

Texas State University

Outcomes Report

General Information

Academic Year:	2015-2016
College:	Business
Department:	Business
Program:	Business Administration (MBA)
Program Code:	52.02
Outcome Type:	Student Learning (GR)
Degree:	Masters
Coordinator/Contact:	William Chittenden
Status:	Results Approvals Complete

Mission Statement

The McCoy College MBA program is dedicated to providing students with the knowledge and skills that will prepare them for key management responsibilities in today's complex and dynamic global business environment. The program challenges students to develop the knowledge, skills, and abilities necessary to advance their professional objectives.

Students should be able to develop and demonstrate the following capacities: • Capacity to lead in organizations • Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines • Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.

Evidence of Improvement

The MBA program established an overall goal for assessment for the entire program for the first time this year (2015-2016). The goal is 80-80-80: the program expects 80% of students to score 80% or better on 80% or more of the learning outcomes assessed (two each in the 11 core courses for a total of 22 course-learning-outcomes).

The 80-80-80 goal required the adoption of uniform standards for students and uniform expectations for faculty. The adopted standards are that scores of 90% or better on an assessment exceeds the standards, scores of 80% or better meets the standards, and scores less than 80% fails to meet the standards. The adopted expectations are that the faculty expects 80% or more of the students to meet or exceed the standards on any particular outcome in any particular course. Until this year, individual faculty were allowed to choose their own cut-scores (i.e. standards) and to set their own expectations for student performance. Over the course of the last four academic years, when faculty were allowed to set their own standards and expectations, the percentage of the 22 course-learning-outcomes (2 outcomes measured in each of 11 core courses) achieved were as follows: in 2011-2012 72.7%, in 2012-2013 68.2%, in 2013-2104 68.2% again, and in 2014-2015 63.6%.

Without uniform standards and expectations the overall goal for the program would not have been possible. For the academic year of 2015-2016, at least 80% of the students scored over 80% or more on 91% of the course-learning outcomes, thus achieving the program goal. Clearly the establishment of uniform standards and uniform expectations helped in achieving the 80-80-80 goal for the year.

Of note on a finer scale is the improvement seen in two problematic courses this academic year. The prerequisite for FINA 5387 is BA 5352 and for the last three years in both of these courses neither course met its own self-set expectations on either learning outcome assigned to it. After much close communication, the faculty teaching these two courses developed a plan to refocus aspects of their course that were germane to the assessment process as well as to eliminate unnecessary redundancies between the courses. This streamlining of the course material to focus on issues on which students had historically underperformed resulted in both courses meeting the performance goal for both learning outcomes this year. The use of assessment data shared between these two courses made this improvement possible.

Action Plan

For the academic year 2016-2017, the goal of 80-80-80 will be continued. The use of uniform standards and expectations have provided a sense of a greater mission to the core course coordinators. The coordinators will work with individual faculty teaching the core courses to coordinate and share the use of assessment items, assignments, and projects between multiple sections of the same course. Great advances to the standardization of assessment between sections of the same course has led the program to the point that it is now time to share best practices between the faculty teaching the same course.

Given the success of the relationship between BA 5352 and FIN 5387 which developed almost exclusively because of the assessment process, an effort will be made on several fronts to strengthen the relationship between other courses with content that is overlapping or intertwined. For example, the capstone course MGT 5313 assesses aspects of leadership and because it is the last course in the sequence of courses, the proper development of leadership skills in pre-requisite courses is essential for performance in the capstone course which has recently transitioned into a project-based course. To facilitate the acquisition of leadership skills, the content of MGT 5314 will be shuffled so that the material in the course on leadership is covered early in the semester (instead of near the end as has been the case heretofore). By moving the leadership material to early in the semester the other material that follows it can be viewed through the lens of leadership thereby lending a new focus on leadership to the entire course.

Given the widespread embracing of the uniform standards and expectations for the assessment process implemented in 2015-2016, one other uniform change will be implemented. Some courses allow students to drop a quiz or two or an occasional assignment from their grade. This is usually, but not always, to allow for an occasional missed class. In 2016-2017, if assessment data are gathered as part of an assignment, quiz, test, project, etc. then that assignment must count toward the students grade. This will allow the assessment process to be undertaken in something other than a no-stakes testing environment. By gathering data from assignments that count toward students' grades it is believed that student performance on those assignments will markedly improve.

Outcome 1

Knowledge of Fundamental Business Disciplines

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).

Outcome 1 - Method 1

Students will demonstrate the acquisition of knowledge of fundamental business disciplines by demonstrating knowledge of organizational structure and culture. Performance will be measured in MGT 5314 (Organizational Behavior and Theory) through embedded multiple-choice questions on quizzes and fill-in-the-blank questions on exams. It is expected that 80% of students will meet or exceed expectations by scoring at least 80% overall on the relevant questions on the quizzes and exams.

Outcome 1 - Method 1 - Result

MGT 5314: Summary statistics for outcome #1 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	17	21	73.08	6	14	76.92	58	74.36
Meets	5	7	23.08	4	1	19.23	17	21.79
Failed to meet	1	1	13.84	1	0	3.85	3	3.85
Total	23	29	100.00	11	15	100.00	78	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: **86.16%**

Percentage of students in Round Rock for the entire year who met or exceeded expectations: **96.15 %**

Percentage of students in both locations in Fall who met or exceeded expectations: **94.12%**

Percentage of students in both locations in Spring who met or exceeded expectations: **97.73%**

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **96.15 %**

Comments on what went well and what went poorly in the Fall 2015 Assessment: In MGT 5314, for the fall 2015 term, the performance expectation of more than 80% of the students scoring at least 80% on Learning Outcome #1 was achieved. In both locations the two quizzes on organizational structure and organizational culture, respectively were administered on the same night and could not be dropped from the students' grade. As anticipated by the Course Coordinator, this additional demand upon the student yielded a higher level of preparedness as reflected in the improved performance in both locations. Additionally, the students in both locations performed well on the assessment items embedded in the third major exam, which by design, was weighted more heavily than the first two exams. This process should be continued.

Comments on what went well and what went poorly in the Spring 2016 Assessment: In MGT 5314, for the spring 2016 term, the performance expectations were achieved. In both locations the results echoed those of the previous semester.

Overall Results for the Year for Outcome #1: In **MGT 5314** for the entire academic year of 2015-2016, **96.15%** of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #1.

Comments on this year's report and the action plan for next year: Students in MGT 5314 performed well on the assurance of learning regarding the MBA program's Outcome #1. Clearly, by using uniform items with uniform test weights and uniform administrations between the locations, across the semesters, and amongst the two faculty who taught the course an exceptional outcome was achieved. Students seem to have mastered the concepts associated with organizational structure and culture. Over the course of the summer, in a section of the course that is not part of the assessment procedure, this material will be moved to the front of the semester. It is believed that giving students a proper framework for understanding organizations in general will facilitate greater learning of individual and team behavior in organizations. This course will experiment with moving from the macro to the meso to the micro level of analysis instead of vice versa as has been the norm until now. If student performance in the summer meets the course coordinator's expectations, in the next academic year of 2016-2017, this sequence of material will continue.

Outcome 1 - Method 2

Students will demonstrate the ability to integrate knowledge of fundamental business disciplines in two courses:

1. In B A 5352 (Developing the Financial Perspective of the Firm), three imbedded short answer/essay exam questions throughout the semester addressing various aspects of finance. The questions will be consistent across sections, but individual professors will have leeway with the specific wording of the questions. Student learning will be measured as a percentage correct on each question. Exceptional answers will demonstrate a thorough understanding of the subject and reflect knowledge of the implications of or application to businesses. Acceptable answers will prove sufficient knowledge of the subject. Unacceptable answers will fail to display an understanding of the subject. It is expected that 80% of the

students will meet or exceed expectations by scoring at least 80% on the exam questions.

2. In ACC 5361 (Accounting Analysis for Managerial Decision Making), three in-semester exams and the final exam will each include multiple choice questions designed to test student knowledge about the fundamental business discipline of managerial accounting. Sixteen multiple choice questions will be used to assess student understanding of managerial accounting. It is expected that 80% of the students will meet or exceed expectations by scoring at least 80% on the exam questions.

