

General Information

Academic Year:	2016-2017
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

For the first time, during the academic year 2015-2016 (last year) the program established an overall goal of 80-80-80 which indicates that the faculty expect 80% of students to score 80% or better on 80% or more of the assessments. The program achieved that goal. This year the program improved its performance with a score of 95.45% of the assessments meeting the faculty expectations. The establishment of a program goal for assessment has clearly facilitated constant improvement. Each of the 11 core courses met the goal of 80-80 for the course except one.

This remarkable improvement over time is due, primarily, to faculty buy-in regarding the necessity of program goals for MBA students and the ability of an assessment program to provide the faculty with feedback on their pedagogical strategies.

Action Plan

Several years ago, the establishment of three new tier one courses (BA 5351, 5352, and 5353) grew the number of required courses from eight to 11. After two years during which the faculty teaching those courses settled in on pedagogical structure for the courses an assessment was instituted in those courses as well as the Tier Two courses. Over the past few years the nature of the content of some courses has changed and a course, for example, that once was properly suited to assess, say, Outcome 1 may no longer be covering material germane to that outcome. With that in mind, over the course of the spring of 2017 core course coordinators were polled as to which program learning outcomes their course was best suited to assess. In the spirit of continuous improvement some courses will see adjustments to which of the six learning outcomes they assess next year. It is believed by program faculty that a better alignment between courses and assessed outcomes will all for further improvements. This is the first major realignment in assessment duties since the incorporation of the BA courses into the assessment plan.

Outcome 1

Category: Student Learning Outcome

Knowledge of Fundamental Business Disciplines

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

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 each learning outcome.

Outcome 1 - Method 1

1A. In MGT 5314 (Organizational Behavior and Theory), two multiple choice quizzes on organizational structure and on organizational culture, respectively, and embedded questions on one major exam on these same topics will be used to assess student learning which is measured as a percentage correct of the 30 embedded quiz/test questions.

Outcome 1 - Method 1 - Result

1A. Summary statistics for MGT 5314 on outcome #1 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	22	21	72.88	13	17	68.18	73	70.87
Meets	3	7	16.95	3	7	22.73	20	19.42

Failed to meet	3	3	10.17	3	1	9.09	10	9.71
Total	28	31	100.00	19	25	100.00	103	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: **89.83%**

Percentage of students in Round Rock for the entire year who met or exceeded expectations: **90.91%**

Percentage of students in both locations in Fall who met or exceeded expectations: **87.23%**

Percentage of students in both locations in Spring who met or exceeded expectations: **92.86%**

Percentage of students combined in both sections and both semesters who met or exceeded expectations: **90.29 %**

In MGT 5314 for the Fall of 2016, 87.23% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for this semester. Students responded well to "front loading" the course vis-a-vis having the three quizzes that could not be dropped from their grade administered in the first few weeks of the semester. It appears that all students wanted to start off strongly this semester. Of course, 6 of 47 students did not meet the learning outcome expectations. At least two of these also earned the lowest overall grades in the course. Additionally, two others misread the syllabus' mention of "quizzes 2 and 3" as being on chapters 2 and 3. These two quizzes were actually on chapters 13 and 14. More attention will be paid next semester to making sure that every student understands that the book chapters are to be read and quizzed upon out of order.

In MGT 5314 for the Spring of 2017, 92.86% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for this semester. Students in the Spring also responded well to "front loading" the course vis-a-vis having the three quizzes that could not be dropped from their grade administered in the first few weeks of the semester. It appears that all students wanted to start off strongly this semester. In this semester, only 4 of 56 students did not meet the learning outcome expectations. Because of the problems in the fall of two students failing to properly read and interpret the syllabus additional attention was provided to make sure that every student understands that the book chapters are to be read and quizzed upon out of order.

In **MGT 5314** for the academic year of 2016-2017, **90.29%** 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 several years MGT 5314 has been able to meet the goal of 80% of students scoring 80% or better on Learning Outcome#1. Students seem to be able to properly grasp the concepts associated with organizational structure and culture. However, in the coming academic year of 2017-2018, this outcome will no longer be assessed in MGT 5314. Nevertheless, the lessons learned in this course by the instructors as a result of successful assessment will be shared with other instructors of other core courses in the MBA program.

Outcome 1 - Method 2

2A. In BA 5352 (Developing the Financial Perspective of the Firm), three embedded short answer/essay exam questions throughout the semester addressing various aspects of finance will be used to assess student learning. 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.

2B. In ACC 5361 (Accounting Analysis for Managerial Decision Making), all exams during each semester will include several multiple choice questions designed to test student knowledge about managerial accounting. The percentage correct from a total of sixteen multiple choice questions over the course of the semester will be used to assess students' acquisition of discipline-specific knowledge of managerial accounting.

Outcome 1 - Method 2 - Result

2A. Summary statistics for BA 5352 on outcome #1 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	12	11	54.8	6	19	56.8	48	55.8
Meets	9	4	31.0	9	0	20.5	22	25.6
Failed to meet	4	2	14.3	6	4	22.7	16	18.6
Total	25	17	100.00	21	23	100.00	86	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 85.8%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 77.3%

Percentage of students in both locations in Fall who met or exceeded expectations: 78.26%

Percentage of students in both locations in Spring who met or exceeded expectations: 85.0%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 81.4%

Explanation of Results

In **BA 5352** for the Fall of 2016, 78.26% 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. The primary weakness in the fall was in the area of bond price changes. The calculation of bonds is strong, but the conceptual issue of how prices are impacted is still not where it needs to be, but improving. Overall, the other areas are strong.

In **BA 5352** for the Spring of 2017, 85.00% of students met or exceeded the standards for this learning outcome, thus **achieving/** the performance expectations goal for learning outcome #1 for this semester. The results indicate that students remain very strong with the overall goal of the firm, but perform relatively poorly with respect to market efficiency issues. While this may be partly due to the topic only recently being stressed in courses, it is concerning that this area continues to be a weakness. Performance appears similar across the Round Rock and San Marcos locations, which contrasts with prior years where Round Rock students fairly consistently outperformed their San Marcos peers. Fortunately, the overall performance across the two locations has increased over previous years.

In **BA 5352** for the academic year of 2016-2017, 82.22% 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. Although students achieved performance expectations for the year performance in one specific area, market efficiency, is still the weakest. Going forward, the instructional faculty will discuss this area to decide how best to address the problem. Additionally the faculty will discuss how to better integrate this course with FIN 5387 to make sure that the needs of that course are being addressed appropriately.

2B Results. Summary statistics for ACC 5361 on outcome #1 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	11	9	39.2	8	4	41.4	32	40.0
Meets	14	7	41.2	6	5	37.9	32	40.0
Failed to meet	7	3	19.6	2	4	20.7	16	20.0
Total	32	19	100.00	16	13	100.00	80	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 80.4%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 79.3%

Percentage of students in both locations in Fall who met or exceeded expectations: 81.3%

Percentage of students in both locations in Spring who met or exceeded expectations: 78.1%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 80.0%

Explanation of Results

In ACC 5361 for the Fall of 2016, 81.25% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #1 **for this semester**. These results have improved over the Fall 2015 semester, and over the 2015-2016 academic year. This is particularly true for the Round Rock campus students. The results indicate an overall rate of 87.5% of students meeting or exceeding expectations in the current semester (Fall 2016) compared to 66.7% in Fall 2015. No individual questions (topics) were identified as particular problem areas.

