in the different areas of accounting, including financial, managerial, cost, accounting information systems, taxation, accounting ethics, professional research, and audit and controls.
3. Accounting students will apply information technology skills in decision making at a level expected of a master's student, for practice and research.
4. Accounting students will acquire appropriate research skills needed for practice.
5. Accounting students will conceptualize a complex issue into a coherent, persuasive written or oral statement.
6. Accounting students will understand the importance of culture and diversity.
7. Accounting students will apply ethical reasoning for resolution of ethical dimensions of accounting and reporting in the business world.

At the end of every semester faculty complete assessment of learning goals specific to their course (see Appendix B6.2.2) and develop action plans for increased improvement on each measure. Specific recent examples include:

- Goal 1, Applying Accounting Knowledge to New and Unfamiliar Circumstances. The action plan from prior semesters to improve students' ability to applying accounting knowledge in new and unfamiliar circumstances in ACC 5320 Auditing included introducing students to the KPMG Professional Judgement Framework. Students have since demonstrated improvement with respect to this learning goal in this course.
- Goal 5, Demonstrate Appropriate Written and Oral Communications Skills. To improve student performance on this learning goal in several courses, students now must write three to five smaller paper assignments rather than one large paper at the end of the semester. This allows for feedback throughout the semester and a number of chances for students to improve their writing skills. MACy students have shown improvement with respect to this learning goal and are actually exceeding expectations.

In addition to the information collected and analyzed related to direct measures assessed in each course, the department uses several indirect measures to assess learning goals and the overall effectiveness of the MACy program. Discussions with recruiters and Advisory Board members helps inform curriculum content. Every quarter Texas State graduates' performance on the Uniformed CPA Exam is measured relative to other programs in Texas and the overall national average performance using the CPA Exam pass rates. The overall average pass rate for the past five years for the combined BBA and MACy students is 51%. This represents an increase in the average pass rate from the previous five-year period of 48%. Our pass rates are consistent with the national average. When only the MACy graduates are considered, pass rates increase to 54%. Details of Texas State CPA Exam pass rates over the past nine years compared to other schools in Texas can be found in Appendix A6.5.

In Fall 2014, the Department of Accounting created a task force to perform a comprehensive review of the MACy program. The MACy Task Force was charged with increasing enrollment while improving CPA pass rates. Augmenting the course level analysis of direct assessment measures and action plans as indicated in the examples above, the Task Force took a more holistic approach to examining direct assessment measures. The Task Force developed surveys that were administered to students, reviewed other accounting programs with similar student profiles that achieved high CPA pass rates, and reviewed peer school programs in the State of Texas. The

curriculum revisions developed based on the recommendations of the Task Force are discussed below.

MAcy Curriculum Development:

Changes to curriculum at the course level are presented in Appendix A6.6. A copy of the recommendations made by the MAcy Task Force report is also provided in Appendix A4.3.

Program level changes include returning to a 30-hour program as originally designed to facilitate completion of the program in a timely manner and encourage students to sit for the exam as close to eligibility as possible. For this reason, the department is also reinstating the five-year integrated program. Although perhaps unique to Texas institutions, accounting majors often participate in internships in the last semester of their undergraduate degree. The MAcy program is not a lock-step program. Reinstating the integrated program will enable students to complete an internship and graduate without losing a semester. This will also serve to encourage qualified accounting undergraduates to remain at Texas State and pursue the master's degree.

The department has established a “set” schedule to provide a path to completion of the program within a given time frame (depending on the student's undergraduate background in accounting). To further support a timely progression through the program, prerequisites (other than background courses) have been removed from the MAcy core courses. Students not entering through the integrated program will be required to complete Intermediate I and II, Governmental, Cost/Managerial, Accounting Information Systems, Survey of Taxation, and Auditing. Students must complete Intermediate I and II with a “B” or better and at least two other background courses before applying to the program. In an effort to improve student performance on the Regulation section of the exam, Commercial Law has been added to the core.