Outcome 1 - Method 2 - Result

BA 5352: Summary statistics for outcome #1 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	15	11	41.27	10	17	51.92	53	46.09
Meets	17	12	46.03	11	3	26.92	43	37.39
Failed to meet	8	0	12.70	9	2	21.15	19	16.52
Total	40	23	100.00	30	22	100.00	115	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 87.30%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 78.85%

Percentage of students in both locations in Fall who met or exceeded expectations: 75.71%

Percentage of students in both locations in Spring who met or exceeded expectations: 95.56%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **83.48%**

Comments on what went well and what went poorly in the Fall 2015 Assessment: As in previous semesters, student performance regarding assessment of learning in regards to the goal of the firm is strong. However, the other two areas are significantly weaker. Market efficiency is still difficult for the students as well as bond price movements. Performance in the cohort program was exceptional, while much less so for the flex programs for each campus. For the cohort program all students met or exceeded expectations. The flex programs each failed to meet the 80% mark of meeting/exceeding expectations.

Comments on what went well and what went poorly in the Spring 2016 Assessment: Performance during the Spring semester at both campuses was very strong relative to the Fall semester. Both campuses exceeded 80% of students meeting or exceeding expectations. In fact, the performance was strong enough to raise the full year performance above the 80% threshold. The only area that could be considered weak was the cause of bond price movements, although performance even in that area was far higher than in the fall. In fact, the performance on each of the three areas averaged above 80% for each campus.

Overall Results for the Year for Outcome #1: In BA 5352 for the entire academic year of 2015-2016, 83.48% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #1.

Comments on this year's report and the action plan for next year: While the performance for the Fall semester was not quite to expectations, it was close enough that a strong spring performance pulled the overall course performance above the 80% level of success for the course. Going forward, there will be changes in the faculty teaching BA 5352, but during the summer, the current and future course instructors will all meet with the instructors from FIN 5387 to review the results and discuss any changes in the curriculum that might be necessary to continue to improve the results. The results of the meeting will be discussed with the rest of the department faculty to determine any changes that need to be made to the two courses.

ACC 5361: Summary statistics for outcome #1 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	8	8	32.00	4	5	28.13	25	30.49
Meets	8	16	48.00	10	6	50.00	40	48.78
Failed to meet	4	6	20.00	7	0	21.19	17	20.73
Total	20	30	100.00	21	11	100.00	82	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 80.00%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 78.13% %

Percentage of students in both locations in Fall who met or exceeded expectations: 73.17%

Percentage of students in both locations in Spring who met or exceeded expectations: 85.37%%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **79.27 %**

Comments on what went well and what went poorly in the Fall 2015 Assessment: During Fall 2015, 80.00% of San Marcos students and 66.67% of Round Rock students met or exceeded expectations for Outcome 1. The overall rate of student meeting or exceeding the goal is 73.17%, and is very near the goal of 80%. The Round Rock students did significantly poorer compared to the previous assessed semester (Spring 2015). This may be because this is the first semester using a new textbook in Round Rock (both campuses now use the same text). The assessment will continue for ACC 5361 in the same manner during Spring 2016.

Comments on what went well and what went poorly in the Spring 2016 Assessment: During Spring 2016, 80.00% of the San Marcos students and 100.00% of the Round Rock students met or exceeded expectations for Outcome 1. The overall rate of students meeting or exceeding the goal is 79.27% and is very near the goal of 80%. The Round Rock students did significantly better compared to the previous

assessed semester (Fall 2016), improving from 66.66% to 100%. This is likely the result of more experience with the textbook (which was new the previous semester), a smaller class size (11 students), and increased emphasis on those topics that scored poorly in the previous semester. Additionally, a question on work in process applied overhead was correctly answered only 45% of the time. Additional emphasis will be giving to applying overhead in a job order costing system in Round Rock. The assessment will continue for ACC 5361 in the same manner during Fall 2016.

Overall Results for the Year for Outcome #1: In ACC 5361 for the entire academic year 2015-2016, **79.27%** of students met or exceeded the professor's expectations for this learning outcome thus ever-so-slightly **failing to achieve** the expectations goal.

Comments on this year's report and the action plan for next year: There are fairly wide fluctuations in student performance across the two campuses and from semester to semester. Additionally the failure to achieve the goal for this learning outcome was hampered by the performance of students in the Fall 2015 section in Round Rock. Over the course of the last four semesters, student performance on Outcome 1 in Round Rock has been consistently excellent except for this fall. The scores were: 85.7% for Fall 2014, 95% for Spring 2015, 66.6% for Fall 2015, and 100% for Spring 2016. Nevertheless, this is only the second year of the new orientation toward managerial accounting in the course and these assessment results may not provide a truly accurate portrayal of student performance. It is premature to undertake massive changes other than to further emphasize those subject areas with poor performance. Additionally, in the next academic year faculty will be encouraged to use the exact same test items administered on the same sequencing of tests from which they gather assessment data across the two campuses and from semester to semester so that a more consistent and reliable estimate of student learning can occur.

Outcome 2

Integration of Information Technologies

Students will integrate appropriate information technologies for managing business data for decision making, enhancing productivity, and communicating with others.

Outcome 2 - Method 1

Students will demonstrate the integration of appropriate information technologies by understanding how IT enables new strategies and existing strategies, management issues surrounding the identification, selection, and effective deployment of IT, and how web-based IT applications enable business opportunities. Performance will be measured in CIS 5318 (Information Technology in the Digital Economy) through a written case analysis. A grading rubric will be used on the written case. It is expected that 80% of the students will meet or exceed expectations by scoring at least 80% on the case analysis.

Outcome 2 - Method 1 - Result

CIS 5318: Summary statistics for outcome #2 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw	%
Exceeds	16	18	54.73	5	11	66.67	50	58.82
Meets	10	6	26.23	1	2	12.5	19	22.35
Failed to meet	4	7	18.03	2	3	20.83	16	18.82
Total	30	31	100.00	8	16	100.00	85	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 81.97%
 Percentage of students in Round Rock for the entire year who met or exceeded expectations: 79.17%
 Percentage of students in both locations in Fall who met or exceeded expectations: 84.21 %
 Percentage of students in both locations in Spring who met or exceeded expectations: 78.72%
 Percentage of students combined in both sections and both semesters who met or exceeded expectations: **81.18%**

Comments on what went well and what went poorly in the Fall 2015 Assessment: For the fall semester, students performed admirably with 84.21% meeting or exceeding the standards. Of note, is that two students did not complete either assignment and one failed to complete one of the assignments. For those students with completely missing data an assessment score was not computed. For the other student only one assignment was used to compute the assessment score. This was the first time this assessment for the new structure of the course was implemented. Based on the new content and structure the scores were appropriate.

Comments on what went well and what went poorly in the Spring 2016 Assessment. Students performed as expected for the Spring semester. That being said it was observed that assignment #7 was excessively complicated for the students resulting in significantly lower grades for that particular component of the assessment. Additionally two students failed to complete assignments. In one situation a student chose to not take the assignments seriously relative to the measurements associated with assessment.

Overall Results for the Year for Outcome #2: In **CIS 5318** for the entire academic year of 2015-2015, **81.18%** of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #2.

Comments on this year's report and the action plan for next year: Some minor tweaks to the implementation of the assessment instructions will be made and the syllabus will be modified to reduce the possibility of non-participation. Additionally, a new project will be substituted for Assignment #7. It is anticipated that by using a project that is based on a more general topic that students will be better able to apply the tool. Additionally, technological difficulties with the installation of software created problems. To address this, a single class meeting will be set aside to install all software applications to be used throughout the class. At this time technical assistance will be present to address installation difficulties associated with student's unique computer requirements. Student outcome scores were what should have been expected with the exception of lower than expected scores on Assignment #7. The new structure of this course has resulted in increased interest by the students on the subject

matter as well as increased appreciation for the tools presented. Changes, already presented above, should work to further remove technology-based complications and allow the instructor and students to focus more on topical activities and discussions.

Outcome 2 - Method 2

1. In FIN 5387 (Managerial Finance), students will demonstrate the integration of appropriate information technologies by identifying and utilizing technologies to acquire and analyze corporate financial data for decision making. Performance will be measured in five areas of integrating technology for business decisions and communication will be assessed on approximately twelve open-ended test questions with numerical answers. An established grading rubric will be used on the case analysis. Overall, it is expected that 80% of the students will meet or exceed expectations by scoring at least 80% overall on the relevant questions on the quizzes and exams.
2. In the online B A 5353 (Understanding and Analyzing Organizational Problems), students will demonstrate achievement of this outcome by writing three statistical reports to address a particular business situation. It is expected that the students are able to integrate the use of data sources, statistical data analysis software output, and report writing tools to create these reports. These aspects include the creation and effective use of graphs and data tables supporting their findings. A composite score will be determined based on an established rubric. It is expected that 80% of the students will meet or exceed expectations by scoring at least 80% on the assignments.
3. In QMST 5334 (Advanced Statistical Methods for Business), the final project will be used to assess this outcome. This project makes up 20% of the QMST 5334 grade and consists of an ongoing process throughout the semester. Each of the performance areas will be separately graded out of 5 points and will be scaled to reflect guidelines in an established rubric. The assessment score will consist of the arithmetic average of four performance measurement areas. It is expected that 80% of the students will meet or exceed expectations by scoring at least 80% on the project.