In ACC 5361 for the Spring of 2017, 78.13% 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**. The failure to meet expectations was significantly affected by one question asked on the last exam of the semester. Only 13 of 32 students answered a question related to the source of an increase in work-in-process inventory correctly. If this question was answered correctly for 6 or the 7 students that failed to meet expectations, then they (the 6 students) would have met the standards for learning outcome #1, resulting in 96.9% of all students having met or exceeded the standard.

In ACC 5361 for the academic year of 2016-2017, 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**. In order to have met the goal for learning outcome #1, we needed (and got) 64 of 80 students to have met or exceeded expectations. We should be able to improve the students' performance related to this learning outcome by placing slightly more emphasis on job-order-costing. One of our assessment questions asks, in a job-order costing system, is the work-in-process inventory account (increased or decreased) by the applied, budgeted, or actual factory overhead costs for a job? The majority of students did not answer this question correctly. This will be addressed by either: (1) providing more clear wording in the question, or (2) substituting an alternative question covering the same general topic.

Outcome 2

Category: Student Learning Outcome

Integration of Information Technologies

Students will integrate appropriate information technologies for managing business data for decision making, enhancing productivity, and communicating 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 exceed the standards on each learning outcome.

Outcome 2 - Method 1

1A. In CIS 5318, students will complete two business projects using new software tools. Students are expected to be able to learn basic technology-based skills that are individually software dependent and then apply those skills to solving two specific business problems. Each assignment will be evaluated using the following rubric. Component One: Student implemented technology tool in an appropriate manner, student completed all requirements to be implemented in the tool, student met minimum requirements for application of the assignment. Component Two: Spelling/grammar level, structure and flow of discussion, answered discussion questions completely, and answers reflected an appreciation of the value of the tool to management decisionmaking.

1B. In QMST 5334 a major project will consist of an ongoing process throughout the semester. Each of the performance areas listed in the table below will be separately graded out of 100 points and will be scaled to reflect the below numbering. The assessment score will consist of arithmetic average of four performance measurement areas. The scoring rubric is below:

Performance Area	Exceeds [90-100]	Meets [80-90]	Does not meet (below 80)
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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 1 - Result

1A. Summary statistics for outcome #2 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	28	16	78.6%	3	14	58.6%	61	71.8%
Meets	4	3	12.5%	6	3	31.0%	16	18.8%
Failed to meet	4	1	8.9%	3	0	10.3%	8	9.4%
Total	36	20	100.00	12	17	100.00	85	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 91.1%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 89.7%

Percentage of students in both locations in Fall who met or exceeded expectations: 81.25%

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: 90.6 %

In CIS 5318 for the Fall of 2016, 81.25% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. Two changes were made to improve student understanding of the assignments. First, improved technology instruction was implemented by spending more time providing examples of how to complete the project. Second, project expectations were more clearly defined and detailed. These changes resulted in improved assessment scores.

In CIS 5318 for the Spring of 2017, 97.3% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. Targeted changes in specified instructions, explicitly stating the paper format, content, and description requirements, resulted in a more understanding of the expectations for the assignments resulting in improved performance on the required assignments.

In CIS 5318 for the academic year of 2016-2017, 90.6% 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. It is clear that by providing students with better instruction on the proper use of the required technology, they were able to more adequately meet the expectations regarding MBA Learning Outcome 2. Students also benefited from a more detailed overview of the faculty guidelines for successful completion of the project. All in all, students performed well and met the overall expectations for this outcome. Since the current assessment methods results in acceptable scoring results no changes are anticipated for next year.

1B. Summary statistics for outcome #2 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	7	20	84.38 %	11	21	71.11 %	59	76.62 %
Meets	1	4	15.62 %	8	5	28.89 %	18	23.38 %
Failed to meet	0	0	0.00 %	0	0	0.00 %	0	0.00 %
Total	8	24	100.00 %	19	26	100.00 %	77	100.00 %

Percentage of students in San Marcos for the entire year who met or exceeded expectations 100.00%

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 100.00%

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

In QMST 5334 for the Fall of 2016, 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. The assignment that was used in evaluation of this outcome is a research/data

analysis project. There were check-points at which the professor provides feedback and answers questions. That could explain the high success rate for this learning outcome. In San Marcos, there was one student that met the standards, but did not exceed them. He did not perfectly combine the use of multiple processing functions of the statistical software. Whereas, in Round Rock there were 8 students who did not exceed the standards. The main reason was the lack of complementary use of figures and illustrations in their report.

In QMST 5334 for the Spring 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. The assignment that was used in evaluation of this outcome is a semester long research/data analysis project. The professor provides continuous feedback during the semester and there were official check-points. That could explain the high success rate for this learning outcome. In San Marcos, there was four students that only met the standards, but did not exceed them. That group did not perfectly combine the use of multiple processing functions of the statistical software. Whereas, in Round Rock there were 5 students who did not exceed the standards. Four of them worked together, and the main reason of their relatively low grade was the lack of complementary use of figures in their report. Another student worked alone in this project, and could not support his work with visual output.

In QMST 5334 for the academic year of 2016-2017, 100.00% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for 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. The progress reports and status check points for the project ensure that the students are on the right track during the semester. For next year, the importance of these progress reports and status check points will be underlined and students will be motivated to work on their projects throughout the semester. The students who are believed to be lacking quantitative background or motivation for hard work, will be encouraged to work in groups so that they can also learn from their group mates. No major changes will be implemented.

Outcome 2 - Method 2

2A. In FIN 5387 (Managerial Finance), the assessment will be based on the ability to present information verbally and in spreadsheets and documents that are essential for business management and the application of formulas and data analysis tools in spreadsheets that are of particular importance for the finance function. Student learning will be assessed with equal weight from six areas. The verbal presentation component will come from the video presentation of a group case (Victoria Chemicals). The document presentation component will come from two group cases (Forecasting Analysis and Scenario Analysis). The spreadsheet presentation component will come from two group cases (Cash Flow Statement and Sensitivity Analysis). Spreadsheet applications will comprise the remaining three inputs. It will be assessed as part of three group cases (Current Asset Management, Sensitivity Analysis, and Scenario Analysis). Each student in a group case receives the same score for the case and for the learning outcome. Student team membership will be shuffled for each case so that each student's grade and learning outcome evaluation is a better approximation of their input and not dependent upon static group membership. Students with inaccurate answers, incongruencies in their work, and who fail to address the questions at hand will score poorly on the assessments.

2B. In BA 5353 (Understanding and Analyzing Organizational Problems), students will write three statistical reports to address a particular business situation. It is expected that the students are able to read from multiple data sources. The students are expected to be able to perform statistical data analysis using statistical software. The students are expected to be able to prepare reports that integrate the following: description of problem, statistical analysis results supported with statistical output and graphs. The presentation must be sober and informative; therefore, aesthetics is not a major consideration (e.g., the use of color and design for persuasion). The main consideration is the effectiveness in conveying information to the reader. A composite score will be determined based on a rubric presented. For instance, a student that exceeds expectations in any of the three particular aspects being observed receives a score between 9 and 10 for that particular aspect. Each of the four aspects is equally weighted. The assessment score is the mean score of the aspects being observed.

