Academic Year:	2017-2018
College:	Business
Department:	Business
Program:	Business Administration (MBA)
Program Code:	52.02
Outcome Type:	Student Learning (GR)
Degree:	Masters
Coordinator/Contact:	William Chittenden
Status:	Data Entry Closed

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 assessment of student learning has seen improvement in the three following areas: (1) a tighter integration of course material, (2) a reshuffling of learning outcomes to courses, and (3) repeated achievement of the goal of 80-80-80 (i.e. 80% of students will score 80% or better on 80% or more of the assessments. Regarding the tighter integration of course material two courses (FIN 5387 and BA5352) had students who consistently failed to meet the faculty expectations year after year. The chair of the MBA Core Course Coordinators Committee (MBAC4) consulted with various faculty teaching the courses to get their material more aligned with each other as BA 5352 is a prerequisite for FIN 5387. This year is the second year in a row that the elimination of redundancy, alignment of course material, and focus on critical concepts has led to the achievement of faculty expectations in both courses. Other communication between prerequisite courses and follow-up courses has seen similar improvement. The reshuffling of learning outcomes to courses was done this year for the first time in a decade. The material in some courses (particularly the BA Tier One courses) has finally congealed into a consistent set. Additionally, the capstone course MGT 5313 is now a project consulting course with little or no graded material from which to gather assessment data. These two facts allowed members of the MBAC4 to consult with faculty teaching the core courses about which of the six program learning outcomes was appropriate for assessment in their course. Many courses chose the same learning outcomes they had previously assessed but several saw changes that more properly aligned the learning outcomes with the content of the courses. Additionally, the capstone course is no longer used to gather assessment data so 10 courses are now used instead of the previous 11. For the second year in a row the goal of 80-80-80 was achieved. This is despite some courses now assessing different outcomes than previously. All in all, improvement has been accomplished with close communication between members of the MBAC4 and instructors of the core courses.

Action Plan

The action plan for next year is to accomplish three things: (1) improve the score variance on the assessment of learning outcomes, (2) provide more detailed rubrics for scoring of subjectively graded assignments from which assessment data is pulled, and (3) a further integration of the course material using lessons learned from the assessment process. Regarding score variance, some courses have provided scores on assessments that vary only slightly between students. This "bunching" of scores limits the reliability of the scores as variance is a necessary but not sufficient condition for score reliability. A more fine-grained differentiation between students will be striven for and facilitated by conversation between the chair of the MBAC4 and its members. More detailed rubrics will allow faculty to provide more detail on particular performance areas in which students excel and in which they need help. Some courses provide just an overall score on the assessment without providing areas used to determine that score. For example, in case analyses used for assessment it will be useful to provide at least three components of the score: diagnosis of the problem, solution to the problem, and effectiveness of the argument. The integration of course material has been one of the great achievements of the MBA program. Yet, more progress can be accomplished in that area. The plan is to have the members of the MBAC4 and faculty who teach the core courses share their syllabi and assessment instruments with each other and with the chair of the committee. By disseminating these documents, as was done two years ago, it is believed that each member of the graduate faculty teaching core courses will have a greater understanding of the content of prerequisite courses and follow-up courses thus allowing them to eliminate areas of great overlap and shore up areas of concern.

Outcome 1

Knowledge of Fundamental Business Disciplines

Students will acquire and integrate knowledge of fundamental business disciplines to effectively manage domestic and globalorganizations in a dynamic environment (e.g., organizational structure and culture, discipline specific knowledge in accounting, finance, management, marketing, information systems and knowledge of how thedisciplines interact through enterprise information systems).

The **standards** of performance for the methods below are:
• Scores of 90% correct or better will indicate that the student exceeds expectations
• Scores greater than 80% correct but less than 90% correct will indicate that the student meets expectations
• Scores less than 80% correct will indicate that the student failed to meet expectations.

It is **expected**, by each professor, that 80% of students enrolled in the course during theacademic year will meet or exceed the standards on each learning outcome.

Outcome 1 - Method 1

1. In **BA 5352**, the assessment of outcome 1 will be measured with three embedded 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.

Outcome 1 - Method 1 - Result

1. SUMMARY STATISTICS FOR OUTCOME #1FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	26	8	59.65%	19	10	67.44%	63	63.00%
Meets	4	6	17.54%	5	4	20.93%	19	19.00%
Failed to meet	10	2	21.05%	2	3	11.63%	17	17.00%
Total	40	16	100.00	26	17	100.00		100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 77.19%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 88.37 %

Percentage of students in both locations in Fall who met or exceeded expectations: 81.81%

Percentage of students in both locations in Spring who met or exceeded expectations: 84.85%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 83.00 %

In BA 5352 the Fall of 2017, 81.81% of students met or exceeded the standards for this learning outcome, thus achieving he performance expectations goal for learning outcome #1 for this semester. Students in BA 5352 seems to have a good understanding of primary goal of financial management, how efficient markets work and how changes in interest rate affect bond prices.

In BA 5352 the Spring of 2018, 85.29% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome 1 for this semester. This is an improvement from the fall semester, which demonstrates that students have solid understanding of the primary goal of financial management, how efficient markets work and how changes in interest rate affect bond prices. **In BA 5352 for the academic year of 2017-2018**, 83% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #1 for the overall year. More exercises related to the primary goal of the firm and the reasons behind it should be given to students, thus enable them to be very familiar with the topic. These exercises should come in essay forms instead of multiple choices since this topic is assessed in the form of essay questions.

Outcome 1 - Method 2

2A. In **ACC 5361**, the assessment of outcome 1 will be measured with 16 multiple choice questions randomly embedded in several major exams over the course of the semester to measure students' acquisition of discipline-specific knowledge of managerial accounting. Scores will calculated as a percentage correct of the 16 items.

2B. In **FIN 5387**, the assessment of outcome 1 will be measured with objectively scored items randomly embedded in each of five major exams designed to evaluate student understanding of managerial finance. Areas of coverage for the items include accounting geography, cash flow statements, capital budgeting, cost of capital, and capital structure. Scores will be calculated as a percentage correct in these five areas.

Outcome 1 - Method 2 - Result

2A. SUMMARY STATISTICS FOR OUTCOME #1 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MAROS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	9	7	30.19	6	9	35.71	31	32.63
Meets	19	8	50.94	10	8	42.86	45	47.37
Failed to meet	7	3	18.87	2	7	21.43	19	20.00
Total	35	18	100.00	18	24	100.00	95	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 81.13%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 78.57%

Percentage of students in both locations in Fall who met or exceeded expectations: 83.02%

Percentage of students in both locations in Spring who met or exceeded expectations: 76.19%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 80.00%

In ACC 5361 for the Fall of 2017, 83.02% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for this semester. Assessments from previous semesters have been used to improve student performance in the topics where students appear to be underperforming. This appears to have assisted in raising student performance in the current semester over the Spring semester 2017. The topics of questions where analyzed, and students were found to have the most difficulty in the area of process costing versus job-order costing. This topic will receive more emphasis during the Spring 2018 semester.

In ACC 5361 for the Spring of 2018, 76.19% of students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #1 for this semester. For the Spring 2018, the San Marcos students achieved the performance expectations goal (83.33%) while the Round Rock students did not (70.86%). Similar to a previous observation, performing poorly on only one concept can significantly affect the assessment results. For Spring 2018, the primary difference is the result of a question about job-order costing where only 12 of 24 Round Rock students answered correctly. If this question was answered correctly by 3 of the 7 students that failed to meet expectations, then they (the 3 students) would have met the standards for learning outcome #1, and this would have resulted in having greater than 80% of the Round Rock students meet or exceed the standard for the Spring 2018 semester.