Outcome 2 - Method 2 - Result

FIN 5387: Summary statistics for outcome #2 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	0	3	8.11	7	3	32.26	13	19.12
Meets	6	20	70.27	7	11	58.06	44	64.71
Failed to meet	3	5	21.62	1	2	9.68	11	16.18
Total	9	28	100.00	15	16	100.00	68	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 78.38%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 90.32%

Percentage of students in both locations in Fall who met or exceeded expectations: 83.33%

Percentage of students in both locations in Spring who met or exceeded expectations: 84.09%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **83.82%**

Comments on what went well and what went poorly in the Fall 2015 Assessment: This fall there was remarkable improvement in the use of spreadsheets to gather and convey information and use formulas and applications inside of Excel. Many of the projects were very good and students were able to use spreadsheets to answer questions under a time constraint and without notes for tests quite well. Despite the relatively high marks, there is room for improvement in the students' ability to express business outcomes. More emphasis will be placed on gathering thoughts first before attempting to communicate them and the importance of communicating the ideas not just originating the idea.

Comments on what went well and what went poorly in the Spring 2016 Assessment: This spring the emphasis on the need to clearly communicate their analysis met with improved performance. With the amount of work that it takes to find numerical answers, students need reinforcement on the importance of relaying their ideas and answers to others. Strong shows of the importance of this final step and some creative ideas from fellow students were very helpful. Some of the students lacked an understanding of what tool to apply to different spreadsheet needs. The students responded to a survey that they would actually have liked more demonstrations of Excel formulas and applications, this will be improved in the coming year with simulations and classroom discussions.

Overall Results for the Year for Outcome #2: In FIN 5387 for the entire academic year of 2015-2016, 83.82% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #2.

Comments on this year's report and the action plan for next year: Different data was collected this year than in previous years and will be updated again to reflect problem areas, including using the right tool for the current need and emphasizing the importance of clear, concise, and creative (occasionally) descriptions of answers. Next year, students will see more examples and experience more simulations instead of large projects to help them distinguish details.

BA 5353: Summary statistics for outcome #2 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	25	12	60.66	26	9	87.50	72	71%
Meets	10	9	31.14	0	5	12.50	24	24%
Failed to meet	1	4	8.20	0	0	0.00	5	5%

Total 36 25 100.00 26 14 100.00 101 100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 91.8%
 Percentage of students in Round Rock for the entire year who met or exceeded expectations: 100 %
 Percentage of students in both locations in Fall who met or exceeded expectations: 98%
 Percentage of students in both locations in Spring who met or exceeded expectations: 90%
 Percentage of students combined in both sections and both semesters who met or exceeded expectations: **95 %**

Comments on what went well and what went poorly in the Fall 2015 Assessment: Students seemed more engaged than in previous years and submitted high quality work, with the exception of four students in San Marcos who clearly were not as engaged in class as the rest of the students were. The day cohort did a very good job during class and on the reports. However, students appeared uncomfortable with the textbook that was chosen for the course. The coding examples on the textbook were for demonstrations (i.e., mostly simulations) and not to teach the students how to analyze data. Therefore, the textbook has been replaced for the spring of 2016. The new textbook is more advanced in statistical theory as well as in statistical coding. The expectation is that the course will be a bit more demanding due to the more advanced theoretical content.

Comments on what went well and what went poorly in the Spring 2016 Assessment: A new textbook was assigned for reading in the Spring of 2016. The belief of the instructor is that the new textbook addresses a wider audience. The explanatory part of the textbook is written in plain English; which is believed to be accessible to every student. The mathematical part of the textbook covers advanced mathematical notation which is accessible to more advanced students. The computer code sections are believed to be accessible by most students. The results were much better in terms of student engagement. Students had a better reference textbook than the one used last year. The assignments from the beginning of the semester were not as challenging as the assignments from the latter part of the period. The instructor emphasized more the probability sections, at request of the QMST 5334 instructor. It has also been observed that, in general, students do not watch the videos that the instructor assigns. As a result, the instructor has extended the period of face-to-face instruction.

Overall Results for the Year for Outcome #2: In BA 5353 for the entire academic year of 2015-2016, **95%** of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #2.

Comments on this year's report and the action plan for next year: The performance for learning outcome #2 decreased for the academic year 2015-2016 (95%), as compared to academic year 2014-2015 (100%). In year 2015-2016 the MBA program introduced a day cohort, which demonstrated to be a group of dedicated and well prepared students. This coincided with the instructor of the course selecting textbooks and material that is considerably more challenging than the material covered during the previous years. At the request of the instructors of advanced statistical methods, quality assurance and the simulation courses; the instructor of BA 5353 decided to emphasize the topics related to probability theory. The instructor has decided to keep the textbook that was introduced in the spring semester of 2016. This statistics material in this textbook is considerably less diluted than the usual business statistics textbook. During the fall semester of 2016, new quizzes and new assignments will be introduced. The material on probability theory will be enhanced. The topics of descriptive statistics and statistical inference will be somewhat less emphasized. This was a request by instructors of more advanced statistical courses that require that the students have a solid background in probability theory. Given that the students are not watching the videos as assigned; the instructor will assign weekly quizzes.

QMST 5334: Summary statistics for outcome #2 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	5	25	66.67	8	17	55.56	55	61.11
Meets	6	8	31.11	12	7	42.22	33	36.67
Failed to meet	1	0	2.22	1	0	2.22	2	2.22
Total	12	33	100.00	21	24	100.00	90	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 97.78 %
 Percentage of students in Round Rock for the entire year who met or exceeded expectations: 97.78 %
 Percentage of students in both locations in Fall who met or exceeded expectations: 93.94 %
 Percentage of students in both locations in Spring who met or exceeded expectations: 100 %
 Percentage of students combined in both sections and both semesters who met or exceeded expectations: **97.78 %**

Comments on what went well and what went poorly in the Fall 2015 Assessment: The assignment that is used in evaluation of this outcome is a semester long project. There are three check-points in the semester at which the professor provides feedback and answers questions. In the fall 2015 semester, 93.94% of the students met or exceeded the standards. Applications of the methods in various industries are illustrated throughout the semester in order to enable students to gain the ability to think "outside the box". These illustrations and continuous feedback had a positive impact on the success rate of the projects. In San Marcos, there were two project groups that met the standards, but did not exceed them. These students did not perfectly combine the use of multiple processing functions of the statistical software. That may be explained by their reluctance to use more advanced functions of the statistical software to conduct the analysis. There was one student in Round Rock who failed to meet the standards. He chose to work alone rather than collaborating with his classmates. In the second half of the semester, he did not attend the classes because of personal issues. It is believed that may be the reason for his poor performance. His final output did not properly contain the complementary use of illustrations and figures while conveying information.

Comments on what went well and what went poorly in the Spring 2016 Assessment: The semester long project is used for the assessment of this learning outcome. 100 percent of the students were able to exceed or meet the expectations. This can be explained by the progress and collaboration based nature of the projects. In San Marcos section, relatively poor performance of the students in the midterm may also have led to a

more concerted effort. Data acquisition and problem identification were still not perfect, but having deadlines helped students overcome this challenge. This explains two groups that could not exceed the expectations. In Round Rock, there were two groups that could not exceed the expectations. They had hard time using the statistical software to obtain results in some topics such as validation analysis. However, eventually they were able to meet the expectations.

Overall Results for the Year for Outcome #2: In QMST 5334 for the entire academic year of 2015-2016, 97.78% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #2.

Comments on this year's report and the action plan for next year: Overall, the goals for the second learning outcome are accomplished. The projects help the students to utilize spreadsheet/statistical software and word processing to conduct statistical analysis and communicate their results with proper interpretations. Therefore, they are found to be good tools to assess this learning outcome. The changing nature of data analysis and the applications of analytics will be continued to be emphasized. No major changes will be implemented.

Outcome 3

Analytical Skills and Critical Thinking

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, analyzing financial data to assess financial health of a firm).

Outcome 3 - Method 1

Students will demonstrate analytical skills and critical thinking by estimating product demand functions; determining optimal prices, production, advertising and employment under different industry environments; and using game theory to assess the effectiveness of different strategies when outcomes of firms are highly interdependent. Performance will be measured in ECO 5316 (Managerial Economics) through embedded case questions in a case study with a focus on the students' ability to use demand data to critically evaluate optimal pricing outcomes. An established rubric will be used to evaluate student performance on the written material. It is expected that 80% of students will meet or exceed expectations by scoring at least 80% overall on the assignments.