Outcome 2 - Method 2 - Result

2A. Summary statistics for FIN 5387 on outcome #2 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	3	4	21.88	4	3	19.44	14	20.59
Meets	5	15	62.50	6	20	72.22	46	67.65
Failed to meet	3	2	15.63	0	3	8.33	8	11.76
Total	11	21	100.00	10	26	100.00	68	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 84%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 88%

Percentage of students in both locations in Fall who met or exceeded expectations: 86%

Percentage of students in both locations in Spring who met or exceeded expectations: 89%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 88%

In FIN 5387 for the Fall of 2016, 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. In preparation for this year, EXCEL tutorial videos, spreadsheets, and notes were created and posted in TRACS. Most weeks asked the students to complete one of the sections as it was relevant to upcoming course material. This seems to have worked better than handling problems as they arose in class and the students performed better in this area. Getting numerical answers is the first step, the next step is improvements in interpreting the results.

In FIN 5387 for the Spring of 2017, 89.13% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. MBA graduates must be able to communicate and analyze data in a variety of formats. The resources on TRACS are helpful for many students, but the students that come to the program with the least preparation find less value in them because they are not ready yet. There is a wide variety of students in the MBA program and helping all of them improve is important. **In FIN 5387 for the academic year of 2016-2017, 88.24% 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.** Tutorials, whether in video or notes, on the tools MBA students need in the program and in their profession is very important. All of the tutorials will be reevaluated, and expanded to help students at every level. More individual work is perhaps necessary as it appears that some students are being graded and assessed sometimes by the work of the best student in their group rather than their own.

2B. Summary statistics for BA 5353 on outcome #2 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	21	9	69.77	25	23	88.89	78	80.41
Meets	3	6	20.93	2	0	3.70	11	11.34
Failed to meet	4	0	9.30	4	0	7.41	8	8.25
Total	28	15	100.00	31	23	100.00	97	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 90.70%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 92.59 %

Percentage of students in both locations in Fall who met or exceeded expectations: 86%

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: 91.75 %

In BA 5353 for the Fall of 2016, 86% 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 the BA5353 students during the fall of 2016 is comparable to the performance of the BA 5353 students from fall 2015. This time, the performance of students in both campuses is also comparable. The probability material being a bit more challenging than descriptive statistics, some of the students who underperformed were having issues with the probability material being covered. The quality of the written work, individually and as groups, increased considerably with the introduction of a template for the students to follow. The attendance on both campuses is perfect, most of the time. One student from San Marcos ceased attending class on week 6 without communicating any reason.

In BA 5353 for the Spring of 2017, 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 the BA5353 students during the spring of 2017 was somewhat superior to the performance of the BA 5353 students from spring 2016. The quality of the written work, individually and as groups, increased considerably with the introduction of a template for the students to follow. Attendance has been better than in previous years. Attendance being important to understand the hands-on aspects of technology that are presented in class. The delivery of the class during the spring of 2017 was different from previous semesters. Instead of discussing statistical analysis scripts and executing them during the class, the code was discussed during class from slide shows and the script was developed by both, the instructor and the students during the class. It is believe that, by developing the script during the class, the students had a better chance to observe the details of the code and to formulate questions for the instructor.

In BA 5353 for the academic year of 2016-2017, 91.75 % 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 course content for the quantitative part of BA 5353 will change dramatically during the fall of 2017. Rather than covering statistical data analysis, BA 5353 will dedicate seven weeks to cover mathematical optimization techniques. This was done so that the MBA curriculum will have seven weeks dedicated to mathematical optimization, instead of the four weeks under the current curriculum (in QMST 5334). The introductory statistical component will now form part of QMST 5334, which is now a course entirely dedicated to statistical data analysis; rather than the dual statistical analysis/mathematical optimization that it used to be. It is believed that this separation will serve better both subjects. The aspects of using technology to solve business problems (learning outcome #2) will still be an outcome of BA5353. The students will learn to analyze problems and situations in which they need to allocate scarce resources. The students will learn to formulate the model for the situation. The theory supporting the solution methods will be discussed. The students will learn to use computer technology to formulate and solve these prescriptive models (instead of descriptive/explanatory/predictive models). The students will learn to interpret the solutions found using the computer software. It is recommended that the lessons learned during the last few years about the use of technology should be applied to the delivery of the new course. Some of these lessons are: 1) the use of textbooks and materials that best support the technology; 2) the use of a textbook that balances theoretical aspects of the methods and the practical aspects of the technology to be used to solve the problems; 3) emphasis of the interpretation of the models used and the solutions obtained using the software; 4) the use of professional software for the solution of these particular type of problems as opposed to popular software by beginners; 5) accessibility is very important, use of open source and multiplatform software (i.e., Windows, Apple OS, and Linux) as opposed to the use of software that is only available in one platform.

Analytical Skills and Critical Thinking

Students will demonstrate analytical skills and critical thinking as applied to business decision making (e.g., analyzing economic data and determining best course of action, applying statistical techniques to business data for decision making, analyzing financial data to assess financial health of a firm).

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 each learning outcome.

Outcome 3 - Method 1

1A. In ECO 5316, students will estimate product demand functions; determine optimal prices, production, advertising and employment under different industry environments; and use game theory to assess the effectiveness of different strategies when outcomes of firms are highly interdependent. Embedded questions within a case study will focus on the ability of the student to use these skills 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 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	23	10	70.21	11	18	78.38	62	73.81
Meets	7	4	23.40	3	3	16.22	17	20.24
Failed to meet	2	1	6.38	1	1	5.41	5	5.95
Total	32	15	100.00	15	22	100.00	84	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 93.62%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 94.59%

Percentage of students in both locations in Fall who met or exceeded expectations: 93.62%

Percentage of students in both locations in Spring who met or exceeded expectations: 94.59%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 94.05%

In ECO 5316 for the Fall of 2016, 93.62% 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 performed well in both sections, and the distribution of assessment scores were nearly identical across locations. The individual projects effectively assess critical thinking skills and are rotated each semester with different scenarios and data sets, thus it functions as a good instrument.

In ECO 5316 for the Spring of 2017, 94.59% 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 in the spring, with all but one student in each location meeting expectations. The results follow trends from previous semesters, and little difference exists across locations. The project in general requires a combination of economic and data analysis, and so it continues to be a good assessment tool; however, the relatively high scores indicate that a review of the project might be warranted to determine if appropriate rigor exists.

In ECO 5316 for the academic year of 2016-2017, 94.05% 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 action plan for next year is to carefully review the set of individual projects for appropriate rigor, considering improvements that would challenge students to use additional data or economic analysis to solve more complex problems within the project. Also, more projects might be considered as well, as three have been used in the general rotation for several years. Additional projects might be focused on new technologies or international markets, widening the scope of analyses and exposing students to a greater variety of problems.

Outcome 3 - Method 2

2A. In QMST 5334 (Advanced Statistical Methods for Business), four sets of short-answer items embedded in major exams will be used to assess students' ability to identify and apply appropriate statistical techniques to business problems. As an example, a student who exceeds expectations in any given area is granted a score between 90 and 100, inclusive. All areas for an item, illustrated in table below, are equally weighted. 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.

It is expected that 80% of the students will meet or exceed expectations by scoring at least 80% overall on the relevant questions on the in-class quizzes and exams.

