

General Information

Academic Year:	2018-2019
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

Students met the goal of 80-80-80. That is, the faculty expect that 80% of students will score 80% or better on 80% of the assessments. In fact, 80% or more of the students scored 80% or better on 100% of the assessments. This academic year is the second one after allowing some shuffling of assessment outcomes between courses. This shuffle allowed the faculty to assess learning outcomes more closely aligned with the content of their courses than in the past. The faculty continue to adjust their course content slightly to meet the pedagogical needs of the course and to keep the content timely with regard to current business practices. With a shift in course content faculty adeptly reconfigured the assignments from which they gather assessment data and met the program goal of 80-80-80. One area of improvement is in Outcome 1, Method 1. In 2017-2018, 83% of students in both the San Marcos and Round Rock sections met or exceeded expectations. In 2018-2019, this increased to 93.18%. A more modest area of improvement is demonstrated by the results for Outcome 2, Method 1. In 2017-2018, 87.76% of students in both the San Marcos and Round Rock sections met or exceeded expectations, while in 2018-2019 it increased to 88.06%

Action Plan

In the next academic year the faculty will inject some rigor into the assignments from which they gather assessment data by focusing on some of the more difficult-to-grasp course contents. Additionally, in some cases the faculty will more heavily weight the assignments so that the students "stake" in the test/assignment/quiz/case is sufficiently strong enough to elicit maximum effort. To facilitate this, the report template used next year will require that the faculty calculate and report the weight (as a percentage of the overall course grade) that the assignment from which they gather assessment data comprises. Lastly, multiple courses will provide some tutorials on basic skills essential to high performance in the courses such as writing skills, grammar, excel, basic statistics, etc. Some tutorials will be conducted in class, others as homework, and others as videos for students to watch outside of class.

Outcome 1

Knowledge of Fundamental Business Disciplines

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

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

1. In BA5352, Developing the Financial Perspective of the Firm, the assessment technique/rubric for outcome 1 is as follows below.

Three embedded short answer/essay exam questions throughout the semester addressing various aspects of finance. The questions will be consistent across sections, but individual professors will have leeway with the specific wording of the questions. Student learning will be measured as a percentage correct on each question. Exceptional answers will demonstrate a thorough understanding of the subject and reflect knowledge of the implications of or application to businesses. Acceptable answers will prove sufficient knowledge of the subject. Unacceptable answers will fail to display an understanding of the subject.

Outcome 1 - Method 1 - Result

1. Summary statistics for outcome #1 for the academic year 2018-2019 in both San Marcos and Round Rock in BA 5352

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	31	4	87.50	16	18	70.83	69	78.41
Meets	0	3	7.50	4	6	20.83	13	14.77
Failed to meet	2	0	5.00	1	3	8.33	6	6.82
Total	33	7	100	21	27	100	88	100

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 95%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 91.66 %

Percentage of students in both locations in Fall who met or exceeded expectations: 94.44%

Percentage of students in both locations in Spring who met or exceeded expectations: 91.18%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 93.18%

In BA 5352 for the Fall of 2018, 94.44% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for this semester. Three essay questions were given students to assess students' knowledge of fundamental finance to effectively manage domestic and global organizations in a dynamic environment. Students clearly demonstrate proficiency in understanding the primary goal of management and related issues, the market efficiency, and the interest rate of the market. Students benefited from discussions of these issues in class and often incorporated their own experiences and thoughts in their answers, which demonstrate their ability to integrate knowledge to management of organizations.

In BA 5352 for the Spring 2019, 91.18% 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 same assessments are given to students in Spring 2019. Students at both locations did well on the assessment. In San Marcos location 87.5% of students exceeded expectation and 7.5% met the expectation, thus achieving 95% of students met or exceeded the expectation. In Round Rock location, 70.83% of student exceeded the expectation and another 20.83% met the expectation, achieving a total of 91.66% of student exceeded or met expectation. This number indicates that students at both locations have a good understanding of the goal of financial management, market efficiency and determinants of interest rate.

In BA 5352 for the academic year of 2018-2019, **93.18%** 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.

ACTION PLAN for next year : The outstanding performance of students in 2018-2019 academic year shows that students have been trained well regarding outcome # 1. I believe we will continue to assess students using the same problems we used in the last academic year. Instructors will continue to update new findings and data on capital markets, market efficiency. Currents events related to outcome # 1 will be discussed in class to provide real world application of these concepts.

Outcome 1 - Method 2

2A. In ACC 5361, Accounting Analysis for Managerial Decision Making, the assessment technique/rubric for outcome 1 is as follows below. 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' acquisition of discipline-specific knowledge of managerial accounting.

2B. In FIN 5387, Managerial Finance, the assessment technique/rubric for outcome 1 is as follows. Faculty will use FACTSET as a tool to improve students learning. This financial software platform is very helpful for students to understand the interconnections between different parts of a global organization. New assessment topics associated with systematic risk, capital structure, long term financing, and market efficiency will be implemented to test students' knowledge. Two exams and semester project will have questions with clear objective answers designed to evaluate student understanding of managerial finance.

Outcome 1 - Method 2 - Result

2A. Summary statistics for outcome #1 for the academic year in both San Marcos and Round Rock in ACC 5361

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	13	7	43.48	4	6	22.22	30	32.97
Meets	9	9	39.13	11	14	55.56	43	47.25
Failed to meet	5	3	17.39	6	4	22.22	18	19.78
Total	27	19	100.00	21	24	100.00	91	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 82.61%

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

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: 83.72%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 80.12%

In ACC 5361 for the Fall semester, 77.08% 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. Assessments from previous semesters have been used to improve student performance in the topics where students appear to be under performing. The topics of questions were analyzed, and students were found to have the most difficulty in the area of job-order costing. This topic was one of those that has given students difficulty in past semesters, as well.

This topic will receive more emphasis during the Spring 2019 semester.

In ACC 5361 for the Spring semester, 83.72% 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 assessment of Outcome #1 in the Fall 2018 semester indicated that we failed to meet the set standard. The topic that caused much of the failure to meet expectations was identified, and more emphasis was placed on this topic during the Spring 2019 semester. Thus, the analysis of the assessment data improved student performance above our expectations.

In ACC 5361 for the current academic year, **80.12%** 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.

ACTION PLAN for next year: Increased emphasis on job-order costing during the Spring 2019 semester improved student performance for Outcome #1. However, this concept remains the top concept missed on exam questions. We will continue to emphasize this topic in hopes of continuing to meet performance expectations for Outcome #1. The concept of "relevant information for decision making" also gave students some difficulty (second only to the topic of job-order costing). This topic will have increased emphasis in lectures during the next year. Additional homework will be assigned covering the areas of job-order costing and relevant information for decision-making.