Outcome 3 - Method 1 - Result

ECO 5316: Summary statistics for outcome #3 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	14	7	45.65	5	18	65.71	44	54.32
Meets	10	6	34.78	4	6	28.57	26	32.10
Failed to meet	8	1	19.57	1	1	5.71	11	13.58
Total	32	14	100.00	10	25	100.00	81	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 80.43%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 94.29 %

Percentage of students in both locations in Fall who met or exceeded expectations: 78.57%

Percentage of students in both locations in Spring who met or exceeded expectations: 94.87%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **86.42%**

Comments on what went well and what went poorly in the Fall 2015 Assessment: The goal of 80% of students at least meeting expectations across both sections was not met. In particular, the San Marcos students had a relatively large proportion (25%) failing to meet expectations. The Round Rock section performed significantly better, with 90% meeting expectations. The differences in performance across locations continues a trend from previous semesters.

Comments on what went well and what went poorly in the Spring 2016 Assessment: The San Marcos section improved dramatically; in the spring, 92.86% of students there met or exceeded expectations, compared to 75% in the fall for that group. Both groups in the spring performed well, with 94.87% meeting or exceeding expectations. The poor performance of the fall San Marcos section appears to be an anomaly.

Overall Results for the Year for Outcome #3: In ECO 5316 for the entire academic year of 2015-2016, **86.42%** of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #3.

Comments on this year's report and the action plan for next year: The rotation of empirical projects continues to be a good assessment measure for this objective. The projects involve the integration of data analysis and economic critical thinking skills, requiring that students perform regression analysis of data involving costs or demand for a firm and effectively using the results to recommend profit-maximizing solutions. Students were provided with a clear set of guidelines and expectations, and also were taught economic theory and data analysis skills, with several written assignments prior to the project to gauge understanding. The projects will be examined and evaluated to determine whether improvements can be made, particularly in introducing more challenging problems or incorporating more data in each project that will elevate the skill level required to analyze the data and interpret the findings. In addition, instructors will consider using more in-class applications or perhaps external supplemental material to improve student skills in these kinds of analyses. Because assessment results for learning outcome #3 indicate that students met performance expectations across semesters and locations, the assignment of these data-based projects will continue next year.

Outcome 3 - Method 2

Students will demonstrate analytical skills and critical thinking by correctly identifying and applying statistical techniques to accounting and business data for decision making. Performance will be measured through embedded methods in three courses:

1. In QMST 5334 (Advanced Statistical Methods for Business), assessment is conducted through 4 sets of short answer questions embedded in major exams. The questions will be used to assess students' ability to identify and apply appropriate statistical techniques for business problems. It is expected that 80% of the students will meet or exceed expectations by scoring at least 80% overall on the relevant questions on the in-class quizzes and exams.

2. In ACC 5361 (Accounting Analysis for Managerial Decision Making), each of 4 exams will contain multiple choice, short problem and essay questions to assess student acquisition of analytical skills and critical thinking. It is expected that 80% of the students will meet or exceed expectations by scoring at least 80% on the embedded questions.

3. In FIN 5387 (Managerial Finance), the outcome will be assessed with a battery of open-ended and multiple choice questions from the three tests. Tests require that individuals work without notes within a binding time constraint. Two assignments allow individuals to work with notes but again within a binding time constraint. Two cases are done in groups of about three students with a minimum of one week to complete them. The evaluation of the cases will be combined with the tests and assignments so there will be six equally-weighted components to evaluate student learning. Overall, it is expected that 80% of the students will meet or exceed expectations by scoring at least an 80% on the assignments.

4. In B A 5352 (Developing the Financial Perspective of the Firm), five problem-based exam questions throughout the semester will be used to assess this outcome. Each problem will represent a specific tool of finance, including time value of money, security valuation, project evaluation, and risk measurement. Student learning will be measured as the percentage score on each of the problem-based questions. Exceptional answers will be without any errors in calculation. Acceptable answers will be correct in the construction of the solution, but with only minor arithmetic errors. Unacceptable answers will have major calculation errors or errors in the basic idea of the problem. It is expected that 80% of the students will meet or exceed expectations by scoring at least 80% on the questions.

5. In MGT 5313 (Strategic Management), Learning Outcome #3 will be assessed via the development of an external-internal context for a team-based (3-4 person teams), semester long, organization field (consulting) project. Each team is required to develop a five to fifteen page evaluation of relevant macro, industry, and firm specific issues. This external-internal context is a mid-semester deliverable and is used to facilitate the completion of the overall project. Since the Field Projects may differ in focus, each team is required to adapt their use of the relevant macro, industry, and firm analytic models to "fit" with the team's project. This analysis is then summarized via traditional SWOT summary. It is expected that 80% of the students will meet or exceed expectations by scoring at least 80% on the project.

Outcome 3 - Method 2 - Result

QMST 5334: Summary statistics for outcome #3 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	4	8	26.67	11	10	46.67	33	36.67
Meets	6	17	51.11	9	11	44.44	43	47.78
Failed to meet	2	8	22.22	1	3	8.88	14	15.56
Total	12	33	100.00	21	24	100.00	90	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 77.78 %

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 91.11 %

Percentage of students in both locations in Fall who met or exceeded expectations: 90.90 %

Percentage of students in both locations in Spring who met or exceeded expectations: 80.70 %

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **84.44 %**

Comments on what went well and what went poorly in the Fall 2015 Assessment: In order to evaluate the third learning outcome, four questions were chosen from the final exam. The descriptions for each of the performance areas were matched to each question. Two of the questions, #1 and #2 are sub choices of the grand question, which assessed learning on the topic of "optimization". Overall, the students did a good job in answering those two questions. Short answers #3 and #4 are chosen from the question that assesses the topic of decision analysis. The assessment shows that the students have lower scores for short answers #3 and #4. This can be explained by the relative difficulty of the topic of decision analysis under uncertainty. In San Marcos, two students were not able to provide satisfactory answers to any of these questions, so they failed to meet the standards. In Round Rock, there was one student who could not present diverse solutions, positions, or perspectives. These may be explained by the relative lack of work experience and quantitative skills of those students.

Comments on what went well and what went poorly in the Spring 2016 Assessment: In order to evaluate the third learning outcome, four questions were chosen from the final exam. The descriptions for each of the performance areas were matched to each question. Two of the questions, #1 and #2 are sub choices of the grand question, which assessed learning on the topic of "optimization". Short answers #3 and #4 are chosen from the question that assesses the topic of decision analysis.

Overall, the students did a good job in answering optimization related questions. Relatively strong linear algebra backgrounds of students can be explained as one of the reasons. Most students can analyze information and use appropriate tools to solve the optimization problems. It should be

noted that reading comprehension of long paragraphs is a challenge for some students. In general the problematic area turned out to be presenting diverse solutions or perspectives, especially in the area of decision analysis. Decision analysis requires a concentrated effort on reading and analyzing relatively complex cases. Some of the students who do not have enough work experience, which are mostly in San Marcos, seem to have a challenge with synthesizing information. This explains decision analysis being a continuing challenge for them.

Overall Results for the Year for Outcome #3: In **QMST 5334** for the entire academic year of 2015-2016, 84.44 % of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #3.

Comments on this year's report and the action plan for next year: Overall, the goals for the learning outcome #3 are achieved. There will be a bigger emphasis on probability concepts to improve the instruction for the concepts of decision analysis under uncertainty. No major changes are to be implemented.

ACC 5361: Summary statistics for outcome #3 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	5	5	20.00	5	4	28.13	19	23.17
Meets	8	13	42.00	12	5	53.13	38	46.34
Failed to meet	7	12	38.00	4	2	18.75	25	30.48
Total	20	30	100.00	21	11	100.00	82	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 62.00%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 81.26 %

Percentage of students in both locations in Fall who met or exceeded expectations: 73.17%

Percentage of students in both locations in Spring who met or exceeded expectations: 65.85%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **69.51 %**

Comments on what went well and what went poorly in the Fall 2015 Assessment: During Fall 2015, 65.00% of San Marcos students and 80.95% of Round Rock students met or exceeded expectations for Outcome 3. The overall rate of students meeting or exceeding the goal is 73.17%, and is near the goal of 80%. The Round Rock students met the goal for Outcome 3, but the San Marcos students did not. It appears that the San Marcos students that did not meet expectations had difficulty with relevant information for decision making. None of the five students within 2 questions of meeting expectations answered questions 8 or 15 correctly (both questions dealt with relevant information for decision making). The San Marcos campus will need to place additional emphasis on this topic during subsequent semesters.