2B. In ACC 5361 (Accounting Analysis for Managerial Decision Making), all exams during each semester will include multiple choice questions designed to test student knowledge about managerial accounting. A total of sixteen multiple choice questions over the course of the semester will be used to assess students' ability to demonstrate analytical skills and critical thinking using managerial accounting information.

2C. In FIN 5387 (Managerial Finance), critical thinking and analysis will be assessed with equal weighting for three individual assessments (Accounting Basics, Chapter 6 Concept Questions, and Incremental Cash Flow) and two group assessments (Accounting Statements and Nike's Cost of Capital). All five of these assessments are timed to test students' preparation and mastery of the subject. Group membership will be shuffled for the two group assessments so that each student's grade and learning outcome evaluation is a better approximation of their input and is less dependent upon static group membership.

2D. In B A 5352 (Developing the Financial Perspective of the Firm), five problem-based exam questions throughout the semester will be used to assess outcome #3. 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.

2E.. In MGT 5313 (Strategic Management), students will engage in development of an external context for a team-based (3-4 person teams), semester long, organization field (consulting) project. Each team is required to develop a five to fifteen-page evaluation of relevant organizational context including macro, industry, and firm level analyses. This external context is a mid-semester deliverable and is used to facilitate the completion of the overall project. Since the Field Projects may differ in focus, each team is required to adapt their use of the relevant external/internal factors and analytic models to "fit" with the team's project. Each analytic component (i.e., macro-environmental, industry, and organization specific issues) is evaluated for relevancy and appropriateness of the model(s) employed. In generic form, the development of this context requires the identification and interpretation of relevant macro and industry conditions as well as specific resources and capabilities of the target organization. Further, the development of this organization context is necessary for the development of a robust understanding of current and/or proposed firm level strategies.

Assessment Rubric: Each analytic component (i.e., macro, industry, and/or organization) is weighted equally and is evaluated according to the following. The overall assessment score is determined by summing the scores of all three analytic components.

- **Excellent Answers:** The external/internal observations are current and factually accurate within the context of each project. Further, appropriate models and concepts as developed in MGT 5313 and other core MBA courses provide a foundation for the observations and conclusions. Assumptions are supported by appropriate logic (and data when available). Observations and summaries clearly demonstrate a superior level of analytical reasoning and critical thinking based on the analysis. Each component is well-written with no inappropriately employed business terms (i.e., buzz words). The level of writing is appropriate for MBA students in the McCoy College of Business Administration
- **Acceptable Answers:** The external-internal context is adequately addressed and factually accurate. Models and concepts as developed in MGT 5313 and other core MBA courses are employed appropriately. Although assumptions and the underlying logic may not be transparent, there is evidence of analytical reasoning and critical thinking in the overall summary. The response is well-written but commonly used business terms (i.e., buzz words) are inappropriately employed. The level of writing is appropriate for MBA students in the McCoy College of Business Administration
- **Poor Answers:** The external-internal context is addressed superficially and lacks any significant insight. Models and concepts as developed in MGT 5313 and other core MBA courses are inappropriately employed or missing. Assumptions and the underlying logic are not transparent. Little or no evidence of analytical reasoning and critical thinking is observed in the response. Further, commonly used business terms (i.e., buzz words) are inappropriately employed and the level of writing is inappropriate for MBA students in the McCoy College of Business Administration.

Outcome 3 - Method 2 - Result

2A. Summary statistics for QMST 5334 on outcome #3 for the academic year 2016-2017 in both San Marcos and Round Rock

SAN MARCOS

ROUND ROCK

TOTAL

	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	2	17	59.38 %	8	18	57.78 %	45	58.44 %
Meets	6	4	31.25 %	6	5	24.44 %	21	27.27 %
Failed to meet	0	3	9.38 %	5	3	17.78 %	11	14.29 %
Total	8	24	100.00 %	19	26	100.00 %	77	100.00 %

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 90.63%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 82.22 %

Percentage of students in both locations in Fall who met or exceeded expectations: 81.48 %

Percentage of students in both locations in Spring who met or exceeded expectations: 88.00 %

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 85.71%

In QMST 5334 for the Fall of 2016, 81.48% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. In order to evaluate the third learning outcome, four questions were chosen from the final exam. Two of the questions, #1 and #2 are selected from the question that assesses learning on the topic of "optimization". Whereas, the topic of simulation is evaluated by using the short answers #3 and #4. It can be argued that the overall statistics of these scores for these short answers are comparable. However, there are deviations in the success of students. In San Marcos, all students met or exceeded the standards. The ones who have not exceeded the standards were not able to provide good interpretations of their results. In Round Rock, there were 5 students who failed to meet the expectations. Three of these students were not able to set the simulation model properly, whereas two of them had challenges with optimization modeling. These may be explained by the relative lack of quantitative background and interest of those students.

In QMST 5334 for the Spring of 2017, 88.00% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. In order to evaluate the third learning outcome, four questions were chosen from the final exam. All four of the questions are selected from the grand question that assesses learning on the topic of "optimization". In San Marcos, 87.50% of the students met or exceeded the standards. Most of the students have been able to analyze data and situation, model the decision problem using Excel Solver and interpret their output appropriately. There were 3 students who failed to meet the expectations. The students who have not exceeded the standards were not able to provide good interpretations of their results. In Round Rock, 88.46% of the students met or exceeded the standards. There were 3 students who failed to meet the expectations. These students were not able to create detailed solutions that are well supported by the reasoning and quantitative output. Their answers were very short, and showed relative lack of attention to detail.

In QMST 5334 for the academic year of 2016-2017, 85.71% 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. The students are assessed to be able to use spreadsheet/statistical software and word processing properly to conduct statistical analysis and decision modeling. For next year, there will be more emphasis on the application of discussed techniques in emerging business domains. No major changes will be implemented.

2B. Summary statistics for ACC 5361 on outcome #3 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	8	5	25.5	8	5	44.8	26	32.5
Meets	8	10	35.3	5	5	34.5	28	35.0
Failed to meet	16	4	39.2	3	3	20.7	26	32.5
Total	32	19	100.00	16	13	100.00	80	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 60.8%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 79.3%

Percentage of students in both locations in Fall who met or exceeded expectations: 60.4%

Percentage of students in both locations in Spring who met or exceeded expectations: 78.1%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 67.5%

In ACC 5361 for the Fall of 2016, 60.42% of students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #3 for this semester. Many students scored just below the cutoff for achieving the performance expectation. An additional ten more students would have achieved the expected performance with only one more question answered correctly out of the 16 questions. This would have brought the total percentage of students meeting or exceeding standards to 81.25% (thus, achieving expectations for Outcome 3). Most students failed to answer assessment question 8 correctly. This question is a relatively simple calculation of differential revenue. The concept of differential revenue will need to be stressed more in future semesters.

In ACC 5361 for the Spring of 2017, 78.13% of students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #3 for this semester. There was a significant overall improvement for learning outcome #3 during the Spring 2017. That is, the percentage of students that met or exceeded expectation for learning outcome #3 increased from 60.42% to 78.13% between Fall 2016 and Spring 2017. The trend is in the right direction, but we still failed to achieve our goal. Students continue to have difficulty with the concept of differential revenue.