Four specialization tracks have been created to meet recruiter expectations. The College currently offers specialization tracks in Auditing, Taxation, Information Technology and Corporate Financial Management. To encourage students to take the CPA exam as soon as possible, the program continues to allow students who pass one or more sections of the CPA exam to waive the MAcy Exit Exam. To better prepare students for success in the program, the Department of Accounting is working with the Associate Dean for McCoy Graduate Programs and his team to create a mandatory orientation session for incoming MAcy students at the beginning of each semester; the program will be piloted in Fall 2016. To better prepare students for the CPA exam, the department faculty is considering how it might incorporate a CPA Exam review course to be taken in conjunction with certain core courses.

Program revisions were made after discussions with graduate faculty in the department, the Associate Dean for Graduate Programs, meetings with the Dean of the Graduate College and meetings with the McCoy Graduate Policies Committee. The complete proposal can be found in Appendix A6.6. Program revisions go into effect in fall 2016. The department will collect both direct data from coursework assessment and indirect data to evaluate the impact of these changes.

Learning Goals and Assessment – Master of Science in Accounting and Information Technology (MSAIT):

The Accounting faculty in conjunction with faculty from the CIS & QM Department determine learning goals for the Master of Science in Accounting and Information and Technology (MSAIT). The MSAIT program has six learning goals:

1. Students will demonstrate applying accounting and information technology knowledge in new and unfamiliar circumstances.
2. Students will apply analytical and critical thinking skills to evaluate information, solve problems, and make sound decisions in accounting and information technology.
3. Students will use information technology skills in decision making at a level expected of a master's student for practice and research in accounting and information technology used in a business consulting capacity.
4. Students will conceptualize a complex issue into a coherent, persuasive written or oral statement.
5. Students will understand the importance of group dynamics in achieving organizational goals and use the skills needed for effective teamwork.
6. Students will apply ethical reasoning for resolution of ethical dilemmas in accounting and information technology.

Learning goals assessed every semester in the Accounting curriculum and at least once a year in the CIS & QM curriculum are presented in Appendix B6.2.2. Currently students are meeting expectations on most learning goals and are even showing modest improvement over time. Goal 1, applying accounting and information technology knowledge in new and unfamiliar circumstances, is the one learning goal where students have not consistently shown improvement. The following are two examples of revisions that have been made at the course level to address this issue:

- In-class conceptual design will be supplemented with hands-on projects to reinforce abstract concepts in the Accounting Information Systems course.
- Instructors for the CIS Data Management Systems Course will put greater emphasis on the relational database implementation component. More class time will be devoted to a hands-on implementation of the relational database schema using MS SQL Server.

In Fall 2013, faculty in the departments of Accounting and CIS & QM began a complete review of the MSAIT program. This review included assessing direct assurance of learning measures, meetings with the Advisory Boards of the respective departments, discussions with professionals at meetings for ISACA (previously known as the Information Systems Audit and Control Association) in both San Antonio and Austin, and extensive discussions with the faculty members of both departments. Major curriculum revisions from the review are discussed below.

MSAIT Curriculum Development:

In Spring 2013, analysis of results of direct assurance of learning measures taken from coursework, meetings with Advisory Boards for Accounting and CIS & QM, and discussions with recruiters, indicated that although students were meeting expectations and showing improvement on some learning goals (1, the first part of 3, and 6) students needed to improve their analytical and critical thinking skills, their ability to research issues, work in a team, and improve their communications skills.

The instructor of the Business Consulting course proposed that the College partner with local firms who could provide a live project, be available to students for interviews, and assist the instructor in evaluating students' proposals and reports. Students were required to work in teams and present their findings in oral presentations to the rest of the class as well as their "client." McCoy's Building and Supply, Mensor, LP, and Thermon Manufacturing represent firms

headquartered in San Marcos who have been willing to provide real world consulting projects for the Business Consulting course. In the two years these projects have been offered in the Business Consulting course, student performance on Learning Goals 2, the second part of 3, 4, and 5 has improved. Faculty teaching in the MSAIT program continue to explore methods for improving students' ability to think critically.

The MSAIT Curriculum Review Committee recommended changes to the required leveling courses, required core courses, and restricted electives in response to input provided by various stakeholders mentioned. Faculty members from both departments agreed that these changes would serve to better prepare students for success after graduation and to improve student access to the program. A copy of the memo of changes requested can be found in the Appendix A4.4.

Learning Goals and Assessment and Curriculum Development – Master of Science in Human Resource Management (MSHRM):

Please see “New Degree Programs” in Section 4, *supra*.