Comments on what went well and what went poorly in the Spring 2016 Assessment: During Spring 2016, 60% of the San Marcos students and 81.81% of the Round Rock student met or exceeded expectations for Outcome 3. The overall rate of student meeting or exceeding the goal is 69.51%. In Round Rock, only three students, 27%, correctly answered a question on relevant cost in an activity based costing system. More emphasis will be place on relevant costing in an activity based costing system.

Overall Results for the Year for Outcome #3: For the entire academic year 2015-2016, 69.51% of students met or exceeded the professor's expectations for this learning outcome, thus **failing to achieve** the goal for this learning outcome.

Comments on this year's report and the action plan for next year: There are fairly wide fluctuations in student performance across the two campuses and from semester to semester. However, this is only the second year of the new orientation toward managerial accounting in the course and these assessment results may not provide a truly accurate portrayal of student performance. It is premature to undertake changes other than to further emphasize those subject areas with poor performance. Additionally, in the next academic year faculty will be encouraged to use the exact same test items administered on the same sequencing of tests from which they gather assessment data across the two campuses and from semester to semester so that a more consistent and reliable estimate of student learning can occur.

FIN 5387: Summary statistics for outcome #3 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	5	7	32.43	4	4	25.81	20	29.41
Meets	1	16	45.95	10	10	64.52	37	54.41
Failed to meet	3	5	21.62	1	2	9.68	11	16.18
Total	9	28	100.00	15	16	100.00	68	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 78.38%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 90.32 %

Percentage of students in both locations in Fall who met or exceeded expectations: 83.33%

Percentage of students in both locations in Spring who met or exceeded expectations: 84.09%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **83.82%**

Comments on what went well and what went poorly in the Fall 2015 Assessment: This fall, nearly all of the Round Rock students performed very well on the assessment, but three of the nine San Marcos students failed to meet expectations. Since the sample size is small it is difficult to determine what changes need to be made, but it was clear that one of the students came in ill-prepared and another had little intention to do well. Overall, the students showed improvement in the target areas of Capital Budgeting and the Weighted Average Cost of Capital by their performance in the Exit Assignment.

Comments on what went well and what went poorly in the Spring 2016 Assessment: This spring the number of students meeting expectations in San Marcos was much better than in the fall. Most of the students were well prepared and worked hard from beginning to end. The students showed well at Capital Budgeting, but despite doing well at valuing stocks and bonds, applying that knowledge to realistic problems with the Weighted Average Cost of Capital was challenging. Synthesizing information and beginning problems with the end in mind will continue to be explored.

Overall Results for the Year for Outcome #3: In FIN 5387 for the entire academic year of 2015-2016, 83.82% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #3.

Comments on this year's report and the action plan for next year: Next year there will be more realistic problems, but broken into smaller pieces to help the students realize important information and disregard information that might be important, but not pertinent to the problem. Also, there will be an emphasis on deriving a method for solving the problem at hand before beginning to make calculations.

BA 5352: Summary statistics for outcome #3 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	28	20	76.19	27	13	76.92	88	76.52
Meets	7	3	15.87	2	7	17.31	19	16.52
Failed to meet	5	0	7.94	1	2	5.77	8	6.96
Total	40	23	100.00	30	52	100.00	115	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 92.06%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 94.23%

Percentage of students in both locations in Fall who met or exceeded expectations: 91.43%

Percentage of students in both locations in Spring who met or exceeded expectations: 95.56%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **93.04%**

Comments on what went well and what went poorly in the Spring 2016 Assessment: Overall, the performance for Learning Outcome 3 was exceptional. Some weakness with regards to stock pricing arose, but students performed much better than in previous semesters. The performance was weakest in the San Marcos Flex program, but still much better than in previous semesters. The cohort program performance was exceptional with all students meeting or exceeding expectations.

Comments on what went well and what went poorly in the Spring 2016 Assessment: Overall performance with respect to this objective was very strong, easily surpassing the goal of 80% meeting or exceeding expectations. This objective has traditionally been the stronger of the two and has continued as such. Most areas within this objective individually exceeded 80% with the exception of the 4th assignment dealing with capital budgeting evaluation. While traditionally this area has not been difficult, students in Round Rock did not perform as well as expected. Security valuation and time value of money concepts seem to be well understood.

Overall Results for this Year for Outcome #3: In BA 5352 for the entire academic year of 2015-2016, **93.04%** of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #3.

Comments on this year's report and the action plan for next year: Performance for Objective 3 was very strong for the academic year overall and in particular for the spring semester. Going forward the instructors for this course and for FIN 5387 will meet to review the results and address any weaknesses. In particular, project evaluation will be examined as it is of primary importance in the 5387 course. Given the historically strong performance with respect to this objective, one topic of discussion will be to increase the rigor expected of our students in this area. The results of these discussions will be shared with the rest of the finance faculty for input and ideas for implementation of any curriculum changes.

MGT 5313: Summary statistics for outcome #3 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	9	11	52.63	10	16	69.57	46	58.23
Meets	4	14	47.37	8	7	30.43	33	41.77
Failed to meet	0	0	0	0	0	0	0	0
Total	13	25	100.00	18	23	100.00	79	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 100%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 100 %

Percentage of students in both locations in Fall who met or exceeded expectations: 100.00%

Percentage of students in both locations in Spring who met or exceeded expectations: 100.00%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **100.00 %**

Comments on what went well and what went poorly in the Fall 2015 Assessment: The assessment outcomes are as expected. Graduating MBA students should have a robust understanding of and the ability to evaluate organizational context, including external and internal environments. Multiple field projects were employed and not all had the same emphasis; nevertheless, McCoy MBA students are generally satisfactory in terms of articulating contextual issues as function of basic contextual models (e.g., macro-environmental issues, industry and firm specific models).

Comments on what went well and what went poorly in the Spring 2016 Assessment: The assessment outcomes are as expected.

Graduating MBA students should have a robust understanding of and the ability to evaluate organizational context, including external and internal environments. Although multiple field projects were employed and not all had the same emphasis, McCoy MBA students generally perform quite satisfactorily in terms of correctly identifying and using technical models. However, anecdotal evidence suggests that while some analyses are technically correct, the analyses are insufficiently robust and somewhat superficial.

Overall Results for the Year for Outcome #3: In **MGT 5313** for the entire academic year of 2015-2016, **100.00%** of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #3.

Comments on this year's report and the action plan for next year: Students will be reminded periodically regarding the importance of well-developed contextual analyses in terms of overall project quality. Further, students will be required to identify areas in which the contextual analyses inform additional understanding of issues associated with the Field Project Target and/or solutions to those issues. More specifically, teams will be expected to identify linkages. Given that 100.00% of our students either met or exceeded expectations for the entire academic year, no significant changes are planned for the 2016-2017 academic year. However, as noted above, there will be an increased emphasis on the development of quality contextual analyses. Additionally, students will be required to explicitly identify factors that are likely to impact the future of the Field Project target organization.

Outcome 4

Ethical Leadership

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, understanding ethical and social issues in the use of information technology in organizations).

Outcome 4 - Method 1

Students will evaluate issues associated with ethical leadership by describing why marketing ethics is a strategic consideration in organization decisions, understanding issues in managing marketing ethics, identifying and resolving ethical dilemmas, and understanding the relationship between ethical decisions and organizational performance. Performance will be measured in MKT 5321 (Marketing Management) through a written case analysis. To answer the questions, students need to have a theoretical understanding of ethics in marketing decision making, make decisions demonstrating their ethical sensitivity and ethical judgment, and argue how and why their decisions support responsible marketing and a successful marketing strategy. An established rubric will be used to evaluate student performance on the case analysis. It is expected that 85% of students will meet or exceed expectations by scoring at least 80% overall on the case analyses.

Outcome 4 - Method 1 - Result

MKT 5321: Summary statistics for outcome #4 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	6	5	61.12	14	14	65.12	39	63.94
Meets	3	2	27.77	8	6	32.56	19	31.15
Failed to meet	1	1	11.11	0	1	2.32	3	4.91
Total	10	8	100.00	22	21	100.00	61	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 88.89 %

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 97.68 %

Percentage of students in both locations in Fall who met or exceeded expectations: 96.87 %

Percentage of students in both locations in Spring who met or exceeded expectations: 93.10 %

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **95.09 %**

Comments on what went well and what went poorly in the Fall 2015 Assessment: Assessment of Outcome #4 went very well in MKT 5321 in Fall 2015. In all 96.87% of students met or exceeded expectations. Marketing ethics and ethical decision making were discussed in detail during the semester and the assessment tools enabled students to demonstrate their knowledge effectively.

