Texas State University
Outcomes Report

General Information

Academic Year:	2020-2021
College:	Business
Department:	Business
Program:	Business Administration (MBA)
Program Code:	52.02
Outcome Type:	Student Learning (GR)
Degree:	Masters
Coordinator/Contact:	William Chittenden
Status:	Entry Needed

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 program endured some significant changes this year. Three core courses were no longer required and a new one was added to cover Operations Management. That course did not participate in the assurance of learning process as its curriculum has not stablized. Thus, there were only seven core courses from which assessment results were collected. The program goal is 80-80-80 in that the faculty expect 80% or more of the students to score 80% or better on 80% or more of the assessments. The goal was achieved with only two assessment data points falling short of the mark, one of which had 79.67% of students meeting or exceeding the performance standards in that particular course. The outcome summary below for the past three years shows consistent excellence.

MBA Assessment Outcome Summary Table 2018-2021

	2018-2019	2019-2020	2020-2021	Row Average
Outcome 1				
Method 1:BA 5352	93.18	85.29	82.72	87.06
Method 2:ACC 5361	80.12	70.67	67.72	72.84
FIN 5387	85.29	81.82	--	--
Outcome 2				
BA 5353	98.40	92.50	--	--
CIS 5318	88.06	94.74	--	--
Method 2:ECO 5316	85.07	92.86	87.63	88.52
Method 1:QMST 5334	100.00	93.75	88.10	93.95
Outcome 3				
Method 1A:BA 5352	92.05	81.67	79.67	84.46
Method 1B:ECO 5316	86.57	92.86	91.76	90.40
FIN 5387	94.12	81.82	--	--
Method 2:QMST 5354	82.27	93.75	85.12	87.05
Outcome 4				
Method 1:BA 5351	98.18	100.00	100.00	99.39
CIS 5318	93.00	96.49	--	--
Method 2:MKT 5321	95.00	100.00	91.73	95.58
Outcome 5				
BA 5353	96.72	89.47	--	--
Method 1:ACC 5361	89.13	84.21	85.04	86.13
Method 2:MKT 5321	85.18	100.00	99.17	94.78
Outcome 6				
Method 1:BA 5351	96.30	98.61	98.76	97.89
Method 1:MGT 5314	92.31	94.67	93.58	93.52
Method 2:MGT 5314	97.75	97.33	88.07	94.38
Column Average:	91.44	91.13	88.51	--

Note. Cell values indicate percentage of students in each class meeting or exceeding the performance standards on that particular learning outcome. Double dash indicates that the course is either no longer a core course.

Over the course of three years, most courses have shown slightly fewer students meet or exceed the performance standards as a result of an

incremental increase in the rigor of the coursework. On average most courses see between 85% and 95% of students meeting or exceed the standards, which is a level of performance that balances rigor with content coverage.

This year's performance is consistent with the recent past years and indicative of the faculty efforts given that these data were gathered during the COVID pandemic and most classes were offered solely online. These radical changes to the delivery method were met in stride and despite some faculty noting various shortcomings in student participation and performance, all in all, the assurance of learning for the MBA program has consistently shown that faculty and students are actively engaged in the learning process and committed to excellence.

Action Plan

In 2021-2022, the Operations Management course will be used for the Assurance of Learning process. Faculty teaching that course will decide which of the six Learning Outcomes is best for that course under the premise that a course should never design a new or unusual assignment just so it can be used for assessment. Only assessments that cover the material already being taught and for which graded assignments exist are appropriate for the Assurance of Learning process. Thus, instead of 14 data points (i.e. two learning outcomes assessed in each of seven classes), next year there will be 16. During next year, consideration of including the three one-hour professional development seminars in the assurance of learning process will begin. Two of the three courses were taught in 2020-2021 and all three will have been taught once by the mid-point of 2021-2022.

The planned move back to face-to-face classes will likely see a deeper and broader level of learning by students given the sudden and sometimes odd move to online-only teaching during the pandemic. Both faculty and students have expressed a desire for face-to-face classes. As a result of the more thorough learning of material by students a planned injection of rigor in a few classes will be undertaken given the near-100% of students meeting or exceeding performance standards in those classes consistently over the years. Regarding those classes which have seen a downslide in student performance over recent years, the Chair of the core course coordinators committee will meet with those course coordinators and faculty regularly teaching those classes to make adjustments to the curriculum where appropriate.

Outcome 1

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

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

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

Outcome 1 - Method 1

1. In BA5352, Developing the Financial Perspective of the Firm, the assessment technique/rubric for outcome 1 is as follows. This outcome is measured with three imbedded short answer/essay exam questions throughout the semester addressing various aspects of finance. The questions will be consistent across sections, but individual professors will have leeway with the specific wording of the questions. Student learning will be measured as a percentage correct on each question. Exceptional answers will demonstrate a thorough understanding of the subject and reflect knowledge of the implications of or application to businesses. Acceptable answers will prove sufficient knowledge of the subject. Unacceptable answers will fail to display an understanding of the subject. The data gathered from the assessment for outcome 1 comprises 10% of the overall course grade.

Outcome 1 - Method 1 - Result

Method 1: Summary statistics for outcome #1 for the academic year in BA5352

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING		FALL	SPRING		raw #	
	raw #	raw #		raw #	raw #			
Exceeds	26	9	70%	12	8	64.52%	55	67.90%
Meets	6	1	11.67%	4	1	16.13%	12	14.81%
Failed to meet	6	2	13.33	3	3	19.35%	14	17.28%
Total	38	12	100.00	19	12	100.00	81	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 82%
Percentage of students in Round Rock for the entire year who met or exceeded expectations: 81%
Percentage of students in both locations in Fall who met or exceeded expectations: 84%
Percentage of students in both locations in Spring who met or exceeded expectations: 79%
Percentage of students combined in both sections and both semesters who met or exceeded expectations: 82.72%
Explanation of Results: In BA 5352 for the FALL semester, 84% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for the Fall semester. In BA5352 for the SPRING semester, 79% 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 Spring semester. In BA 5352 for the current academic YEAR, 82.72% 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. Even though the assessment score is greater than the threshold 80%, it is still significantly down from a year ago. This, without a question, can be contributed to the pandemic and online teachings. By the third semester of online teaching, many students have exhibited a lapse in attendance and participation. The lacking of interaction between students and instructors render online teaching less effective/interesting than in-person lectures. Nevertheless, students are still meeting the performance expectation despite all the obstacles

Three things that went well this year in BA 5352 regarding assessment include: Students had a good grasp on the fundamental goal of financial managers. Students demonstrated appropriate understanding how interest rate affect bond prices. Students could describe the market efficiency adequately

Three things that went poorly this year in BA 5352 regarding assessment include: The online nature of the course may have depressed performance a bit. Students were often distracted and did not turn on their camera to participate classes. Students asked fewer questions compared to in-person classes.

Three different planned changes regarding assessment in BA 5352 for next year are: Classes will be held exclusively in person. Faculty will devote more time to interact with students and help them out during classes as we move back to in person classes. Faculty will continue to use the same assessment questions, but consider standardizing the answers to some questions.

Specific goal or method change:

*Historically weak scores.*But for fall of 2016, the assessment score overall was 78.26% and it is 77.3% for the Round Rock campus for the academic year. The questions on outcome number 1 are assessed using three essay questions. Instructors identified the major reason for the lowered assessment scores is that the topic is covered in different styles and the answers to the questions are not uniform across different sections of the course. For example, for question 1, the goal of financial management, one instructor covered it in a more general approach and gave free form answers and another instructor gave more detailed explanation on the question.

Change to the curriculum. Instructors make it very clear from the first day of class that the goal of financial management is to maximize the owners' equity. Instructors then summarized the discussion and presented four clearly reasoned arguments: this goal is all inclusive, forward looking, determined by society, and tied to owners.

Assessment result of changes to the curriculum. The percentage of students meeting or exceeding the standards rose back to 83% for the academic year 2017-2018 and 95% for the academic year 2018-2019. The scores have been quite high and consistent across the last several years for San Marcos and Round Rock sections. Overall, 87% of the 258 students have met expectations in the past three academic years.