In ACC 5361 for the academic year of 2016-2017, 67.50% of students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #3 for the overall year. The overall rate for students meeting or exceeding the standard for learning outcome #3 is 67.50%. However, the percentage of students that met or exceeded expectation for learning outcome #3 increased from 60.42% during Fall 2016 to 78.13% for Spring 2017. The most noted topic that is causing difficulty for students is the concept of differential revenue. They are confusing the term with differential income. During 2016-17, only 32 of 80 students correctly answered the question related to this concept. We will continue to reinforce the concept and we will either: (1) revise the relevant question to be more clearly

worded or (2) select a different question on this topic.

2C. Summary statistics for FIN 5387 on outcome #3 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	6	5	34.38	2	7	25.00	20	29.41
Meets	5	11	50.00	5	14	52.78	35	51.47
Failed to meet	0	5	15.63	3	5	22.22	13	19.12
Total	11	21	100.00	10	26	100.00	68	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 84%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 78%

Percentage of students in both locations in Fall who met or exceeded expectations: 86%

Percentage of students in both locations in Spring who met or exceeded expectations: 78%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 81%

In FIN 5387 for the Fall of 2016, 85.71% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Early assessment tools had lower scores. Perhaps the students could have started the semester more prepared and with better intent. The assessment shows there were great strides in their understanding of the information in accounting statements and how it can be used by business managers. The earlier the accounting statements are understood, the more the students can learn from the rest of the course content. This will continue to be a focus of the first month of the semester.

In FIN 5387 for the Spring of 2017, 78.26% of students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #3 for this semester. A number of students struggled in the beginning to fully understand the accounting statements. This made the rest of the semester difficult for them. This is reflected in the students with scores that are not meeting the standards on many of the assessments during the semester. The content is organized well for student learning, those that took advantage of resources performed very well.

In FIN 5387 for the academic year of 2016-2017, 80.88% 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. There is a need to assess critical thinking and analysis is a timed format, with little or no aids. Group work may not be able to best evaluate the level students are on, leading to promotion to new material before it is completely grasped for some of the students. The plan is to stratify students according to demonstrated ability level and help students in each strata to advance and improve with focused instruction appropriate for their ability level.

2D. Summary statistics for BA 5352 on outcome #3 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	19	13	76.2	9	18	42.9	59	68.6
Meets	3	3	14.3	9	5	42.9	20	23.3
Failed to meet	3	1	9.5	3	0	14.3	7	8.1
Total	25	17	100.00	21	23	100.00	86	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 90.5%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 93.2%

Percentage of students in both locations in Fall who met or exceeded expectations: 87.00%

Percentage of students in both locations in Spring who met or exceeded expectations: 97.5%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 91.9 %

In BA 5352 for the Fall of 2016, 87.0% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Performance was strong in all aspects of Outcome 3, as well as across students. The cohort program showed the strongest performance but students were successful in the flex programs in San Marcos and Round Rock as well with each group exceeding the 80% threshold for meeting or exceeding expectations.

In BA 5352 for the Spring of 2017, 97.50% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. While the results were outstanding overall, there were some areas of concern. In Round Rock, stock valuation was the weakest area, while in San Marcos the poorest area was the Capital Asset Pricing Model. However, both concepts are closely related and stock valuation was the second weakest area in San Marcos. The other areas all had averages above 90%.

In BA 5352 for the academic year of 2016-2017, 91.86% 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. As was the case last year, performance for Outcome 3 was outstanding, especially in the spring semester. The performance was strong across locations. The instructional faculty feel confident that students have improved their analytical ability and are better at applying their analysis to decision making. The faculty will be meeting to discuss better integrating this course with FIN 5387 to ensure that the needs of that course are being met by this pre-requisite course. Even if no changes are made to the course itself, it is possible that the expectations with respect to student outcomes may increase given the performance of students during the past two years with respect to Outcome 3.

2E. Summary statistics for MGT 5313 on outcome #3 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #		raw #	raw #
Exceeds	8	14	46.8	4	13	41.46	39	44
Meets	8	17	53.2	16	8	58.5	49	56
Failed to meet								
Total	16	31	100.00	20	21	100.00	88	100.00

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

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

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

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

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

In MGT 5313 for the Fall of 2016, 100.00% 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 assessment outcomes are as expected. Graduating MBA students should have a robust understanding of and the ability to evaluate organizational context, including macro, industry, and firm environments. Multiple field projects were employed and not all had the same emphasis; nevertheless, McCoy MBA students perform satisfactorily.

In MGT 5313 for the Spring of 2017, 100.00% of students met or exceeded the standards for this learning outcome, thus achieving/failing to achieve the performance expectations goal for learning outcome #3 for this semester. The assessment outcomes are as expected. An emphasis on analytic activities in earlier MBA courses contributes to the student understanding of macro and industry conditions. Thus, graduating MBA students should have a robust understanding of and the ability to evaluate organizational context, including macro, industry, and firm environments. Multiple field projects were employed and not all had the same emphasis; nevertheless, McCoy MBA students perform satisfactorily.

In MGT 5313 for the academic year of 2016-2017, 100.00% 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. As noted above, the students continue to perform as expected. However, MGT 5313 will not be employed in assessing Outcome #3 next year.

Outcome 4

Category: Student Learning Outcome

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 each learning outcome.

Outcome 4 - Method 1

1A. In MKT 5321 (Marketing Management) a case study on the importance of ethics in planning and implementing marketing strategy will be used to assess outcome #4. 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) depth of case analysis, (2) quality of responses to corresponding case questions, (3) theory integration in evaluating the case and proposing recommendations, and (4) quality of written responses will be used as dimensions of a scoring rubric to determine each student's grade.

Outcome 4 - Method 1 - Result

1A. Summary statistics for MKT 5321 on outcome #4 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #		raw #	raw #
Exceeds	9	12	72.41	20	5	65.79	46	68.66
Meets	5	0	17.24	9	3	31.58	17	25.37
Failed to meet	0	3	10.35	1	0	2.63	4	5.97
Total	14	15	100.00	30	8	100.00	67	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 89.65%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 97.37 %

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

Percentage of students in both locations in Spring who met or exceeded expectations: 86.96%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 94.03 %

In MKT 5321 for the Fall of 2016, 97.73% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for this semester. Assessment of Outcome #4 went very well in MKT 5321 in Fall 2016. Marketing ethics and ethical decision making were discussed in detail during the semester. In the assessment tool, which required a theoretical understanding of ethics and ethically-responsible decision making, students adequately demonstrated ethical sensitivity and ethical judgment in providing their recommendations.

In MKT 5321 for the Spring of 2017, 86.96% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for this semester. As in Fall 2016, assessment of Outcome #4 went very well in MKT 5321 in Spring 2017. Marketing ethics and ethical decision making were discussed in detail during the semester. In the assessment tool, which required a theoretical understanding of ethics and ethically-responsible decision making, students adequately demonstrated ethical sensitivity and ethical judgment in providing their recommendations. Three students in the San Marcos section failed to meet expectations. Upon further analysis, it was apparent that the students missed classes when relevant theory was discussed and also failed to conform to instructions provided for completing the exercise used as for assessment. In future semesters, instructions will be provided multiple times during the semester to ensure adequate awareness of requirements.

In MKT 5321 for the academic year of 2016-2017, 94.03% 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 2016-2017, no changes are planned to the assessment procedure and rubric. 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. To enhance the relevance of the case study used for the assessment tool, course instructors will identify and use a more recent case study that focuses on ethical issues in the contemporary marketing environment. In addition, appropriate guidance on completing the exercise will be provided in oral and written forms.