Comments on what went well and what went poorly in the Spring 2016 Assessment: Assessment of Outcome #4 went very well in MKT 5321 in Spring 2016. In all 93.10% of students met or exceeded expectations. Marketing ethics and ethical decision making were discussed in detail during the semester and the assessment tools enabled students to demonstrate their knowledge effectively.

Overall Results for the Year for Outcome #4: In **MKT 5321** for the entire academic year of 2015-2016, 95.09% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #4.

Comments on this year's report and the action plan for next year: The assessment results indicate that students have adequate knowledge of ethical and social issues in the business environment. In the assessment tool, which required a theoretical understanding of ethics and ethically-responsible decision making, students demonstrated appropriate ethical sensitivity and ethical judgment in providing their recommendations. Provision of relevant theory as well as in-class discussions on ethical issues pertaining to various topical areas appear to have contributed positively to student performance on the assessment tool. Accordingly, course instructors will continue to implement such activities as part of their course plans. As the assessment results for learning outcome #4 met performance expectation goals for Fall 2015, Spring 2016, and entire the academic year 2015-2016, no changes are planned for the next year.

Outcome 4 - Method 2

1. In CIS 5318 (Information Technology in the Digital Economy), students will evaluate issues associated with ethical leadership and conducting business in an ethical, legal, and socially responsible manner by understanding information as a strategic resource in organizations, and recognizing the ethical, social, and legal issues surrounding the collection, security, and use of confidential information in organizations. Performance will be measured in this course through class participation and a written case analysis. An established rubric will be used to grade the case analysis. It is expected that 80% of the students will meet or exceed expectations by scoring at least 80% overall on the relevant questions on the exam.
2. In B A 5351 (Organizational Performance and Competitive Advantage), awareness of ethical issues is assessed via unannounced, in-class, written evaluations of one or more (un)ethical vignettes. Grades will be assigned according to an established rubric. It is expected that 80% of students in the class will meet or exceed expectations by scoring at least an 80% on the questions.

Outcome 4 - Method 2 - Result

CIS 5318: Summary statistics for outcome #4 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%		%
Exceeds	22	21	73.33	7	8	77.78	58	67.44
Meets	3	4	10.00	1	3	11.11	11	12.79
Failed to meet	5	6	16.67	1	5	11.11	17	19.77
Total	30	31	100.00	9	16	100.00	86	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 81.97%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 76.00%

Percentage of students in both locations in Fall who met or exceeded expectations: 84.62 %

Percentage of students in both locations in Spring who met or exceeded expectations: 76.60%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **80.23%**

Comments on what went well and what went poorly in the Fall 2015 Assessment: For the fall semester, students performed admirably with 84.61% meeting or exceeding the standards. Of note, is that one student did not complete either assignment so an assessment score was not computed for him or her. This was the first time this assessment for the new structure of the course was implemented. Based on the new content and structure the scores were appropriate.

Comments on what went well and what went poorly in the Spring 2016 Assessment: The Spring assessment exactly as expected. There were no detrimental results other than standard individual student effort.

Overall Results for the Year for Outcome #4: In CIS 5318 for the entire academic year of 2015-2015, **80.23%** of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #4.

Comments on this year's report and the action plan for next year: Over all, assessment in this particular course went exceptionally well. The only changes anticipated for next year are some minor tweaking of the assignment instructions to better detail the expectations of the instructor and the formatting of the report.

BA 5351: Summary statistics for outcome #4 for the academic year 2014-2015 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	35	21	82.35	27	15	93.33	98	86.73
Meets	6	4	14.71	0	2	4.44	13	11.50
Failed to meet	0	2	2.94	0	1	2.22	2	1.77
Total	41	27	100.00	27	18	100.00	113	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 97.06_ %

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 98.23 %

Percentage of students in both locations in Fall who met or exceeded expectations: 100%

Percentage of students in both locations in Spring who met or exceeded expectations: 93.33%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **97.35 %**

Comments on what went well and what went poorly in the Fall 2015 Assessment: In BA 5351 for the fall of 2015, **100%** of the students met or exceeded the professor's expectations, thus **achieving** the goal for this learning outcome Students appear to benefit from general discussions of ethical issues. It also seems that they may benefit from discussion/reminders of basic ethical theories, as this will help them get a better understanding of how ethical decisions are made in organizations.

Comments on what went well and what went poorly in the Spring 2016 Assessment: In BA 5351 for the Spring of 2016, **93.33%** of the students met or exceeded the professor's expectations, thus **achieving** the goal for this learning outcome Students appear to benefit from general discussions of ethical issues. It also seems that they may benefit from discussion/reminders of basic ethical theories, as this will help them get a better understanding of how ethical decisions are made in organizations.

Overall Results for the Year for Outcome #4: In BA 5351 for the entire academic year 2015-2016, **97.35%** of students met or exceeded the

professor's expectations for this learning outcome, thus **achieving** the goal for learning outcome #4.

Comments on this year's report and the action plan for next year: For future assessments of this outcome, the same recommendations are suggested for more consistent assessment results – a) the ethics assignment should be administered after the students have had the opportunity to work on some prior assignments for the professor, b) the ethics assignment should be given sufficient weightage so that the students take the assignment seriously.

Outcome 5

Communication Skills

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).

Outcome 5 - Method 1

Students will demonstrate the ability to effectively communicate orally by preparing and delivering class presentations and participating in class discussions. Performance will be measured in two courses:

1. In B A 5351 (Organizational Performance and Competitive Advantage), students' ability to effectively communicate orally will be assessed through class participation in class discussions. A grading rubric will be used to consistently assess class participation. It is expected that 80% of the students will meet or exceed expectations in class participation by scoring at least 80%.
2. In B A 5353 (Understanding and Analyzing Organizational Problems), students' ability to effectively communicate in writing will be assessed through a written analysis of a current event using the tools of supply and demand. The written assignment will be graded according to an established rubric. It is expected that 80% of the students will meet or exceed expectations in class participation by scoring at least 80%.

Outcome 5 - Method 1 - Result

BA 5351: Summary statistics for outcome #5 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	27	20	69.12	22	12	75.56	81	71.68
Meets	9	6	22.06	4	4	17.78	23	20.35
Failed to meet	5	1	8.82	1	2	6.67	9	7.96
Total	41	27	100.00	27	18	100.00	113	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 91.18%
 Percentage of students in Round Rock for the entire year who met or exceeded expectations: 93.33 %
 Percentage of students in both locations in Fall who met or exceeded expectations: 91.18 %
 Percentage of students in both locations in Spring who met or exceeded expectations: 93.33 %
 Percentage of students combined in both sections and both semesters who met or exceeded expectations: **92.04 %**

Comments on what went well and what went poorly in the Fall 2015 Assessment: In **BA 5351** for the fall of 2016, **91.18 %** of the students met or exceeded the professor's expectations, thus **achieving** the goal for this learning outcome. Students were quite interactive and ready to participate in class. There were some students who attempted to dominate discussions, but this was not an issue as the semester progressed. Except for a few students, most students were in touch with current happenings in the business world, and were ready to discuss them in a way that related well to the course material.

Comments on what went well and what went poorly in the Spring 2016 Assessment: For the academic year 2015-2016, **93.33 %** of students met or exceeded the professor's expectations for this learning outcome, thus **achieving** the goal for this learning outcome. There does not appear to be a need to change the communications assessment. Similar to Fall 2015 the scoring rubric seems to encourage students to participate.

Overall Results for the Year for Outcome #5: In **BA 5351** for the entire academic year 2015-2016, **92.04%** of students met or exceeded the professor's expectations for this learning outcome, thus **achieving** the goal for learning outcome #5.

Comments on this year's report and the action plan for next year: Students were encouraged to read BusinessWeek articles and keep up with current events in the business world through social media such as Twitter. This helped engage them and enhanced discussion in the classroom. There will be continued emphasis on this in the next semester.

BA 5353: Summary statistics for outcome #5 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	19	18	57.81	10	10	48.78	57	54.29
Meets	15	7	34.38	13	3	39.02	38	36.19
Failed to meet	5	0	7.81	3	2	12.20	10	9.52
Total	39	25	100.00	26	15	100.00	105	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 92.19%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 87.80%
 Percentage of students in both locations in Fall who met or exceeded expectations: 87.69%
 Percentage of students in both locations in Spring who met or exceeded expectations: 95.00%
 Percentage of students combined in both sections and both semesters who met or exceeded expectations: **90.48%**

Comments on what went well and what went poorly in the Fall 2015 Assessment: Students performed well on the writing assignment, with the San Marcos sections performing slightly better on average than the Round Rock section. A relatively small minority of students still lack quality writing skills, either writing too informally or making grammatical errors.

