Texas State University
Outcomes Report

General Information

Academic Year:	2019-2020
College:	Business
Department:	Business
Program:	Business Administration (MBA)
Program Code:	52.02
Outcome Type:	Student Learning (GR)
Degree:	Masters
Coordinator/Contact:	William Chittenden
Status:	Data Entry Closed

Mission Statement

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

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

Evidence of Improvement

The MBA program goal related to assessment is 80-80-80. It is expected that 80% of students will score 80% or better on 80% or more of the assessments (i.e. data points). For the year 2019-2020 the goal of 80-80-80 was accomplished. In fact, 80% or more of the students scored 80% or better on a full 95% of the assessments with only one of twenty data points missing the mark.

Three years ago, the faculty shuffled some of the outcomes assigned to certain courses to allow 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 from year to year to incorporate the latest in business issues and most recent research. The evolution of course content has consistently allowed the accomplishment of the program goal of 80-80-80.

Evidence of improvement exists in the following areas:

1. This year the course coordinators agreed to provide the weight of the assignment from which their assessment scores are gathered. The average weight was 12.94% of the overall grade with a range from 2% to 30%. Both ends of this range are perhaps inappropriate in that the former does not likely induce maximum effort and the latter seems so heavy as to suggest it is just a major assignment used as a proxy for assessment and not some imbedded measure as in the assurance of learning in the other MBA courses. Nevertheless, there was generally some consistency indicating that all faculty teaching core courses see assessment as important and have properly weighted it.

2. On half of the assessments on a course-by-course basis the percentage of students scoring above 80% actually improved from last year. On three of these data points (measuring learning outcomes 4: Ethical Leadership and 5. Communication Skills) the improvement was to a perfect 100. Last year there was no assessment on which 100% of students scored 80% or better. These improvements are impressive in spite of the COVID-19 pandemic that forced all classes to more to an online format after mid-March.

3. The MBA list of required courses will change next year, and three of the ten core courses currently used for assessment purposes (BA 5353, CIS 5318, and FIN 5387 measuring learning outcomes 1. Knowledge of Fundamental Business Disciplines, 2. IT Integration, 3. Analytical and Critical Thinking, 4. Ethical Leadership, and 5. Communication Skills) this year will no longer be required courses and thus will not be used for assessment in the future. In each of these three courses, on both learning outcomes assigned to the respective course the goal of 80-80 was met. It would not have been unreasonable to expect that the assessment process would be less important in those three courses as faculty adapted to deal with the pandemic and that these three courses would no longer be used for assessment. This is a testimony to the professionalism of the faculty.

Action Plan

Next year there will fewer required courses in the MBA program as the new catalog sees a shortening of the program from 42 hours to 36 hours.. The existing capstone course does not lend itself well to grading or assessment so it will continue to not be used for assessment in the future. Thus fewer courses will be used for assessment which results in fewer data points and a potentially more difficult path to achieving the goal of 80-80-80.

The plan for next year is to:

1. The core course coordinators committee will to come to an agreement about the proper weight of assessment across the core courses to a range of 10% to 15%.

2. The new supply chain course and the new professional development seminars will not be used for assessment until their content stabilizes over time. Hopefully, that will be in the second year of the new catalog. The program faculty will work closely to assist in the content of the new professional development seminars to more adequately address students' weak points.

3. Some additional rigor will be injected into assignments used for assessment that have consistently shown for several years that more than 95% of the students score 80% or better. Some courses have seen a perfect 100% of students scoring 80% or better for three or more years. It is

perhaps time to change the assignment from which assessment data is collected in those classes. This will be particularly important in ACC 5361 (measuring learning outcome 1: Knowledge of Fundamental Business Disciplines.)

Outcome 1

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

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

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

Outcome 1 - Method 1

1. In BA5352, Developing the Financial Perspective of the Firm, the assessment technique/rubric for outcome 1 is as follows. Three embedded short answer/essay exam questions throughout the semester addressing various aspects of finance will be used for assessment. 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. In BA5352, the data gathered from the assessment for outcome 1 comprises 9% of the overall course grade. That is, the weight of these assignments is 3% of the students' grade in the course.

Outcome 1 - Method 1 - Result

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	23	11	69.39	6	8	63.64	48	67.61
Meets	4	4	16.33	3	2	22.73	13	18.31
Failed to meet	3	4	14.29	1	2	13.64	10	14.08
Total	30	19	100	10	12	100	71	100

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 85.71%
Percentage of students in Round Rock for the entire year who met or exceeded expectations: 86.36 %
Percentage of students in both locations in Fall who met or exceeded expectations: 90.00%
Percentage of students in both locations in Spring who met or exceeded expectations: 80.65%
Percentage of students combined in both sections and both semesters who met or exceeded expectations: 85.92 %
Explanation of Results: In BA 5352 for the Fall semester, 90% of students met or exceeded the standards for this learning outcome, thus achieving/failing to achieve the performance expectations goal for learning outcome #1 for this semester. Through three essay questions, students in BA 5352 exhibit in-depth understanding of fundamental roles of managers, ultimate goals of corporation, market efficiency theory, and the inverse relation between bonds and market interest rate. In BA 5352 for the Spring semester, 80.65% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for this semester.   This is a significant decrease from the 90% in the fall of 2019. It is most likely due to the pandemic and shift from face-to-face teaching to online teaching. As many MBA students have jobs and kids, the transition was very hard for them. Quite a few students have expressed that they were stressed out by kids staying home full time, and working and taking classes online. In BA 5352 for the current academic year, 85.92% 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**.
Three different changes regarding assessment in this course for next year are:
1. Because some of the assessments were done online in the spring semester and might continue to be done online in the fall of 2020, efforts will be made to minimize cheating.
2. Because of a recent a bear market due to the pandemic, this recent incident will be incorporated into classes/assessments to explain the market efficiency concept.
3. Instructors will be encouraged to move course content online to prepare for more online teaching.