In ACC 5361 for the academic year of 2017-2018, 80.00% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #1 for the overall year. This is the exact same percentage result as the previous academic year. The overall performance was good for the year, but fell short for just one semester at one location (Spring 2018 at Round Rock). This is the same set of student who had the most difficulty last academic year (2016-2017). The primary area of weakness remains job-order costing. This is a difficult concept for students. Next academic year, we will increase emphasis on this area of weakness. Further, we will pay particular attention to emphasize this topic on the Round Rock campus during Spring semester.

2B. SUMMARY STATISTICS FOR OUTCOME #1 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	7	24	65.96	12	17	56.86	60	61.22
Meets	4	7	23.40	9	6	29.41	26	26.53
Failed to meet	5	0	10.64	2	5	13.73	12	12.24
Total	16	31	100.00	23	28	100.00	98	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 89.36%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 86.27%

Percentage of students in both locations in Fall who met or exceeded expectations: 82.05%

Percentage of students in both locations in Spring who met or exceeded expectations: 91.52%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 87.76%

In FIN 5387 for the Fall of 2017, 82.05% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for this semester. This is the first semester assessing Outcome 1 in Fin 5387. This year the finance faculty will be able to evaluate the assessment questions as well as the results. At this point, knowledge of the cash flow statement was assessed in the first month of the class. It had been covered adequately, and it is essential. However, the results lagged behind expectations – but it should be noted that by the end of the semester the scores would have been higher with the same assessment. The cash flow statement is frequently revealed during the remainder of the semester as it relates to much of Finance.

In FIN 5387 for the Spring of 2018, 91.53% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for this semester. This semester a new professor took over the course and it was natural to observe differences between the fall and spring semesters. Some of the improvement observed is based on implementing several exercises involving the financial software FACTSET. Students liked using it for finding real time financial information that allowed them to identify the global connections that exist in todays' firms that are an integral part of the financial markets.

In FIN 5387 for the academic year of 2017-2018, 87.76% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #1 for the overall year. For the next academic year, the goal is to build on using FACTSET as a tool to improve students learning. This financial software platform is very helpful for students to understand the interconnections between different parts of a global organization. New assessment topics associated with systematic risk, capital structure, long term financing, and market efficiency will be implemented to test students' knowledge.

Outcome 2

Integration of Information Technologies

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

The **standards** of performance for the methods below are:

- Scores of 90% correct or better will indicate that the student exceeds expectations
- Scores greater than 80% correct but less than 90% correct will indicate that the student meets expectations
- Scores less than 80% correct will indicate that the student failed to meet expectations.

It is **expected**, by each professor, that 80% of students enrolled in the course during the academic year will meet or exceedthe standards on each learning outcome.

Outcome 2 - Method 1

1A. In **BA 5353**, to assess student performance on Outcome 2 students will be assigned a case study in which they will be asked to build a mathematical model, solve the model using a computer software, generate sensitivity reports using the software, and write a report to summarize their findings. These steps together, tests their knowledge of using a computer software for solving a business problem and their ability to communicate their results with others. The performance of the students will be evaluated on the scale of 0-10, with 0 being the lowest and 10 being the highest. Each submitted report will be evaluated on the following three dimensions: (1) The appropriateness of the mathematical model. (2) The use of computer software in finding the solution. (3) The quality of the report. Each dimension will be scored on a scale of 10 points. For every student, the score for the assessment will be calculated as a simple average over their scores along these dimensions.

1B. In **CIS 5318**, a case study (*WestJet Airlines: Information Technology Governance and Corporate Strategy)* where students are required to do analysis from the perspective of an executive in the firm who has to convince both senior management and the IT group that implementing a new IT governance model is essential if WestJet hopes to achieve its strategic goals. Two key areas are graded: Support or justification provided for key points (10 points) and writing skill or effectiveness (five points). Performance will be calculated as a percentage of the 15 total points.

Outcome 2 - Method 1 - Result

1A. SUMMARY STATISTICS FOR OUTCOME #2 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	26	19	90.00	17	22	90.70	84	90.32
Meets	4	0	8.00	3	0	7.00	7	7.52
Failed to meet	1	0	2.00	1	0	2.30	2	2.16
Total	31	19	100.00	21	22	100.00	93	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 98.00%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 97.67 %

Percentage of students in both locations in Fall who met or exceeded expectations: 96.15%

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: 97.85 %

In BA 5353 for the Fall of 2017, 96.15% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. The performance of students in both campuses are comparable. They were assigned a case study from Harvard Business Publishing. In general, they were able to apply the concepts learned from the course in this study. They were provided a spreadsheet template which had all the data for the case. The availability of such a template helped them streamline their work, which was apparent in the high quality of the reports submitted. They were able to use the Solver platform available on MS Excel to obtain the solution to a business problem, generate meaningful insights, and communicate their results.

In BA 5353for the Spring of 2018, 100% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. The performance of students in both campuses are comparable. They were able to apply mathematical modeling to frame business problems and use spreadsheet's inbuilt Solver platform to obtain and interpret the solutions. Further, they were able to communicate their findings through high quality reports.

In BA 5353 for the academic year of 2017-2018, 97.85% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #2 for the overall year. I will not be teaching this course next year; therefore, the action plan written here is a recommendation to the instructor who will be teaching it next year. The course content for the optimization part of BA 5353 will remain the same next year, which in particular, will dedicate seven weeks to cover mathematical optimization techniques and applications. The aspects of using technology to solve business problems (learning outcome #2) will still be an outcome of BA5353. The students will learn to understand business problems from a quantitative point of view, so that it can be presented as a mathematical model for which existing solution techniques or methods can be used to obtain prescriptive recommendations. Based on past experience, the following suggestions may be useful: (1) use a textbook that is more aligned with the outcomes of the course. (2) discuss solution methods and applications with an emphasis on practical implications. (3) use a professional software that is compatible on multiple operating systems.

1B. SUMMARY STATISTICS FOR OUTCOME #2FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	16	14	62.5	19	9	58.3	58	60.4
Meets	7	6	27.1	8	7	31.3	28	29.2
Failed to meet	4	1	10.4	4	1	10.4	10	10.4
Total	27	21	100.00	31	17	100.00	96	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 89.6%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 89.6%

Percentage of students in both locations in Fall who met or exceeded expectations: 86.21%

Percentage of students in both locations in Spring who met or exceeded expectations: 94.7%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 89.6%

In CIS 5318 for the Fall of 2017, 86.21% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. The case is difficult to analyze and was administered in the early part of the semester. In the spring semester, the case will be administered later in the semester. By moving the case to the end part of course, it is hoped that there will be more engagement from students in class participation as well as better case analysis.

In CIS 5318 for the Spring of 2018, 94.7% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. By moving the case to the middle of the semester, students were more engaged in the case discussion and analysis because they had a better understanding of Information Technology concepts.

In CIS 5318 for the academic year of 2017-2018, 89.6% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #2 for the overall year. A case study (WestJet Airlines: Information Technology Governance and Corporate Strategy) was successfully used this year. Students successfully realized the importance of information technologies for managing business data for decision making, enhancing productivity, and communicating with others. Next year, a different case study, "Surviving SAP Implementation in Hospital," will be used to assess this outcome. The reason to selecting a new case is due to the changing nature of Information

Technology field. This case study focuses on the challenges of a big-bang ERP implementation in a hospital environment; reflecting on the key success factors of IT projects; understanding the process of change management and identifying the key steps and activities of change management.