Innovation, Engagement, and Impact in Teaching

McCoy College faculty continuously seek to improve student learning in innovative ways. For example, since 2013 the College has sponsored annual interactive Gregg Master Teacher seminars in which faculty can learn from peers in and outside of the College who excel at the art of teaching. In addition, senior faculty evaluate and mentor pre-tenure faculty's teaching throughout the tenure track. Further, since the last accreditation visit, faculty have used department and College funds to attend more than 1,300 conferences, workshops, seminars, symposia, and continuing education courses. The University also hosts a year-long Program for Excellence in Teaching and Learning for new faculty, as well as dozens of professional development workshops for all faculty and staff.

Beyond improving their pedagogical foundations, McCoy College faculty seek to improve the student experience directly as well. Since 2011, 49 faculty have begun teaching online, hybrid, or flipped classes, in an effort to make learning more accessible and effective for our diverse student population. Many faculty use instant feedback devices and applications during lectures to engage students in class discussions and ensure student comprehension. All faculty are required to hold dedicated office hours each week for student access. Further, as discussed *supra*, faculty advisors of student organizations engage and impact students beyond the classroom, and many have earned national and international recognition.

Other recent examples of innovation, engagement, and impact in teaching include:

- Inspired by a graduate business student's independent study project, the faculty advisor and several other faculty have joined forces to identify areas for **improvement in the College's MBA Study Abroad Program in Chile**. The team developed a three-part semi-structured interview that was administered to a sample of recent alumni of the program. Alumni were asked to provide detailed feedback regarding (1) the program's strengths and areas for improvement; (2) the perceived value of pre-trip, in-country, and post-trip training received; and (3) opinions regarding the value of a proposed cross-cultural and survival language training module for participants in the June 2016 program. The team also developed a one-hour cross-cultural and language training module that was delivered to the 2016 program participants. In addition to classroom training, the module included two pre-trip and in-country field exercises that accelerated participants' knowledge of Chilean

culture and language. The team is reviewing results of the alumni interviews and new training module to continue to improve the Study Abroad program for Summer 2017.

- Professor of Management Micki Kacmar, holder of the Fields Endowed Chair in Ethics and Corporate Responsibility, is the **2016 recipient of the Thomas A. Mahoney Mentoring Award**, given by the Human Resources Division of the Academy of Management. The award honors Dr. Kacmar for her extensive work mentoring Ph.D. students.
- Professor of Business Law Patricia Pattison was one of four finalists at the **Academy of Legal Studies in Business Master Teacher Competition** in August 2015. Her hour-long teaching demonstration, “Mind the Gap,” addressed the generational differences between faculty and students and how best to teach millennials effectively.
- Marketing Lecturer Wayne Noll integrates use of **Salesforce.com** into his professional sales course. Salesforce.com is the number one CRM system in the industry and McCoy College is one of only two schools in Texas teaching with this technology. Partners with the Center for Professional Sales, including ADP and 3M, encouraged use of this technology to improve students’ career marketability and skill sets.
- In 2014, the College partnered with McCoy’s Building and Supply to launch **Leadership Development: Business as Unusual**, a unique class providing an opportunity for students to develop professionally through mentorship by the executive team at McCoy’s.
- In alignment with the College’s mission, seven McCoy College faculty also contribute to pedagogical advances through the **authorship and publication of 12 textbooks**, a complete list of which can be found in Appendix B3.1. For example, Dr. Rob Konopaske, Associate Professor of Management, co-authors several textbooks including *Human Resource Management* (12e), *Organizational Behavior and Management* (10e), and *M: Management* (4e); these books are widely adopted, including domestically in over 40 states, and have been translated into several languages including Indonesian, Mandarin Chinese, Portuguese, and Spanish. Professor of Economics James LeSage’s 2009 text, *Introduction to Spatial Economics*, has received over 2,300 citations in a variety of areas and translated into Chinese in 2013; a Japanese translation is currently in process, as well as a second edition of the original text. The journal *Spatial Economic Analysis* devoted a lead article to a review of the book in 2010 entitled, “Applied Spatial Econometrics: Raising the Bar.”
- Students in BA 2310, Introduction to Business in a Global Environment, benefit from a new and innovative **personalized video series** created by an instructor and his alumni who now work in China, India, New Zealand, Peru, and Vietnam. Students also Skype and correspond with international business experts, including an Asian Business reporter for China Cable TV.
- Dr. Janet Hale, Lecturer in the Department of Finance and Economics, was invited as a **Visiting Scholar** at Jiaotong University in Xi’an, China, to teach International Business Law and Public Speaking in June 2016. Students and professors from around the world participate in this program. She also taught in the fall and spring semesters at Duale Hochschule Baden-Württemberg (DHBW) for the sixteenth year at the Mosbach, Germany campus and in Heilbronn.
- McCoy College **teaching and mentoring impact student and alumni success**. For example, for each of the past five years, a McCoy student has been selected to receive one of 20 competitive Texas Business Hall of Fame \$15,000 scholarships. As a student, Dr. William Greiser collaborated on research with Professor James LeSage; with the support