Outcome 1 - Method 2

2A. In ACC 5361, Accounting Analysis for Managerial Decision Making, the assessment technique/rubric for outcome 1 is as follows. 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. In ACC 5361, the data gathered from the assessment for outcome 1 comprises 9.90% of the overall course grade. That is, the weight of these assignments is 9.90% of the students' grade in the course.

2B. In FIN 5387, Managerial Finance, the assessment technique/rubric for outcome 1 is as follows. In FIN 5387 there will be an increased

emphasis on financial statements and managing working capital. There will be six parts of graded activities for this outcome to assess outcome 1: Accounting Geography, Working Capital, Capital Budgeting, Victoria Chemicals, Weighted Average Cost of Capital, and Capital Structure. The graded activities for four of these sections will be done individually, without notes, in class. The other two sections will be completed outside of class in groups assigned by the professor. All six of the sections have multiple questions or sections the students can demonstrate mastery. The Accounting Geography, Working Capital, Capital Budgeting, Weighted Average Cost of Capital, and Cost of Capital sections will consist of direct questions that will be graded according to the following guideline: 100% credit for a correct and complete answer, 70% credit for a correct, but incomplete answer, 50% credit for an incorrect answer that is on the right path, and 0% credit for an incorrect answer or no response. A similar guideline will apply for the Victoria Chemicals case; each portion of the case will be graded according to the following guideline: 100% credit for correctly identifying the problem and offering an appropriate response, 70% credit for correctly identifying the problem but failing to offer an appropriate response, 50% credit for failing to correctly identify the problem – but offering a response that is commensurate with the problem the student identified, and 0% credit for failing to identify the problem and not offering a response. In FIN 5387, the data gathered from the assessment for outcome 1 comprises 13.33% of the overall course grade. That is, the weight of these assignments is 13.33% of the students' grade in the course.

Outcome 1 - Method 2 - Result

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	7	2	27.27	5	9	33.33	23	30.67
Meets	9	6	45.46	8	7	35.71	30	40.00
Failed to meet	4	5	27.27	9	4	30.95	22	29.33
Total	20	13	100.00	22	20	100.00	75	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 72.73%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 69.04%

Percentage of students in both locations in Fall who met or exceeded expectations: 69.04%

Percentage of students in both locations in Spring who met or exceeded expectations: 72.73%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 70.67%

Explanation of Results In ACC 5361 for the Fall semester, 69.04% 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. During this semester, the San Marcos students achieved the performance expectations, but the Round Rock students did not. This was a largely result of the Round Rock students not doing well on one question (on one exam). The question asked about the absorption approach income statement, and how manufacturing costs are separated for non-manufacturing costs. The Round Rock student would have more than met expectation if they performed better on this one concept. This concept will receive more emphasis during the Spring 2020. In ACC 5361 for the Spring semester, 72.73% of students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #1 for this semester. The Spring 2020 semester showed nearly a 4% increase in the percentage of students that met or exceeded the standards for learning outcome #1. This increase was largely due to the Round Rock campus increasing the percentage of students meeting or exceeding the standard from 59.09% to 80.00%. The San Marcos campus did not meet expectations in the Spring semester of 2020. It is felt that this failure was largely due to the effects of COVID-19 on teaching of the ACC 5361 course. Without face-to-face meetings, it is difficult to convey the many difficult topics covered in the course. Also, extending Spring break an additional week reduced the opportunity for learning. All-in-all, it was a very challenging semester for the students and faculty. In ACC 5361 for the current academic year, 70.67% of students met or exceeded the standards for this learning outcome, thus **failing** to achieve the performance expectations goal for learning outcome #1 **for the overall year**.

Three different changes regarding assessment in this course for next year are:

1. The current assessment questions will be used next year. However, it may be necessary to reconsider them in light of the fact that MBA students are not accounting majors, nor will they likely become accountants. More "basic" questions may be more appropriate.

2. Devotion of more in-class time to working out accounting exercises and problems (assuming we go back to face-to-face, in-class meetings) will be undertaken.

3. Job-order and process costing continue to be the most difficult topics for the students to understand. There will be continued emphasis on these topics more heavily than others.

Summary statistics for outcome #1 in **FIN 5387** for the academic year in both San Marcos and Round Rock

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	4	3	25.93	4	0	14.29	11	20.00
Meets	7	8	55.56	15	4	67.86	34	61.82
Failed to meet	2	3	18.52	4	1	17.86	10	18.18
Total	13	14	100.00	23	5	100.00	55	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 81.48%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 82.14 %

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

Percentage of students in both locations in Spring who met or exceeded expectations: 78.95%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 81.82%

Explanation of Results: In FIN 5387 for the Fall semester, 83.33% of students met or exceeded the standards for this learning outcome, thus

achieving the performance expectations goal for learning outcome #1 for this semester. This semester, more than most, there were vastly different scoring between graded items that were asking for students to replicate the use of terms and basic knowledge and applying it in scenarios that seemed separate. The assessment scores are good and achieved the 80-80 benchmark, but there is definitely room to improve the number of students reaching the level of a 90. In FIN 5387 for the Spring semester, 78.95% 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. This was a challenging semester for students and faculty. Material was necessarily dropped due to a reduction in the course length and moving to online-only education. The ability of grades to motivate students was diminished with the introduction of an option for an Emergency Pass grade. Lastly, the ability to give students feedback, particularly using office hours was greatly hampered. These reasons made the second half of the semester a struggle. In FIN 5387 for the current academic year, 81.82% 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 number of students enrolled in the course is declining; this will lead to an improved ability to communicate directly with students and for personal feedback. There is a strong chance that face-to-face communication for several weeks of class, with little notice, may be replaced with online-only. Preparations this summer need to be made for such an eventuality. Also, a new look at the course material is necessary to determine what topics can be dropped, if necessary, and moved to the end of the semester to improve flexibility.This class is no longer on the list of required courses for the MBA program and as such will longer be a part of the assessment process. With this in mind, limited offerings of the course are likely to ensue and a coordination between faculty teaching this course and those of the required courses in the MBA program will likely diminish somewhat.