Outcome 1 - Method 2

2. In ACC 5361, Accounting Analysis for Managerial Decision Making, the assessment technique/rubric for outcome 1 is as follows. This outcome is measured with sixteen multiple choice questions embedded in exams and administered over the course of the semester designed to examine students' discipline-specific knowledge of managerial accounting. The data gathered from the assessment for outcome 1 comprises 9.90% of the overall course grade.

Outcome 1 - Method 2 - Result

Method 2: Summary statistics for outcome #1 for the academic year in ACC 5361

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	9	9	21.95	2	2	8.89	22	17.32
Meets	28	14	51.22	11	11	48.89	64	50.40
Failed to meet	15	7	26.83	8	11	42.22	41	32.28
Total	52	30	100.00	21	24	100.00	127	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 73.17%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 57.78%

Percentage of students in both locations in Fall who met or exceeded expectations: 68.49%

Percentage of students in both locations in Spring who met or exceeded expectations: 66.67%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 67.72%

Explanation of Results: In ACC 5361 for the FALL semester, 68.49% 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 Fall semester. In ACC 5361 for the SPRING semester, 66.67% 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 Spring semester. In ACC 5361 for the current academic YEAR, 67.72% 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 things that went well this year in ACC 5361 regarding assessment include: (1) A significant effort was made to improve the ACC 5361 online course in San Marcos between the Fall 2020 semester and the Spring 2021 semester. Video lectures were developed for each chapter, as well as Zoom class discussions for most class sessions. This appears to have assisted in improving the assessment results for this course location where the percentage of students that met or exceeded expectations for learning outcome #1 was 71.15% in Fall 2020 and improved to 76.67% during Spring 2021. (2) During the Spring 2021 semester, students had their exams proctored through Examity. This is an improvement in exam integrity over the Fall 2020 semester where each exam occurred at the same time for all students, and the exams were online video-proctored by the professor. It's not possible to do as thorough of proctoring as Examity. (3) San Marcos ACC 5361 students performed slightly better overall on outcome #1 for the 2020-2021 academic year than they did during the 2019-2020 academic year. The average assessment results for learning outcome #1 increased slightly from 72.73% of students meeting or exceeding expectations to 73.17%.

Three things that went poorly this year in ACC 5361 regarding assessment include: Overall assessment results for learning outcome #1 were not

as good for the 2020-2021 academic year as they were for the 2019-2020 academic year. There was a slight decline in the percentage of students who met or exceeded expectations from 70.67% during the 2019-2020 academic year to 67.72% during the 2020-2021 academic year. The Round Rock assessment results for learning outcome #1 indicate a significant decline between Fall 2020 and Spring 2021. The percentage of students who met or exceeded expectations declined from 61.90% during the Fall 2020 to 54.17% in the Spring 2021. As with many previous semesters, students did not do well on the two assessment questions on process and job-order costing. Only 43% of students correctly answered these two learning outcome #1 assessment questions. These results were similar for both the San Marcos and Round Rock campuses.

Three different planned changes regarding assessment in ACC 5361 for next year are: A significant planned change for ACC 5361 and most other MBA courses starting in the Fall 2021 is a change in the teaching mode. Going back to a face-to-face teaching mode will be particularly helpful for teaching ACC 5361. It is difficult to teach accounting subject matter without going through problem examples step-by-step on the overhead or on the board in front of the class. This was done during the Zoom class meetings, but it didn't have the same effect as having the faculty member in front of a live class. The ACC 5361 faculty will continue to increase emphasis on job-order and process costing. We hope to have assessment scores improve because of this increased emphasis. The two assessment questions on job-order and process costing will be modified. More basic questions on this topic are likely to be more appropriate for MBA students, as these students are not accounting majors.

Specif goal or method change:

Historically weak scores. In 2018-2019, 77.08% of students met or exceeded the standards for this learning outcome, which was slightly under the goal of 80%. The topics of questions were analyzed, and students were found to have the most difficulty in the area of job-order costing and the concept of relevant information for decision making.

Change to the curriculum. It was decided that faculty would place a greater emphasis on these two concepts during instruction as well as assign additional homework on all topical areas.

Assessment result of changes to the curriculum. For the Spring semester, 83.72% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for this semester.However, the two assessment questions on job-order and process costing will be additionally modified in the future. More basic questions on this topic are likely to be more appropriate for MBA students, as these students are not accounting majors. A reassessment of the outcomes in the 2019-2020 academic year and discovered that placing an emphasis on job-order costing and "relevant information for decision making" retained high scores for these areas. Students found the areas of the "absorption approach income statement" and the effects of manufacturing versus non-manufacturing costs as somewhat challenging.

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 QMST 5334, Understanding and Analyzing Organizational Problems, the assessment technique/rubric for outcome 2 is as follows.
This outcome will be assessed using a final report. The project consists of an ongoing process throughout the semester. Each of the performance areas listed below will be separately graded out of 100 points. The assessment score will consist of average of four performance measurement areas.

Performance area 1: Integrates spreadsheet/statistical software and word processing to convey information. Scores between 90 and 100 by efficiently read one or integrated multiple data sources as input for analysis. Scores 80 to 90 by reading one or integrated multiple data sources as input for analysis, but did not follow an efficient procedure. Scores less than 80 by only integrating one or multiple data sources as input for analysis by data entry or copying and pasting, when an more efficient method was available.

Performance area 2: Uses word processing software to convey information. Scores between 90 and 100 as a result of all work being assembled on a word processor. Scores between 80 and 90 as a result of work being presented partly in word processing document and partly in spreadsheet. Scores less than 80 as a result of printed work being presented straight from spreadsheet output.

Performance area 3: Uses graphs, tables, and figures to convey information. Scores between 90 and 100 because the computer graphics and figures are used to convey statistical information. Scores between 80 and 90 because the work lacks visual output, including tables. Scores less than 80 because the work contains absolutely no illustrations, figures, or tables to assist conveying information.

Performance area 4: Effectively uses the toolbox. Scores between 90 and 100 because of the combined use of multiple processing tools, to include: spreadsheet, andstatistical software with good results. Scores between 80 and 90 because of the combined use of some processing tools, to include spreadsheet, database. Scores less than 80 because the use of the toolbox was awkward at best and rudimentary tools were preferred for analysis.

The data gathered from the assessment for outcome 2 comprises 20% of the overall course grade.

Outcome 2 - Method 1 - Result

Summary statistics for **outcome #2** for the academic year in **QMST 5334**

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			

Exceeds	51	24	59	19	11	75	105	62
Meets	25	10	27	5	3	20	43	26
Failed to meet	17	1	14	1	1	5	20	12
Total	93	35	100.00	25	15	100.00	168	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 86%

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

Percentage of students in both locations in Fall who met or exceeded expectations: 85%

Percentage of students in both locations in Spring who met or exceeded expectations: 96%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 88.10 %

Explanation of Results

A. In QMST 5334 for the FALL semester, 84.75% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for the Fall semester.

B. In QMST 5334 for the SPRING semester, 96.00% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for the Spring semester.

C. In QMST 5334 for the current academic YEAR, 88.10% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for the overall year.

Three things that went well this year in QMST 5334 regarding assessment include:

A. In the fall semester QMST 5334 was delivered as distance learning. The instructors met with students once a week to discuss topics concerning the use of software, coding, and the interpretation of results. Most students attended these sessions.

B. The feedback from some students created the opportunity for the instructor to explain the statistical programming aspects in more detail and to demonstrate the use of software. Showing videos of the instructor solving problems using code seemed to help students learn the software.

C. Data from real databases was made available to the students to analyze. The students had the opportunity to analyze the data from multiple perspectives and we able to assess the consistency of their findings with other sources of information.

Three things that went poorly this year in QMST 5334 regarding assessment include:

A. Some students had challenges at work and home. For unknown reasons, a student from the fall semester San Marcos section 1, who was doing well in class, did not submit the last assessment. Being unable to assess, a zero score was assigned.

B. With an increase in enrollment, dividing the sections with one section for MBA students and another one for MS students seemed like a good idea. The use of electronic discussion boards was encouraged, but few students seemed motivated to use it. No teamwork was assigned this year. Even though there was more discussion with the instructor, there was less collaboration among students.

C. Students in the graduate program come from a multiplicity of fields of study and work. It is a mistake to assume an understanding of common business items such as lending practices and interest rate. If a business dataset is assigned, it is better to make sure that students understand these kinds of terms and their implications; otherwise, it is very difficult for them to try to model and even to compose a coherent, meaningful report.