Outcome 2 - Method 2

2A. In **ECO 5316**, to assess student performance on Outcome 2, students will be given several analytical problems involving economic data that requires the use of Excel to plot diagrams, run regression analyses, perform diagnostic analyses, solve optimization problems, create worksheets, and complete real-time analysis exercises. The instructor will choose four of these problems and compute a score for each problem according to the following rubric. Scores of 90+ if students provide excellent plots and diagrams, correctly use regression tools to analyze the data, conduct accurate and concise reporting of statistical outcomes from the data are generated. Scores of 80 to 90 if students provide average quality plots and diagrams, adequate but incomplete use of regression models to analyze the data, and accurate but incomplete reporting of statistical outcomes from the data generated. Scores less than 80 if students provide incomplete and/or confusing plots and diagrams, make poor use of regression tools to analyze the data, and provide inaccurate and incomplete reporting of statistical outcomes from the data generated.

2B. In **QMST 5334**, a final project will be used to assess outcome 2. This project consists of an ongoing process throughout the semester. Each of the performance areas listed in table below will be separately graded out of 100 points and will be scaled to reflect the numbering below. The assessment score will consist of arithmetic average of four performance measurement areas.

Performance Area	Exceeds [90-100]	Meets [80-90)	Does not meet (below 80)
Integrates spreadsheet/statistical software and word processing to convey information.	Efficiently read one or integrated multiple data sources as input for analysis.	Read one or integrated multiple data sources as input for analysis, but did not follow an efficient procedure.	integrated one or multiple data sources as input for analysis by data entry or copying and pasting, when an more efficient method was available.
	All work was assembled on a word processor.	Work was presented partly in wp document and partly in spreadsheet.	Printed work was presented straight from spreadsheet output.
	Computer graphics and figures are used to convey statistical information.	The work lacks visual output, including tables.	The work contains absolutely no illustrations, figures, or tables to assist conveying information.
Effective use of the toolbox. (Mix and size of toolbox).	Combined use of multiple processing tools, to include: spreadsheet, and statistical software with good results.	Combined use of some processing tools, to include: spreadsheet, database.	The use of the toolbox was awkward at best. Rudimentary tools were preferred for analysis.

Outcome 2 - Method 2 - Result

2A. SUMMARY STATISTICS FOR OUTCOME #2FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	16	8	63.16	17	12	69.05	53	66.25
Meets	3	5	21.05	3	5	19.05	16	20.00
Failed to meet	4	2	15.79	2	3	11.90	11	13.75
Total	23	15	100.00	22	20	100.00	80	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 84.21%

Percentage of students in Round Rock for the entire year who met or exceeded expectations:88.10%

Percentage of students in both locations in Fall who met or exceeded expectations: 86.67%

Percentage of students in both locations in Spring who met or exceeded expectations: 85.71%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 86.25%

In ECO 5316 for the Fall of 2017, 86.67% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. Students generally performed well, with 86.67% of students across sections meeting or exceeding expectations. Performance in Round Rock (90.91% of students at least meeting expectations) was significantly better than in San Marcos (82.61%). The assessment problems, which require a mixture of regression, inference, and interpretation, seem to be a good indicator of student IT skills and knowledge.

In ECO 5316 for the Spring of 2018, 85.71% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. Students performed similarly well across sections in the spring, with 86.66% of students in San Marcos and 85% of students in Round Rock meeting or exceeding expectations. Students that scored lower tended to have difficulty in using cross-section and time-series regression techniques to solve optimization problems.

In ECO 5316 for the academic year of 2017-2018, 86.25% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #2 for the overall year. The plan for next year is to revise the assessment questions on technology skills, and bring more real-world cases into the assessment. Also, more instruction will be focused on time-series regression, and also the use and interpretation of regression results to determine optimal pricing and production.

2B. SUMMARY STATISTICS FOR OUTCOME #2 IN QMST 5334 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS	ROUND ROCK	TOTAL

	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	0	13	37.14	14	16	71.43	43	55.84
Meets	14	6	57.14	9	2	26.19	31	40.26
Failed to meet	0	2	5.71	0	1	2.48	3	3.90
Total	14	21	100.00	23	19	100.00	77	100.00

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

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 97.52 %

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: 92.50 %

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 96.10 %

In QMST 5334 for the Fall of 2017, 100.00% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. Some graduate students in the San Marcos section, did not use statistical plots to display preliminary descriptive analysis. Students were able to retrieve and use datasets from work and from the Internet without any major issues. Most students in San Marcos were capable of integrating the use of R and MS Excel to transform datasets and get them ready for analysis. Students did not have any issues integrating their tables and plots into word-processing software; however, it was noticed that some would not produce PDFs when requested. In Round Rock, most of the students have done well in their projects with a couple minor issues. In particular, some students have struggled with the use of computer graphics and figures to convey statistical information. One reason can be the introduction of regression later in the semester than expected. Even though all topics were covered and discussed, relatively less time was left to provide feedback to the students on their projects. This led to incorrect interpretation and use of graphics in some cases. This can be remedied by sharing the project's motivation earlier in the semester and emphasizing the importance of using figures to convey statistical information. Overall, the team nature of the project and continuous feedback given to students can be argued to help with matching or exceeding standards for this learning outcome.

In QMST 5334 for the Spring of 2018, 92.50 % of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. This is the first group of students, in several years, who had not taken a previous statistics course (BA5353) and who had never used R language previously (except for one student who took data mining a few years ago). In San Marcos, all students used R for their statistical analysis. Some students used Excel for data parsing and reformatting. Some students had to transform the data for processing. For some students, it was easier to use Excel for this purpose. Video lessons were used to explain the use of R to solve various statistical problems as well as to create tidy datasets. During the final week of the course it was noticed that some students, who had previously manifested their apprehension for the subject, demonstrate their newly acquired coding skills while working on their project. Various students used the more complex plotting R package, ggplot2. Presumably, because the quality of the plots produced using ggplot2 is superior to plots created using the basic R package. Students are able to create high-quality reports by integrating the output from R language and MS Word. The quality of the final reports, in terms of the proper use of technology, was superior to what was assessed in the Fall 2017. Two teams took the risk of exploring a technique, not covered in class, on their own. One of the teams had the need to use multinomial logistic regression; the other one used a machine learning technique called random forest. On the downside, these two teams did not do as well as the others explaining and exploiting these techniques because they did not seek proper instruction on the methods. Two students, with no prior programming experience, chose a problem in which they had to analyze data that existed in Java Object Notation and the professor had to intervene. In the Round Rock section, we have applied the suggestions made in the Fall 2017 semester and made an earlier introduction to regression. This led to the improvement in the overall quality of projects. All students were able to integrate statistical software outputs and a word processor to explain their findings in the report format that was required from them except one. One student had a personal issue unrelated to academics and had to leave the program. Since she was still in the system, her grades were recorded as part of the assessment.

In QMST 5334for the academic year of 2017-2018, 96.10 % of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #2 for the overall year. Overall, the goals for the learning outcome #2 are achieved. The students are assessed to be able to use spreadsheet/statistical software and word processing properly to conduct statistical analysis. There are no major changes to be implemented. The use of statistical software will continue to be emphasized. A new set of videos may be created to explain other aspects of the statistical programming language. Some of the existing videos were found to be too long (e.g., 40+ minutes). These videos can be divided or replaced entirely by a set of shorter videos.

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 anddetermining best course of action, applying statistical techniques to business data for decision making, analyzing financial data to assess financial health of a firm).