Outcome 2

Integration of Information Technologies

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

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

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

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

Outcome 2 - Method 1

1A. In BA 5353, 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 a homework set and case reports set, where students will develop mathematical models for decision making problems using the data. Each individual assignment in both the homework set and the case report set will be evaluated on a 0-100 points scale with each part of each assignment having specific points. Each assessment item (average of the homework assignments and average of the case reports) will contribute 50% to the assessment score, for a total of 100%. In BA 5353, the data gathered from the assessment for outcome 2 comprises 30% of the overall course grade. That is, the weight of these assignments is 30% of the students' grade in the course.

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 a 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.   In CIS 5318, the data gathered from the assessment for outcome 2 comprises 4% of the overall course grade. That is, the weight of these assignments is 4% of the students' grade in the course.

Outcome 2 - Method 1 - Result

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	19	N/A	82.6	13	N/A	76.5	32	80
Meets	2	N/A	8.7	3	N/A	17.6	5	12.5
Failed to meet	2	N/A	8.7	1	N/A	5.9	3	7.5
Total	23	N/A	100.00	17	N/A	100.00	40	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 91.30%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 94.51 %

Percentage of students in both locations in Fall who met or exceeded expectations: 92.5%

Percentage of students in both locations in Spring who met or exceeded expectations: N/A

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 92.50 %

Explanation of Results: In BA 5353 for the Fall semester, 92.5% 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 total, only 3 out of 40 students did not meet the expectations. One of these students did not submit most of the assignments and yet did not withdraw the course either. Another student could not complete a case report, which is used in the assessment. Overall, the analytics portion of BA 5353 was successful in helping achieving the

performance expectations goal for learning outcome #2 for this semester. In the spring semester of 2020 the course was not offered. Thus, in BA 5353for the current academic year, 92.50% 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**.This class is no longer on the list of required courses for the MBA program and as such will longer be a part of the assessment process. With this in mind, limited offerings of the course are likely to ensue and a coordination between faculty teaching this course and those of the required courses in the MBA program will likely diminish somewhat.

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

| | SAN MARCOS | | | ROUND ROCK | | | TOTAL | |
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	11	4	60.00%	11	3	43.75%	29	50.88%
Meets	6	4	40.00%	9	6	46.88%	25	43.86%
Failed to meet				2	1	9.38%	3	5.26%
Total	17	8	100.00	22	10	100.00	57	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: 90.63%

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

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

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 94.74%

Explanation of Results: In CIS 5318 for the Fall semester, 94.87% 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 successfully realized the challenges and issues in implementing big scale projects in the organization. They also reflected on the key success factors of IT projects, the process of change management, and were able to identify the key steps and activities of change management. In CIS 5318 for the Spring semester, 94.44% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester.The case provided student with the knowledge of how corporations are using "big data" for decision making. In CIS 5318for the current academic year, 94.74% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #**2for the overall year**.This class is no longer on the list of required courses for the MBA program and as such will longer be a part of the assessment process. With this in mind, limited offerings of the course are likely to ensue and a coordination between faculty teaching this course and those of the required courses in the MBA program will likely diminish somewhat.

Outcome 2 - Method 2

2A. In ECO 5316, Managerial Economics, the assessment technique/rubric for outcome 2 is as follows. The analytical problems will increase from four last year to eight this year. The questions will include: (1) demand and supply analysis; (2) cost-benefit analysis; (3) regression analysis; (4) analysis of elasticity; (5) time-series analysis; (6) optimization; (7) application on game theory 1; (8) application on game theory 2. Students will be given several analytical problems involving economic data that requires the use of Excel to plot diagrams, run regression analyses, perform diagnostic analyses, solve optimization problems, create worksheets, and complete real-time analysis exercises. The instructor will choose eight of these problems and compute a score for each problem according to a rubric. Excellent scores will have excellent plots and diagrams and correct use of regression tools to analyze data, as well as accurate and concise reporting of statistical outcomes from the data generated. Acceptable scores will have average quality plots and diagrams, adequate but incomplete use of regression tools to analyze the data, and accurate but incomplete reporting of statistical outcomes from the data generated. Unacceptable answers will 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. An average of these scores will comprise the student's assessment score. In ECO 5316, the data gathered from the assessment for outcome 2 comprises 20% of the overall course grade. That is, the weight of these assignments is 20% of the students' grade in the course.

2B. In QMST 5334, Advanced Statistical Methods for Business, the assessment technique/rubric for outcome 2 is as follows. A final project will be used to assess outcome 2. This project consists of an ongoing process throughout the semester. Each of performance area will be separately graded out of 100 points. The assessment score will consist of arithmetic average of four performance measurement areas, including but not limited to the integration of spreadsheet/statistical software and word processing to convey information as well as the effective use of statistical software. In QMST 5334, the data gathered from the assessment for outcome 2 comprises 20% of the overall course grade. That is, the weight of these assignments is 20% of the students' grade in the course.

Outcome 2 - Method 2 - Result

Summary statistics for outcome #2 in ECO 5316 for the academic year in both San Marcos and Round Rock

| | SAN MARCOS | | | ROUND ROCK | | | TOTAL | |
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	14	5	63.33	11	12	57.50	42	60.00
Meets	7	2	30.00	8	6	35.00	23	32.86
Failed to meet	1	1	6.67	2	1	7.50	5	7.14
Total	22	8	100.00	21	19	100.00	70	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 93.33%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 92.50 %

Percentage of students in both locations in Fall who met or exceeded expectations: 93.02%

Percentage of students in both locations in Spring who met or exceeded expectations: 92.59%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 92.86 %

Explanation of Results: In ECO 5316 for the Fall semester, 93.02% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. Students performed well on the assessment of learning outcome #2 this semester, especially for questions (1) demand and supply analysis, (2) cost-benefit analysis, and (3) regression analysis. Some students did not perform well on assignment questions (5) time-series analysis, (6) optimization, and (7) application on game theory 1. Time-series analysis and optimization are more advanced topics, and the assessment reflects that the instructors need to focus on improving student understanding of these two topics. Overall, the performance was excellent. In ECO 5316 for the Spring semester, 92.59% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. Students performed well on the assessment of learning outcome #2 this semester, especially for questions (1) demand and supply analysis, (2) cost-benefit analysis, and (3) regression analysis. Some students did not perform well on assignment questions (5) time-series analysis, (6) optimization, and (7) application on game theory 1 and (8) application on game theory 2. Time-series analysis and optimization are more advanced topics, and the assessment reflects that the instructors need to focus on improving student understanding of these two topics. Overall, the performance was as excellent as Fall semester. In ECO 5316for the current academic year, 92.86% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #**2for the overall year**.