Outcome 4 - Method 2

2A. In CIS 5318 (Information Technology in the Digital Economy), students will complete a report, (10 page minimum not including cover pages, references or appendices), with appropriate citations on an IT topic pulled from the instructor's list of topics, with an emphasis on the ethical implications associated with the topic. The report should be roughly organized as follows:

- Introduction/overview of topic and issues to be discussed
- Background, description, and/or history of the issue
- Definition of ethical framework to be applied
- Positive ethical issues and implications of the technology
- Negative ethical issues and implications of the technology
- Methods for minimizing the negative ethical implications
- Summary/conclusion: is the technology ethical or not
- List of references – at least 10 current qualified references from academic journals, popular press, trade journals, or books – 2008 onward; do not simply depend upon websites, to complete the paper. Students may NOT use the textbook as a reference (qualified references do NOT include blogs, marketing materials, or opinion pieces unless from known field experts).

Student performance will be measured as a function of the following two major components: (1) Support and justification as evidenced by the ethical issues associated with the report, comprehensive discussion on the ethical implications of the identified ethical issue, and a discussion on how best to minimize the negative ethical implications, (2) writing level as indicated by spelling/grammar as well as structure and flow of the discussion.

2B. In BA 5351 (Organizational Performance and Competitive Advantage), an awareness and comprehension of the importance of ethical issues in business is assessed via analysis of one or more ethical scenario(s)/vignette(s). Students will have to (individually) demonstrate understanding of 1) ethical issues, 2) how ethical decisions and judgments are made in organizations, and 3) ethics related consequences. Students 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 2 - Result

2A. Summary statistics in CIS 5318 for outcome #4 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	18	16	60.7%	5	11	55.2%	50	58.8%
Meets	10	1	19.6%	4	4	27.6%	19	22.4%
Failed to meet	8	3	19.6%	3	2	17.2%	16	18.8%
Total	36	20	100.00	12	17	100.00	85	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 80.4%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 82.8%

Percentage of students in both locations in Fall who met or exceeded expectations: 77.08%

Percentage of students in both locations in Spring who met or exceeded expectations: 86.5%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 81.2 %

In CIS 5318 for the Fall of 2016, 77.08% of students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #4 for this semester. The ethical component of the final report resulted in unacceptable results. Given that this is a technology-based course with a focus on the application of technology tools to business decision making, it is assumed that students have a basic understanding of ethics and the common ethical frameworks that exist. However, based on the results of the reports and discussions with numerous students, there is a degree of apathy concerning ethics in general as well as a failure to understand or interest in understanding the various ethical frameworks and how they apply to decision making.

In CIS 5318 for the Spring of 2017, 86.5% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for this semester. Targeted changes in specified instructions, explicitly stating the paper format, content, and description requirements, resulted in a more understanding of the expectations for the assignments resulting in improved performance on the required assignments.

In CIS 5318 for the academic year of 2016-2017, 81.2% 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. Despite some problems with student performance in the Fall of 2016 regarding foundational knowledge of basic ethics and an apathetic attitude toward ethics in general, student performance improved markedly in the Spring of 2017 and provided a high enough score such that the students enrolled in CIS 5318 met the expectations for Learning Outcome 4 for the academic year. Clearly, students benefited by explicit directions which aided in their performance but some foundational knowledge regarding ethical principles would likely benefit students in the future. However, since the current assessment methods results in acceptable scoring results no changes are anticipated for next year.

2B. Summary statistics for BA 5351 on outcome #4 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	22	15	92.50	9	24	56.90	70	71.43
Meets	2	1	7.50	23	2	43.10	28	28.57
Failed to meet	0	0	0	0	0	0	0	0
Total	24	16	100.00	32	26	100.00	98	100.00

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

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

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

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

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

In BA 5351 for the Fall of 2016, 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 5351 for the Spring of 2017, 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 5351 for the academic year of 2016-2017, 100% 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, the same recommendations are suggested for more consistent assessment results – a) the ethics assignment should be administered after the students have had the opportunity to work on some prior assignments for the professor, b) the ethics assignment should be given sufficient weightage so that the students take the assignment seriously.

Outcome 5

Category: Student Learning Outcome

Communication Skills

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

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 each learning outcome.

Outcome 5 - Method 1

1A. In BA 5351 (Organizational Performance and Competitive Advantage), student communication is assessed via class participation as follows:

Exceeds expectations: A consistent leader in classroom activities. Is always prepared and demonstrates willingness to test ideas. Has worked out an analysis of why events in the material examined occur as they do. Contributions are relevant to the current discussion. Listens to and reacts to ideas of other class members. Does not attempt to dominate discussion.

Meets expectations: A reasonably frequent participator in class. Responds to others as well as the instructor. Occasionally takes the lead in introducing a new, unique perspective on the current subject. Volunteers relevant illustrations from her own experiences.

Fails to meet expectations: Occasional contributions to class. Occasionally responds to the remarks of other students. Rarely, if ever, initiates a discussion.

Outcome 5 - Method 1 - Result

1A. Summary statistics for in BA 5351 on outcome #5 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	15	10	62.50	27	16	74.14	68	69.39
Meets	9	6	37.50	5	8	22.41	28	28.57
Failed to meet	0	0	0	0	2	3.45	2	2.04
Total	24	16	100.00	32	26	100.00	98	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: 96.55 %

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

Percentage of students in both locations in Spring who met or exceeded expectations: 95.24 %

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 97.96 %

In BA 5351 for the Fall of 2016, 100% 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 quite interactive and ready to participate in class. In addition, the students were able to relate to the business topics and were ready to apply business related issues in a way that related well to the course material issues discussed in class. This really helped increase class participation. Also, all students were encouraged to read BusinessWeek articles and keep up with current events in the business world through social media such as Twitter. This extra reading helped even the students who were usually reticent to get more comfortable and participate in class discussions. Students also responded to direction in terms of (more) acceptable participation behavior. For example, increasing focus on responding to other perspectives rather than simply stating their own.

In BA 5351 for the Spring of 2017, 95.24 % 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 quite interactive and ready to participate in class. In addition, the students were able to relate to the business topics and were ready to apply business related issues in a way that related well to the course material issues discussed in class. This really helped increase class participation. Also, all students were encouraged to read BusinessWeek articles and keep up with current events in the business world through social media such as Twitter. This extra reading helped even the students who were usually reticent to get more comfortable and participate in class discussions. Students also responded to direction in terms of (more) acceptable participation behavior. For example, increasing focus on responding to other perspectives rather than simply stating their own.

In BA 5351 for the academic year of 2016-2017, 97.96 % 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. This outcome will not be assessed in BA 5351 next year.

Outcome 5 - Method 2

2A. In MKT 5321 (Marketing Management) students will 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 on this individual marketing plan. (1) Completeness of the personal marketing plan, (2) theory integration, (3) external research, (4) clarity of written responses, and (5) grammatical/typographical soundness will be used as dimensions of a scoring rubric to determine each student's grade.

2B. In BA5353 (Understanding and Analyzing Organizational Problems), students will write an analysis of current events using the tools of supply, demand, elasticity, and market structures. The table below provides detailed information on the rubric that will be used in evaluating students' papers. Each student will receive a score based on each part of the rubric below, with level one equating to 90-100%, level two 75-90%, and level three below 75%. A simple average of these scores will comprise the overall performance of each student.