and mentoring of McCoy faculty, Dr. Greiser later earned his Ph.D. from Michigan State and is now tenure-track at Tulane after serving as a visiting professor at McCoy. Management Professor Brian Miller and Associate Professor Kay Nicols engaged MBA student Liz Adair in a research project which led to her co-authorship of a published paper and inspired her to pursue her Ph.D. at the University of Minnesota.

7. Academic and Professional Engagement (Standards 13-15)

McCoy College faculty, staff, and students are actively engaged in the community and in their professions. The quality of our graduates, the relevance of our curriculum, and the involvement of our faculty and administration are affirmed by feedback from employer, advisory board member, and alumni surveys. Respondents to the Fall 2015 McCoy College Graduating Master's Salary Survey indicated that their salaries increased an average of 28% after completing their graduate studies. The Department of Accounting's "Meet the Firms" event has grown from 24 organizations, 86 professionals, and 125 students participating in 2012, to 38 organizations, 107 professionals, and 158 students participating in 2015. The McCoy College Career Expo has more than doubled its employer participation – from 35 to 74 – in just two years. Of employers who participated in the 2016 Career Expo, 98% said both the quality and professional preparation of McCoy College students were "ideal" or "good," thus affirming the marketability of our graduates.

Student Academic and Professional Engagement

In alignment with our mission, McCoy College emphasizes experiential learning. McCoy College students actively engage in academic and professional experiences to enhance their educations. Recent examples of academic and professional engagement include:

- More than 238 speakers from business and industry addressed students in McCoy College classes or student organizations in 2015-2016.
- In 2015, 336 students participated in internships for credit. Departments continue to work with the business community to increase the number of internship opportunities. For the first time, international internships in sales were offered in Summer 2016; two students worked for UPS in Barcelona.
- The Student Managed Investment Fund (SMIF) empowers select undergraduate students to invest and manage over \$600,000 of the College's endowment. Each semester, SMIF students present their results to professional endowment managers, donors, and faculty. SMIF alumni translate their skills into employment with organizations including Goldman Sachs, Wells Fargo, Deloitte, Chevron, British Petroleum, El Paso Corporation, Hunt Oil, Shell, Standard & Poors, SWBC, Texas Bond Review Board and Teachers Retirement System. In support of its commitment to experiential and co-curricular learning, the College plans to extend SMIF participation to graduate students in 2017.
- In 2015-2016, MBA students completed 24 team field projects, serving 18 clients in the private, non-profit, and education sectors. Clients included Central Texas Medical Center, NASA, Pioneer Bank, the San Antonio Zoo, the Austin and Round Rock Chambers of Commerce, First Tee, and Rodeo Austin.
- McCoy College's annual Business Leadership Week (BLW) features guest lectures and panel discussions by corporate executives and business experts as well as professional development activities for students, such as etiquette dinners, mock interviews, and leadership workshops. Business Leadership Week is a signature event for McCoy College and incorporates the University's Common Experience theme. To support the University's

2015-2016 Common Experience theme of *Bridged through Stories: Shared Heritage of the United States and Mexico, an Homage to Dr. Tomas Rivera*, this year's Business Leadership Week presented *Business Beyond Borders*. Guest speakers included Bernardo Altamirano Rodriguez, CEO of the Better Business Bureau in Mexico; Larry Jackson, Vice-President of Supply Chain Operations for Fluor Corporation and a McCoy College alumnus; Mark Madrid, the President and CEO of the Greater Austin Hispanic Chamber of Commerce; and Goran Farm, a former member of the Swedish Parliament. The week also included interactive workshops and a case study competition sponsored by *Bloomberg BusinessWeek*. For the second consecutive year, McCoy College partnered with JCPenney and Sephora, who helped enhance students' professionalism through appropriate and budget-friendly business dress, make-up, and hair-styling. In 2016, 4,342 attendees participated in 41 events featuring 42 speakers.