Three different changes regarding assessment in this course for outcome 2 for next year are:

1. To better reflect MBA students' needs on managing business data, the updated question sets involving more usage of "Solver" and "Data Analysis" will be included.
2. New question sets related to the topics such as health economics (covid-19) and labor economics (unemployment) will be included in the regression analysis and cost-benefit analysis.
3. More advanced questions such as time-series analysis and optimization will become team-work oriented practices. Students will be able to learn creativity and communication through teamwork.

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

| | SAN MARCOS | | | ROUND ROCK | | | TOTAL | |
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	23	5	56	17	14	67.39	59	61.46
Meets	0	20	40	0	11	23.91	31	32.29
Failed to meet	0	2	4	4	0	8.70	6	6.25
Total	23	27	100.00	21	25	100.00	96	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 96.00%
Percentage of students in Round Rock for the entire year who met or exceeded expectations: 91.30 %
Percentage of students in both locations in Fall who met or exceeded expectations: 93.18%
Percentage of students in both locations in Spring who met or exceeded expectations: 96.16 %
Percentage of students combined in both sections and both semesters who met or exceeded expectations: 93.75%

Explanation of Results: In QMST 5334 for the Fall semester, 93.18% 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 both campuses the students have done well. In San Marcos campus there is a consistent issue about understanding the difference between a parameter and the value of a variable. This is important because being able to interpret regression the students need to know the difference. In Round Rock the students have done an admirable job by forming efficient study groups. In QMST 5334 for the Spring semester, 96.16% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. The majority of students are confident in using either Excel or Python for regression analysis of real-life datasets. Students are comfortable with interpreting analysis outputs within study groups and to general audience. Although we teach remotely after spring break, students are able to dedicate in teamwork and achieve learning expectations of this learning outcome. The students who fail to meet the expectations either miss one individual task or have incomplete team tasks. In QMST 5334for the current academic year, 93.75% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #**2for the overall year**.

Three different changes regarding assessment in this course for next year are:

1. Continue showing examples of interpreting statistics outputs in efficient and effective manner
2. Highlight the importance of data visualization throughout the analysis process and for the purpose of communication
3. Emphasize the importance of learning how to incorporate statistical output into a report.

Outcome 3

Analytical Skills and Critical Thinking

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

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

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

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

Outcome 3 - Method 1

1A. In BA 5352, Developing the Financial Perspective of the Firm, the assessment technique/rubric for outcome 3 is as follows. Three embedded short answer/essay exam questions throughout the semester addressing various aspects of finance will be used to assess outcome 3. 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. In BA5352, the data gathered from the assessment for outcome 1 comprises 9% of the overall course grade. That is, the weight of these assignments is 9% of the students' grade in the course.

1B.In ECO 5316, Managerial Economics, the assessment technique/rubric for outcome 3 is as follows. Embedded questions within a case study that focus on the ability of the student to use demand data to critically evaluate optimal pricing outcomes will be used for assessment. Student learning will be measured as a percentage correct of the 10 embedded questions. Excellent answers will use excellent plots and diagrams, the correct use of regression tools to analyze data, provide accurate and concise reporting of statistical outcomes from the data. Acceptable answers will use average quality plots and diagrams, adequate but incomplete use of regression tools to analyze the data, and accurate but incomplete reporting of statistical outcomes from the data. Unacceptable answers will use incomplete and/or confusing plots and diagrams, poor use of regression tools to analyze the data, and inaccurate and incomplete reporting of statistical outcomes for the data. In ECO 5316, the data gathered from the assessment for outcome 3 comprises 20% of the overall course grade. That is, the weight of these assignments is 20% of the students' grade in the course.

Outcome 3 - Method 1 - Result

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	19	14	67.35	4	8	66.67	45	63.38
Meets	5	2	14.29	4	2	16.67	13	18.31
Failed to meet	6	3	18.37	2	2	16.67	13	18.31
Total	30	19	100	10	12	100	71	100

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 81.64%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 83.34 %

Percentage of students in both locations in Fall who met or exceeded expectations: 80.00%

Percentage of students in both locations in Spring who met or exceeded expectations: 83.87%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 81.68 %

Explanation of Results:In BA 5352 for the Fall semester, 80% of students met or exceeded the standards for this learning outcome, thus achieving/failing to achieve the performance expectations goal for learning outcome #3 for this semester. Outcome 3 is assessed through five computational questions and students demonstrate adequate analytical skills with time value of money (TVM), valuation of bonds and stocks, project valuation, and capital asset pricing model. However, this percentage does seem to be lower than the last few semesters. BA 5352 course coordinator does notice a sharp decline in the number of MBA students as well as student's quantitative skills compared to last few years in Round Rock campus this semester This might be due to new master programs in CIS and Accounting attracting graduate students with quantitative skills. The learning outcome is slightly lower for the time value of money (TVM) than for other four topics. Granted, the time value of money question used in the assessment requires extra steps with a financial calculator than a typical TVM questions. In BA 5352 for the Spring semester, 83.87% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. This represents a slight increase from 80% in the fall but significant decrease from the 92.05% in the academic year 2018-2019. Again, the decrease is mostly likely due to the loss of students with quantitative background/skills to other master programs, especially the data analytics program. In BA 5352for the academic year, 81.68% 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**.