The **standards** of performance for the methods below are:

- Scores of 90% correct or better will indicate that the student exceeds expectations
- Scores greater than 80% correct but less than 90% correct will indicate that the student meets expectations
- Scores less than 80% correct will indicate that the student failed to meet expectations.

It is **expected**, by each professor, that 80% of students enrolled in the course during the academic year will meet or exceed the standards on eachlearning outcome.

Outcome 3 - Method 1

1A. In **BA 5352**, student learning on Outcome #3 will be assessed with five problem-based exam questions throughout the semester. 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 and a correct interpretation of the result. Acceptable answers will be correct in the construction of the solution, but with only minor arithmetic errors and a correct interpretation of the result. Unacceptable answers will have major calculation errors, errors in the basic idea of the problem, or an incorrect interpretation of the result.

1B. In **ECO 5316**, student learning will be assessed with 10 embedded questions within a case study that focuses on the ability of the student to use demand data to critically evaluate optimal pricing outcomes. Student learning will be measured as a percentage correct of the 10 embedded questions.

Outcome 3 - Method 1 - Result

1A. SUMMARY STATISTICS FOR OUTCOME #3 IN BA 5352 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	24	11	62.50%	15	13	65.12%	63	63.64%
Meets	12	3	26.79%	7	3	23.26%	25	25.25%
Failed to meet	4	2	10.71%	4	1	11.63%	11	11.11%
Total	40	16	100	26	17	100	99	100

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 89.29%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 88.37 %

Percentage of students in both locations in Fall who met or exceeded expectations: 87.88%

Percentage of students in both locations in Spring who met or exceeded expectations: 90.91%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 88.89 %

In BA 5352 for the Fall of 2017, 87.88% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Students demonstrate good analytical skills in each solving finance problems including time value of money, security valuation, project evaluation, and risk measurement.

In BA 5352 for the Spring of 2018, 90.91% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Students demonstrate good analytical skills in each solving finance problems including time value of money, security valuation, project evaluation, and risk measurement.

In BA 5352the academic year of 2017-2018, 88.89% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #3 for the overall year. The assessment results show that students have good understanding of these topics. However, time value of money related questions can be solved in Excel. Even though students are not assessed on their Excel knowledge of time value of money, having related projects and problems in Excel help them understand the subject better. Therefore, the plan is to give them similar problems and ask students to solve them in Excel.

1B. SUMMARY STATISTICS FOR OUTCOME #3IN ECO 5316 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	16	8	63.16	15	9	58.54	48	60.76
Meets	5	6	28.95	6	9	36.59	26	32.91
Failed to meet	2	1	7.89	1	1	4.88	5	6.33
Total	23	15	100.00	22	19	100.00	79	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 92.11%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 95.12%

Percentage of students in both locations in Fall who met or exceeded expectations: 9333%

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

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 93.67%

In ECO 5316 for the Fall of 2017, 93.33% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Students in both sections performed well on the individual project, with 93.33% of students across sections meeting or exceeding expectations. Students in the Round Rock section performed slightly better (95.45% at least meeting expectations) than the San Marcos section (91.30%). The questions from the rotating group of cases seems to be a good assessment tool for evaluating critical thinking skills.

In ECO 5316 for the Spring of 2018, 94.12% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Students in both sections performed similarly well in the spring, with 93.33% of San Marcos students and 94.74% of Round Rock students meeting or exceeding expectations. Students that scored lower tended to have difficulty with the application of elasticity to optimal pricing strategies, and interpreting point estimates and confidence intervals when projecting profit given cost and revenue data.

In ECO 5316 for the academic year of 2017-2018, 93.67% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #3 for the overall year. The plan for next year is to consider increasing the number of projects so that only a limited number of students are working on any one project for the assessment. Multiple projects will reduce the tendency of students to check their work with others and will allow for a more accurate assessment of individual student performance. Also, more instruction

and questions will be added that address the problem areas of elasticity, and point estimates/confidence intervals and optimal pricing strategies.

Outcome 3 - Method 2

2A. In **FIN 5387**, student learning on Outcome #3 will be assessed on five exams on which each will have a section that requires students to critically evaluate financial information to describe and improve firm performance. Performance will be scored as a percentage correct on these embedded questions.

2B. In **QMST 5334**, student learning will be assessed with four sets of short-answer items embedded throughout major exams designed to assess students' ability to identify and apply appropriate statistical techniques to business problems. The assessment score will consist of the equally weighted mean score for all four items.

Critical Thinking and Analytical Skills

Performance Area	Exceeds [90-100]	Meets [80-90]	Does not Meet [0-80]	Score
Analyzing Information: data, ideas or concepts.	Interprets information accurately and appropriately.	Interprets information accurately and appropriately with only minor inconsistencies, irrelevancies, or omissions.	Information is interpreted inaccurately, incompletely, or with major omissions.	
Applying techniques, procedures, equations, principles and notation.	Applies techniques, procedures, equations, principles and notation in new contexts.	Applies techniques, procedures, equations, principles and notation with minor inaccuracies.	Inaccurately and inappropriately applies techniques, procedures, equations, principles and notation.	
Presenting diverse solutions, positions, or perspectives	Accurately presents and explains diverse solutions, positions, or perspectives.	Accurately presents and explains two or more solutions, positions, or perspectives.	Presents a single solution, position or perspective often with inaccuracies or omissions.	
Drawing well-supported conclusions by synthesizing ideas into a coherent whole	Creates a detailed solution that is well supported, logically clear, consistent, and complete.	Organizes a solution that is logical and consistent with evidence.	Presents a solution that is illogical or inconsistent with the evidence presented.	

Outcome 3 - Method 2 - Result

2A. SUMMARY STATISTICS FOR OUTCOME #3IN FIN 5387 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	3	15	38.30	6	13	37.25	37	37.76
Meets	8	11	40.43	16	11	52.94	46	46.94
Failed to meet	5	5	21.28	1	4	9.80	15	15.31
Total	16	31	100.00	23	28	100.00	98	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 78.72%
Percentage of students in Round Rock for the entire year who met or exceeded expectations: 90.20%
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: 84.75%
Percentage of students combined in both sections and both semesters who met or exceeded expectations: 84.69%

In FIN 5387 for the Fall of 2017, 84.62% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. The instruction and assessment was the same for both San Marcos and Round Rock, however there is a great deal of difference in the results of the assessment for this outcome. Therefore, the disparity in the student outcomes is mostly likely due to difference in the students. The Capital Budgeting and Fundamental Analysis assessments were completed by the students out of class rather than in a timed and controlled environment. The expectations were much higher for these two assessments, but with extra time and resources the students were able to demonstrate clear mastery of the subject.

In FIN 5387 for the Spring of 2018, 84.75% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Like the previous discussion on Outcome 1, this semester a new professor taught both sections. Students had to demonstrate analytical skills in relation to computing the cost of capital for a real firm, Boeing; and make recommendation to a fictitious board of directors regarding source of financing for a new project. (Students also did extremely well during the section of the course related to finding sources of external funding for start-up firms; some of them have participated at the university level start up competitions and we had a lively discussion in class.) Some of the observed difficulties are related to the level of students' analytical skills. Specifically, students had difficulties estimating expected values with 3 or more possible outcomes. Additionally, some students had a hard time understanding the difference between uncertain outcomes and certain outcomes.

In FIN 5387 for the academic year of 2017-2018, 84.69% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #3 for the overall year. More hands-on exercises will be incorporated next year so students can grasp better the concept of uncertain cash flows. These exercises will be linked through a real firm valuation project. The goal will be to value a local company. New testing rubrics on valuation, external financing, raising capital, and capital structure will be incorporated to test the

improvement of students' knowledge.