Three different planned changes regarding assessment in QMST 5334 for next year are:

A. Faculty will encourage students to use the discussion board, as it is underused.

B. Faculty will continue using dataset with "real world" data, while making sure that the students can relate to it in a meaningful way. Otherwise, it is the same experience as using a genome dataset after taking a basic biology course.

C. Faculty will try to reproduce the interaction that was experienced though the online delivery, once the course resumes face-to-face and will keep using videos to enhance the delivery, particularly, to reinforce learning how to write programming code.

Specific goal or method change:

Previous exceedingly high scores. In 2017-2018, program level Learning Outcome (LO) 2 was being assessed in QMST 5334 using reports. To create these reports the students must create scripts using statistical software and productivity software. In year 2017-2018, 96.10% of students met or exceeded performance standards. In 2018-2019 that percentage increased to 100.00%. It has increased since 2014-2015's 88.35% performance because examples of statistical report and templates were made available to students at the beginning of the semester. However, faculty have noticed that students show a very limited variety of plots and tend to include plots on their reports just as a result from the statistical software and not as part of the analysis. Faculty decided to be more demanding in the use of visualization and require plots to illustrate and explain descriptive analysis in support of statistical inference as well as for regression analysis diagnostics.

Change to the curriculum. To adjust the level of performance of the students on LO2, no additional changes were implemented on the preparation of reports, per se; but additional emphasis was placed on the importance of visualization to help conveying information efficiently. Assignments on descriptive statistics, statistical inference and modeling are required to include specific plots with a proper explanation integrated with the rest of the analysis.

Assessment result of changes to the curriculum. For the academic year 2019-2020, the percentage of students meeting or exceeding the standards decreased to 93.75%. It appeared to the faculty that the additional emphasis on the proper use of visualization to convey information and support the quantitative analysis represents an area for improvement.

Outcome 2 - Method 2

2. In ECO 5316, Managerial Economics, the assessment technique/rubric for outcome 2 is as follows. This outcome will be measured with 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 administered over the course of the semester. The instructor will choose eight of these problems and compute a score for each problem according to the rubric below. An average of these scores will comprise the student's assessment score. Scores of 90 or better will be earned by the use of excellent plots and diagrams, correct use of regression tools to analyze data, accurate and concise reporting of statistical outcomes from the data generated. Scores between 80 and 90 will be earned by the use of average quality plots and diagrams, adequate but incomplete use of regression tools to analyze data, and accurate but incomplete reporting of statistical outcomes from the data generated. Scores of less than 80 will be earned by 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. The data gathered from the assessment for outcome 2 comprises 20% of the overall course grade.

Outcome 2 - Method 2 - Result

Summary statistics for **outcome #2** for the academic year in **ECO 5316**

| | SAN MARCOS | | | ROUND ROCK | | | TOTAL | |
| | FALL | SPRING | | FALL | SPRING | | | |
	raw #	raw #	%	raw #	raw #	%	raw #	%
Exceeds	9	20	47.54	10	9	52.78	48	49.48
Meets	8	16	39.35	6	7	36.11	37	38.15
Failed to meet	2	6	13.11	2	2	11.11	12	12.37
Total	19	42	100.00	18	18	100.00	97	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 86.89 %

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

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

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

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 87.63 %

Explanation of Results

A. In ECO 5316 for the FALL semester, 89.19 % of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for the Fall semester.

B. In ECO 5316 for the SPRING semester, 86.67 % of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for the Spring semester.

C. In ECO 5316 for the current academic YEAR, 87.63 % 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.

Three things that went well this year in ECO 5316 regarding assessment include:

A. Most students can integrate appropriate Excel functions for managing business data for decision making. This includes using data analysis and solver tools on estimating regression results and conducting regression diagnostics.

B. Most students were familiar with the analysis of optimization decisions of cost-benefit analysis. This includes solving expansion paths and finding optimal inputs.

C. Most students acquired fundamental knowledge of different market structures and can solve the market equilibrium given different market types. This includes using the Lener index to find monopoly power and comparing social welfare.

Three things that went poorly this year in ECO 5316 regarding assessment include:

A. Some students had trouble analyzing the oligopolistic topics that involve the Stackelberg Oligopoly (Assignment 6).

B. Some students did not perform well on analyzing multistage games in the game-theoretical practice (Assignment 7).

C. Time-series regression is a more advanced topic (Assignment 5). While the average grade was improved compared to the previous year, the overall performance on this assignment was still poorer than other assignments.

Three different planned changes regarding assessment in ECO 5316 for next year are:

A. New assessment questions will be introduced to replace some outdated assessment questions (assessments 6 & 7). It includes the change of dataset and question types. New assessment questions 6 & 7 will be a case study: "Spectrum-the spawn of Time Warner Cable and charter communications."

B. More advanced questions (assessments 5 & 6 & 7 & 8) will be teamwork-based questions. Students will solve these questions in a group and provide peer evaluation.

C. Other assessment questions will be reviewed and revised to better reflect MBA students' needs on business analytics.

Specific goal or method change:

Previous exceedingly strong scores.In 2016–2017, when a team project was used to assess performance on Learning Outcome (LO) 2 via students' IT knowledge, 100% of students met or exceed performance standards, suggesting a lack of rigor during the assessment. This assessment method involved a team project, which was ultimately determined to be insufficient for evaluating students' IT skills and knowledge in business decision-making because the topic of the team project focused exclusively on production decisions. It also created a free-rider problem in evaluating an individual student.

Change to the curriculum. For 2017–2018, it was decided to use ECO 5316 to instead use four comprehensive Excel-based case studies to evaluate students' ability to integrate information technologies for managing business data and decision-making. The four case studies covered (1) quantitative demand and supply analysis, (2) the production process and costs, (3) managing in competitive, monopolistic, and monopolistically competitive markets, and (4) time-series analysis on decision-making.

Assessment result of changes to the curriculum. In 2017–2018, when the new method was first implemented, 86.25% of students met or exceeded performance standards. In the next academic year (2018–2019), the percentage was similar at 85.07%. Based on students' comments and discussions in class, the mathematical review on the first day of the class provided students with a strong enough quantitative background for the rest of the semester.

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. This outcome is assessed with five problem-based exam questions administered throughout the semester. Each problem represents a specific tool of finance, including time value of money, stock valuation, bond valuation, project evaluation, and risk measurement. Student learning will be measured as the percentage score on each of the problem-based questions.   Exceptional answers will be without any errors in calculation and a correct interpretation of the result. Acceptable answers will be correct in the construction of the solution, but with only minor arithmetic errors and a correct interpretation of the result. Unacceptable answers will have major calculation errors, errors in the basic idea of the problem, or an incorrect interpretation of the result. The data gathered from the assessment for outcome 3 comprises 10% of the overall course grade.

1B.In ECO 5316, Managerial Economics, the assessment technique/rubric for outcome 3 is as follows. This outcome is assessed with Imbedded questions within a case study that focuses on the ability to use demand data to critically evaluate optimal pricing outcomes.   Student learning will therefore be measured as a percentage correct of the 10 imbedded questions. Scores of 90 or over will result from excellent plots and diagrams, correct use of regression tools to analyze data, accurate and concise reporting of statistical outcomes from the data generated. Scores between 80 and 90 will result from average quality plots and diagrams, adequate but incomplete use of regression tools to analyze data, and accurate but incomplete reporting of statistical outcomes from the data generated. Scores less than 80 will result from 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. The data gathered from the assessment for outcome 3 comprises 20% of the overall course grade.

Outcome 3 - Method 1 - Result

Method 1A: Summary statistics for outcome #3 for the academic year in BA 5352

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING		FALL	SPRING		raw #	
	raw #	raw #		raw	raw #			
Exceeds	26	8	68.00%	12	33	62.50%	79	64.23%
Meets	6	2	16.00%	5	6	15.28%	19	15.45%
Failed to meet	6	2	16.00%	4	13	23.61%	25	20.33%
Total	38	12	100.00	20	52	100.00	123	100.00

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

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

Percentage of students in both locations in Fall who met or exceeded expectations: 84.48%

Percentage of students in both locations in Spring who met or exceeded expectations: 77%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 79.67%

Explanation of Results: In BA 5352 for the FALL semester, 84% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for the Fall semester. In BA 5352 for the SPRING semester, 77% of students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #3 for the Spring semester. In BA 5352 for the current academic YEAR, 80% of students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #3 for the overall year. Overall assessment scores are lower than the previous year. But given the impact of the pandemic and online teaching, 80% is considered good. Students still demonstrate adequate understanding of time value of money concept and related topics and were able to apply them adequately. This dent in assessment scores is believed to be temporary and students' performance should rise once the university starts on in person classes.