2B. Summary statistics for outcome #1 for the academic year 2018-2019 in both San Marcos and Round Rock in FIN 5387

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
raw #	raw #	raw #	raw #	Exceeds	10	7	40.48%	8
7	57.69%	32	47.06%	Meets	11	6	38.10%	0
9	34.62%	26	38.24%	Failed to meet	3	5	19.05%	2
0	7.69%	10	14.70%	Total	24	18	100%	10

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 80.95%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 92.31%

Percentage of students in both locations in Fall who met or exceeded expectations: 85.29%

Percentage of students in both locations in Spring who met or exceeded expectations: 85.29%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 85.29%

In FIN 5387 for the Fall of 2018, 85.29% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for this semester. This outcome was evaluated based on questions from the midterm and final exams. Students performed very well on topics related to corporate governance. However, risk and return topics turned out to be very difficult for the students. It appears that some students took FIN 5387 without having taken any accounting or statistics course before.

In FIN 5387 for the Spring of 2019, 85.29% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for this semester. This outcome was evaluated based on questions from three semester quizzes and a final exam. Students in the San Marcos section lack basic algebra and excel skills and had great difficulty with the advanced topics in the course.

In FIN 5387 for the current academic year, **85.29%** 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. The topics included in Outcome 1 revolve around basic knowledge of linear regression from introductory statistics. Students were provided with online recorded videos illustrating the steps of performing regression and interpreting the results.

ACTION PLAN for next year : Faculty will discuss the possibility of offering some brief tutorials on algebra, statistics, and probability before engaging in the course material. Faculty will provide some lessons on time management to the students in order to facilitate their timely submission of course materials. The assignments used for the assessment will be reviewed and amended as necessary in order to more reliably measure student learning.

Outcome 2

Integration of Information Technologies

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

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 BA 5353, Understanding and Analyzing Organizational Problems, the assessment technique/rubric for outcome 2 is as follows.

The assessment tools that will be employed for the analytics portion of BA 5353 consist of a homework set and a case report, where students will develop mathematical models for decision making problems using the data. Both the homework set and case report will be evaluated on a 0-100 points scale with each part of each assignment having specific points. Each assessment item will contribute 50% to the assessment score, for a total of 100%.

1B. In CIS 5318, Information Technology in the Digital Economy, the assessment technique/rubric for outcome 2 is as follows. Outcome 2 will be assessed using both class participation (20 points) and case study write up (15 points). There is a discussion of case studies in every class period along with summary of case study write up is due every week. The rubric for grading is as follows. Class participation contribution:

Outstanding = 20 pts, Good = 16, Fair = 14, None = 7, Absent = 0. The case analysis is comprised of two components: Assigned Question with

outstanding analysis = 10 pts, good = 7, Fair = 5, None = 0; and Managerial Insight with outstanding insight = 5 pts, Good = 3, Fair = 1, None = 0.

Outcome 2 - Method 1 - Result

1A. Summary statistics for outcome #2 for the academic year in both San Marcos and Round Rock in BA 5353

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	18	9	81.82	13	12	86.2	52	83.87
Meets	4	1	15.15	3	1	13.8	9	14.52
Failed to meet	0	1	3.03	0	0	0	1	1.61
Total	22	11	100.00	16	13	100.00	62	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 96.97%

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: 95.83%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 98.4 %

In BA 5353 for the Fall semester, 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. In the analytics portion of BA 5353 what went well was the continuous feedback provided by the instructor. In addition to giving feedback on course assignments, the instructor followed up with the students individually towards the middle of the analytics portion. This helped students communicate with the instructor more actively and appoint meetings during office hours to discuss specific contents and problems. With the increased one-to-one discussion, the students engaged in the classes more. Also, another practice that helped with the assessment was the optional sessions. As the class consists of students with diverse backgrounds, while some students were very confident with the materials, some students needed more time. To create a balanced learning environment, the instructor offered optional sessions, at the end of each in-class meeting, for those who needed more examples. With this, the students who were confident were not forced to see similar examples, and the students who were not confident were able to have more instruction and more examples and less hesitant to ask questions. In terms of what did not went well, the instructor did not have a specific observation. Only one thing that can be changed is to include one more detailed examples during the in-class meetings (in addition to the examples solved in online lectures and examples posted on the course website) in the first and second weeks of the class as the first two weeks teach basics of modeling decision making problems.

In BA 5353 for the Spring semester, 95.83% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. Similar to Fall Assessment, in the analytics portion of BA 5353 what went well was the continuous feedback provided by the instructor. In addition to giving feedback on course assignments, the instructor followed up with the students individually towards the middle of the analytics portion. This helped students communicate with the instructor more actively and appoint meetings during office hours to discuss specific contents and problems. With the increased one-to-one discussion, the students engaged in the classes more. Also, another practice that helped with the assessment was the optional sessions. As the class consists of students with diverse backgrounds, while some students were very confident with the materials, some students needed more time. To create a balanced learning environment, the instructor offered optional sessions, at the end of each in-class meeting, for those who needed more examples. With this, the students who were confident were not forced to see similar examples, and the students who were not confident were able to have more instruction and more examples and less hesitant to ask questions. In terms of what did not went well, the instructor did not have a specific observation. One student failed to meet the expectations because she could not submit the assignments completely due to her personal schedule.

In BA 5353 for the current academic year, **98.4%** 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.

ACTION PLAN for next year: This year has been successful in BA 5353 analytics portion for outcome #2. The students enjoyed the course videos, in-class discussions, and optional review sessions along with all the course materials and extra practice materials made available. Also, the students enjoyed the weekly flow, which helped them learn the topics in an organized way. Next year the faculty will maintain the course materials (lecture videos, lecture notes, practice materials), the course structure (weekly flow: lecture videos before class, quiz at the beginning of each class, and extra discussion and cases during class, and optional review session), and will continue communicating with students individually as follow up during the mid-session.

1B. Summary statistics for outcome #2 for the academic year in both San Marcos and Round Rock in CIS 5318

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	(n = 24)	(n = 13)		(n = 12)	(n = 18)			
Exceeds	13	9	59.46%	6	14	66.67%	42	62.69%
Meets	5	4	24.32%	4	4	26.67%	17	25.37%
Failed to meet	6	0	16.22%	2	0	6.67%	8	11.94%
Total	24	13	100.00%	12	18	100.00%	67	100.00%

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 83.78%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 93.34%

Percentage of students in both locations in Fall who met or exceeded expectations: 77.77%

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: 88.06%

In CIS 5318 for the fall semester, 75.00% of the students in San Marcos and 83.78% of students in Round Rock met or exceeded the standards for this learning outcome. Round Rock students met the expected standards of 80% or more while San Marcos students did not achieve the targeted

goal. Between two campuses, combined 77.77% of the students met or exceeded the standards for this learning outcome. The failure to meet the goal can be attributed to the student's unfamiliarity with the change management process in terms of Information Technology.