2B. SUMMARY STATISTICS FOR OUTCOME #3IN QMST 5334 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

| | SAN MARCOS | | | ROUND ROCK | | | TOTAL | |
| | FALL | SPRING | % | FALL | SPRING | % | raw # | % |
	raw #	raw #		raw #	raw #			
Exceeds	7	7	40.00	9	8	40.48	31	43.24
Meets	5	12	48.57	9	8	40.48	34	37.84
Failed to meet	2	2	11.43	5	3	19.05	12	15.58
Total	14	21	100.00	23	19	100.00	77	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 88.57 %

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 80.96 %

Percentage of students in both locations in Fall who met or exceeded expectations: 81.08 %

Percentage of students in both locations in Spring who met or exceeded expectations: 87.50 %

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 84.42 %

In QMST 5334 for the Fall of 2017, 81.08 % of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. San Marcos section did well on descriptive statistics, being able to interpret various measures of central tendency and various measures of dispersion and also being able to interpret statistical plots. However, some students in San Marcos had difficulties understanding the concept of inferential statistics and that created major issues in their explanations and the justification of their conclusions. Some of their explanations to items on the midterm were illogical and inconsistent. Whereas in the Round Rock section, 78.16% of the class met or exceeded the standards. 5 students who failed to meet the expectations, could not answer questions about some important concepts, such as the interpretation of parameters and regression coefficient estimates. Their answers were very short, and showed lack of understanding. This can be explained by the relative lack of quantitative background and interest of those students. This will be remedied by emphasizing these key concepts more and giving a heavier weights to them in the homework.

In QMST 5334 for the Spring of 2018, 87.50% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. The students in San Marcos did well in their midterm examination (i.e., descriptive statistics, probability and statistical inference involving univariate distributions). Some students, in their report, demonstrated throughout analysis. Most students presented and analyzed tests for model assumptions. A few students did not understand that plots presented in a report should contribute something to the analysis of the problem; and, that the analysis must be performed explicitly, and not be left up to the reader. The introduction to general linear models and generalized linear models was more challenging. It was noticed that several students had issues with rules of logarithms and exponential. A cheat sheet was published to try to address this issue. The interpretation of slopes and units also proved to be an issue. Some students, in particular, did an extraordinary job using R to generate plots and statistical analysis. However, these same students did a relatively poor job analyzing the results; in some cases, the analysis did not exist. Some students had major difficulty expressing a problem as a hypothesis statement. It was also noticed that, after defining a problem, performing exploratory analysis and creating a model, some students exhibited major difficulties relating their findings to the problem that they had defined. In Round Rock, as recorded to the assessment of outcome 2, one of our students had to leave the program after drop/withdraw deadline and therefore received 0 from the assessment items. Since the student is still in the system, her grade is provided as part of the report. Despite that, the rate of students that meet or exceed expectations is higher than 80 %. This can be explained mainly by the earlier introduction and emphasis of important modeling concepts in the semester.

In QMST 5334 for the academic year of 2017-2018, 84.42 % of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #3 for the overall year. Overall, the goals for the learning outcome #3 are achieved. No major changes will be implemented. There are a number of things that can warrant minor changes. For instance, the cheat sheet published as a review of logarithms and exponential was not found to help much. Therefore, in the future, the students may be referred to instructional videos that address these matters. The instructor may dedicate more time to help students understand how to convert a problem statement into a hypothesis statement. Even though, most students knew the difference between showing results and analyzing the results, it was disturbing to realize that a few of the students did not produce analysis where they should have. The instructor can emphasize, early in the course, that there is a major difference between tables of statistics, statistical test results and the analysis performed using those results. In addition, there will be more emphasis on the application of discussed techniques in emerging business domains.

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).

The **standards** of performance for the methods below are:
- Scores of 90% correct or better will indicate that the student exceeds expectations
- Scores greater than 80% correct but less than 90% correct will indicate that the student meets expectations
- Scores less than 80% correct will indicate that the student failed to meet expectations.

It is **expected**, by each professor, that 80% of students enrolled in the course during the academic year will meet or exceed the standards on eachlearning outcome.

Outcome 4 - Method 1

1. In **BA 5351**, the assessment of outcome 4 will be conducted to assess awareness and comprehension of the importance of ethical issues in business via analysis of one or more ethical scenario/vignettes. Students will have to individually demonstrate understanding of ethical issues, specifically: 1) how ethical decisions and judgments are made in organizations and 2) ethics related consequences. They will complete a report by answering specific questions, and/or complete exercises in the classroom. The following rubric will be used to assess the outcome:

Exceeds expectations: Assumptions and underlying logic are developed in a manner that clearly demonstrates awareness of both existing and potential ethical issues.

Meets expectations: Assumptions and underlying logic are not transparent, but evidence of ethical sensitivity is observable.

Fails to meet expectations: The ethical scenario is evaluated in a superficial manner and lacks obvious/significant ethical sensitivity.

Outcome 4 - Method 1 - Result

1. SUMMARY STATISTICS FOR OUTCOME #4 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	39	15	88.52	25	14	88.64	93	87.74
Meets	6	2	11.48	1	3	9.09	12	11.32
Failed to meet	0	0	0.00	1	0	2.27	1	0.94
Total	45	17	100.00	27	17	100.00	106	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: 97.73 %

Percentage of students in both locations in Fall who met or exceeded expectations: 98.61%

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: 99%

In BA 5351for the Fall of 2017, 98.61% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for this semester. Students appear to benefit from general discussions of ethical issues and ethical dilemmas that they may encounter in organizations. 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. It is also very interesting to see how students connect their personal experiences to understanding ethical issues in the workplace. This seems to help them understand the subject matter better.

In BA 5351for the Spring of 2018, 100% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for this semester. Students appear to benefit from general discussions of ethical issues and ethical dilemmas that they may encounter in organizations. 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. It is also very interesting to see how students connect their personal experiences to understanding ethical issues in the workplace. This seems to help them understand the subject matter better.

In BA 5351for the academic year of 2017-2018, 99% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #4 for the overall year. For future assessments of this outcome, suggested recommendations for more consistent assessment results include – 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, and c) the ethics assignment should not be optional or given for the purpose of gaining extra credit.

Outcome 4 - Method 2

2A. In **CIS 5318** a case used will be used to assess student learning on Outcome 4. In the case (iPremier Company: Denial of Service Attack) students will act as the company's senior team who must weigh concerns about public perceptions and loss of revenue from a highly visible company shutdown against concerns about future incidents and the security of customer data. The urgency of the situation combines with tremendous uncertainty to make decisions about what should be done and disclosed to the public is very difficult. Students will be graded upon support/justification for the decision (10 points) and writing effectiveness and style (5 points). The assessment score is the percentage correct of the 15 points.

2B. In **MKT 5321**, the assessment relates to making marketing decisions in an ethically responsible manner. A case study on the importance of ethics in planning and implementing marketing strategy will be utilized. The case study includes questions that focus on why marketing ethics is a strategic consideration in organizational decisions, issues in managing marketing ethics, identifying and resolving ethical dilemma, and the relationship between ethical decisions and organizational performance. 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. Therefore, in evaluating student responses, (1) understanding of the ethical context, (2) theory integration in evaluating the context and proposed recommendations, and (3) quality of written responses will be used as dimensions of a scoring rubric to determine each student's grade.