Three things that went well this year in BA 5352 regarding assessment include: Students demonstrated adequate understanding of time value of money concept. Students were able to valuate bonds and stock effectively. Students were able to amortize mortgages adequately.

Three things that went poorly this year in BA 5352 regarding assessment include: Many students didn't have strong quantitative skills, thus often struggled with computation problems. Some students weren't familiar with Excel at all, making it very hard to teach Excel in classes. Many instructors gave open book online tests for the first time and were not sure about the degree of difficulty for test questions.

Three different planned changes regarding assessment in BA5352 for next year are: Faculty will give in-person tests instead of online tests with the in-person classes. Faculty will spend more time helping students with in-class problems, especially complex problems such as the calculation of portfolio return from probabilities. Faculty will foster more in-class discussion and facilitate more student led discussions.

Specific goal or method change:

Historically strong scores.The assessment scores on learning outcome 3 have been fairly high and consistent over time. They were 92%, 89%, 92%, and 86% for the academic years 2016-17, 2017-18, 2018-19, and 2019-2020 respectively. The lower score during the academic year 2019-2020 is due to the interruption of the pandemic. The instructors all agreed that there is not much to be changed for the assessment of learning outcome 3, as students have consistently exhibit excellent analytical skills and critical thinking on time value of money, security valuation, and related topics. The exception is that the adoption of Excel in addition to financial calculator use.

Change to the curriculum. The changes to the curriculum that are relevant to Learning Outcome 3 were not aimed at improving student

performance in this key area. Rather an acknowledgement of the transition to online classes and the access students had to Excel for tests after the course moved to online teaching in March of 2020. Therefore, instructors used Excel in classes, adding Excel knowledge to the curriculum. Students were taught how to use Excel to calculate returns and risks as well as time value of money.

Assessment result of changes to the curriculum. The delivery method for class materials and course evaluation has changed, and it would be expected that an adjustment period will take place. Students are still meeting expectations for Learning Outcome 3, however there is some negative aspects of uncertainty, the loss of a week of courses due to an historic storm in the Spring, and lessened communication and contact. As a result, the assessment scores are lower during the pandemic. We expect this is temporary and everything should go return to normal once we start in person lectures in the fall of 2021.

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Method 1B: Summary statistics for outcome #3 for the academic year in BA 5352

| | SAN MARCOS | | | ROUND ROCK | | | TOTAL | |
| | FALL | SPRING | | FALL | SPRING | | | |
	raw #	raw #		raw	raw #		raw #	
Exceeds	26	8	68.00%	12	33	62.50%	79	64.23%
Meets	6	2	16.00%	5	6	15.28%	19	15.45%
Failed to meet	6	2	16.00%	4	13	23.61%	25	20.33%
Total	38	12	100.00	20	52	100.00	123	100.00

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

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

Percentage of students in both locations in Fall who met or exceeded expectations: 84.48%

Percentage of students in both locations in Spring who met or exceeded expectations: 77%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 79.67%

Explanation of Results: In BA 5352 for the FALL semester, 84% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for the Fall semester. In BA 5352 for the SPRING semester, 77% of students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #3 for the Spring semester. In BA 5352 for the current academic YEAR, 80% of students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #3 for the overall year. Overall assessment scores are lower than the previous year. But given the impact of the pandemic and online teaching, 80% is considered good. Students still demonstrate adequate understanding of time value of money concept and related topics and were able to apply them adequately. This dent in assessment scores is believed to be temporary and students' performance should rise once the university starts on in person classes.

Three things that went well this year in BA 5352 regarding assessment include: Students demonstrated adequate understanding of time value of money concept. Students were able to valuate bonds and stock effectively. Students were able to amortize mortgages adequately.

Three things that went poorly this year in BA 5352 regarding assessment include: Many students didn't have strong quantitative skills, thus often struggled with computation problems. Some students weren't familiar with Excel at all, making it very hard to teach Excel in classes. Many instructors gave open book online tests for the first time and were not sure about the degree of difficulty for test questions.

Three different planned changes regarding assessment in BA5352 for next year are: Faculty will give in-person tests instead of online tests with the in-person classes. Faculty will spend more time helping students with in-class problems, especially complex problems such as the calculation of portfolio return from probabilities. Faculty will foster more in-class discussion and facilitate more student led discussions.

Specific goal or method change:

*Previous excessively strong scores.*In 2017-2018, the method of assessing LO3 in ECO 5316 relied on an individual project consisting of 10 sub-questions covering topics such as (1) retrieving, organizing, and displaying sample data, (2) estimating multiple linear regression estimates, (2) conducting regression inference/hypothesis tests, (3) calculating elasticities, (5) creating prediction intervals, (6) forecasting, and (7) writing summaries. The purpose of the individual project was to help students develop analytical skills for decision making. The percentage of students meeting or exceeding performance standards that academic year was 93.67%.

Change to the curriculum. Beginning in 2018–2019, the number of projects was increased from two to five so that only a limited number of students would be working on any one project for the assessment. The use of multiple projects reduced students' tendency to check their work with others and allowed for a more accurate assessment of individual student performance. Supplemental material was also provided to complement the textbook.

Assessment result of changes to the curriculum. In 2018–2019, the percentage of students meeting or exceeding performance dropped to 86.57%. The dramatic drop from 100% indicated that individualized and instructor-led discussions were required but that the appropriate amount of rigor had been injected into the course. Based on students' comments, the use of a sample project provided students with clearer guidance to work through the individual project and examine their analytical skills.

Outcome 3 - Method 2

2. In QMST 5334, Advanced Statistical Methods for Business, the assessment technique/rubric for outcome 3 is as follows. This outcome is assessed with four sets of short-answer items embedded throughout assignments and tests that measure students' ability to identify and apply appropriate statistical techniques to business problems. As an example, a student who exceeds expectations in any given area is granted a score between 90 and 100, inclusive. All areas for an item, illustrated in table below, are equally weighted. The assessment score will consist of the equally weighted mean score for all four items. The data gathered from the assessment for outcome 3 comprises 6% of the overall course grade.

Outcome 3 - Method 2 - Result

Method 2: Summary statistics for outcome #3 for the academic year in QMST 5334

| | SAN MARCOS | | | ROUND ROCK | | | TOTAL | |
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	42	14	44	15	10	63	81	48
Meets	32	16	38	10	4	35	62	37
Failed to meet	19	5	18	0	1	2	25	15
Total	93	35	100.00	25	15	100.00	168	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 82%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 98%

Percentage of students in both locations in Fall who met or exceeded expectations: 84%

Percentage of students in both locations in Spring who met or exceeded expectations: 88%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 85.12 %

Explanation of Results: In QMST 5334 for the FALL semester, 83.90% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for the Fall semester. In QMST 5334 for the SPRING semester, 88.00% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for the Spring semester. In QMST 5334 for the current academic YEAR, 85.12% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for the overall year.

Three things that went well this year in QMST 5334 regarding assessment include: (1) In the fall semester QMST 5334 was delivered as distance learning. The instructors met with students, at least once a week, to discuss course topics and assignments. Most students performed well. Some students did well despite health challenges that they had to face. (2) The synchronous F2F sessions were used to encourage discussion related to the meaning of results from statistical software. Tests of significance and the meaning and implications of p-values were discussed in detail. Some students in San Marcos section 1 were particularly active during these discussions. The feedback from these students created the opportunity for the instructor to explain the material in different ways and using additional examples. (3) Several quizzes were completed throughout the semester covering from R coding to statistical theory. Five short assignments to give the students an opportunity to get used to coding and integrate reports. A final report was assigned in which the students put into practice communicating statistical results, assumptions and implications.