- Each year, the College hosts a "Roundtable 360" on topical business concerns. In Spring 2016, six panelists from business, government, academia, journalism, and law analyzed the socio-economic, ethical, legal, and employment implications of illegal immigration.
- The Institute of Global Business and Students of International Business jointly hosted a roundtable on the TransPacific Partnership Trade Agreement in February 2016. External presenters included Mr. Rodger Baker, Vice President for Asia Pacific Analysis at Stratfor, and Mr. Craig Miller, Director of Sales and Marketing at Mensor, a Division of the WIKA Group. 150 students and faculty members attended.
- Many of the College's activities are hosted by the McCoy College Ambassadors, a group of student leaders selected and trained to serve as representatives of the College during professional functions. Ambassadors engage other students on topics of leadership and personal development and interact with their classmates as peer mentors to promote involvement within the College. The ambassadors meet with Dean Smart to engage in dialogue and provide feedback at least once each semester. Ambassadors also meet with external audiences such as prospective students or McCoy College guests. In 2015-2016, McCoy Ambassadors assisted with 29 College and University events.
- Students routinely engage with advisory board members, discussed *infra*, Section 4. Members of the Enactus Advisory Board host an annual "Interview Express" forum, during which students can improve their resumes, etiquette, professional appearance, demeanor, and interviewing skills. Similarly, the Finance and Economics Advisory Board sponsors an annual resume review and mock interview session for student, and the Accounting Advisory Board critiques student demonstrations of best practices.
- To underscore McCoy College's commitment to corporate social responsibility, graduate students who participate in the Study Abroad trip to Chile each summer engage in a service-learning project at an orphanage in Santiago. Students play with the children and assist orphanage staff with needed repairs and cleaning. In addition, students raise money to help address the orphanage's most pressing needs; in 2015, for example, McCoy College MBA students funded a sports program at Koinomadelfia, a home for 80 abandoned children.
- USAA hosted 34 Texas State students and faculty from CIS, Computer Science, and Engineering on its campus in February 2016. In addition to touring the USAA's Cyber Security Threat Operations Center and Innovations Lab, students and faculty networked with Texas State alumni at USAA and participated in executive briefings on the use of data analytics and rising global cyber threat to financial institutions.

- Each year starting in 2013, a student team has competed in the CFA Institute Research Challenge, an annual global competition involving more than 4,000 participants. In 2013 and 2015, the McCoy College team advanced to the Americas Regional competition.
- In both Fall 2015 and Spring 2016, students in BA 4315, International Trade and Operations, led by Management Lecturer Noel Gould, traveled to Houston to visit the Houston International Chamber of Commerce and acquire deeper insight into the challenges and opportunities of globalization. In Spring 2016, BA 4315 students also visited the Business Assistance Department at the Office of the Governor of Texas in Austin to discuss international trade and investment opportunities.
- Students in Associate Professor Alexis Stokes' sections of BLAW 2361, Legal Environment of Business, observe a civil jury trial at a local district court and visit the Texas Supreme Court in Austin to hear oral arguments in business law cases and meet corporate counsel.
- Students in Lecturer Janet Hale's Fall 2015 Honors Business Law class wrote, produced, and edited videos on contract law topics for distribution to the University community. Students also worked for Main Street San Marcos, gathering legal and economic data to support eligibility for City of San Marcos marketing funds, and then partnered with Net Impact to conduct energy audits for participating companies. Students demonstrated how energy audits were conducted for the SMART Cities Innovation Summit in Austin, Texas, in June 2016.
- Undergraduate Honors College student, Mr. Nikita Demidov, was awarded \$1,000 from the Student Undergraduate Research Fund (SURF) in support of his research on "Tri-National Perspective to the Problem of Sustainability."
- Students also engage with McCoy College benefactors and donors. For example, at the College's awards ceremony every spring, many student scholarship recipients meet the donors who endowed the scholarship. In addition, in March 2014, McCoy College hosted a dinner "celebrating the McCoy decade," in honor of the tenth anniversary of the \$20 million gift from Emmett and Miriam McCoy. The theme was "Shining the Light on Excellence" and highlighted the transformational impact of the gift and the achievements by students and faculty over the previous ten years. Distinguished benefactors, advisory board members, and other donors were recognized and thanked for their contributions, and several selected students spoke to express their gratitude, thus forging professional connections.