Outcome 4 - Method 2 - Result

2A. SUMMARY STATISTICS FOR OUTCOME #4IN CIS 5318 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	21	18	79.6	15	15	62.5	69	71.9
Meets	4	3	14.3	9	1	20.8	17	17.8

	SAN MARCOS			ROUND ROCK			TOTAL	
Failed to meet	2	0	4.1	7	1	16.7	10	10.3
Total	27	21	100.00	31	17	100.00		100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 94.9%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 83.3 %

Percentage of students in both locations in Fall who met or exceeded expectations: 84.5%

Percentage of students in both locations in Spring who met or exceeded expectations: 97.3%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 89.7%

In CIS 5318 for the Fall of 2017, 84.5% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for this semester. Next semester, before assigning the case, students will be provided with additional material on information technology, ethics, and privacy. By assigning extra reading, it is hoped that students will have better insight on ethics, security, and privacy as they are related to information technology.

In CIS 5318 for the Spring of 2018, 97.3% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for this semester. By providing extra readings on ethical and privacy issues related to IT, better performance was generated from students.

In CIS 5318 for the academic year of 2017-2018, 89.7% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #5 for the overall year. A case study (iPremeir: Denial of Service) was successfully used this year. Students evaluated the issues associated with ethical leadership and conducting business in an ethical, legal, and socially responsible manner. They also realized the trade-off between privacy and security in the IT environment. Next year, a different case study, "Apple: Privacy vs Safety" will be used to evaluate learning outcome #4. The new case reflects on whether information and communications technology companies have distinctive responsibilities to keep customer data private, help prevent terrorism and other criminal activity, and the potential tensions between these responsibilities.

2B. SUMMARY STATISTICS FOR OUTCOME #4 IN MKT 5321 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	4	11	65.22	5	9	73.68	29	69.04
Meets	2	5	30.44	1	1	10.53	9	21.43
Failed to meet	0	1	4.34	1	2	15.79	4	9.53
Total	6	17	100.00	7	12	100.00	42	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: _95.65_%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: _84.21 %

Percentage of students in both locations in Fall who met or exceeded expectations: 92.30 %

Percentage of students in both locations in Spring who met or exceeded expectations: 89.65 %

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 90.47 %

In MKT 5321 for the Fall of 2017, 92.30% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for this semester. Marketing ethics and ethical decision making were discussed in detail during the semester. In the assessment tool, which required a theoretical understanding of ethics in marketing contexts and ethically-responsible decision making, students adequately demonstrated appropriate ethical sensitivity and ethical judgment in providing their recommendations.

In MKT 5321 for the Spring of 2018, 89.65 % of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for this semester. However, the percentage of students meeting or exceeding the performance expectations goal was slightly below the comparable percentage in Fall 2017. Marketing ethics and ethical decision making were discussed in detail during the semester. Yet, one student from the San Marcos section and two students from the Round Rock section failed to demonstrate an adequate understanding of the ethical issues inherent in the assessment tool. All three students had missed a few classes during the semester due to personal and/or work-related reasons and, hence,

In MKT 5321 for the academic year of 2017-2018, 90.47 % of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #4 for the overall year. Given that the assessment of outcome #4 went well in 2017-2018, no changes are planned to the assessment procedure and rubric for next year. The assessment rubric was modified this year to measure students' understanding of the marketing ethics context, application of relevant marketing, and quality of written arguments. This rubric will be used next year as well. As in previous semesters, 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.

Outcome 5

Communication Skills

Students will demonstrate the ability to communicate effectively, both orally and in writing, in new and unfamiliar circumstances (e.g., classpresentations (planned and impromptu), class participation, written case analyses, written marketing plan, essay questions on exams).

The **standards** of performance forthe methods below are:
- Scores of 90% correct or better will indicate that the student exceeds expectations
- Scores greater than 80% correct but less than 90% correct will indicate that the student meets expectations
- Scores less than 80% correct will indicate that the student failed to meet expectations.

It is **expected**,by each professor, that 80% of students enrolled in the course during the academic year will meet or exceed the standards on each learning outcome.

Outcome 5 - Method 1

1. In **BA 5353**, the assessment of outcome 5 will assess both oral and written communication. Students in small groups will use economic tools to write a paper analyzing a particular industry and present their findings to the class.   Examples of the graded criteria for the written paper include theoretical analysis, empirical analysis, article selection, grammar, spelling punctuation, APA formatting, article summary, and overall quality and creativity. Examples of the graded criteria for the presentation include delivery and enthusiasm, use of visual aids, and responses to questions from the class audience. Within a group, each student will receive the same paper score but student presentation scores may differ. The rubric used to evaluate performance of each student will be measured as the percentage of total points earned out of a maximum of 150.

Outcome 5 - Method 1 - Result

1A. SUMMARY STATISTICS FOR OUTCOME #5 IN BA 5353 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

| | SAN MARCOS | | | ROUND ROCK | | | TOTAL | |
| | FALL | SPRING | % | FALL | SPRING | % | raw # | % |
	raw #	raw #		raw #	raw #			
Exceeds	22	12	65.38	16	12	65.12	62	65.26
Meets	9	6	28.85	5	10	34.88	30	31.58
Failed to meet	0	3	5.77	0	0	0.00	3	3.16
Total	31	21	100.00	21	22	100.00	95	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 94.23%
Percentage of students in Round Rock for the entire year who met or exceeded expectations: 100.00 %
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: 93.02%
Percentage of students combined in both sections and both semesters who met or exceeded expectations: 96.84%
In BA 5353for the Fall of 2017, 100.00% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. Students performed well in the paper assignment and presentations, with every student meeting or exceeding expectations in both sections. Performance was better in the Round Rock section (76.19% of students exceeding expectations) than in the San Marcos sections (70.97%). The linked industry analysis paper and presentation work well in assessing written and oral communication skills while also developing critical thinking and teamwork abilities.
In BA 5353 for the Spring of 2018, 93.02% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. Students performed generally well, with 85.71% of students in San Marcos and 100% of students in Round Rock meeting or exceeding expectations. Students that scored lower tended to have relatively superficial papers that lacked depth, poorly written papers, or weak presentations of their work.
In BA 5353 for the academic year of 2017-2018, 96.84% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #5 for the overall year. The action plan for next year will be largely unchanged because of the significant changes that occurred for this year, including the widening of the scope of the paper to focus on characteristics and competition in a particular industry, and requiring presentations of these analyses. The only changes will be in focusing more instruction on research methods and presentation skills to improve the depth of analysis and ability to verbally communicate their results effectively.

Outcome 5 - Method 2

2A. In **ACC 5361**, the assessment of student learning on Outcome 5 will be conducted with student written solutions to a case involving internet research on Southwest Airlines. The rubric will focus on accuracy and completeness of the case solutions/answers and the effectiveness of communication including grammar, spelling, and punctuation. Each student will receive a score based on the two parts of the rubric. A simple average of these two scores will comprise the overall performance of each student on the case.
2B. In **MKT 5321**, the assessment will require that students integrate research on company, customer, competitor, and external environments to develop and present a marketing plan for a chosen product or service. This research-driven marketing plan should be structured in adherence with a template provided at the beginning of the semester. Mirroring their work on the marketing plan, 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. Students' written communication skills will be assessed based this individual marketing plan. (1) Completeness of the personal marketing plan, (2) theory integration, (3) external research, (4) overall quality of written responses will be used as dimensions of a scoring rubric to determine each student's grade.