In CIS 5318 for the Spring semester, 100% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for spring semester at both campuses. An extra reading assignment along with the case was assigned on change process management. From the case discussion in the class, it was obvious that extra reading assignment helped them to understand how the system development affects change in organization process and workflow.

In CIS 5318 for the current academic year, **88.06%** of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome.

ACTION PLAN for next year: A new case will be introduced to measure this outcome since the current case, "Surviving SAP Implementation in Hospital," is getting outdated. Additional emphasis on new emerging technologies such as Cloud Computing, Enterprise Resource Planning & Social Platform will be discussed in-depth before assigning the case. The new case and additional reading material will emphasize successful factors in implementing new IT projects and the process of change management from IT perspective. Additionally, the faculty will select more rigorous material to make sure that expectations are met next year.

Outcome 2 - Method 2

2A. In ECO-5316, Managerial Economics, the assessment technique/rubric for outcome 2 is as follows. Students will be given several analytical problems involving economic data that requires the use of Excel to plot diagrams, run regression analyses, perform diagnostic analyses, solve optimization problems, create worksheets, and complete real-time analysis exercises. The instructor will choose four of these problems and compute a score for each problem according to the rubric below. An average of these scores will comprise the student's assessment score.

Excellent performance is achieved with excellent plots and diagrams, correct use of regression tools to analyze data, and accurate and concise reporting of statistical outcomes from the data generated. Acceptable performance is achieved with average quality plots and diagrams, adequate but incomplete use of regression tools to analyze data, and accurate but incomplete reporting of statistical outcomes from the data generated.

Inadequate performance is achieved with incomplete and/or confusing plots and diagrams, poor use of regression tools to analyze data, and inaccurate and incomplete reporting of statistical outcomes from the data generated.

2B. In QMST 5334, Advanced Statistical Methods for Business, the assessment technique/rubric for outcome 2 is as follows. In total, 4 sets of short-answer items throughout 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.

Outcome 2 - Method 2 - Result

2A. Summary statistics for outcome #2 for the academic year 2018-2019 in both San Marcos and Round Rock in ECO 5316

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	9	8	54.84	11	9	55.56	37	55.22
Meets	5	3	25.81	7	5	33.33	20	29.85
Failed to meet	3	3	19.35	2	2	11.11	10	14.93
Total	17	14	100.00	20	16	100.00	67	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 80.65%

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

Percentage of students in both locations in Fall who met or exceeded expectations: 86.49%

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: 85.07 %

In ECO5316 for the Fall semester, 86.49% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. Students generally performed well. Performance in Round Rock (90% of students at least meeting expectations) was marginally better than in San Marcos (82.35%). The assessment problems, which require a mixture of regression, inference, time-series analysis, and interpretation, is a good indicator of student IT skills and knowledge.

In ECO5316 for the Spring semester, 83.33% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. Students generally performed well. Performance in Round Rock (87.50% of students at least meeting expectations) was better than in San Marcos (78.57%). The assessment problems, which require a mixture of regression, inference, time-series analysis, and interpretation, is a good indicator of student IT skills and knowledge. Among four question sets, the average score of problem #4, which focuses on time-series analysis, is the lowest.

In ECO5316 for the current academic year, **85.07%** 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.

ACTION PLAN for next year: Assessment problem #4 (time-series analysis) will be revised to better reflect real-world practices. In addition, more instructions on time-series analysis will be added. The basic regression diagnostics, such as outliers check and multicollinearity, will be included in the assessment problem #1 (linear regression analysis). The demand for data analysis skills is strong and projected to remain strong in the future. The plan is to bring more data analysis cases into the assessment of technology skills. The intent is to provide a rigorous training that eventually increases the likelihood of students' placement.

2B. Summary statistics for outcome #2 for the academic year in both San Marcos and Round Rock in QMST5334

	SAN MARCOS	ROUND ROCK	TOTAL
--	------------	------------	-------

	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	14	11	58.14	18	8	72.22	51	62.96
Meets	5	13	41.86	6	4	27.78	30	37.04
Failed to meet	0	0	0	0	0	0	0	0
Total	19	24	100.00	24		100.00		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 QMST 5334 for the Fall semester, 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. For the fall semester, Round Rock students performed better than previous semesters due to a timely emphasis on the project methodologies. It should also be noted that Round Rock students are more likely to be working a full time job relative to the San Marcos students and professionally produced report writing comes easier on average. It has been noted that instructional videos were especially helpful for students to learn how to apply statistical packages that were created for the fall semester. On an initial assessment for the San Marcos class it was determined that the technical background of the students was weaker than the one for students on previous years. Most of the students in this class had not been exposed to statistical computing language previously; unlike students from previous years. Notwithstanding this fact, the class did remarkably well using statistical computing language. Unlike previous years, students in this class required all supporting documents for the instructional videos provided. This material should have helped them to reproduce the video lessons.

Overall, both Round Rock and San Marcos classes have successfully achieved outcome 2 goals successfully in fall semester.

In QMST 5334 for the Spring semester, 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. Once again the weight of the project in the final grade calculations had a positive effect on student effort on outcome number 2. We have reached the regression module quicker this semester. This allowed the students more time to work on their project and increased the quality of their written reports. It is still the case that the Round Rock section has higher quality report writing skills relative to San Marcos section. This correlates with their work experience. We will be emphasizing written communication skills in San Marcos in order to improve what is continuing to be a success.

In QMST 5334 for the current academic year, **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.

ACTION PLAN for next year: The faculty will emphasize the importance of writing good reports to communicate statistical information in a simple and efficient manner. Faculty will provide examples of different statistical reporting formats. Faculty will work with the students once the regression component starts getting discussed.

Outcome 3

Analytical Skills and Critical Thinking

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

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 BA 5352, Developing the Financial Perspective of the Firm, the assessment technique/rubric for outcome 3 is as follows. Five problem-based exam questions throughout the semester. Each problem will represent a specific tool of finance, including time value of money, security valuation, project evaluation, and risk measurement. Student learning will be measured as the percentage score on each of the problem-based questions. Exceptional answers will be without any errors in calculation and a correct interpretation of the result. Acceptable answers will be correct in the construction of the solution, but with only minor arithmetic errors and a correct interpretation of the result. Unacceptable answers will have major calculation errors, errors in the basic idea of the problem, or an incorrect interpretation of the result.