Three things that went poorly this year in QMST 5334 regarding assessment include: (1) Based on feedback from students, it was determined that some students just watch the video lecture that they believe will guide them to complete the assignment. This, sometimes, results in students skipping learning theory and then having a tough time explaining the meaning and implications of the results. Students seem to have many difficulties understanding the meaning of p-values and the rationale for hypothesis tests. (2) A week of inactivity due to inclement weather in the spring semester forced us to rush the discussion of some topics; however, all major areas of statistical reasoning that are usually discuss were covered. (3) It was necessary to provide a report template and a detailed rubric to the students to get a better-quality report. Except for a few students, the initial reports were unsatisfactory.

Three different planned changes regarding assessment in QMST 5334 for next year are: Faculty will resume encouraging additional discussions within student teams to further understand key concepts and reinforce that with an active discussion board. Faculty will emphasize the importance of understanding of fundamental theory to analyze and interpret statistical output in a coherent, meaningful way. Give multiple short assignments in which they apply the theory progressively. Faculty will use a series of short assignments for the students to acquire knowledge. It seems that incrementally difficult assignments help students who are new to statistics.

Specific goal or method change:

Previous excessively weak scores. Learning Outcome (LO) 3 was being assessed in QMST 5334 by means of assignments and statistical analysis presented on reports. In 2017-2018 the percentage of students meeting, or exceeding performance standards was 84.42%. It was observed that students presented inferential models and could verify model assumptions. However, even though some students did an extraordinary job using statistical software to generate plots and statistical output, some were having issues making sense of the statistical results and applying statistical techniques in new contexts. Students having difficulties using and interpreting natural logarithms and exponentials were also observed by faculty. Seemingly, in year 2018-2019, the percentage of students meeting, or exceeding performance standards was stable at 82.27%. The faculty observed that the issues with the lack of mathematical background in relation to the role of logarithms and exponentials persisted, even though cheat sheets were meaded available to students at the beginning of the semester. The faculty observed students having difficulties representing and implementing a problem statements as a set of hypothesis statements. Some faculty observed that teamwork reinforced students with no business background as well as those with weak mathematical background.

Change to the curriculum. For the academic year 2019-2020, the faculty decided to help students review their mathematical background knowledge using supplementary instructional videos addressing topics such as logarithms, exponentials, and partial derivatives. Faculty decided to use datasets from actual business domains to work examples and for assignments. The faculty dedicated more time presenting examples in which problem statements are implemented as a set of hypothesis statements. The faculty emphasized the importance of theory and being able to interpret statistical results, findings, and implications to a business audience. Faculty encouraged teamwork to allow students with stronger business and mathematical background to facilitate learning to other students.

Assessment result of changes to the curriculum. In 2019-2020 the percentage of students meeting, or exceeding performance standards rose to 93.75%. Datasets from business domains were used and it was observed that most students demonstrated confidence using software for statistical analysis as well as communicating results to an audience. It was also observed that students have improved their learning of the concept of statistical inference, as evidenced by the analysis shown on reports. It was observed that team collaboration helped students learn better the key statistical concepts.

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.
This outcome is assessed via analysis of one or more ethical scenario(s) or 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. The data gathered from the assessment for outcome 4 comprises about 12.5% of the overall course grade.

Outcome 4 - Method 1 - Result

Method 1: Summary statistics for outcome #4 for the academic year in BA 5351

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	82	14	85.71	28	7	71.43	131	81.37
Meets	11	5	14.29	13	1	28.57	30	18.63
Failed to meet	0	0	0	0	0	0	0	0
Total	93	19	100.00	41	8	100.00	161	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 the Fall semester. 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 the Spring semester. 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 #4 for the overall year.

Three things that went well this year in BA 5351 regarding assessment include: 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. It was particularly interesting given that the students were going through ethical dilemmas with regard to how their workplaces were handling the pandemic and how the various stakeholders were being affected.

Three things that went poorly this year in BA 5351 regarding assessment include: Most of the discussion focused upon the ethical impacts of organizational actions during the pandemic, which may not be very relevant for understanding post pandemic organizational actions. Students may not have been comfortable with discussion of ethical concepts via the Zoom platform. There were extenuating circumstances that affected some students mental and physical state due to COVID and so some allowances had to be made during the semester.

Three different planned changes regarding assessment in BA 5351 for next year are: 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. The grading rubric will be constantly evaluated and modified if necessary. Also, BA 5351 includes students from different Masters' programs, so the Ethics scenarios/vignettes will be evaluated to see if they are appropriate and relevant for all the Masters' students in this course. There may be some new instructors teaching this course. Therefore, there will be more communication to ensure consistency in assessing this outcome.

Specific goal or method change:

*Previous exceedingly high scores.*Learning Outcome (LO) 4 was assessed with an analysis of an unethical act committed by a top management executive in an organization, and answer questions based on different ethical approaches. In a five year period the percentage of students meeting or exceeding the performance standards was 100%, 99%, 98.76%, 100%, and this year 100% as well. An in-depth discussion precedes the assignment where faculty requires every student to participate and offer insights to the different ethical approaches that could be used to justify

ethical decisions in the workplace.

Change to the curriculum. To adjust the level of performance of the students on LO4, in 2017-2018, the assessment rubric as well as the assessment questions were modified to address two very specific issues pertaining to demonstrating an understanding of ethics in business. These included questions pertaining to ethical decision making and consequences of unethical actions.

Assessment result of changes to the curriculum. For the academic years 2017-2021, the percentage of students meeting or exceeding the standards remained as before. Although the numerical grades remained consistent, faculty could see that the students were able to engage in deeper thinking and understanding regarding the importance of making the right ethical decisions in the workplace as well as the consequences of unethical actions.

Outcome 4 - Method 2

2. In MKT 5321, Marketing Management, the assessment technique/rubric for outcome 4 is as follows. This outcome is assessed with 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. The data gathered from the assessment for outcome 4 comprises about 7.5% of the overall course grade.

Outcome 4 - Method 2 - Result

Method 2: Summary statistics for outcome #4 for the academic year in MKT 5321

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	27	45	84.71	7	19	72.22	98	80.99
Meets	0	8	9.42	4	1	13.89	13	10.74
Failed to meet	3	2	5.88	1	4	13.89	10	8.26
Total	30	55	100.00	12	24	100.00	121	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 94.11%
Percentage of students in Round Rock for the entire year who met or exceeded expectations: 86.11%
Percentage of students in both locations in Fall who met or exceeded expectations: 90.47%
Percentage of students in both locations in Spring who met or exceeded expectations: 92.40%
Percentage of students combined in both sections and both semesters who met or exceeded expectations: 91.73 %

Explanation of Results: In MKT 5321 for the FALL semester, 90.47% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for the Fall semester. In MKT 5321 for the SPRING semester, 92.40% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for the Spring semester. In MKT 5321 for the current academic YEAR, 91.73% 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.

Three things that went well this year in MKT 5321 regarding assessment include: Instructors adopted a new case study on ethical considerations in marketing strategy. Students were familiar with the industry featured in the case and found it easier to understand how marketing actions can violate ethical norms and, correspondingly, formulate responsible strategic alternatives. Marketing ethics and ethical decision making were discussed in detail during the semester. This increased students' level of preparedness for analyzing the case and providing sound recommendations. The case used for assessment was a required activity that contributed significantly to the overall course grade. This motivated students to invest sufficient resources toward the activity.

Three things that went poorly this year in MKT 5321 regarding assessment include: (1) This year, three instructors taught MKT 5321 on two campuses using three different modalities. These factors might have introduced some differences in how the assessment was implemented and graded. With a return to face-to-face instruction planned for AY 2021-2022, extraneous factors will be managed better and grading rigor will be more consistent across sections. (2) The case used for assessment was not complemented with extensive in-class discussion and analysis. This might have affected some students' ability to effectively bridge the gaps between the case context, theoretical concepts, and ethical decision making. The planned return to face-to-face instruction is expected to alleviate this issue. (3) Some students remarked that disruptions due to the pandemic hampered their ability to participate in class, learn theoretical concepts, and invest sufficient time on course requirements. These factors might have affected their performance on the assessment rubric. Again, the planned return to face-to-face instruction is expected to alleviate this issue.