Outcome 5 - Method 2 - Result

2A. SUMMARY STATISTICS FOR OUTCOME #5 IN ACC 5361 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

| | SAN MARCOS | | | ROUND ROCK | | | TOTAL | |
| | FALL | SPRING | % | FALL | SPRING | % | raw # | % |
	raw #	raw #		raw #	raw #			
Exceeds	20	6	49.06	8	12	50.00	46	49.46
Meets	14	10	45.28	8	10	45.00	42	45.16
Failed to meet	1	2	5.66	2	0	5.00	5	5.38

Total	35	18	100.00	18	22	100.00	93	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 94.34%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 95.00%

Percentage of students in both locations in Fall who met or exceeded expectations: 94.33%

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: 94.62%

In ACC 5361 for the Fall of 2017, 94.33% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. Students perform very well on the case study that was newly introduced to the course this semester (Fall 2017). The student scores for accuracy and completeness were slightly higher than scores for effectiveness of written communication (including grammar and spelling). The written communication grades were assigned by a Graduate English GA with expertise in this area. Anecdotally, students' written communication appears to be improved when they know that their work will be used as part of the determination of their course grade. The case assignment was well-received by the students and no changes to the case are deemed to be necessary for the Spring 2018 semester.

In ACC 5361 for the Spring of 2018, 95.00% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. Students perform very well on the case study that was newly introduced to the course this academic year. The student scores for accuracy and completeness (average 88.3%) were slightly higher than scores for effectiveness of written communication (including grammar and spelling) (average 87.3%). There were no noted areas of significant weakness for student performance on the project.

In ACC 5361 for the academic year of 2017-2018, 94.62% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #5 for the overall year. Students performed very well on the Southwest Airlines internet research case study that was newly introduced to the ACC 5361 course during the current academic year (AY 2017–2018). The student scores for accuracy and completeness were slightly higher than scores for effectiveness of written communication (including grammar and spelling) for both semesters, and for both the San Marcos and Round Rock locations. For the academic year (including all classes and both locations), the average scores for accuracy and completeness were 90.03% and for effectiveness of written communication was 85.46%. The written communication grades were assigned by a Graduate English GA with expertise in this area. We will continue to use this appropriate source of grading as funding permits. As noted earlier, students' written communication appears to be improved when they know that their grammar and communication will be used as part of the determination of their course grade. The case assignment was well-received by the students. Again, this is the first year for evaluating Assessment Outcome #5 (written communication skills) in ACC 5361. Until additional data is collected, no changes to the case are deemed necessary for the academic year 2018-2019.

2B. SUMMARY STATISTICS FOR OUTCOME #5 IN MKT 5321 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	4	9	56.52	5	6	57.89	24	57.14
Meets	2	7	39.13	1	5	31.58	15	35.72
Failed to meet	0	1	4.35	1	1	10.53	3	7.14
Total	6	17	100.00	7	12	100.00	42	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 95.65 %

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 89.47 %

Percentage of students in both locations in Fall who met or exceeded expectations: 92.30%

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: 92.85 %

In MKT 5321for the Fall of 2017, 92.30% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. Students were provided with extensive guidance on collecting information on the marketing environment and communicating their findings in a written form. Students were also 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.

In MKT 5321 for the Spring of 2018, 93.10 % of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. As in the previous semester, students were provided with extensive theory on collecting information on the marketing environment and communicating their findings it in a written form. Students were introduced to various research databases for collecting information and learning about best practices for communicating information effectively. Students were also 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.

In MKT 5321 for the academic year of 2017-2018, 92.85 % of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #5 for the overall year. As in previous years, the assessment results for outcome #5 in 2017-2018 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. The assessment rubric was modified this year to measure completeness of the written assignment, theory integration, application of external research, and overall quality of written communication. As this rubric provided a well-rounded understanding of students' written communication skills, it will be used next year as well. As the assessment results for learning outcome #5 met performance

expectation goals for Fall 2017, Spring 2018, and entire the academic year 2017-2018, 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 mustunderstand key leadership issues and must learn to effectively participate in structured team settings.

The **standards** of performance for the methods below are:
• Scores of 90% correct or better will indicate that the student exceeds expectations
• Scores greater than 80% correct but less than 90% correct will indicate that the student meets expectations
• Scores less than 80% correct will indicate that the student failed to meet expectations.
It is **expected**, by each professor, that 80% ofstudents enrolled in the course during the academic year will meet or exceed the standards on each learning outcome.

Outcome 6 - Method 1

1A. In **MGT 5314**, the assessment of outcome 6 will be conducted with an in-class individual essay-based case analysis. The essay score will be comprised of three different sub-scores. The first sub-score is in regards to the proper diagnosis and elucidation of the leadership perspective or theory describing a problem with a fictitious company. Excellent answers will involve one of two different correct diagnoses with example of all key elements properly described. Acceptable answers will involve the appropriate diagnosis of the leadership style described in the case problem, but not all of the key elements will be identified. An unacceptable answer will misidentify the leadership style underlying the problem and will miss most of the key elements of the problematic style. The second sub-score will focus on the description of a more appropriate leadership style to be used in the future by the company. Excellent answers will choose a feasible and proper leadership style for the solution and will describe most of the key elements of the style with examples of expected behavior. Acceptable answers will choose a feasible and proper leadership style for the situation and will describe some but not all of the key elements of the style with examples of expected behavior. Unacceptable answers will choose an infeasible and improper leadership style for the solution or choose an appropriate style but will fail to describe appropriate examples of expected behavior. The third sub-score will focus on spelling, grammar, and punctuation. Excellent answers will be almost entirely free from errors. Acceptable answers will have fewer than five errors. Unacceptable answers will have more than five errors.

Outcome 6 - Method 1 - Result

1A. SUMMARY STATISTICS FOR OUTCOME #6 IN MGT 5314 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	12	17	69.05	16	17	76.74	62	72.94
Meets	3	8	26.19	5	2	16.28	18	21.18
Failed to meet	1	1	4.76	2	1	6.98	5	5.88
Total	16	26	100.00	23	20	100.00	85	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 95.24%
Percentage of students in Round Rock for the entire year who met or exceeded expectations: 97.92 %
Percentage of students in both locations in Fall who met or exceeded expectations: 92.30%
Percentage of students in both locations in Spring who met or exceeded expectations: 95.65%
Percentage of students combined in both sections and both semesters who met or exceeded expectations: 97.92 %
In MGT 5314 for the Fall of 2017, 92.30% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. Students performed well but had some difficulty in diagnosing aspects of the situation according to Fiedler's Contingency Theory. Almost all students correctly diagnosed the various leadership styles of Path-Goal Theory and Situational Leadership Theory in the case. In the spring of 2018 more time in class will be spent on Fiedler's theory and the relevance of the variables comprising situational favorable-ness. Overall, the case assignment was well-received by the students and only minor changes to the case and the case questions will be undertaken. In the spring semester, a different faculty member will teach each section of the course. This case will be used by them both for their sections of the course.
In MGT 5314 for the Spring of 2018, 95.65% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. Students performed well but again had some very, very minor problems with Fiedler's Contingency Theory. They seem to have mastered Path-Goal Theory and Situational Leadership Theory. In the spring of 2018 more time in class will be spent on Fiedler's theory and the relevance of the variables comprising situational favorable-ness. Overall, the case assignment was well-received by the students and only minor changes to the case and the case questions will be undertaken. In the spring semester, a different faculty member will teach each section of the course. This case will be used by them both for their sections of the course.
In MGT 5314 for the academic year of 2017-2018, 97.92% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #6 for the overall year. Despite some concern about student mastery of Fiedler's Contingency Theory of Leadership, overall students performed nearly identically well from semester to semester and from campus to campus. Given that students met the performance expectations for the year on this assessment no discernible changes are likely to the case, but may be in order for the grading of the case. The performance/diagnosis dimension and the spelling/grammar/punctuation may be re-titled and re-

conceptualized as the following two dimensions: Style and Substance. The style dimension will allow for grading of more than just spelling, grammar, and punctuation as writing style also contributes to the efficacy of persuasive written arguments. The substance dimension is a more holistic way of assessing aspects of the content other than just diagnosis and prescription. These two re-conceptualized dimensions should allow for a better assessment of student learning on outcome #6.