Three different changes regarding assessment in this course for outcome 3 for next year are:

1. Since assessments will be made online sometimes, efforts are expected to be made to minimize cheating issue.
2. As we are losing students with quantitative skills to other programs, instructors need to adjust for this change. When go over computational problems in class, extra steps should be taken to explain to students how to do basic algebra.
3. Excel application is encouraged to compliment financial calculator, this is especially appropriate if we continue to move contents online the fall.

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	15	5	66.67	10	10	50.00	40	57.14
Meets	6	2	26.66	9	8	42.50	25	35.72
Failed to meet	1	1	6.67	2	1	7.50	5	7.14
Total	22	8	100.00	21	19	100.00	70	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 93.33%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 92.50 %

Percentage of students in both locations in Fall who met or exceeded expectations: 93.02%

Percentage of students in both locations in Spring who met or exceeded expectations: 92.59%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 92.86 %

Explanation of Results:In ECO 5316 for the Fall semester, 93.02% of students met or exceeded the standards for this learning outcome, thus

achieving the performance expectations goal for learning outcome #3 for this semester. Overall, students' performance was excellent. Average points on questions regarding the interpretation of coefficients (question 2) and calculating of elasticity (questions 6 and 7) are slightly lower than the others. The instructors need to emphasize the connection between regression analysis and elasticity. In ECO 5316 for the Spring semester, 92.59% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester.Students in San Marcos performed slightly better than students' in Round Rock, but students' performance was excellent in general. Average points on questions regarding the calculating of elasticity (questions 6 and 7) and confidence intervals (question 8) are slightly lower than the others. The instructors need to emphasize the connection between regression analysis and elasticity. In ECO 5316for the academic year, 92.86% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #**3 for the overall year**.

Three different changes regarding assessment in this course for outcome 3 for next year are:

1. The instructors will update the projects and retire the outdated datasets. The updated projects will include the usage of Solver and vlookup functions.

2. The assessment will focus more on analytical skills by emphasizing the applications of statistical methods.

3. Students will be allowed to develop their own datasets upon the approval of the instructors. Students will be able to apply statistical techniques to business data related to their professions.

Outcome 3 - Method 2

2A.In FIN 5387, Managerial Finance, the assessment technique/rubric for outcome 3 is as follows. There will be an increased emphasis on financial statements and managing working capital this year. There will be six parts of graded activities for this outcome to assess outcome 3: Optimizing Working Capital, Forecasting, Victoria Chemicals, Sensitivity Analysis, Weighted Average Cost of Capital, and Fundamental Analysis. The graded activities for half of these sections will be done in individually, without notes, in class. The other half will be completed outside of class in groups assigned by the professor. All six of the sections have multiple problems, or a large problem with multiple sections, that require a numerical answer from the students. Each answer, or subsection of a large problem, is either correct or incorrect and no partial credit will be given. In FIN 5387, the data gathered from the assessment for outcome 3 comprises 14.29% of the overall course grade. That is, the weight of these assignments is 14.29% of the students' grade in the course.

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 earns a score between 90 and 100, inclusive. All areas for an item are equally weighted. The assessment score will consist of the equally weighted mean score for all four items. In QMST 5334, the data gathered from the assessment for outcome 3 comprises 2-6% of the overall course grade. That is, the weight of these assignments is 2-6% of the students' grade in the course.

Outcome 3 - Method 2 - Result

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	4	3	25.93	4	1	17.86	12	21.82
Meets	6	7	48.15	16	4	71.43	33	60.00
Failed to meet	3	4	25.93	3	0	10.71	10	18.18
Total	13	14	100.00	23	5	100.00	55	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 74.07%

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

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

Percentage of students in both locations in Spring who met or exceeded expectations: 78.95%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 81.82%

Explanation of Results: In FIN 5387 for the Fall 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. The 80-80 benchmark was achieved for this outcome this semester, but like for Outcome #1, there are few students reaching the 90 level for exceeding expectations. Graded activities provide a learning opportunity, so some of the best students were still learning to analyze and synthesize the information at the time of the assessment questions. Thus, the scores might be lower than their abilities would show at the end of the semester. In FIN 5387 for the Spring semester, 78.95% of students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #3 for this semester. The classes were small and very quiet for the first half of the semester, perhaps they were less engaged. This showed up most in their analyses in graded activities. The distraction of the pandemic and subsequent changes to the education plan compounded the problem and greatly reduced the ability to get feedback when/where it was most needed. These reasons made the semester a struggle that hopefully can be learned from and not repeated. In FIN 5387 for the academic year, 81.82% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #3 **for the overall year**. The number of students enrolled in the course is declining; this will lead to an improved ability to communicate directly with students and for personal feedback. However, this communication and feedback may need to come in different methods than those that proved best previously. There is a strong chance that face-to-face communication for several weeks of class, with little notice, may be eliminated. Preparations this summer need to be made for such an eventuality. Also, a new look at the course material is necessary to determine what topics can be dropped, if necessary, and moved to the end of the semester to improve flexibility.This class is no longer on the list of required courses for the MBA program and as such will longer be a part of the assessment process.

With this in mind, limited offerings of the course are likely to ensue and a coordination between faculty teaching this course and those of the required courses in the MBA program will likely diminish somewhat.

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	5	15	40	16	22	82.61	58	60.42
Meets	17	10	54	2	3	10.87	32	33.33
Failed to meet	1	2	6	3	0	6.52	6	6.25
Total	23	27	100.00	21	25	100.00	96	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 94.00%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 93.48 %

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

Percentage of students in both locations in Spring who met or exceeded expectations: 96.16%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 93.75%

Explanation of Results: In QMST 5334 for the Fall semester, 90.90% 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 both campuses the students have done well. In San Marcos campus there is a consistent issue about understanding the difference between a parameter and the value of a variable. This is important because being able to interpret regression the students need to know the difference. In Round Rock the students have done an admirable job by forming efficient study groups. In QMST 5334 for the Spring semester, 96.16% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. All students in Round Rock have met the performance expectations for this learning outcome. Students tend to do better after reviewing major course materials covered in class. Group collaboration contributes to students' understanding of key concepts as well. Those who fail to meet the expectations had problems completing one of the individual tasks due to time management issues. In QMST 5334for the academic year, 93.75% 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**.