1B. In ECO 5316, Managerial Economics, the assessment technique/rubric for outcome 3 is as follows. Embedded questions within a case study focus on the ability of the student to use demand data to critically evaluate optimal pricing outcomes. Student learning will therefore 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 2018-2019 in both San Marcos and Round Rock in BA 5352

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	23	7	75	14	17	64.58	61	69.32
Meets	8	0	20	5	7	22.92	20	48.86

Failed to meet	2	0	5	2	3	10.42	7	7.95
Total	33	7	100	21	27	100	88	100

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 95%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 87.50%

Percentage of students in both locations in Fall who met or exceeded expectations: 88.89%

Percentage of students in both locations in Spring who met or exceeded expectations: 91.18%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 92.05%

In BA 5352 for the Fall of 2018, 88.89% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Five problem-based exam questions are given to assess learning outcome #3. Each problem represents a specific tool of finance, including time value of money, security valuation, project evaluation, and risk measurement. These problems are set up to assess students' analytical skills and critical thinking as applied to business decision making. Students are assessed with their numerical answers as well as their construction of solution. Students were given plenty of exercises to work on and it seems they benefited from these assignments. The outstanding performance on these assessments demonstrate their proficiency in analyzing different cash flows, stocks, bonds, investment projects and risks. The high passing rate indicates excellent analytical skills on finance issues and their ability to apply them in business decisions.

In BA 5352 for the Spring of 2019, 91.18 % 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 at San Marcos campus all exceeded the expectation and 87.5% of students in Round Rock location exceeded or met the expectation. Again, students demonstrate excellent skills in valuation of various cash flows, projects, bonds and stocks. The assessment results reflect their understanding of valuation concept and their skills to discount future cash flow at appropriate required rates of return to compute the value of an investment.

In BA 5352 for the academic year of 2018-2019, **92.05%** of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome # for the overall year.

ACTION PLAN for next year: Most of the exercises and applications are done with a financial calculator. Instructors are encouraged to give students assignments/project to transfer students' calculator skills to excel. Instructors will continue to improve their assignments and teaching methodology. The same assessment problems will be used in the next academic year.

1B. Summary statistics for outcome #3 for the academic year 2018-2019 in both San Marcos and Round Rock in ECO 5316

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	8	8	51.61	10	8	50	34	50.75
Meets	7	4	35.49	8	5	36.11	24	35.82
Failed to meet	2	2	12.90	2	3	13.89	9	13.43
Total	17	14	100.00	20	16	100.00	67	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 87.10%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 86.1 %

Percentage of students in both locations in Fall who met or exceeded expectations: 89.19%

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: 86.57%

In ECO5316 for the Fall semester, 89.19% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Students in both sections performed well on the individual projects. Students in the Round Rock section (90% at least meeting expectations) performed slightly better than the San Marcos section (88.24%). The questions from the rotating group of cases seems to be a good assessment tool for evaluating critical thinking skills.

In ECO5316 for the Spring semester, 83.33% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Students in both sections performed well on the individual projects. Students in the San Marcos section (85.71% at least meeting expectations) performed slightly better than the Round Rock section (81.25%). The questions from the rotating group of cases seems to be a good assessment tool for evaluating critical thinking skills. Students tended to have difficulty with the estimation and interpretation of confidence intervals and hypothesis tests, but did an excellent job on interpreting point estimates and optimal pricing strategies.

In ECO5316 for the academic year, **86.57%** 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.

ACTION PLAN for next year: The instructors will improve their introduction to statistical methods to cover confidence intervals, hypothesis tests, and regression diagnostics. The instructors will continue to update the projects and retire the outdated datasets. It will prevent the tendency of students to check their work with peers and will allow for a more accurate assessment of individual student performance. The presentation or short discussions will be introduced in an individual project as part of the assessment.

Outcome 3 - Method 2

2A. In FIN 5387, Managerial Finance, the assessment technique/rubric for outcome 2 is as follows. The assessment results this year will be entirely on individual work based upon specific areas that require substantive analysis and use of decision making tools to improve firm performance. Two exams will have a section that requires students to critically evaluate financial information to describe and improve firm performance.

2B. In QMST 5334, Advanced Statistical Methods for Business, the assessment technique/rubric for outcome 3 is as follows. In total, 4 sets of short-answer items throughout 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.

Outcome 3 - Method 2 - Result

2A. Summary statistics for outcome #3 for the academic year 2018-2019 in both San Marcos and Round Rock in FIN 5387

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
raw #	raw #	raw #	raw #	Exceeds	15	9	57.14	9
10	73.08%	43	63.24%	Meets	8	6	33.33%	1
6	26.92%	21	30.88%	Failed to meet	1	3	9.53%	0
0	0%	4	5.88%	Total	24	18	100%	10

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 90.48%

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: 97.06%

Percentage of students in both locations in Spring who met or exceeded expectations: 91.18%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 94.12%

In FIN 5387 for the Fall of 2017, 97.06% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Outcome 3 was evaluated based on questions from the final exam and a semester project. Students used FACTSET for the project and the hands-on experience was very beneficial for their learning. Some students had trouble working with excel spreadsheets and as a result their performance suffered, The number of students struggling was very small – mainly from the San Marcos section.

In FIN 5387 for the Spring of 2019, 91.18% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Outcome 3 was evaluated based on questions from the final exam and a semester project. Similar lack of excel and basic math skills was observed mainly in the San Marcos section.

In FIN 5387 for the current academic year, **94.12%** 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.

ACTION PLAN for next year: Faculty will discuss the possibility of offering some brief tutorials on algebra, statistics, and probability before engaging in the course material. Faculty will provide lessons on time management to the students in order to facilitate their timely submission of course materials. The assignments used for the assessment will be reviewed and amended as necessary in order to more reliably measure student learning.