	LEVEL 1	LEVEL 2	LEVEL 3
Identification of the Main Issues	Identifies & understands all of the main issues in the case study	Identifies and understands most of the main issues in the case study	Identifies and understands some of the issues in the case study

Economic Analysis	Insightful and thorough analysis of all the issues, including complete graphs that show changes in prices, quantities, and elasticity of demand. Details any and all secondary effects on related markets and makes predictions about future economic effects.	Thorough analysis of most of the issues, including partial graphs. Some coverage of related effects on other markets and future predicted effects.	Superficial analysis of some of the issues in the case
	Overall Quality of Written Communication	Well-written and detailed economic logic; excellent grammar and sentence structure.	Adequate economic logic; good grammar and sentence structure
			Superficial and/or incorrect economic logic; poor grammar and sentence structure.

Outcome 5 - Method 2 - Result

2A. Summary statistics for MKT 5321 on outcome #5 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	10	8	62.07	20	6	68.42	44	65.67
Meets	3	7	34.48	8	1	23.68	19	28.36
Failed to meet	1	0	3.45	2	1	7.89	4	5.97
Total	14	15	100.00	30	8	100.00	67	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 96.55%

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

Percentage of students in both locations in Fall who met or exceeded expectations: 93.18%

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: 94.03%

In MKT 5321 for the Fall of 2016, 93.18% 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 theory 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 2017, 95.65% 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 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 2016-2017, 94.03% 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 2016-2017 indicate that students have adequate proficiency in written communication skills. In the assessment tool, which required exposition of ideas in a written form, students communicated the requisite information with clarity, accuracy, and appropriate integration of theory and external research. During each semester, students were provided with clear guidelines for written submissions, assigned multiple written deliverables, and informed about Texas State's Writing Center for additional assistance on writing skills. These measures appear to have helped in enhancing students' written communication skills. As the assessment results for learning outcome #5 met performance expectation goals for Fall 2016, Spring 2017, and entire the academic year 2016-2017, no changes are planned for the next year.

2B. Summary statistics for BA 5353 on outcome #5 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	14	3	40.48	9	2	20.75	28	29.47
Meets	10	9	45.24	20	16	67.92	55	57.89
Failed to meet	4	2	14.29	2	4	11.32	12	12.63
Total	28	14	100.00	31	22	100.00	95	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 85.71%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 88.68%

Percentage of students in both locations in Fall who met or exceeded expectations: 89.83%

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

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 87.37%

In BA 5353 for the Fall of 2016, 89.83% 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 generally performed well on the assignment, with nearly 90% at least

meeting expectations. Students in the San Marcos sections performed worse (85.71% meeting expectations) than the Round Rock section (93.55%), following a trend from previous semesters and likely the product of greater average work experience and maturity in Round Rock students. There seemed to be a high correlation between the general quality of writing and the quality of the economic analysis, although some students were significantly stronger in one area. It may be helpful and illuminating to split the assessment item into these two parts and track correlations and trends.

In BA 5353 for the Spring of 2017, 83.33% 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 performed well this semester, with 83.33% of students meeting or exceeding expectations across both sections. Students in Round Rock scored slightly worse (81.82% at least meeting expectations) this semester compared to the San Marcos students (85.71%), reversing a trend from earlier semesters. As in the fall, the quality of the economic analysis was highly correlated with the general quality of the writing. Students performing poorly generally had numerous grammatical and spelling errors, with a writing style that tended to be either disjointed or too informal. Students performing well had generally cohesive, professional papers. In requiring students to analyze current events using the models of supply/demand and elasticity, the writing assignment remains an effective tool to assess written communication skills.

In BA 5353 for the academic year of 2016-2017, 87.37% 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 a result of most students meeting expectations over the past few semesters, next year's plan is to expand on the writing assignment in challenging students to synthesize several articles within an industry in analyzing the level and type of competition in the industry. The emphasis on industry competition would require students to dig deeper in their analysis, going beyond supply and demand conditions to reveal the types of challenges new firms in that industry might face. In addition, students will do more data analysis as part of their papers, perhaps reporting and analyzing the relationship between industry concentration, market shares, entry/exit data, and prices. Also, students will be given more instruction and resources in writing high-quality papers.

Outcome 6
Category: Student Learning Outcome

Leadership Skills

Students will understand the skills needed to effectively lead and will contribute to dynamic work-groups. In order to satisfy this outcome, students must understand 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% of students 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 (Organization Behavior and Theory), outcome #6 will be measured using embedded questions on one multiple choice quiz on leadership and one multiple choice test on applications of leadership theories and issues. A percentage correct of the following 20 embedded quiz/test questions will be used to obtain a score: (A) 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), and (B) 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).

Outcome 6 - Method 1 - Result

1A. Summary statistics for MGT 5314 on outcome #6 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	22	17	66.10	14	18	72.73	71	68.93
Meets	4	8	20.34	4	2	13.64	18	17.48
Failed to meet	2	6	13.56	1	5	13.64	14	13.59
Total	28	31	100.00	19	25	100.00	103	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 86.44%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 86.36 %

Percentage of students in both locations in Fall who met or exceeded expectations: 93.62%

Percentage of students in both locations in Spring who met or exceeded expectations: 80.36%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 86.41 %

In MGT 5314 for the Fall of 2016, 93.62% 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 exceptionally well on this learning outcome with only 3 of 47 failing to meet the expectations. Two of those three were among the lowest scoring (in terms of overall grade) in the course for the semester. It is possible that some students will never take their graduate education as seriously as some faculty would hope and/or that they are simply incapable. However, almost all students seem to have mastered the content regarding the various theories of leadership in the course.

In MGT 5314 for the Spring of 2017, 80.36% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. As in the fall, students in the spring performed well enough on this learning outcome. However, the number who failed to meet the standards jumped in spring from 3 of 47 failing to meet the standards in fall to 11 of 56 failing to meet the standards in spring. Nevertheless, almost all students seem to have mastered the content regarding the various theories of leadership in the course.

In MGT 5314 for the academic year of 2016-2017, 86.41% 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. In the academic year 2017-2018, this outcome will be assessed in the same manner as this year and in years past: with multiple choice quiz questions and multiple choice test items. The items have been refined and calibrated over time such that they are able to discern between good and average students and a reasonable spread of scores has been found each year. However, in the next academic year, MGT 5314 will also assess Learning Outcome #6 with a focus on leadership using another method. That method will be via written case analyses by individual students. With a purpose of triangulating student knowledge, the essay score via a rubric combined with a separate assessment via multiple choice quizzes and test items will provide two independent data points/methods on student performance regarding Learning Outcome #6. The exact case used and the scoring rubric will be discussed and determined over the summer with consultation between the MGT 5314 course coordinator and other faculty members who sometimes also teach the course. The rubric will be distributed to students before they write their analysis in class during a two-hour face-to-face time period.