Student Organizations

Most McCoy College students choose to engage in student development activities beyond the classroom. Their participation allows them to gain skills in professional development and networking as well as broaden their horizons through national and even international travel. McCoy College supports 20 business-related student organizations and professional societies with a record of success in international, national, and regional competitions; in 2015, the College distributed approximately \$80,000 to these organizations from the McCoy College of Business Development Foundation. Highlights from the 2015-2016 academic years include:

- The **American Marketing Association** (AMA) received Platinum Circle recognition for the second consecutive year at the 37th Annual International Collegiate Conference and took second place in the AMA case competition. This is the ninth consecutive year that the

chapter has advanced to the finals nationally. The chapter was also named a Top 10 Chapter in 2016 and took second place in the Hershey's Cool Blasts Case Competition.

- **Association of Information Technology Professionals (AITP)** teams won best overall chapter for 2014-2015 and the 2016 "Top Monkey" award for overall best attendance and participation at their national competition in Chicago. A student team also won second place in network design.
- The **American Advertising Federation (AAF)** student team placed first in district competition.
- The **Beta Alpha Psi (BAP)** Kappa Eta student chapter team placed first in the Financial Literacy division at the BAP national meeting. The Kappa Eta chapter has been named a superior chapter every year since 2001. The team also won second place in "Alignment of Officer Activities" at the Southwest Regional Conference.
- McCoy College's **Beta Gamma Sigma** chapter was awarded Highest Honors.
- The **Collegiate Entrepreneurs Organization (CEO)** received gold awards at their national conference for Outstanding Chapter Business and Outstanding CEO Chapter Advisor.
- The Texas State **Enactus/SIFE** team placed in the Elite Eight at the 2015 and 2016 National Enactus Competition. Team member Sophie Sledge won national recognition for student leadership. MBA student Marian Brewer won the 3M Global "Invest a Future Challenge" Competition and was one of three U.S. students to advance to the international competition.
- **Net Impact** was honored as a Top 5 Chapter and a national Gold Chapter. Net Impact collaborates with Circuit of the Americas on resource recovery and data collection during Formula 1, Moto GP and ESPN's Summer X GAMES, and is involved with NGO's Sustainable America, Awake Aware America, and SXSW/SXSW ECO.
- Texas State **professional sales students** advanced to the final rounds at the National Collegiate Sales Competition and earned second place overall in the graduate division.

More student organization recognitions may be found in the Provost Reports in Appendix B8.

Executive Education

McCoy College does not currently offer any executive education programs.

Faculty Qualifications

In 2014, in a collaborative and inclusive process, the Governance Committee revised the standards for academic and professional qualifications; College faculty voted to approve the changes. Faculty are now classified as Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), Instructional Practitioners (IP), or "Other." Scholarly Academics sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years. Faculty who earned their doctoral degrees more than five years ago will be classified as SA provided they have produced two or more peer reviewed journal articles and at least two other intellectual contributions within the last five years.

Typically, PA status applies to tenured faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantial linkages to practice, consulting, and other forms of professional engagement based on the faculty member's earlier work as a SA faculty member. Normally, PA status is granted on rare occasions, and only

when there is clear evidence of ongoing, sustained, and substantive academic and professional activities. The faculty member must produce five or more engagement activities, the results of which are publicly available, within the last five years. All engagement activities must be sustained at levels that support currency and relevance in the discipline as well as involve meaningful interaction with professional and business communities.

For administrators who spend a majority of their time on administrative duties (e.g., dean, associate dean, or department chairs), PA status may be achieved and maintained by engaging in professional activities and experiences consistent with a role in administration and by demonstrating currency in professional development activities relevant to the College's mission and strategic plan.