Three different planned changes regarding assessment in MKT 5321 for next year are: Recent changes to the requirements of the assessment exercise, grading rubric, and contribution of the assessment exercise to overall course grade have yielded positive outcomes. Thus, no new changes are planned for the next year. With the planned return to face-to-face instruction, the case study will be introduced and debriefed in class. This might impact student performance on this assessment. At the beginning of the next year, instructors will review the rubric and determine standards for imparting rigor while grading the assessment tool.

Specific goal or method change:

Historically Strong Scores: Outcome #4 is assessed using a case study on marketing ethics and ethical decision making. Students' submissions are evaluated on 1) understanding of the ethical context, (2) theory integration, and (3) quality of written responses. In 2019-2020, 100% of students

met or exceeded expectations for this outcome. This was an exceedingly high score as compared to previous years (94.03% in 2016-2017, 90.47% in 2017-2018, and 95.00% in 2018-2019).

Changes to the Curriculum: In the following year, instructors decided to inject more rigor into the assessment activity. A more challenging case study on marketing ethics was adopted and case questions was designed to be more reflective/analytical in nature.

Assessment result of changes to the curriculum: In 2020-2021, the percentage of students meeting or exceeding expectations on this outcome reduced to 91.73%, thus suggesting that more rigor has been incorporated into the assessment.

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 ACC 5361, Accounting Analysis for Managerial Decision Making, the assessment technique/rubric for outcome 5 is as follows.
This outcome is assessed with a case involving internet research on Southwest Airlines using the following rubric. Each student will receive a score based on the two parts of the rubric below, with level one equating to 90.00-100%, level two 80.00-89.99%, and level three below 80.00%. A simple average of these two scores will comprise the overall performance of each student on the case. Part 1: Accuracy and completeness of the case solution/answers. Level 1 answers show excellent accuracy and completeness of the solution/answers. Level 2 answers show satisfactory to good accuracy and completeness of the solution/answers Level 3 answers show unsatisfactory accuracy and/or completeness of the solution/answers. Part 2: Effectiveness of communication including grammar, spelling, and punctuation. Level 1 answers show excellent effectiveness of communication including grammar, spelling, and punctuation. Level 2 answers show satisfactory effectiveness of communication including grammar, spelling, and punctuation. Level 3 answers show unsatisfactory effectiveness of communication including grammar, spelling, and punctuation. The data gathered from the assessment for outcome 5 comprises 5.00% of the overall course grade.

Outcome 5 - Method 1 - Result

Method 1: Summary statistics for outcome #5 for the academic year in ACC 5361

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	15	4	22.89	6	8	31.82	33	25.98
Meets	35	21	67.47	9	10	43.18	75	59.06
Failed to meet	3	5	9.64	6	5	25.00	19	14.96
Total	53	30	100.00	21	23	100.00	127	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 90.36%
Percentage of students in Round Rock for the entire year who met or exceeded expectations: 75.00 %
Percentage of students in both locations in Fall who met or exceeded expectations: 87.84%
Percentage of students in both locations in Spring who met or exceeded expectations: 81.13%
Percentage of students combined in both sections and both semesters who met or exceeded expectations: 85.04%

Explanation of Results: In ACC 5361 for the FALL semester, 87.84% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for the Fall semester. In ACC 5361 for the SPRING semester, 81.13% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for the Spring semester. In ACC 5361 for the current academic YEAR, 85.04% 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 things that went well this year in ACC 5361 regarding assessment include: ACC 5361 students performed slightly better overall on outcome #5 for the 2020-2021 academic year than they did during the 2019-2020 academic year. The average assessment results for learning outcome #5 increased slightly from 84.21% of students meeting or exceeding expectations during the 2019-2020 academic year to 85.04% during the 2020-2021 academic year. San Marcos ACC 5361 students showed improvement from Fall 2020 to Spring 2021 (over the academic year) on learning outcome #5. The assessment results for learning outcome #5 for San Marcos students increased from 87.50% meeting or exceeding expectations for Fall 2020 to 90.36% for Spring 2021. The ACC 5361 students' projects used to assess learning outcome #5 showed better accuracy and completeness during the 2020-2021 academic year as compared to the 2019-2020 academic year. The accuracy and completeness portion of the project scores averaged 80.03% of students meeting or exceeding expectations during the 2019-2020 academic year, and improved to 82.02% during the 2020-2021 academic year. This indicates a better understanding of the material taught, and improved ability to apply this understanding to the project's' requirements.

Three things that went poorly this year in ACC 5361 regarding assessment include: For students taking ACC 5361 on the Round Rock campus

during the 2020-2021 academic year, only 75.00% met or exceeded expectations for learning outcome #5, thus failing to meet our 80% standard. This is down from 81.82% during the 2019-2020 academic year. During the 2020-2021 academic year, assessment scores for learning outcome #5 decreased between the Fall 2020 semester and the Spring 2021 semester. The overall scores for the project indicate 87.84% of students met or exceeded expectations during the Fall 2020, but only 81.13% of students met or exceeded expectations during Spring 2021. ACC 5361 students' projects used to assess learning outcome #5 showed lower scores for effectiveness of communication and grammar during the 2020-2021 academic year as compared to the 2019-2020 academic year. The effectiveness of communication and grammar portion of the project scores averaged 88.67% of students meeting or exceeding expectations during the 2019-2020 academic year, but fell to 86.96% during the 2020-2021 academic year.

Three different planned changes regarding assessment in ACC 5361 for next year are: (1) A significant planned change for ACC 5361 and most other MBA courses starting in the Fall 2021 is a change in the teaching mode. Going back to a face-to-face teaching mode will be particularly helpful for discussions of the project requirements used to assess learning outcome #5. While this was done during the Zoom class meetings, it was not likely to been as effective as having explained the same material in front of a live class. (2) Course faculty will attempt to have an English GA grade the effectiveness of communication and grammar portion of the project. English GAs were a valuable tool when they were available to be hired before going to remote teaching. (3) No specific changes to the project are imminent at this time, but the course faculty will continue to monitor if changes might be beneficial. At this time, it appears that the current project is an excellent tool for testing students' ability to apply the methods and concepts taught in the class.

Specific goal or method change:

Previous scores. Learning outcome #5 has only been assessed in ACC 5361 since the 2017-2018 academic year. In this first year, a case study was developed and newly introduced to the course. The case study is scored in two areas: accuracy & completeness, and written communication including grammar. Every year, 80% to 96% of students' scores on the assigned case have met or exceeded expectations for all three competencies.

Change to the curriculum. The scores have been monitored since the introduction of the case study and determined there are no abnormally strong or weak scores. Scores vary by semester and campus from the low-80% to the mid-90%. Based on these results, no changes were considered necessary or desired for this case study because it appears that the current project is an excellent tool for testing students' ability to apply the methods and concepts taught in the class.

Assessment result of changes to the curriculum. No changes are required. The tool demonstrates reliability but will be constantly monitored. The course will continue use of the Southwest Airlines case study. However, an emphasis on the appropriate use of grammar will be factored into the grade. The course will be monitored for exceptionally high or low scores to determine the appropriateness of this case study for future semesters.

Outcome 5 - Method 2

2. In MKT 5321, Marketing Management, the assessment technique/rubric for outcome 5 is as follows. This outcome is assessed with an integration of 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. The data gathered from the assessment for outcome 5 comprises about 25% of the overall course grade.

Outcome 5 - Method 2 - Result

Method 2: Summary statistics for outcome #5 for the academic year in MKT 5321

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	30	34	75.29	12	11	63.88	87	71.90
Meets	0	21	24.70	0	12	33.34	33	27.28
Failed to meet	0	0	0.00	0	1	2.78	1	0.82
Total	30	55	100.00	12	24	100.00	121	100.00

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

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 97.22 %

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: 98.73%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 99.17%

Explanation of Results: In MKT 5321 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 #5 for the Fall semester. In MKT 5321 for the SPRING semester, 98.73% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for the Spring semester. In MKT 5321 for the current academic YEAR, 99.17% 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 things that went well this year in MKT 5321 regarding assessment include: Students were provided with extensive guidance on defining marketing goals, collecting information on the marketing environment, and developing effective marketing mix tactics. This increased students' level of preparedness in developing a theoretically-sound personal marketing plan, which was used for assessment purposes. Students were also

provided with clear guidelines for written submissions, advised about academic integrity and plagiarism detection software, assigned multiple written deliverables, and informed about Texas State's Writing Center for additional assistance on writing skills. These measures appear to have helped in enhancing students' written communication skills. The personal marketing plan used for assessment was a required activity that contributed significantly to the overall course grade. This motivated students to invest sufficient resources toward the activity.