2B. Summary statistics for outcome #3 for the academic year in both San Marcos and Round Rock in QMST 5334

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
Exceeds	raw #	raw #		raw #	raw #			
14	11	58.14	14	3	47.22	42	53.16	
Meets	3	9	27.91	5	6	30.56	23	29.11
Failed to meet	2	4	13.95	5	3	22.22	14	17.72
Total	19	24	100.00	24	12	100.00		100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 86.05%

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

Percentage of students in both locations in Fall who met or exceeded expectations: 83.72%

Percentage of students in both locations in Spring who met or exceeded expectations: 80.56%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 82.27%

In QMST 5334 for the Fall semester, 83.72% 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 Round Rock, as usual, students had issues in working with probability distributions. However comprehending and interpreting regression output was emphasized earlier in the semester and, since the instructor spent more time on regression, this helped with their progress in that particular area. In San Marcos, a few students had difficulty defining a problem and formulating hypotheses based on the definition of the problem. Some students also had difficulty selecting an appropriate measure of central tendency to describe a distribution. Students also had difficulty utilizing conditional probability. Overall in the fall semester the students in both Round Rock and San Marcos campus achieved the goal for learning outcome #3.

In QMST 5334 for the Spring semester, 80.56% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Even though students reached the goal for the semester, the trend of Round Rock students under performing in this area is a continuing phenomenon. Some are not able to understand that the interpretation of the regression parameters are based on the other parameters that are estimated. In Round Rock some students had a hard time learning the difference between sample and population mean. It might be worthwhile to increase the weight of the second and third exams in order to see whether this would increase the motivation to learn. Probability is again a challenge for the Round Rock section as they are not used to thinking in terms of uncertainty. Additional online material can be made available for this purpose and assessed within homework and exams. The San Marcos class was able to follow abstract concepts easier. They seem to have less of the problems specified above for Round Rock students however understanding what a reference value is, in a discrete variable is still a challenge. Logistic regression is a relatively new concept that is taught as it has seen more and more application under different names. Both the San Marcos and Round Rock groups satisfactorily learn the basics of that method.

In QMST 5334 for the academic year, **82.27%** 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.

ACTION PLAN for next year: Faculty will repeat and emphasize concepts involving regression. Faculty will increase the weight of the second exam and the final exam and reduce the weight of the homework. Faculty will continue teaching logistic regression.

Outcome 4

Ethical Leadership

Students will evaluate the issues associated with ethical leadership and conducting business in an ethical, legal, and socially responsible manner (e.g., demonstrating ethical sensitivity and judgment in decision making, understanding ethical and social issues in the use of information technology in organizations).

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

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

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

Outcome 4 - Method 1

1. In BA 5351, Organizational Performance and Competitive Advantage, the assessment technique/rubric for outcome 4 is as follows.

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 ethical issues, specifically, 1) how ethical decisions and judgments are made in organizations, and 2) ethics related consequences. They will be asked to complete a report by answering specific questions, and/or complete exercises in the classroom. The following rubric will be used to assess the outcome. Exceeds expectations: Assumptions and underlying logic are developed in a manner that clearly demonstrates awareness of both existing and potential ethical issues. Meets expectations: Assumptions and underlying logic are not transparent, but evidence of ethical sensitivity is observable. Fails to meet expectations: The ethical scenario is evaluated in a superficial manner and lacks obvious/significant ethical sensitivity.

Outcome 4 - Method 1 - Result

1. Summary statistics for outcome #4 for the academic year in both San Marcos and Round Rock in BA 5351

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	31	6	92.50	20	18	92.68	75	92.59
Meets	1	2	7.50	2	0	4.88	5	6.17
Failed to meet	0	0	0.00	1	0	2.44	1	1.23
Total	32	8	100.00	23	18	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: 97.56 %

Percentage of students in both locations in Fall who met or exceeded expectations: 98.18%

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: 98.76 %

In BA 5351 for the Fall semester, 98.18% 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 semester, 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 current academic year, **98.76%** 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.

ACTION PLAN for next year: For future assessments of this outcome, suggested recommendations for more consistent assessment results include –

1. The ethics assignment should be administered after the students have had the opportunity to work on some prior assignments for the professor.
2. The ethics assignment should be given sufficient weightage so that the students take the assignment seriously.
3. The ethics assignment should not be optional or given for the purpose of gaining extra credit.

Outcome 4 - Method 2

2A. In CIS 5318, Information Technology in the Digital Economy, the assessment technique/rubric for outcome 4 is as follows. Outcome 4 is assessed using both class participation (20 points) and case study write-up (15 points). There is a discussion of case studies in every class period along with a summary of case study write up is due every week. The rubric for grading is provided below: The rubric for grading is as follows. Class participation contribution: Outstanding = 20 pts, Good = 16, Fair = 14, None = 7, Absent = 0. The case analysis is comprised of two components: Assigned Question with outstanding analysis = 10 pts, good = 7, Fair = 5, None = 0; and Managerial Insight with outstanding insight = 5 pts, Good = 3, Fair = 1, None = 0.

2B. In MKT 5321, Marketing Management, the assessment technique/rubric for outcome 4 is as follows. Learning outcome #4 relates to making marketing decisions in an ethically responsible manner. For assessing learning outcome # 4, a case study on the importance of ethics in planning and implementing a marketing strategy will be utilized. The case study includes questions that focus on why marketing ethics is a strategic consideration in organizational decisions, issues in managing marketing ethics, identifying and resolving ethical dilemma, and the relationship between ethical decisions and organizational performance. To answer the questions, students need to have a theoretical understanding of ethics in marketing decision making, make decisions demonstrating their ethical sensitivity and ethical judgment, and argue how and why their decisions support responsible marketing and a successful marketing strategy. Therefore, in evaluating student responses, (1) understanding of the ethical context, (2) theory integration in evaluating the context and proposed recommendations, and (3) quality of written responses will be used as dimensions of a scoring rubric to determine each student's grade.

Outcome 4 - Method 2 - Result

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
Exceeds	13	10	62.16%	9	14	76.67%	46	68.66%
Meets	7	2	24.32%	3	4	23.33%	16	23.88%
Failed to meet	4	1	13.51%	0	0	0.00%	5	7.46%
Total	24	13	100.00%	12	18	100.00%	67	100.00%

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 86.48%

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: 88.89%

Percentage of students in both locations in Spring who met or exceeded expectations: 96.77%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 92.54%

In CIS 5318 for the Fall semester, 83.33% of the students in San Marcos while 100% of the students in Round Rock met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for this semester. Between both campuses, combined 88.89% of the students met or exceeded the standards for this learning outcome. Students were successfully able to assess what security and privacy policies organizations should adopt in a global context taking into account legal, economic, and ethical considerations.

In CIS 5318 for the Spring semester, 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. Between both campuses, combined 100% of the students met or exceeded the standards for this learning outcome. Students were successfully able to assess what security and privacy policies organizations should adopt in a global context taking into account legal, economic, and ethical considerations. In CIS 5318 for the academic year, 92.54% 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.