Comments on what went well and what went poorly in the Spring 2016 Assessment: Students improved, performing better in the spring (95% meeting or exceeding expectations) than in the fall (87.69%). There was no significant difference in performance across locations.

Overall Results for the Year for Outcome #5: In BA 5353 for the entire academic year of 2015-2016, 90.48% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5.

Comments on this year's report and the action plan for next year: The combined results from fall and spring and across locations indicate that students have adequate written communication skills. The short paper assignment, in which students are required to analyze a set of current events articles in the business press, synthesize the facts, and use critical thinking skills to effectively communicate the underlying economic rationale for the events, remains a strong evaluation tool for the assessment of communication. Students are required to communicate their analysis using clarity, accuracy, and most importantly, the application of economic theory to the current events; most students demonstrated adequate skills in these areas, although some students had problems integrating economic theory with the events. Next year, instructors will consider introducing additional guidelines and incorporating external writing assistance to further improve communication skills, and also providing more examples of the correct economic interpretation and communication of current events. Because the assessment results for learning outcome #5 show that students met performance expectations across semesters and locations, the paper assignment will continue to be used as the assessment instrument.

Outcome 5 - Method 2

Students in MKT 5321 (Marketing Management) will demonstrate the ability to effectively communicate in writing by integrating research on company, customer, competitor, and external environments to develop and present a marketing plan for a chosen product or service. Additionally, students will be required to develop a "Personal Marketing Plan," which will document their individual marketing strategies and tactics to achieve chosen professional goals and objectives. The plans will be graded using an established rubric. It is expected that 80% of students will meet or exceed expectations by scoring at least 80% overall on the written marketing plans.

Outcome 5 - Method 2 - Result

MKT 5321: Summary statistics for outcome #5 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	6	4	55.56	15	15	71.43	40	65.63
Meets	4	4	44.44	6	5	23.81	19	31.25
Failed to meet	0	0	0.00	1	1	4.76	2	3.12
Total	10	8	100.00	22	21	100.00	61	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 100 %
 Percentage of students in Round Rock for the entire year who met or exceeded expectations: 95.24%
 Percentage of students in both locations in Fall who met or exceeded expectations: 96.87%
 Percentage of students in both locations in Spring who met or exceeded expectations: 96.55 %
 Percentage of students combined in both sections and both semesters who met or exceeded expectations: **96.72 %**

Comments on what went well and what went poorly in the Fall 2015 Assessment: Assessment of Outcome #5 went very well in MKT 5321 in Fall 2015. In all 96.87% of students met or exceeded expectations. Students were provided with extensive theory on collecting information on the marketing environment and communicating their findings in a written form. The assessment tool enabled students to demonstrate their knowledge effectively.

Comments on what went well and what went poorly in the Spring 2016 Assessment: Assessment of Outcome #5 went very well in MKT 5321 in Spring 2016. In all 96.55% of students met or exceeded expectations. Students were provided with extensive theory on collecting information on the marketing environment and communicating their findings in a written form. The assessment tool enabled students to demonstrate their knowledge effectively.

Overall Results for the Year for Outcome #5: In MKT 5321 for the entire academic year of 2015-2016, 96.72 % of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #5.

Comments on this year's report and the action plan for next year: The assessment results indicate that students have adequate proficiency in written communication skills. In the assessment tool, which required exposition of ideas in a written form, students communicated the requisite information with clarity, accuracy, and appropriate integration of theory and external research. During each semester, students were provided with clear guidelines for written submissions, assigned multiple written deliverables, and informed about Texas State's Writing Center for additional assistance on writing skills. These measures appear to have helped in enhancing students' written communication skills. As the assessment results for learning outcome #5 met performance expectation goals for Fall 2015, Spring 2016, and entire the academic year 2015-2016, no changes are planned for the next year.

Outcome 6

Leadership Skills

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.

Outcome 6 - Method 1

Students will understand the skills needed to effectively lead workgroups through analysis of key leadership issues such as leadership styles, traits, behaviors, and choices. Performance will be measured in MGT 5314 (Organization Behavior and Theory) through embedded multiple-choice questions on quizzes and fill-in-the-blank questions on exams on applications of leadership theories and issues. It is expected that 80% of students will meet or exceed expectations by scoring at least 80% on the embedded questions.

Outcome 6 - Method 1 - Result

MGT 5314: Summary statistics for outcome #6 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING		FALL	SPRING		raw #	%
	raw #	raw #	%	raw #	raw #	%		
Exceeds	7	23	57.69	3	15	69.23	48	61.54
Meets	8	5	25.00	5	0	19.23	18	23.08
Failed to meet	8	1	17.31	3	0	11.54	12	15.38
Total	23	29	100.00	11	15	100.00	78	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 82.69%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 88.46 %

Percentage of students in both locations in Fall who met or exceeded expectations: 67.65%

Percentage of students in both locations in Spring who met or exceeded expectations: 97.73%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **84.62 %**

Comments on what went well and what went poorly in the Fall 2015 Assessment: Less than 80% of the students met or exceeded the standards, although the Round Rock class had slightly higher scores than the San Marcos class. The course material associated with leadership continues to be problematic for students. A review of the quiz grades for both the Round Rock and the San Marcos classes indicate that the class average of each class meets the standard of 80. However, performance on the exam itself is not as high. It is possible that certain context aspects of the major exam itself are problematic. The assessment items lengthy were situationally oriented multiple-choice questions. The other test items are decidedly different in that some are true-false items and most are definitionally-oriented brief multiple-choice items. The disconnect between definitional regurgitation quiz questions and conceptual application-oriented test questions appears to be problematic. More time will be spent in class discussion of the application of leadership concepts instead of focusing on rote memorization of leadership definitions. Additionally, making the questions on the major exam thematically similar will likely reduce the disconnection of the material in students' minds.

Comments on what went well and what went poorly in the Spring 2016 Assessment: In the spring semester, over 97% of the students met or exceeded the standards. This is likely a result of testing context effects. To be clear, in the fall semester the assessment items were seen as quite wordy when embedded with other questions relying on definitional regurgitation and that sometimes used a true or false format. In the spring semester, every test item was similar in word length and was also more difficult than the previous semester's items on the last major exam. No definitional regurgitation items and no true/false items were used. The exact same multiple-choice assessment items were used and all other test items were application oriented situational fill-in-the-blank questions. These context effects greatly improved the performance of students in the spring semester as compared to the fall semester.

Overall Results for the Year for Outcome #6: In MGT 5314 for the entire academic year of 2015-2016, **84.62%** of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #6.

Comments on this year's report and the action plan for next year: Student performance on the MBA programs Outcome #6 in MGT 5314 exceeded the course coordinator's expectations. Students performed markedly better in the spring of 2016 as compared to the fall of 2015 which is highly likely due to changing the nature of the non-assessment test items. It appears that the context and type of other questions on the test make a difference in how well students did on the assessment questions. Of course, students are unaware which questions are used for assessment so they are blinded to the whole process. As with the material on organizational structure and culture, the material on leadership will be moved to the beginning part of the semester. The fact that the leadership quiz counts double and cannot be dropped will remain in place and the test weights will be more similar from the first to the last test. This move is only possible because students have shown that they can master the material associated with leadership. The rearranging of the material will allow the faculty to integrate leadership into the other sections of the course. For example, effective leadership coverage will facilitate the integration of leadership material into the course sections on personality, decision-making, conflict and negotiation, etc. It is believed that the reordering of the course material is only possible because of the establishment of an effective assessment program which has allowed the faculty to effectively measure student mastery of this topic which is so critical to success in the MBA program.

Outcome 6 - Method 2

Students will effectively contribute to dynamic workgroups by participating in structured teams. Performance will be measured in two courses:

1. In MGT 5313 (Strategic Management), Learning Outcome 6 is assessed via peer evaluations as they relate to perceptions of **leadership** as demonstrated by individual team members. More specifically, each student is assigned to a 3-4 person work team for a semester long team-based project. Students are introduced to a peer evaluation instrument and its purpose at the beginning of the semester. Peer evaluations are completed by each student with respect to all other work team members within the final two weeks of the semester. Self evaluation is not included in this assessment technique. Thus, each team member evaluates all other team members and an individual's final score is the arithmetic average of the peer evaluations. Scores are determined by an established rubric. It is expected that 80% of the students will meet or exceed expectations by scoring at least 80% on the activity.