Three things that went poorly this year in MKT 5321 regarding assessment include: This year, three instructors taught MKT 5321 on two campuses using three different modalities. These factors might have introduced some differences in how the assessment was implemented and graded. With a return to face-to-face instruction planned for AY 2021-2022, extraneous factors will be managed better and grading rigor will be more consistent across sections. Some students remarked that disruptions due to the pandemic hampered their ability to participate in class, learn theoretical concepts, and invest sufficient time on course requirements. These factors might have affected their performance on the assessment rubric. Again, the planned return to face-to-face instruction is expected to alleviate this issue. Although the performance expectations goal was met for this outcome, the high percentage of students meeting or exceeding standards suggests that the rubric and grading policies need to be evaluated. Instructors will continue to monitor trends in scores and determine modification as needed.

Three different planned changes regarding assessment in MKT 5321 for next year are: Recent changes to the requirements of the assessment exercise, grading rubric, and contribution of the assessment exercise to overall course grade have yielded positive outcomes. Thus, no new changes are planned for the next year. At the beginning of the next year, instructors will review the rubric and determine standards for imparting rigor while grading the assessment tool. With the planned return to face-to-face instruction, instructors will have the opportunity to discuss requirements and performance standards in a traditional classroom setting. This might enhance student performance on this assessment.

Specific goal or method change:

Historically Weak Scores: Outcome #5 relates to the demonstration of written communication skills in a 'Personal Marketing Plan,' which synthesizes students' individual marketing strategies and tactics to achieve a stated professional goal. In 2018-2019, 88.34% of students met or exceeded expectations for this outcome. This was an exceedingly weak score as compared to previous years (94.03% in 2016-2017 and 92.85% in 2017-2018).

Changes to the Curriculum: In the following year, instructors revised the template for the exercise and provided more in-depth guidance during lectures. Instructors also provided links to helpful online resources and videos, directed students to the University's Writing Center for assistance with written communication skills, and emphasized academic integrity in written communication by recommending submissions through plagiarism detection software.

Assessment result of changes to the curriculum: The percentage of students meeting or exceeding expectations on this outcome increased in the following years to 100% in 2019-2020 and 99.17% in 2020-2021.

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

1. In MGT 5314, Organizational Behavior and Theory, the assessment technique/rubric for outcome 6 is as follows. This outcome is assessed with embedded questions on one multiple choice quiz on leadership and one fill-in-the-blank test on applications of leadership theories and issues will be measured as a percentage correct of the following 20 imbedded 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 testlet there are 10 questions designed to measure student learning of aspects of leadership. These questions are multiple choice questions which are application-oriented and embedded randomly amongst approximately 20 items. **T**he data gathered from the assessment for outcome 6 comprises 15% of the overall course grade.

Outcome 6 - Method 1 - Result

Summary statistics for **outcome #6** for the academic year in **MGT 5314**

| | SAN MARCOS | | | ROUND ROCK | | | TOTAL | |
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	16	41	87.69	8	24	72.74	89	81.65
Meets	4	3	10.77	2	4	13.63	13	11.93
Failed to meet	0	1	1.54	0	6	13.63	7	6.42
Total	20	45	100.00	10	34	100.00		100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 98.46

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 86.37 %

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

Percentage of students in both locations in Spring who met or exceeded expectations: 91.14%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 93.58 %

Explanation of Results

A. 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 the Fall semester.

B. In MGT 5314 for the SPRING semester, 91.14% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for the Spring semester.

C. In MGT 5314 for the current academic YEAR, 93.58% 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 things that went well this year in MGT 5314 regarding assessment include:

A. Between the two semesters a decision was made to offer the Spring sections asynchronously in a self-paced manner. This required that the quiz and test items be separately used for two different learning outcome assessments because the essay-based assessment of the other method of assessing this outcome in this class could not be implemented due to assignment security issues. So, in the fall the quiz scores and test scores were combined to assessment performance. In the spring, only the quiz scores were used for assessment for this particular method of assessing Learning Outcome #6, which seemed to instill a bit of much-needed rigor in that the percentage meeting or exceeding expectations dropped from 100% in Fall to 91.14% in Spring.

B. Many students finished the entire requirements of the course before the mid-point of the semester thus enabling them to devote time to their other coursework.

C. By offering the course entirely asynchronously, this allowed the more highly motivated students to make use of the professor's office hours via Zoom where one-on-one conversations could be held.

Three things that went poorly this year in MGT 5314 regarding assessment include:

A. Because this method of assessing this learning outcome relied only on one assignment, albeit comprised of 10 multiple choice questions, there is a minor possibility that these scores are unreliable.

B. Because the course became self-paced in the spring, some students did not complete all of the course assignments in the spring. They thus earned scores of zero on many tests and quizzes, sabotaging their grade in the course.

C. A large number of students sought Zoom meetings with the professor at times outside of office hours because of work obligations at that time and could not receive one-on-one tutoring except when a time amenable to both parties could be found.

Three different planned changes regarding assessment in MGT 5314 for next year are:

A. For the entire full next year, all definitionally-oriented quizzes on chapters and their accompanying video lectures will be conducted online asynchronously and self-paced. Because the quizzes will cover both the assigned textbook chapters and their accompanying video lectures, new questions from both sources will be written so as to effectively cover both sources.

B. However, testlets covering one topic only and comprised of situationally-oriented application-based multiple choice questions will not be used. Instead students will take two paper-and-pencil tests face-to-face in class using the same situationally-oriented application-based multiple choice questions but covering five topics each with one at the mid-point and one at the end of the semester.

C. Office hours will be held on Saturday mornings from 9 to noon to better facilitate the students' work schedules.

Specific goal or method change:

Previous exceedingly weak scores.In 2017-2018, it was decided at the program level to use MGT 5314 to assess Learning Outcome (LO) 6 using two different methods instead of only one as in the past, because a central tenet of the LO is the topic of leadership which is a critically part of the pedagogy of MGT 5314. It should be noted that this course is the only course in the MBA curriculum to assess the same LO with two methods as all other courses assess two LOs, each with a different method. That required the implementation of a new method of assessment that was configured as a written essay response to a case on leadership. The previous method of assessing leadership and thus LO6 was the combined score on a quiz and a set of test items on leadership which was continued. When the other newly minted method was implemented, the essay was graded with a two-part score: Diagnosis/prescription and spelling/grammar/punctuation. This allowed the faculty teaching the course to make adjustments based upon the type of difficulty students might have, i.e. the content of the case versus their writing skills. In that first year, 97.92% of students met or exceeded performance standards. In 2018-2019 that percentage dropped to 92.31%. It was determined by examining the two-part grading of the case that the decrease in performance was because of spelling/grammar/punctuation and not because of the diagnosis/prescription part of the case analysis.

Change to the curriculum. To better facilitate student performance on this new essay-based case analysis, the faculty spent more time on the first day of class demonstrating proper writing style for business cases. A ten-point checklist of proper writing style was developed and distributed to students. The list contained things like when to use numbers as words instead of as numerals in text, when to properly use acronyms, etc. Then on the day of class on which students actually wrote their case analyses the checklist was again discussed and verbal tips were given to students.

Assessment result of changes to the curriculum. For the academic year 2019-2020, the percentage of students meeting or exceeding the standards rose back to 97.33%. It appeared to the faculty, based upon student comments and discussion in class, that the quick overview of writing expectations at the beginning of the semester as well as the day of the actual assignment made students more comfortable with the assignment. Some commented that they had been previously taught to write with flowery language and had no idea that there were rules about the use of numbers in text and acronyms. The faculty informed the students that a flowery style was perhaps not as appreciated in the business world as in other realms and that one's writing style must be changed for a particular audience.

Outcome 6 - Method 2

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

This outcome 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. The data gathered from the assessment for outcome 6 comprises about 12.5% of the overall course grade.