In CIS 5318 for the academic year, **93.00%** 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.

ACTION PLAN for next year: The case, "Apple: Privacy vs Safety," will be used next year to assess this learning outcome. Students evaluated the issues associated with ethical leadership and conducting business in an ethical, legal, and socially responsible manner. Faculty will emphasize the trade-off between privacy and security in the IT environment. Faculty will focus on the privacy policies information and communications technology that companies should adopt in a global context taking into account legal, economic, and ethical considerations.

2B. Summary statistics for outcome #4 for the academic year in both San Marcos and Round Rock in MKT 5321

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	13	9	70.97	8	9	58.62	39	65.00
Meets	5	2	22.58	4	7	37.93	18	30.00
Failed to meet	2	0	6.45	1	0	3.45	3	5.00
Total	20	11	100.00	13	16	100.00	60	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 93.55%

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: 90.91%

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: 95.00%

In MKT 5321 for the Fall semester, 90.91% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for this semester. Marketing ethics and ethical decision making were discussed in detail during the semester. In the assessment tool, which required a theoretical understanding of ethics in marketing contexts and ethically-responsible decision making, students adequately demonstrated appropriate ethical sensitivity and ethical judgment in providing their recommendations.

In MKT 5321 for the Spring semester, 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. During the semester, students were presented with multiple opportunities to identify and evaluate ethical issues pertaining to various marketing tactics/strategy recommendations. Therefore, by the time the assessment tool on marketing ethics was administered, students had developed a solid understanding of ethical responsibility in marketing decision making and were able to demonstrate appropriate ethical sensitivity and judgment in presenting their recommendations.

In MKT 5321 for the current academic year, **95.00%** 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.

ACTION PLAN for next year: Faculty will focus the content on the coverage of ethics. The faculty will use case studies that are based on recent events in the marketing environment in order to facilitate student involvement and engagement. The faculty will attempt to discuss ethical ramifications of recent events in the marketing environment.

Outcome 5

Communication Skills

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

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

1. In BA 5353, Understanding and Analyzing Organizational Problems, the assessment technique/rubric for outcome 5 is as follows.

Students in small groups will use economic tools to write a paper analyzing a particular industry and present their findings to the class. Within a group, each student will receive the same paper score but student presentation scores may differ. The rubric below will be used to evaluate the performance of each student, where student assessment scores will be measured as the percentage of total points earned out of a maximum of 150.

Outcome 5 - Method 1 - Result

1. Summary statistics for outcome #5 for the academic year in both San Marcos and Round Rock in BA 5353

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	18	6	75.00	13	10	79.31	47	77.05
Meets	4	3	21.88	3	2	17.24	12	19.67
Failed to meet	0	1	3.13	0	1	3.45	2	3.28
Total	22	10	100.00	16	13	100.00	61	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 96.88%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 96.72%

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: 91.30%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 96.72%

In BA 5353 for the Fall semester, 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. Prior to the paper submission and presentation, students were required to submit a one to two page outline of supply and demand determinants that students planned to include in their analysis, as well as associated newspaper articles. Feedback was given by the instructor regarding these submissions. Presentations and papers tended to be higher quality compared to previous semesters when the outline and article requirement was not in place, so this practice will continue in the spring semester.

In BA 5353 for the Spring semester, 91.30% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. As in the fall, students submitted an outline of their paper as well as the current events articles a few weeks before the final paper and presentation, with instructor feedback. In feedback discussion, suggested changes in direction or deficiencies in economic logic were addressed sufficiently by most students in the final paper and presentation. In a few cases, however, the instructor feedback was not incorporated or the focus changed from the outline to the final paper, resulting in a lower-quality analysis. A greater emphasis on the importance of these feedback sessions will be paramount in future semesters. General readability, grammatical errors, and sentence structure were additional problem areas for a significant number of student papers; to combat this deficiency, a mid-semester writing assignment and the use of outside writing articles and tools will be implemented.

In BA 5353 for the academic year, **96.72%** 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.

ACTION PLAN for next year: A greater emphasis will be placed on high-quality outlines and instructor feedback sessions. These seem to be crucial to producing a high-quality analysis. A short mid-semester writing assignment will be used to assess the quality of writing skills (general readability, grammar, sentence structure). Instructor feedback from the assignment will hopefully lead to better writing quality on the assessed

paper assignment. Outside writing articles/tools will be incorporated in some form. The instructor will investigate what articles or tools will be most beneficial for the class, and assign/discuss them. These writing tools will benefit students throughout the program and will therefore serve as good motivation.

Outcome 5 - Method 2

2A. In ACC 5361, Accounting Analysis for Managerial Decision Making, the assessment technique/rubric for outcome 5 is as follows.

Students will write a solution to a case involving internet research on Southwest Airlines. 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 the two parts of the rubric: (1) Accuracy and completeness of the case solutions/answers and (2) Effectiveness of communication including grammar, spelling, and punctuation. Scores on the first component are as follows: excellent accuracy and completeness of answer, satisfactory to good accuracy, and unsatisfactory accuracy.

Scores on the second component are as follows: Excellent effectiveness of communication including grammar, spelling, and punctuation, satisfactory effectiveness, and unsatisfactory effectiveness. A simple average of these two scores will comprise the overall performance of each student on the case.

2B. In MKT 5321, Marketing Management, the assessment technique/rubric for outcome 5 is as follows. 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 this individual marketing plan. (1) Completeness of the personal marketing plan, (2) theory integration, (3) external research, (4) overall quality of written responses will be used as dimensions of a scoring rubric to determine each student's grade.

Outcome 5 - Method 2 - Result

2A. Summary statistics for outcome #5 for the academic year in both San Marcos and Round Rock in ACC 5361

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	10	14	51.06	8	7	33.33	39	42.39
Meets	16	2	38.30	11	14	55.56	43	46.74
Failed to meet	1	4	10.64	2	3	11.11	10	10.87
Total	27	20	100.00	21	24	100.00	92	100.00

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

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

Percentage of students in both locations in Fall who met or exceeded expectations: 93.75%

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

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 89.13%

In ACC 5361 for the Fall semester, 93.75% 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 very well on the case study that was newly introduced to the course one year ago (Fall 2017). The student scores for accuracy and completeness were slightly lower than scores for effectiveness of written communication (including grammar and spelling) (87.33% versus 89.28%). The written communication grades were assigned by a Graduate English GA with expertise in this area. Anecdotally, students' written communication appears to be improved when they know that their work will be used as part of the determination of their course grade. The case assignment was well-received by the students and no changes to the case are deemed to be necessary for the Spring 2019 semester.