Outcome 6 - Method 2

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

2A. In MGT 5313(Strategic Management), outcome 6 will be assessed via peer evaluations as they relate to perceptions of leadership as demonstrated by individual team members. Morespecifically, each student is assigned to a 3-4 person work team for a semester long team-based field project. Students are introduced to a peer evaluation instrument and its purpose at the beginningof the semester. Peer evaluations are completed by each student with respect to all other work team members within the final two weeks of the semester. Self-evaluation is not included in thisassessment technique. Thus, each team member evaluates all other team members and an individual's final score is the arithmetic average of the peer evaluations. Each individual'sfinal raw score is divided by the total maximum points (110 points) possible for any individual student to determine the Assessment Score (in % terms). Following are the range of possible raw scoresfor an individual's peer evaluation relative to the perception of leadership. The relevant item/question is:

Behavioral Dimension (Leadership Initiative)

- 110** = filled very necessary role of team leader and offered frequent ideas of highest quality
- 100** = led groupwhen necessary and offered good ideas for project
- 90** = frequently led group but frequently offered good ideas for project OR sometimes bossed othersaround instead of considering their points of view OR sometimes went their own way without consulting with others
- 80** = occasionally led group andoccasionally offered good ideas for project OR often bossed others around instead of considering their points of view OR often went their own way without consulting with others
- 70** = rarely led group and rarely offered good ideas for project OR constantly bossed others around instead of considering their points of view OR constantly went their ownway without consulting with others

2B. In ECO 5316 (Managerial Economics), outcome #6 will be assessed on a group project in which leadership and contribution are vital. Student learning will be measured in terms of the performance on the project as well as individual peer evaluations of team members. Using a peer performance appraisal instrument in which students willrate their teammates on the basis of cooperation, responsibility, thoughtfulness in discussions, and quality of work. Students will receive an overall score of 80-110 from each teammate. Studentscannot assign the same assessment score to any two students, and assessment scores must add to 200 for 3-person groups, 300 for 4-person groups, and 400 for 5-person groups. The assessment measure isthen calculated as the average of peer evaluation scores divided by 110.

Outcome 6 - Method 2 - Result

2A. Summary statistics for MGT 5313 on outcome #6 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	9	18	57.4	16	13	70.7	56	69.1
Meets	7	13	42.6	4	8	29.3	25	30.9
Failed to meet	0	0	0	0	0	0	0	0
Total	16	31	100.00	20	21	100.00	81	100.00

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

In MGT 5313 for the Fall of 2016, 100.00% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. Additional emphasis at the beginning of the semester regarding appropriate leadership and team behavior appears to yield benefits in terms of outcomes.

In MGT 5313 for the Spring of 2017, 100% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. Again, the additional emphasis at the beginning of the semester and throughout the

year regarding appropriate leadership and team behavior may be a key to yield benefits in terms of appropriate outcomes..

In MGT 5313 for the academic year of 2016-2017, 100% 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. Assessment results are generally what should be expected from graduating MBA students. Learning Outcome #6 will not be assessed in MGT 5313 in the coming year.

2B. Summary statistics for ECO 5316 on outcome #6 for the academic year 2016-2017 in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	24	13	90.24	11	20	83.78	68	87.18
Meets	2	2	9.76	4	2	16.22	10	12.82
Failed to meet	0	0	0.00	0	0	0.00	0	0.00
Total	26	15	100.00	15	22	100.00	78	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 100.00%

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: 100.00%

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

In ECO 5316 for the Fall of 2016, 100.00% 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 generally performed well in both sections, with all students meeting or exceeding the standards. Students in San Marcos performed better than in Round Rock. While the peer assessment instrument (by design) effectively differentiates students in their leadership and teamwork abilities, students still tend to fairly equally distribute evaluation scores, yielding limited dispersion of scores across students. Project scores are relatively high, which may require a review of the projects at year's end for appropriate rigor.

In ECO 5316 for the Spring of 2017, 100% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. Once again, all students in both sections met or exceeded expectations; in fact, 89.19% of students across both sections exceeded expectations, with very similar results across the two locations. Project scores were high once again, with all students in the Round Rock section scoring above 90%, while 66.67% of the San Marcos students were above 90%. Peer review scores were also high, although lower than project scores. In the Round Rock section, 40.91% of students scored between 80-89% in peer evaluation, and 26.67% of San Marcos students scored between 80-89%. The instrument does seem to do a good job of differentiating student teamwork skills. As mentioned in the fall report, the projects will require a review to consider additional challenge questions or more rigor in the analysis.

In ECO 5316 for the academic year of 2016-2017, 100% 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. Students performed well in both sections, with 87.18% of students across both semesters and locations exceeding expectations, and the rest (12.82%) meeting expectations, following the trend of the past several semesters. Given the relatively high scores, both the peer evaluation instrument and project assignment will be reviewed to determine if improvements can be made in more accurately assessing teamwork skills and challenging students to solve more complex problems. The projects could be improved, for instance, by introducing some uncertainty or adding additional data so that students are required to assess which data is more important, and determine tradeoffs between competing goals in an uncertain environment. The peer instrument could be improved by incorporating more questions about leadership, which would perhaps motivate instruction and discussion about what constitutes excellent leadership.

Outcome 7
Category: Support Service Outcome

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

Outcome 7 - Method 1

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

Outcome 7 - Method 1 - Result

The number of entering MBA students enrolled in the academic program who returned the second year provided the data to assess retention. In this program, 61 of the 67 entering MBA students in fall of 2015 returned for their second year in fall of 2016 for a one year retention rate of 91.0%, above the university average of 79.3%, exceeding the target. The fall 2016 retention rate of 91.0% was higher than the 87.7% retention rate in fall 2015, showing an improvement of 3.3%.

Outcome 7 - Method 2

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

university rate of graduation for this level of program.

Outcome 7 - Method 2 - Result

The number of students graduating from the degree program during the 2016-2017 fall, spring, and summer semesters along with the total number of students enrolled in the program provided the data to assess student graduation success. In this program, 100 of the 257 students enrolled in the program in the fall graduated in the fall, spring, and summer semesters for a graduation percentage of 38.9%, above the university master's average of 38.6% and exceeding the target. The percentage of graduates in 2016-2017 exceeded the 37.1% graduation percentage in 2015-2016, showing an improvement.

Outcome 8

Category: Support Service Outcome

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

Outcome 8 - Method 1

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

Outcome 8 - Method 1 - Result

The number male verses female student enrolled in the academic program during the 2016 fall semester provided the gender data. In this program, 121 of the 257 students or 47.1% were female while 136 of the students or 52.9% were male providing an imbalanced gender distribution and not meeting the expected target. The percentage of female and male student in 2015-2016 was 42.7% and 57.3% respectively; thus, the male-female ratio has become more balanced in 2016-2017.

Outcome 8 - Method 2

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

Outcome 8 - Method 2 - Result

The number students of various ethnic backgrounds enrolled in the academic program during the 2016 fall semester provided the data to assess ethnic and racial diversity. In this program, 12 of the 257 students or 4.7% (compared to 4.9% in 2015-2016) were African-American; 42 of the 257 students or 16.3 % (compared to 17.2% in 2015-2016) were Hispanic; 164 of the 257 students or 63.8% (compared to 62.5% in 2015-2016) were White, non-Hispanic; 25 of the 257 students or 9.7% (compared to 10.1% in 2015-2016) were of other minority or unknown backgrounds; 14 of the 257 students or 5.4% (compared to 5.6% in 2015-2016) were non-resident International students. It appears that the MBA student body is slightly less diverse than last 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	dn04
Results Approved Level 1	William Chittenden (wc10)
Results Approved Level 2	Denise Smart (ds37)