Normally, SP status applies to practitioner faculty members who augment their professional experience with activities that involve substantive scholarly activities in their discipline. The faculty member must produce five or more intellectual contributions including one or more publications in peer reviewed academic or editorial reviewed practitioner journals within the last five years.

IP status requires at least a master's degree and professional experience that is current, substantial in duration and level of responsibility, and clearly linked to the field of teaching. The faculty member must produce three or more professional, academic, and student engagement activities within the last five years.

Department chairs determine faculty academic and professional qualifications during the annual review process each spring, based on each faculty member's portfolio of activities as of the end of the previous calendar year. Each faculty member's qualification status is then effective through the next year. The College Council (CBAC) reviews the qualifications to ensure consistency between departments. A full copy of CBAPPS 5.07, the policy for Academic and Professional Qualifications, including intellectual contributions and engagement activities appropriate for each classification, is found in Appendix B5.11.

Faculty are deployed primarily in their areas of expertise and qualification. Table 15-2 in Appendix B1.3 shows the deployment of the College's participating and supporting faculty in 2015-16. Approximately 94% of the faculty teaching in the undergraduate program are classified as SA, PA, SP, or IP, with about 57% being SA, PA, and SP. The program relies on IP faculty (approximately 37%) for the coverage of business courses which are also open to business minors. In the MBA program, approximately 94% of the faculty are SA, PA, or IP, with slightly more than 77% classified as SA. For the specialized masters (mainly Master of Accountancy), 100% of the faculty are SA, PA, SP, or IP. Of these, approximately 74% are SA, PA, and SP. Reliable data for MSAIT and MSHRM programs are difficult to isolate since courses in these programs also serve as electives in the MBA program.

AACSB Table 15-1 in Appendix B1.2 shows detailed qualification of each faculty member who taught in McCoy College during the 2015-16 academic year, and provides evidence that suitably qualified faculty have been deployed across the departments and disciplines appropriately. As summarized in the table below, 63% of the faculty in McCoy College are SA and 69% of the College faculty are SA, PA, and SP. The percentage SA, PA, SP, and IP faculty is 94.7%. The College exceeds the minimum thresholds for faculty qualifications criteria of SA, SA+PA+SP, and SA+PA+SP+IP.

**Summary of Faculty Qualifications by Discipline Based on Courses Taught
September 1, 2015 – April 30, 2016**

Discipline	SA (%)	PA(%)	SP(%)	IP(%)	Other (%)	SA ≥ 40%	SA+PA+SP ≥ 60%	SA+PA+SP+IP ≥ 90%
Accounting	58.0	0.0	13.4	28.6	0.0	58.0	71.4	100.0
Business Law	64.5	0.0	0.0	35.5	0.0	64.5	64.5	100.0
CIS & QM	69.3	0.0	0.0	26.1	4.5	69.3	69.3	95.5
Economics	71.4	7.1	0.0	7.1	14.3	71.4	78.6	85.7
Finance	58.0	5.8	0.0	27.5	8.7	58.0	63.8	91.3
Management	53.2	1.7	5.2	31.2	8.7	53.2	60.2	91.3
Marketing	73.2	0.0	4.9	22.0	0.0	73.2	78.0	100
McCoy College	63.0	1.9	4.1	25.7	5.3	63.0	69.0	94.7

Source: AACSB Table 15-1

Does not meet AACSB standard

All departments exceed the 40% SA criteria by at least 13 percentage points and all exceed the 60% SA, PA, or SP standard. The 90% SA, PA, SP, and IP standard is met by all departments and disciplines, except Economics, which is below the minimum threshold of 90% and is at 85.7%. This is largely a result of two tenured faculty members who are classified as “Other.” The department chair is working with these faculty members to increase their research productivity so that they may become eligible for SA status in the near future.

Additionally, as detailed in AACSB Table 2-1 in Appendix B1.1 and summarized in the table below, at least 80% of all participating faculty and at least 74% of total FTE faculty in each department are engaged in producing intellectual contributions. For the College, these statistics are 84.0% and 78.5%, respectively. Overall, a significant percentage of participating faculty are engaged in producing intellectual contributions for the College.