Three different changes regarding assessment in this course for outcome 3 for next year are:

1. Encourage additional discussions within student teams to further understand key concepts.

2. Continue using real-life cases and specific examples to show the motivations of key concepts and facilitate students' comprehension of the materials.

 3. Emphasize the importance of understanding the fundamentals of theory in order to make sense of the output and explain it well by preparing questions for homework that focus on this.

Outcome 4

Ethical Leadership

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

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

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

Outcome 4 - Method 1

1. In BA 5351, 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. In BA 5351, the data gathered from the assessment for outcome 4 comprises 10-15% of the overall course grade. That is, the weight of these assignments is 10%-15% of the students' grade in the course.

Outcome 4 - Method 1 - Result

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	30	13	82.69	14	6	100	63	87.50

	SAN MARCOS			ROUND ROCK			TOTAL	
Meets	6	3	17.31	0	0	0	9	12.50
Failed to meet	0	0	0	0	0	0	0	0
Total	36	16	100.00	14	6	100.00	72	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%

Explanation of Results: In BA 5351 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 #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, 100 % of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #**4for the overall year**.

Three different changes regarding assessment in this course for next year are:

1. This assessment will be evaluated to see if some of the questions need to be modified to have a deeper understanding of how ethical decision making and ethics related consequences happen in the workplace next year post COVID.

2. The grading rubric will be constantly evaluated and modified if necessary.

3. BA 5351 includes students from different Masters' programs. The Ethics scenarios/vignettes will be evaluated to see if they are appropriate and relevant for all the Masters' students in this course.

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. In CIS 5318, the data gathered from the assessment for outcome 4 comprises 4% of the overall course grade. That is, the weight of these assignments is 4% of the students' grade in the course.

2B. In MKT 5321, Marketing Management, the assessment technique/rubric for outcome 4 is as follows. For assessing learning outcome 4, a case study on the importance of ethics in planning and implementing marketing strategy will be utilized. The case study includes questions that focus on why marketing ethics is a strategic consideration in organizational decisions, issues in managing marketing ethics, identifying and resolving ethical dilemma, and the relationship between ethical decisions and organizational performance. To answer the questions, students need to have a theoretical understanding of ethics in marketing decision making, make decisions demonstrating their ethical sensitivity and ethical judgment, and argue how and why their decisions support responsible marketing and a successful marketing strategy. Therefore, in evaluating student responses, (1) understanding of the ethical context, (2) theory integration in evaluating the context and proposed recommendations, and (3) quality of written responses will be used as dimensions of a scoring rubric to determine each student's grade. In MKT 5321, the data gathered from the assessment for outcome 4 comprises 20% of the overall course grade. That is, the weight of these assignments is 20% of the students' grade in the course.

Outcome 4 - Method 2 - Result

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	10	4	56.00%	16	5	65.63%	35	61.40%
Meets	7	4	44.00%	4	5	28.13%	20	35.09%
Failed to meet				2		8.15%	2	3.51%
Total	17	8	100.00	22	10	100.00	57	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: 93.75%

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

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

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 96.49%

Explanation of Results: In CIS 5318 for the Fall semester, 94.87% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for this semester. As the world continues its digital evolution, more aspects of our lives are dependent on data and digital devices. This case successfully provided students with the opportunity to consider the corporate

strategy and public policy issues surrounding security and privacy in the digital world. Students also realized that balancing privacy interests with security and ethics is a demanding and ongoing public issue. 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. This case successfully provided students with the real-world situation where corporations have to balance individual privacy against governments role in providing security. In CIS 5318 for the academic year, 96.49% 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**.This class is no longer on the list of required courses for the MBA program and as such will longer be a part of the assessment process. With this in mind, limited offerings of the course are likely to ensue and a coordination between faculty teaching this course and those of the required courses in the MBA program will likely diminish somewhat.

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

| | SAN MARCOS | | | ROUND ROCK | | | TOTAL | |
| | FALL | SPRING | % | FALL | SPRING | % | raw # | % |
	raw #	raw #		raw #	raw #			
Exceeds	15	9	72.73	4	10	53.85	38	64.41
Meets	6	3	27.27	5	7	46.15	21	35.59
Failed to meet	0	0	0	0	0	0	0	0
Total	21	12	100.00	9	17	100.00	59	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 %

Explanation of Results: In MKT 5321 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 #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. 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 current academic year, 100% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome **#4for the overall year**.

Three different changes regarding assessment in this course for next year are:

1. The instructors will adopt a new case study or article for assessment purposes.
2. The instructors will evaluate the grading rubric and modify the rubric if necessary.
3. The instructors will evaluate the weight of the assessment exercise in the overall course grade and make adjustments as necessary.

Outcome 5

Communication Skills

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

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

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

Outcome 5 - Method 1

1.In BA 5353, 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. A rubric will be used to evaluate performance of each student, where student assessment scores will be measured as the percentage of total points earned out of a maximum of 150. Points are earned on the following sub-areas of the paper: Theoretical analysis, empirical analysis, article selection, grammar, punctuation, spelling, format, article summary, and overall quality/creativity. Points are earned on the following sub-areas of the presentation: Delivery and enthusiasm, visuals, response to class queries. In BA 5353, the data gathered from the assessment for outcome 5 comprises 15% of the overall course grade. That is, the weight of these assignments is 15% of the students' grade in the course.