In ACC 5361 for the Spring of 2018, 84.09% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. MBA students enrolled in ACC 5361 appear to be able to demonstrate the ability to communicate effectively in new and unfamiliar circumstances. For both Fall 2018 and Spring 2019, and for both the San Marcos and Round Rock campuses, just under 90% of students were able to (1) communicate accurately and with completeness, and (2) had effective communication skills. It was noted that for each of the semesters, and each of the campuses, the effectiveness of communication was higher than the accuracy and completeness. This is not unexpected, since the Texas State MBA graduates feel they are well prepared in communication skills (Texas State MBA graduates survey, 2019).

In ACC 5361 for the academic year, **89.13%** 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.

ACTION PLAN for next year: Faculty will use the Southwest Airlines case to evaluate Assessment Outcome #5. That will be the third year that the case will be used for this purpose. The faculty will continue to emphasize that use of appropriate grammar will be factored into the grade for the case. Students will likely perform better in areas upon which they know they will be graded. The written communication grades will be assigned by a graduate student GA from the English Department with expertise in this area.

2B. Summary statistics for outcome #5 for the academic year in both San Marcos and Round Rock in MKT 5321

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	14	8	70.97	9	7	55.17	38	63.34
Meets	4	2	19.35	3	6	31.04	15	25.00
Failed to meet	2	1	9.68	1	3	13.79	7	11.66
Total	20	11	100.00	13	16	100.00	60	100.00

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

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 86.21%

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

Percentage of students in both locations in Spring who met or exceeded expectations: 85.18%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 88.34%

In MKT 5321, for the Fall semester, 90.91% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. Students were provided with extensive guidance on collecting information on the marketing environment and communicating their findings in a written form. Students were also provided with clear guidelines for written submissions, assigned multiple written deliverables, and informed about Texas State's Writing Center for additional assistance on writing skills. These measures appear to have helped in enhancing students' written communication skills.

In MKT 5321 for the Spring semester, 85.18% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. The results were slightly lower in the Round Rock section as compared to the San Marcos section. Some students reported that their work-related travel obligations prevented them from expending their best effort on this assessment exercise. Instructors will review whether any accommodations need to be made to overcome constraints imposed by students' work commitments.

In MKT 5321 for the academic year, **88.34%** 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.

ACTION PLAN for next year: Although the performance expectations goal was met for this learning outcome, instructors will evaluate whether the assessment tool and rubric need to be updated for the following year. Instructors will attempt to streamline the template for the personal marketing plan exercise used in the assessment tool in order to reduce its length and enhance its effectiveness. The performance of students in the Round Rock section was marginally lower than the performance of students in the San Marcos section. Instructors will monitor this trend next year and will attempt to mitigate any underlying reasons for this discrepancy.

Outcome 6

Leadership Skills

Students will understand the skills needed to effectively lead and will contribute to dynamic workgroups. In order to satisfy this outcome, students must understand key leadership issues and must learn to effectively participate in structured team settings.

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, Organizational Behavior and Theory, the assessment technique/rubric for outcome 6 is as follows. Student performance on outcome 6 will be measured via an individual essay. The essay score will be comprised of two different sub-scores. The first sub-score is in regards to the substance of an appropriate leadership perspective or theory used in a description of a fictitious company. Excellent answers will involve one of two possible different correct diagnoses with example of all key elements properly described. Acceptable answers will involve the appropriate diagnosis of the leadership style described in the case problem, but not all of the key elements will be identified. An unacceptable answer will misidentify the leadership style underlying the problem and will miss most of the key elements of the problematic style. The first sub-score will also focus on the description of a more appropriate leadership style to be used in the future by the company. Excellent answers will choose a feasible and proper leadership style for the solution and will describe most of the key elements of the style with examples of expected behavior. Acceptable answers will choose a feasible and proper leadership style for the situation and will describe some but not all of the key elements of the style with examples of expected behavior. Unacceptable answers will choose an infeasible and improper leadership style for the solution or choose an appropriate style but will fail to describe appropriate examples of expected behavior. The second sub-score is in regards to style and will focus on spelling, grammar, punctuation, and overall writing style. Excellent answers will be almost entirely free from errors. Acceptable answers will have fewer than five errors. Unacceptable answers will have more than five errors.

Outcome 6 - Method 1 - Result

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	15	30	86.54	16	14	81.08	75	84.27
Meets	2	3	9.62	3	4	18.92	12	13.48
Failed to meet	2	0	3.84	0	0	0	2	2.25
Total	19	33	100.00	19	18	100.00	89	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 96.16%

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: 94.74%

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

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 97.75%

In MGT 5314 for the Fall semester, 94.74% 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 similarly well in both locations on the essay that measured student learning of issues associated with leadership. Only in the San Marcos location did only one student perform woefully on the content or substance of the essay. Overall, most point deductions were for style or writing issues. In the spring of 2019, a writing workshop will be conducted during the first class meeting to make sure that the students understand paragraph form and style issues.

In MGT 5314 for the Spring semester, 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. Overall, most point deductions were for style or writing issues but students demonstrated mastery of the topic of leadership. The writing workshop conducted during class helped the students understand paragraph form and style issues. Their improvement from the classes in the fall was remarkable.

In MGT 5314 for the academic year, **97.75%** 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.

ACTION PLAN for next year: For next year, the faculty decided to not require a textbook in favor of the use of one professor's YouTube video lectures. Over the years the students have stated emphatically that they enjoy the lectures more than the book. These video lectures will require some supplementation because not every topic in the book is currently covered in the lectures by design. Despite students having a firm grasp on Fiedler's contingency theory of leadership and how the components of a situation combine to find one style of leadership better than another, a supplementary video lecture on Fiedler's theory will be developed for student viewing that provides a fictitious example from which they must pick the key elements dictating one style or another, just as in part of the case used for assessment. This is expected to provide even better understanding of this theory. A more thorough tutorial of case writing will be developed for the YouTube channel so that more time can be spent on case writing in class instead of the mechanics of case writing. Students will be required to view the video and to demonstrate mastery of the information before engaging in case analysis for a grade.

Outcome 6 - Method 2

2A. In BA 5351, Organizational Performance and Competitive Advantage, the assessment technique/rubric for outcome 6 is as follows.