Outcome 6 - Method 2

2A. In **BA 5351**, the assessment of outcome 6 will be conducted with the analysis of leadership articles/ cases/ or vignettes. Students will have individually demonstrate understanding of leadership issues, specifically: 1) how leadership decisions in dynamic team settings (for example top management teams) are made in organizations, and 2) how leadership in top management teams affect strategic decisions. They will complete a report by answering specific questions, and/or complete exercises in the classroom. The following rubric will be used to assess the outcome:
Exceeds expectations: Assumptions and underlying logic are developed in a manner that clearly demonstrates awareness of both leadership issues.
Meets expectations: Assumptions and underlying logic are not transparent, but evidence of leadership knowledge is observable.
Fails to meet expectations: The leadership scenario is evaluated in a superficial manner and lacks obvious leadership insight.
2B. In **MGT 5314**, the assessment of outcome 6 will be conducted with embedded questions on one multiple choice quiz on leadership and one fill-in-the-blank test on applications of leadership theories and issues will be measured as a percentage correct of the following 20 embedded quiz/test questions:
- On a minor quiz there are 10 questions designed to measure student learning of concepts related to leadership. These questions are definitions critical to understanding leadership.
- On a major exam there are 10 questions designed to measure student learning of aspects of leadership. These questions are fill-in-the-blank questions which are application-oriented and embedded randomly among approximately 60 items.

Outcome 6 - Method 2 - Result

2A. SUMMARY STATISTICS FOR OUTCOME #6 IN BA 5351 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	41	15	90.32	26	14	90.91	96	90.57
Meets	4	2	9.68	0	2	4.55	8	7.55
Failed to meet	0	0	0.00	1	1	4.55	2	1.89
Total	45	17	100.00	27	17	100.00	106	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: 95.46 %
Percentage of students in both locations in Fall who met or exceeded expectations: 98.61%
Percentage of students in both locations in Spring who met or exceeded expectations: 97.06%
Percentage of students combined in both sections and both semesters who met or exceeded expectations: 98.12 %
In BA 5351for the Fall of 2017, 98.61% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. This is the first time this outcome was assessed in this course. More data will be needed before any conclusion can be reached about its true efficacy.
In BA 5351for the Spring of 2018, 97.06% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. This is the second semester during which this outcome was assessed in this course.
In BA 5351for the academic year of 2017-2018, 98.12% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #6 for the overall year. This semester two main aspects of leadership issues in business were assessed via analysis of leadership articles/ cases/ or vignettes. Students were required to demonstrate understanding of 1) how leadership decisions in dynamic team settings (for example top management teams) are made in organizations, and 2) how leadership in top management teams affect strategic decisions. For future assessments of this outcome, suggested recommendations for more consistent assessment results include – a) the assignment relating to this assessment should be administered after the students have had the opportunity to work on some prior assignments for the professor, preferably closer to the end of the semester so that the students gain a good understanding of related topics b) the assignment should be given sufficient weightage so that the students take the assignment seriously, and c) the assignment should not be optional or given for the purpose of gaining extra credit.

2B. SUMMARY STATISTICS FOR OUTCOME #6 IN MGT 5314 FOR THE ACADEMIC YEAR 2017-2018 IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	12	20	76.19	16	13	67.44	61	71.76
Meets	4	4	19.05	5	6	25.58	19	22.35
Failed to meet	0	2	4.76	2	1	6.98	5	5.89
Total	16	26	100.00	23	20	100.00	85	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 95.24%
Percentage of students in Round Rock for the entire year who met or exceeded expectations: 93.02 %
Percentage of students in both locations in Fall who met or exceeded expectations: 94.87%

Percentage of students in both locations in Spring who met or exceeded expectations: 93.48%

Percentage of students combined in both sections and both semesters who met or exceeded expectations:94.11 %

In MGT 5314 for the Fall of 2017, 94.87% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. Students performed well on the quiz and test items covering leadership. By weighting the quiz double the weight of other quizzes and not allowing it to be dropped (i.e. students are allowed to drop their two lowest non-leadership quizzes) enough emphasis was placed on the content. This incentive seems to be working. The students performed well on the embedded test items also. No changes to the items or the weight of the assignments on which these items are placed will be undertaken next semester. In the spring semester, a different faculty member will teach each section of the course. These items will be used by them both for their sections of the course.

In MGT 5314 for the Spring of 2018, 93.48% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. Students performed well on the quiz and the embedded test items. This semester, two different professors taught the class with one on each campus. The results are very consistent across campuses, semesters, and professors. The double weighting of the quiz on leadership and not allowing it to be dropped enforced the emphasis needed to incentivize high level of performance. No changes to the items on the quiz nor the test will be undertaken

In MGT 5314 for the academic year of 2017-2018, 94.11% of students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #6 for the overall year. Next year the same quiz items, same quiz weighting, and same test items will be used. Additionally, in the fall at least, two different professors will teach this class. The spring schedule is unknown at this time. Consistent communication between the faculty teaching this course in the two locations likely contributed to the extremely consistent student performance in the two locations. It is possible that instead of only one case analysis being performed individually instead of in teams, next year there may be two. Although only the case on leadership is used for assessment by adding another individual case to the course may enhance their case analytic skills so as to foster even better performance on the leadership case.

Outcome 7	
Goal:	1. Promote the success of all students.
Initiative:	1.3 Increase student retention and graduation rates.

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

Of the 68 first-time MBA students that enrolled in Fall 2015, 62 (91%0 continued in the Fall 2016. Of the 58 first-time MBA students that enrolled in Fall 2016, 53 (91%) continued in Fall 2017. Thus,one-year retention rate for first-time MBA students did not change.

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

In AY 2015-2016, 100 MBA students received their masters degree. In AY 2016-2017, 104 MBA students received their masters degree program. This is an increase of 4% and compares to a 1% increase for all masters degrees awarded at Texas State over the same time period (1,356 in AY 2015-2016 versus 1,373 in AY 2016-2017).

Outcome 8	
Goal:	4. Provide the necessary services, resources, and infrastructure to support the university's strategic direction.
Initiative:	4.11 Provide programs and services that support and enhance the health and wellness of the university community.

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

In FY 2017, the gender breakdown in the MBA program was 136 males (52.9%) and 121 females (47.1%). In FY 2018, the gender breakdown in the MBA program was 145 males (58.2%) and 104 females (41.8%). This represents a 5.3% decrease in female representation.

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 ethnic breakdown of MBA students during the last two fiscal years is:

	TxSt Fiscal Year			
	2017		2018	
Ethnicity	N	%	N	%
Am Indian/Alaskan Native	11	0.30%	5	0.10%
Asian	93	2.60%	110	3.20%
Black, non-Hispanic	292	8.30%	307	8.90%
Hispanic	858	24.40%	864	25.10%
Hawaiian/Pacific Islander	1	0.00%		
Multi-race, non-Hisp, non-Black	65	1.80%	53	1.50%
White, non-Hispanic	1,869	53.20%	1,814	52.60%
Non-Resident International	279	7.90%	265	7.70%
Unknown	47	1.30%	28	0.80%
Total	3,515	100.00%	3,446	100.00%

The percentage of White, non-Hispanic decreased decreased from 53.2% to 52.6%. Thus, the program became slightly more diverse in the most recent fiscal year.

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