Outcome 5 - Method 1 - Result

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

	SAN MARCOS	ROUND ROCK	TOTAL

	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	8		36.36	7		43.75	15	39.47
Meets	11		50.00	8		50.00	19	50.00
Failed to meet	3		8.33	1		6.25	4	10.53
Total	22		100.00	16		100.00	38	100.00

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

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 93.75%

Percentage of students in both locations in Fall who met or exceeded expectations: 89.47%

Percentage of students in both locations in Spring who met or exceeded expectations: N/A

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 89.47%

Explanation of Results: In BA 5353 for the Fall semester, 89.47% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. Students generally produced informative and fairly well-detailed industry analyses, in part a result of meetings with the instructor to guide direction, writing style, grammar, etc. In addition, writing samples from homework sets were corrected and used to instruct students in proper writing form. A few students still did not perform well, perhaps not taking all instruction into account when writing papers. There was no introduction of outside articles on high-quality writing, but in the spring there will be. This course was not offered in Spring 2020. In BA 5353 for the academic year, 89.47% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #**5 for the overall year**.This class is no longer on the list of required courses for the MBA program and as such will longer be a part of the assessment process. With this in mind, limited offerings of the course are likely to ensue and a coordination between faculty teaching this course and those of the required courses in the MBA program will likely diminish somewhat.

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. 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. In ACC 5361, the data gathered from the assessment for outcome 5 comprises 2.00% of the overall course grade. That is, the weight of these assignments is 2.00% of the students' grade in the course.

2B. In MKT 5321, Marketing Management, the assessment technique/rubric for outcome 5 is as follows. Assessment of this outcome requires students to 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. In MKT 5321, the data gathered from the assessment for outcome 5 comprises 20% of the overall course grade. That is, the weight of these assignments is 20% of the students' grade in the course.

Outcome 5 - Method 2 - Result

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	11	5	50.00	7	4	25.00	27	35.53
Meets	5	7	37.50	14	11	56.82	37	48.68
Failed to meet	3	1	12.50	3	5	18.18	12	15.79
Total	19	13	100.00	24	20	100.00	76	100.00

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

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 81.82%

Percentage of students in both locations in Fall who met or exceeded expectations: 86.05%

Percentage of students in both locations in Spring who met or exceeded expectations: 81.82%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 84.21 %

Explanation of Results: In ACC 5361 for the Fall semester, 86.05% 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 reasonably well on the case study that was introduced a couple of years ago. The student scores for accuracy and completeness were lower than scores for effectiveness of written communication (including grammar and spelling) (83.20% versus 91.86%), though both met expectations. The written communication grades were assigned by a Graduate English GA with expertise in this area. The case assignment is still being 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 semester, 81.82% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. While spring 2020 students performed reasonably well on their ability to communicate effectively (including good grammar), they did not perform as well as the

students in the fall 2019. I believe this is a result of the course going to online instruction for the second half of the semester. In ACC 5361 for the academic year, 84.21% 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**.

Three different changes regarding assessment in this course for outcome 5 for next year are:

1. During the previous academic year, the written communication grades were assigned by a Graduate English GA with expertise in this area. This source of grading was not available this year. We will attempt to obtain the use of this appropriate source of grading, if funding permits.
2. 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.
3. Greater emphasis will be placed on the business writing handout. While this handout has been included with the students' writing assignment, it had not had significant emphasis.

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	13	8	63.64	4	14	69.23	39	66.11
Meets	8	4	36.36	5	3	30.77	20	33.89
Failed to meet	0	0	0	0	0	0	0	0
Total	21	12	100.00	9	17	100.00	59	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 %

Explanation of Results: In MKT 5321 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. 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, 100% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. Students were 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 academic year, 100% 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**.

Three different changes regarding assessment in this course for outcome 5 for next year are:

1. The instructors will update the assessment tool to incorporate emerging marketing concepts and theories
2. The instructors will evaluate the grading rubric for this assessment tool and make any changes if necessary
3. The instructors will evaluate the weight of the assessment exercise in the overall course grade and make adjustments as necessary

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Outcome 6

Leadership Skills

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

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

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

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

Outcome 6 - Method 1

1A. In MGT 5314, Organizational Behavior and Theory, the assessment technique/rubric for outcome 6 is as follows. Student performance on this learning outcome will be measured via an 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 different correct diagnoses with example of all key elements properly described. Acceptable answers will involve the appropriate diagnosis of the leadership style described in the case problem, but not all of the key elements will be identified. An unacceptable answer will misidentify the leadership style underlying the problem and will miss most of the key elements of the problematic style. The second sub-score 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. In MGT 5314, the data gathered from the assessment for outcome 6 comprises 5% of the overall course grade. That is, the weight of these assignments is 5% of the

students' grade in the course.

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

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	9	19	80.00	15	24	97.50	67	89.33
Meets	0	5	14.29	0	1	2.50	6	8.00
Failed to meet	0	2	5.71	0	0	0	2	2.67
Total	9	26	100.00	15	25	100.00	75	100.00

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

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

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

Percentage of students in both locations in Spring who met or exceeded expectations: 96.08%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 97.33%

Explanation of Results: In MGT 5314 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 #6 for this semester. At first glance it might appear that scores were too high on this assessment but this case is the last one administered in the course, and after rigorous and thorough feedback on the four previous cases, such performance is to be expected. It is possible, though, that a bit more rigor could be injected into the case that would require a tad more critical thinking rather than just a dissection of the obvious aspects of the case. In MGT 5314 for the Spring semester, 96.08% 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 move to online classes mid-semester rather than the traditional face-to-face classes because of the COVID-19 pandemic required that students write case analyses from remote. This also reduced the amount of assistance and guidance that could be provided although some students posted questions about the case to the Forum section of TRACS. Nevertheless, the amount of writing that was required was cut in half so that students could focus on applying either Hersey & Blanchard's Situational Leadership Theory or Path-Goal Theory to a scenario. The students appeared to master the application but their grades suffered because of their inability to follow simple case completion instructions that were identical to the instructions on each of four previous case analyses. In MGT 5314 for the academic year, 97.33% 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**.

Three different changes regarding assessment in this course for outcome 6 for next year are:

1. Serious consideration will be given to moving the entire course to an online course given the unexpected success in the second half of the semester.

2. A workshop on understanding the writing guidelines and following the case completion instructions will be offered either face-to-face or as an online tutorial next year.

3. Because of the first time use of test items administered online instead of face-to-face at the end of the semester, new items will be written just in case the current items got out in the public domain.