**Percentage of Participating Faculty Producing Intellectual Contributions
January 1, 2011 – December 31, 2015**

Department	% of Participating Faculty Producing ICs	% of Total FTE Producing ICs
Accounting	85.0%	75.4%
CIS & QM	80.0%	76.9%
Finance & Economics	91.2%	85.5%
Management	80.0%	74.3%
Marketing	80.0%	76.5%
McCoy College	84.0%	78.5%

Faculty Engagement

McCoy College faculty engage with the practice of business to maintain their credibility, currency, and efficacy in the classroom, inform their research agenda, and serve their professional communities. The College's policies on merit pay, tenure, promotion, and faculty qualifications support and encourage professional service and engagement. Recent examples of faculty engagement with business include:

- Since 2011, McCoy College faculty have participated in more than 1,300 professional development workshops, seminars, and conferences.
- Since 2014, 20 McCoy College faculty have completed externships with companies such as Mensor, Randolph Brooks Federal Credit Union, Total Quality Logistics, Trendmaker Homes, USAA, and USI Environmental Risk Mitigation Group.
- Associate Professor of Management Rob Konopaske founded and serves as president and chief content officer of Millennial Edge 360, a consulting firm that helps organizations bridge generational differences and facilitate knowledge transfer.
- Former holder of the Barshop Professor in Entrepreneurship James Bell regularly designs training materials and presents educational, consulting, and development workshops for dozens of organizations such as the Texas Association of Counties.
- Associate Professor of Economics Li Feng serves as an adjunct economist with the RAND Corporation, an affiliated researcher with the National Center for Analysis of Longitudinal Data in Education Research, and a nonresident fellow with the Brown Center on Education Policy at the Brookings Institution.
- In 2016, Professor of Accounting Rosie Morris was elected to the Texas State Board of Public Accountants.
- Directed by Professor of Economics Jack Mogab, the Institute of Global Business partnered with the Texas Camino Real District Export Council and U.S. Department of Commerce Export Assistance Center in Austin to offer the Export Fellows Program in February 2016. Sixteen students participated in the program and received hands-on training in all the aspects of business necessary to export a product to a foreign market.
- Dr. Noel Gould, Lecturer of Management, is the founder, chair, and CEO of APEC (Asia Pacific Economic Cooperation) Voices of the Future, which delivers learning programs for Pacific Rim students, educators, and business people. Dr. Gould recently facilitated a trip to China for San Marcos Mayor Daniel Guerrero. The visit was sponsored and hosted by Mr. Xia Bing (China APEC Business Council's senior minder for the China Council for the Promotion of International Trade) and the China APEC Voices staff. Mr. Bing also visited McCoy College, where he spoke to a Comparative Economies class and made a presentation to faculty and students on the Asian Business Advisory Council and G/B20 Meetings.
- Associate Dean for Graduate Programs and Associate Professor of Finance William Chittenden taught in the Southwestern Graduate School of Banking (SWGSB) at Southern Methodist University during summer 2015 and 2016. SWGSB is a top educational program for community bank management professionals and bank regulators. Dr. Chittenden teaches a course on asset liability management.
- Dr. William Chittenden and Lecturer Holland Toles serve as content experts for the Texas Association of Counties (TAC). They present on relevant topics at TAC conferences including the Conference of the County Investment Academy, the Texas Public Funds

Investment Act Conference, and the Basics of County Investments Course. They also created and deliver a week-long workshop to TAC members on leadership and teamwork. Dr. Chittenden served on TAC's County Investment Education Committee during 2015-2016.

- Several Accounting faculty, including lecturers Christopher Proschko and Tom Puffer, maintain tax accounting and consulting practices.
- Business Law Lecturer Laura Jacks maintains a private mediation and arbitration practice and also serves as a Special Master for the Travis County Probate Court.
- Professor of Economics Paul Gowens serves as the University's NCAA Faculty Representative.
- Finance Lecturer, and former Commissioner of Banking for the State of Texas, Randall James owns and manages an independent financial institution consulting firm.

8. Other Material

As discussed above, McCoy College supports its mission through academic and professional engagement, innovative experiential learning programs, and business-relevant, socially significant research. McCoy College aspires to impact Texas and beyond by preparing its diverse student population for successful business careers and through faculty research and service that create value in the marketplace.

9. Consultative Review

As McCoy College plans its new Supply Chain and Data Analytics program, we welcome the Peer Review Team's advice on how best to develop a rigorous and relevant curriculum.