2B. In MGT 5314, Organizational Behavior and Theory, the assessment technique/rubric for outcome 6 is as follows. This outcome will be assessed via an essay. The essay score will be comprised of two different sub-scores. The first sub-score is in regard 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 regard 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. The data gathered from the assessment for outcome 6 comprises 10% of the overall course grade.

Outcome 6 - Method 2 - Result

Method 2A: Summary statistics for outcome #6 for the academic year in BA 5351

| | SAN MARCOS | | | ROUND ROCK | | | TOTAL | |
| | FALL | SPRING | | FALL | SPRING | | | |
	raw #	raw #	%	raw #	raw #	%	raw #	%
Exceeds	83	14	86.61	25	5	61.23	127	78.88
Meets	10	5	13.39	14	3	34.69	32	19.88
Failed to meet	0	0	0	2	0	4.08	2	1.24
Total	93	19	100.00	41	8	100.00	161	100.00

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

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 95.92%

Percentage of students in both locations in Fall who met or exceeded expectations: 98.51%

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

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 98.76%

Explanation of Results: In BA 5351 for the FALL semester, 98.51% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for the Fall semester. 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 #6 for the Spring semester. In BA 5351 for the current academic YEAR, 98.76% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for the overall year.

Three things that went well this year in BA 5351 regarding assessment include: This semester two main aspects of leadership issues in business were assessed via analysis of leadership articles/ cases/ or vignettes. Using these resources seemed to help the students understand the concepts better. 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. Relating the different concepts to several examples of how leaders actually made decisions in the business world also helped the students understand the concepts well.

Three things that went poorly this year in BA 5351 regarding assessment include: Although students were encouraged to think about leadership decisions that are made in general, most of the discussions centered around leadership decisions that were pandemic related. There were extenuating circumstances that affected some students mental and physical state due to COVID and so some allowances had to be made during the semester. The reading material pertained to strategic leadership and the Upper Echelons theory. However, some of the reading material (articles) may have been outdated.

Three different planned changes regarding assessment in BA 5351 for next year are: This assessment will be evaluated to see if some of the questions need to be modified to have a deeper understanding of how leadership-decision making and leadership-related consequences happen in the workplace next year post COVID. Also, some of the reading material will be updated. The grading rubric will be constantly evaluated and modified if necessary. Also, BA 5351 includes students from different Masters' programs, so the Leadership assessment scenarios will be evaluated to see if they are appropriate and relevant for all the Masters' students in this course. There may be some new instructors teaching this course. Therefore, there will be more communication to ensure consistency in assessing this outcome.

Specific goal or method change:

Previous excessively strong scores. Learning Outcome (LO) 6 was assessed with a written assignment that required students to read scholarly articles about strategic leadership in organizations and then analyze the leadership abilities of a top management executive in an organization. The percentage of students meeting or exceeding the performance standards were in 2017-2018, 98.12% followed annually by 96.30%, 98.61%, 98.76%. The students have used material from the scholarly articles to demonstrate their understanding of effective decision making, however the justification of what was 'effective 'decision making may need to be specified a little more clearly.

Change to the curriculum. The few changes that have been made thus far are mainly in terms of making the students aware of the importance of completing this assignment to the best of their ability by making the grade for this assignment a significant part of their overall grade, as well as, making this assignment due a little later in the semester in order to give them time to understand the material and faculty expectations well.

Assessment result of changes to the curriculum. Despite the strong percentage of students meeting or exceeding the performance standards,

students were able to understand leadership action in an organization better and were able to connect leadership decision making in the business world to the concepts learned in the scholarly articles provided in a meaningful manner.

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Method 2B: Summary statistics for outcome #6 for the academic year in MGT 5314

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	13	36	75.38	10	24	77.27	83	76.16
Meets	6	3	13.84	0	4	9.09	13	11.92
Failed to meet	1	6	10.77	0	6	13.64	13	11.92
Total	20	45	100.00	10	34	100.00	109	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 89.22%

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: 96.67%

Percentage of students in both locations in Spring who met or exceeded expectations: 84.81%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 88.07%

Explanation of Results: In MGT 5314 for the FALL semester, 96.67% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for the Fall semester. In MGT 5314 for the SPRING semester, 84.81% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for the Spring semester. In MGT 5314 for the current academic YEAR, 88.07% 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 things that went well this year in MGT 5314 regarding assessment include: (1) Between the two semesters a decision was made to offer the Spring sections asynchronously in a self-paced manner. This required that the quiz and test items be separately used for two different methods of assessing the learning outcome assessments because the essay-based assessment of this method could not be implemented due to assignment security issues. That is, it was feared that students who submitted their essay early in the semester would share their feedback from the professor with students who had not yet submitted their essay. In the spring, only the test scores were used for assessment for this particular method of assessing Learning Outcome #6, which seemed to instill a bit of much-needed rigor in that the percentage meeting or exceeding expectations dropped from 96.67% in Fall to 84.81% in Spring. (2) Many students finished the entire requirements of the course before the mid-point of the semester thus enabling them to devote time to their other coursework. (3) By offering the course entirely asynchronously, this allowed the more highly motivated students to make use of the professor's office hours via Zoom where one-on-one conversations could be held.

Three things that went poorly this year in MGT 5314 regarding assessment include: Because this method of assessing this learning outcome relied only on one assignment, albeit comprised of 20 situationally-oriented application-based multiple choice questions, there is a minor possibility that these scores are unreliable. Because the course became self-paced in the spring, some students did not complete all of the course assignments in the spring. They thus earned scores of zero on many tests and quizzes, sabotaging their grade in the course. A large number of students sought Zoom meetings with the professor at times outside of office hours because of work obligations at that time and could not receive one-on-one tutoring except when a time amenable to both parties could be found.

Three different planned changes regarding assessment in MGT 5314 for next year are: For the entire full next year, all definitionally-oriented quizzes on chapters and their accompanying video lectures will be conducted online asynchronously and self-paced. Because the quizzes will cover both the assigned textbook chapters and their accompanying video lectures, new questions from both sources will be written so as to effectively cover both sources. However, testlets covering one topic only and comprised of situationally-oriented application-based multiple choice questions will not be used. Instead students will take two paper-and-pencil tests face-to-face in class using the same situationally-oriented application-based multiple choice questions but covering five topics each with one at the mid-point and one at the end of the semester. Office hours will be held via Zoom on Saturday mornings from 9 to noon to better facilitate the students' work schedules.

Specific goal or method change:

*Previous excessively strong scores.*The other method of assessing LO6 in MGT 5314 is via embedded quiz and test items. The quiz items are all definitionally-oriented with the purpose of helping student learn the language of the topic. The embedded test items are situationally-oriented application-based with the purpose of testing students' abilities to apply the newfound language of the course in practical situations. In 2016-2017 the percentage of students meeting or exceeding performance standards was 86.41%. In 2017-2018 the percentage rose to 94.11%. In 2018-2019, the percentage was similarly high at 92.31%. In 2019-2020 the percentage rose slightly to 94.67%. These high percentage indicate a lack of rigor in the course content when assessed by quiz and test items.

Change to the curriculum. For the academic year 2020-2021, the faculty decided to split the quiz items from the test items so as to measure knowledge of the topic of leadership in two objective manners instead of measuring it in one objective method via quiz items and the other method being subjective via the aforementioned leadership case. Thus, in that year LO6 was measured with only the quiz items as one method and with test items as the other method.

Assessment result of changes to the curriculum. In the academic year 2020-2021 the qui- question-only assessment method resulted in 91.14% of students meeting or exceeding performance standards. These 10 quiz items were solely taken from the book as opposed to 10 from both the book and video lecture as before. This allowed the faculty to require mastery of some not-so-obvious terms in the chapter given that video lecture terms introduced solely via lecture were not part of the quiz nor assessment. With this method of assessment, the faculty were able to inject some much-needed rigor back into the course.

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

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

Outcome 8

Goal:	4. Provide the necessary services, resources, and infrastructure to support the university's strategic direction.
Initiative:	4.9 Provide a diverse and inclusive environment of support to achieve the highest level of performance for all member of the campus 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

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

Approval History

Approval History Event	Approver
Outcomes Approved Level 1	William Chittenden (wc10)
Outcomes Approved Level 2	Sanjay Ramchander (s_r828)
Outcomes Audit Report Submitted	William Chittenden (wc10)