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. In BA 5351, the data gathered from the assessment for outcome 6 comprises 10%-15% of the overall course grade. That is, the weight of these assignments is 10%-15% of the students' grade in the course.

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. In MGT 5314, the data gathered from the assessment for outcome 6 comprises 6.67% of the overall course grade. That is, the weight of these assignments is 6.67% of the students' grade in the course.

SUMMARY STATISTICS FOR OUTCOME #6 IN BA 5351 FOR THE ACADEMIC YEAR IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	29	14	82.69	13	6	95.00	62	86.11
Meets	7	1	15.39	1	0	5.00	9	12.50

	SAN MARCOS FALL raw #	SPRING raw #	%	ROUND ROCK FALL raw #	SPRING raw #	%	TOTAL raw #	%
Failed to meet	0	1	1.92	0	0	0.00	1	1.39
Total	36	16	100.00	14	6	100.00	72	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 98.08%

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: 95.46%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 98.61%

Explanation of Results: In BA 5351 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 #6 for this semester. This is the third year (fifth 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. Scholarly articles, as well as business news articles helped students recognize how leaders in organizations interpret information, make decisions based on this interpretation, and implement these decisions within the firm. In BA 5351 for the Spring semester, 95.46 % 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, 98.61% 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**.

Three different changes regarding assessment in this course for outcome 6 for next year are:

1. This assignment will be assigned towards the end of the semester after students have inculcated the habit of reading 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.

2. The grading rubric will be constantly evaluated and modified if necessary.

3. BA 5351 includes students from different Masters' programs. The Leadership assignment will be evaluated to see if they are appropriate and relevant for all the Masters' students in this course, especially post COVID.

SUMMARY STATISTICS FOR OUTCOME #6 IN MGT 5314 FOR THE ACADEMIC YEAR IN BOTH SAN MARCOS AND ROUND ROCK

	SAN MARCOS FALL raw #	SPRING raw #	%	ROUND ROCK FALL raw #	SPRING raw #	%	TOTAL raw #	%
Exceeds	7	23	85.71	13	25	95.00	68	90.67
Meets	0	1	2.86	2	0	5.00	3	4.00
Failed to meet	2	2	11.43	0	0	0	4	5.33
Total	9	26	100.00	15	25	100.00	75	100.00

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

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

Percentage of students in both locations in Fall who met or exceeded expectations: 91.67%

Percentage of students in both locations in Spring who met or exceeded expectations: 96.08%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 94.67%

Explanation of Results: In MGT 5314 for the Fall semester, 91.67% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. Students performed well on the assessment of learning outcome #6 this semester. Scores on the quiz and the test were similarly strong. Some students did not perform as well as they perhaps could have on the exam because they calculated that it was mathematically impossible to raise their course grade a full letter. Wisely, they chose to focus their efforts on other things in other classes. It is possible the weight of the last exam could be made more heavy, thereby necessitating maximum effort but overall the performance was excellent. In MGT 5314 for the Spring semester, 96.08% 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 assignments from which the assessment data was gathered were administered in the last week of the semester after the university eliminated face-to-face classes. Thus, all assignments were conducted online and the students performed better in the spring semester than in the completely face-to-face fall semester. Admittedly, much of the material not related to the key objectives of the course was eliminated and the students did not have as much material to master each week. The Round Rock class very slightly outperformed the San Marcos class with every single student in Round Rock actually exceeding the standards. In San Marcos, two students did not take the leadership quiz and suffered a four percentage point reduction in their overall course grade. Of those two students, one also performed miserably on the leadership exam. In MGT 5314 for the current academic year, 94.67% of students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #**6for the overall year**.

Three different changes regarding assessment in this course for next year are:

1. Serious consideration will be given to moving the entire course to an online course given the unexpected success in the second half of the semester.

2. Instead of giving two major exams that each cover one half of the course and that each take an entire class meeting, serious consideration will be given to starting each class meeting on the assigned video lecture as is the norm currently, followed by team-based case analysis in class as is the current norm, and the change will be giving a small focused testlet using the same items from the major exams but only focusing on the topic or topics of the day. Thus, there will be no major exams.

3. Because of the first time use of test items administered online instead of face-to-face at the end of the semester, new items will be written just in case the current items got out in the public domain.

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 65 first-time MBA students that enrolled in Fall 2017, 55 (84.6%) continued in Fall 2018. Of the 50 first-time MBA students that enrolled in Fall 2018, 42 (84%) continued in the Fall 2019. Thus, the one-year retention rate for first-time MBA students fell by just 0.6%.
Source: II.C.4.b. Retention Rates for First-time Master's

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 2017-2018, 91 MBA students received their masters degree program. In AY 2018-2019, 73 MBA students received their masters degree. This is a decrease of 19.8%.
Source: II.C.9. Number of Degrees Conferred

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 2019, the gender breakdown in the MBA program was 136 males (64.2%) and 76 females (35.8%). In FY 2020, the gender breakdown in the MBA program was 112 males (59.9%) and 75 females (40.1%). This represents a 4.1% increase in female representation.
Source: II.C.1.b. Student Demographics by Gender

Outcome 8 - Method 2

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

Outcome 8 - Method 2 - Result

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

TxSt Fiscal Year				
	2019	2019	2020	2020
Ethnicity	N	%	N	%
Am Indian/Alaskan Native	2	0.90%	1	0.50%
Asian	18	8.50%	15	8.00%
Black, non-Hispanic	9	4.20%	10	5.30%
Hispanic	34	16.00%	32	17.10%
Multi-race, non-Hisp, non-Black	1	0.50%	1	0.50%
White, non-Hispanic	130	61.30%	114	61.00%
Non-Resident International	12	5.70%	10	5.30%
Unknown	6	2.80%	4	2.10%
Total	212	100.00%	187	100.00%

The percentage of White, non-Hispanic decreased decreased from 61.3% to 61.0%. Thus, the program became slightly more diverse in the most recent fiscal year.

Source:II.C.1.c. Student Demographics by Ethnicity

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)