2. In ECO 5316 (Managerial Economics), students will contribute to dynamic workgroups by participating in a project consisting of an economic analysis of a business strategy issue where leadership and contribution are critical. Student learning will be measured through performance on the project as well as individual peer evaluations of team members. We will adopt a peer performance appraisal instrument in which students will rate their teammates on the basis of cooperation, quantity of work, quality of work, initiative, and dependability. Grading rubrics for the team and the individual students are utilized to assess performance in the project and for peer evaluations. On the project, it is expected that 80% of the students will meet or exceed expectations by scoring at least an 80% on the assignments.

Outcome 6 - Method 2 - Result

MGT 5313: Summary statistics for outcome #6 for the academic year 2015-2016 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	11	19	78.94	12	18	66.67	60	76
Meets	2	5	18.42	6	4	24.39	17	21.52
Failed to meet		1	2.63		1	2.44	2	2.53
Total	13	25	100.00	18	23	100.00	79	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 97.4%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 97.6%

Percentage of students in both locations in Fall who met or exceeded expectations: 100%

Percentage of students in both locations in Spring who met or exceeded expectations: 95.8%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **97.5%**

Comments on what went well and what went poorly in the Fall 2015 Assessment: Generally, students perceived that leadership characteristics, as measured, were revealed during the course. The assessment instrument as administered, worked well in measuring leadership. No changes will be implemented for the spring semester.

Comments on what went well and what went poorly in the Spring 2016 Assessment: On average, students understood and engaged in leadership activities to enhance the overall team performance within the context of Field Project activities. Unfortunately, this did not include all students in all teams. Anecdotally, below average team members may have contributed a disproportionate negative impact to the team's overall performance. At least three project teams at the San Marcos Campus appear to have been affected by dysfunctional team and/or leadership activity. That is, all teams achieved the minimum necessary outcomes; however, overall performance appeared lower than normal.

Overall Results for the Year for Outcome #6: In MGT 5314, 97.5% of students met or exceeded the standards for this learning outcome during the 2015-2016 academic year thus **achieving** the performance expectations goal for learning outcome #6.

Comments on this year's report and the action plan for next year: As noted above, there were three teams at the San Marcos Campus and, one team at the Round Rock Campus that may have suffered reduced overall team performance as a result of ineffective and/or insufficient team leadership. Although 97.5% of our students either met or exceeded expectations for the entire academic year, overall team performances were inconsistent with this metric. As a result, the importance of effective team participation will be highlighted early in the semester and at least 2 weeks prior to the due date of the contextual analysis. The intent is to highlight the importance of effective team leadership and behavior.

ECO 5316: Summary statistics for outcome #6 for the academic year 2015-2016 in both San Marcos and Round Rock:

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	12	9	45.65	10	22	91.43	53	65.43
Meets	20	5	54.35	0	3	8.57	28	34.57
Failed to meet	0	0	0.00	0	0	0.00	0	0.00
Total	32	14	100.00	10	25	100.00	81	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 100%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 100%

Percentage of students in both locations in Fall who met or exceeded expectations: 100%

Percentage of students in both locations in Spring who met or exceeded expectations: 100%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **100%**

Comments on what went well and what went poorly in the Fall 2016 Assessment: Students in both sections performed well in the group project. Peer evaluations of leadership and teamwork revealed that a small number of students were deficient, but most performed adequately.

Comments on what went well and what went poorly in the Spring 2016 Assessment: As in the fall, students in both sections performed well; 100% of students met or exceeded expectations.

Overall Results for the Year for Outcome #6: In ECO 5316 for the entire academic year of 2015-2016, **100%** of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #6.

Comments on this year's report and the action plan for next year: The assessment results indicate that students have adequate leadership/teamwork skills. However, accurately assessing leadership and teamwork skills is a challenging task, and consistent monitoring and evaluation of assessment instruments is vital in assuring accurate assessment. The group project and peer evaluation instruments allow for a rough gauge of students skills in leadership/teamwork, as students who perform well together will compile a high-quality project and will generate high peer evaluations individually. However, the peer evaluation instrument is geared more toward the assessment of teamwork skills, with a smaller emphasis on the assessment of leadership. The action plan is to examine the peer review instrument to include more leadership-related questions, and also determine the feasibility of splitting the project into parts and assigning individual leadership 'roles' in those parts for each team member in order to better isolate leadership skills. Also, instructors will consider the incorporation of in-class instruction or external resources on effective leadership/teamwork. Because the assessment results for learning outcome #6 indicate that students met performance expectation goals across semesters and locations, the combination of the group project with individual peer evaluation (with improvements) are planned for the upcoming year.

Outcome 7

The academic program will promote and realize gains in student success.

Outcome 7 - Method 1

Student retention success will be measured by observing one year retention rates of students enrolled in the academic program from their first to second year. Data will be obtained from the university's certified enrollment records at the end of the fall semester. Rates of retention success will be expected to be at or above the university average for this level of program.

Outcome 7 - Method 1 - Result

The number of entering students enrolled in the academic program who returned the second year provided the data to assess retention. In this program, 59 of the 76 entering students in fall of 2014 returned for their second year in fall of 2015 for a one year retention rate of 77.6%, below the university average of **77.8%** and not meeting the expected target. The 2015-2016 retention rate was lower than the 86.3% retention rate in 2014-2015 showing a lack of improvement.

Outcome 7 - Method 2

Student graduation success will be measured by observing the number of graduates from the academic program in during the fall, spring, and summer semesters and comparing the number of graduates to the number of students enrolled in the program. Data will be obtained from the university's certified enrollment records for the fall, spring, and summer semesters. The number of graduates is expected to be at or above the university rate of graduation for this level of program.

Outcome 7 - Method 2 - Result

The number of students graduating from the degree program during the 2015-2016 fall, spring, and summer semesters along with the total number of students enrolled in the program provided the data to assess student graduation success. In this program, 99 of the 287 students enrolled in the program graduated in the fall, spring, and summer semesters for a graduation percentage of 34.5%, below the university master's average of 37.5% and not meeting the expected target. The percentage of graduates in 2015-2016 exceeded the 22.0% of graduates in 2014-2015 showing an improvement.

Outcome 8

The academic program will promote and realize diversity among its student population.

Outcome 8 - Method 1

Student gender diversity will be measured by reviewing the number and percentage of male and female students enrolled in the academic program during the fall, spring, and summer semesters. Data will be obtained from the university's certified enrollment records at the end of the fall semester. Student gender diversity will be expected to be balanced (50/50).

Outcome 8 - Method 1 - Result

The number male verses female student enrolled in the academic program during the 2015 fall semester provided the gender data. In this program, 114 of the 267 students or 42.7% were female while 153 of the students or 57.3% were male providing an imbalanced gender distribution and not meeting the expected target. The percentage of female and male student in 2014-2015 was 41.8% and 58.2% respectively; thus, the male-female ratio has become more balanced in 2015-2016.

Outcome 8 - Method 2

Student racial and ethnic diversity will be measured by observing race and ethnicity of students enrolled in the academic program during the fall, spring, and summer semesters. Data will be obtained from the university's certified enrollment records at the end of the fall semester. Student racial and ethnic diversity will be expected to mirror percentages in the population of the state of Texas.

Outcome 8 - Method 2 - Result

The number students of various ethnic backgrounds enrolled in the academic program during the 2015-2016 fall semester provided the data to assess ethnic and racial diversity. In this program, 12 of the 267 students or 4.5% (compared to 4.9% in 2014-2015) were African-American; 46 of the 267 students or 17.2 % (compared to 15.3% in 2014-2015) were Hispanic; 167 of the 267 students or 62.5% (compared to 64.1% in 2014-2015) were White, non-Hispanic; 27 of the 267 students or 10.1% (compared to 9.1% in 2014-2015) were of other minority or unknown backgrounds; 15 of the 267 students or 5.6% (compared to 6.6% in 2014-2015) were of non-resident International students. During 2015-2016, other Emerging Research Universities in the state of Texas had populations consisting of 9.9% African American, 31.4% Hispanic, 35.7% White, non-Hispanic, 13.3% other minority or unknown background, and 9.7% non-resident International students. Thus, the data for this program indicate students represent a racial and ethnic diversity distribution unlike that of other Texas Emerging Research Universities, also indicating that the program is not meeting the expected target. Compared to 2014-2015, the student population in 2015-2016 appears to represent a more diverse background.

Approval History

Approval History Event	Approver
Outcomes Approved Level 1	William Chittenden (wc10)
Outcomes Approved Level 2	Denise Smart (ds37)
Results Approved Level 1	William Chittenden (wc10)
Results Approved Level 2	Denise Smart (ds37)