Awareness and comprehension of the importance of leadership issues in business is assessed via analysis of leadership articles/ cases/ or vignettes. Students will have to (individually) demonstrate understanding of leadership issues, specifically, 1) how leadership decisions in dynamic team settings (for example top management teams) are made in organizations, and 2) how leadership in top management teams affect strategic decisions. They will be asked to complete a report by answering specific questions, and/or complete exercises in the classroom. The following rubric will be used to assess the outcome. Exceeds expectations: Assumptions and underlying logic are developed in a manner that clearly demonstrates awareness of both leadership issues. Meets expectations: Assumptions and underlying logic are not transparent, but evidence of leadership knowledge is observable. Fails to meet **expectations:** The leadership scenario is evaluated in a superficial manner and lacks obvious leadership insight.

2B. In MGT 5314, Organizational Behavior and Theory, the assessment technique/rubric for outcome 6 is as follows. Embedded questions on one multiple choice quiz on leadership and one fill-in-the-blank test on applications of leadership theories and issues will be measured as a percentage correct of the following 20 embedded quiz/test questions. On a minor quiz there are 10 questions designed to measure student learning of concepts related to leadership. These questions are definitions critical to understanding leadership. On a major exam there are 10 questions designed to measure student learning of aspects of leadership. These questions are fill-in-the-blank questions which are application-oriented and embedded randomly among approximately 60 items.

Outcome 6 - Method 2 - Result

2A. Summary statistics for outcome #6 for the academic year in both San Marcos and Round Rock in BA 5351

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	11	5	40.00	22	12	82.93	50	61.73
Meets	19	3	55.00	1	5	14.63	28	34.57
Failed to meet	2	0	5.00	0	1	2.44	3	3.70
Total	32	8	100.00	23	18	100.00	81	100.00

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

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 97.56 %

Percentage of students in both locations in Fall who met or exceeded expectations: 96.36%

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

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 96.30%

In BA 5351 for the Fall semester, 96.36% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. This is only the second year (third semester) that this outcome has been assessed in this course and it seems to be working well so far. Discussion of real life leadership cases helped students understand the complexities involved in decision-making at higher levels of the organizations, as well as, the related consequences.

In BA 5351 for the Spring semester, 96.15% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. This semester two main aspects of leadership issues in business were assessed via analysis of leadership articles/ cases/ or vignettes. Students were required to demonstrate understanding of 1) how leadership decisions in dynamic

team settings (for example top management teams) are made in organizations, and 2) how leadership in top management teams affect strategic decisions. This seemed to help them understand the decision-making process of leaders, as well as consequences of decisions made by leaders. In BA 5351 for the academic year, **96.30%** 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.

ACTION PLAN for next year: The assignment(s) relating to this assessment will be administered after the students have had the opportunity to work on some prior assignments for the professor, preferably closer to the end of the semester so that the students gain a good understanding of related topics. Students will be assigned academic articles (such as ones in the Harvard Business Review) as well as business news articles (such as ones in the Wall Street Journal) on the topic of leadership to gain a better understanding of consequences of decisions made by leaders in firms. The assignment will be reweighed so that the students will take the assignment more seriously.

2B. Summary statistics for outcome #6 for the academic year in both San Marcos and Round Rock in MGT 5314

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	17	29	86.79	16	9	65.79	71	78.02
Meets	1	4	9.43	2	6	21.05	13	14.29
Failed to meet	1	1	3.78	1	4	13.16	7	7.69
Total	19	34	100.00	19	19	100.00	91	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 96.22%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 86.84%

Percentage of students in both locations in Fall who met or exceeded expectations: 94.74%

Percentage of students in both locations in Spring who met or exceeded expectations: 90.57%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 92.31%

In MGT 5314 for the Fall semester, 94.74% 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 similarly well in both locations. They seem to be grasping both the key definitions as measured in the quiz as well as the important application of leadership as measured in the test. No revisions to these items will be enacted next semester.

In MGT 5314 for the Spring semester, 90.57% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. The students in San Marcos outperformed the Round Rock students who tend to have more work and leadership experience. However, the in-class small group case analyses serve as a sort of study group in both sections of the course and this likely facilitated high scores on this learning outcome as students swapped ideas about the topic with each other.

In MGT 5314 for the current academic year, **92.31%** 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.

ACTION PLAN for next year: For next year, the faculty decided to not require a textbook in favor of the use of one professor's YouTube video lectures. Over the years the students have stated emphatically that they enjoy the lectures more than the book. These video lectures will require some supplementation because not every topic in the book is currently covered in the lectures by design. Despite students having a firm grasp on the various theories of leadership some supplementary video lectures will be developed for student viewing that provides a fictitious example from which they must identify the elements of the various theories. This is expected to provide even better understanding. The extremely good performance of students on this learning outcome with 78.02% actually exceeding the standards (i.e. scoring higher than 90%) indicates that the successful pedagogical changes over the years as well as the intended changes next year may make it an appropriate time to reevaluate the rigor of the quiz and test items. However, the quiz and test overall were more heavily weighted than the other quizzes and tests and students likely studied harder for them than the other quizzes and test.

Outcome 7

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

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

Outcome 7 - Method 1

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

Outcome 7 - Method 1 - Result

Of the 58 first-time MBA students that enrolled in Fall 2016, 53 (91%) continued in the Fall 2017. Of the 65 first-time MBA students that enrolled in Fall 2017, 55 (85%) continued in Fall 2018. Thus, one-year retention rate for first-time MBA students fell by 6%.

Outcome 7 - Method 2

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

university rate of graduation for this level of program.

Outcome 7 - Method 2 - Result

In AY 2016-2017, 104 MBA students received their masters degree. In AY 2017-2018, 91 MBA students received their masters degree program. This is a decrease of 12.5%.

Outcome 8

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

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

Outcome 8 - Method 1

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

Outcome 8 - Method 1 - Result

In FY 2018, the gender breakdown in the MBA program was 145 males (58.2%) and 104 females (41.8%). In FY 2019, the gender breakdown in the MBA program was 136 males (64.2%) and 76 females (35.8%). This represents a 6% decrease in female representation.

Outcome 8 - Method 2

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

Outcome 8 - Method 2 - Result

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

	Fall 2017		Fall 2018	
White, non-Hispanic	163	65.5%	130	61.3%
Hispanic	43	17.3%	34	16.0%
Asian	11	4.4%	18	8.5%
Non-Residential International	11	4.4%	12	5.7%
Black, non-Hispanic	10	4.0%	9	4.2%
Unknown	5	2.0%	6	2.8%
Am. Indian/Alaskan Native	1	0.4%	2	0.9%
Multi-race, non-Hispanic, non-Black	5	2.0%	1	0.5%
	249	100.0%	212	100.0%

The percentage of White, non-Hispanic decreased from 65.5% to 61.3%. Thus, the program became slightly more diverse in the most recent fiscal year.

Approval History

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