

Texas State University-San Marcos
Academic Program Student Learning Outcomes Assessment

Year 2009-2010
College/Division Business
Department/Unit Business
Program Name/Department Business Administration (MBA)
Program Code 550G MBA
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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 academic year 2009-2010 saw two major changes that affected the assessment process. First, for the first time, all six learning outcomes were assessed in one year. Each of the eight core courses assessed between two and four of the six learning outcomes this academic year. In years past two outcomes were assessed in each year with all six being covered every three years on a rotating basis. Thus, a direct comparison on only two learning outcomes from year 2008-2009 to year 2009-2010 is appropriate. Second, a major revision of the MBA program was implemented in fall 2009. The revision requires all incoming students complete three new Tier One core courses before proceeding through the eight traditional core courses, regardless of undergraduate major. This is a major departure from the traditional MBA curriculum and will affect future assessment in all core courses.

In the academic year 2008-2009 three courses assessed Learning Outcome #3 via a variety of methods. The percentage of students meeting or exceeding professors' expectations ranged from a low of 76.1% in ACC 5361 to a high of 85.2% in ECO 5316. In several courses these percentages fell short of the professors' goals for proficiency in the course. In the academic year 2009-2010, four courses assessed this outcome and the percentage of students meeting or exceeding expectations ranged from 87.69% in ACC 5361 to 95.77% in QMST 5334. In every class assessing this outcome, the percentage meeting or exceeding professors' expectations were in excess of professors' goals for the class. Thus, student performance on Learning Outcome #3 has improved year over year.

In the academic year 2008-2009 two courses assessed Learning Outcome #4 via a variety of methods. The percentage of students meeting or exceeding professors' expectations ranged from a low of 85% in MKT 5321 to a high of 88.3% in CIS 5318. In both courses, student performance met or exceeded the professors' goals for the course. In the academic year 2009-2010, three courses assessed this outcome and the percentage of students meeting or exceeding expectations ranged from 84.52% in MGT 5314 to 93.59% in MKT 5321. In all three classes assessing this outcome, the percentage meeting or exceeding professors' expectations were in excess of professors' goals for the class. Thus, student performance on Learning Outcome #4 has improved year over year.

Outcome Number 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).

Method 1

Students will demonstrate the acquisition of knowledge of fundamental business disciplines by demonstrating knowledge of organizational structure and culture. Performance will be measured in MGT 5314 (Organizational Behavior and Theory) through embedded questions in in-class quizzes and exams. It is expected that 85% of students will meet or exceed expectations by scoring at least 80% overall on the relevant questions on the quizzes and exams.

Result 1

In fall 2009, students fell just shy of the goal of 85% meeting or exceeding expectations. This was due, in part to a particular phenomenon: Since this learning outcome was assessed toward the end of the semester, students who realized that they could not earn an A in the course, or those who needed a grade on the last test that was much higher than any they had previously earned during the semester, may have decided not to work as hard as they could have. That is, they guaranteed their effort so that they learned the material well enough to earn a B in the course and nothing more. Similarly, those who had long since virtually guaranteed themselves an A in the course, did not need to master the material on the last test to the same degree that they had mastered the previous material.

In spring 2010, the number of tests was increased from three to four, and the material from which this assessment score was compiled was moved to test three. This greatly improved student learning of the material as exemplified by almost 93% demonstrating that they met or exceeded expectations for this learning outcome.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	7	9	32.65	7	7	41.18	30	36.14
Meets	12	19	63.27	7	9	47.06	47	56.63
Failed to meet	2	0	4.08	3	1	11.76	6	7.23
Total	21	28	100	17	17	100	83	92.77

Percentage of students in San Marcos who met or exceeded expectations: **95.92%**

Percentage of students in Round Rock who met or exceeded expectations: **88.24%**

Percentage of students combined who met or exceeded expectations: **92.77%**

Method 2

Students will demonstrate the ability to integrate knowledge of fundamental business disciplines in two courses:

1. In CIS 5318 (Information Technology in the Digital Economy), understanding enterprise information systems requires an understanding of the integration of fundamental business disciplines. Assessment in this class is accomplished through the use of class participation and a written case analysis. An in-class participation rubric is used as is a rubric for evaluating the quality of the case analyses. It is expected that 90% of students will meet or exceed expectations by scoring at least 80% overall on class participation and the written case analysis.
2. MGT 5313 (Strategic Management) is the capstone course in the MBA program and requires both the explicit and implicit integration of knowledge learned in other more specialized courses. Assessment in this class is accomplished through a written essay exam, based on a complex business case. This exam satisfies the university's requirement for a comprehensive exam in our program. Exams are graded according to an established rubric. It is expected that 90% of the students will meet or exceed expectations by scoring at least 80% overall on the relevant questions on the exam.

Result 2

CIS 5318

In fall 2009, San Marcos students met the goal of 85% meeting or exceeding expectations; however Round Rock students did not meet the goal. All together 88.88% (48 out of 54) students met or exceeded the expectations. San Marcos students did better than students at the Round Rock campus which can possibly be attributed to not meeting the class for the Labor Day holiday. Grading for this case was lenient because the case was used early in the semester (2nd week) while students were still getting familiar with the case teaching method. In the future this case needs to move later in the semester or use a different case to assess this outcome. In spring 2010, the goal for meeting or exceeding expectations was lowered from 90% to 85% and the San Marcos and Round Rock students met that goal. The 85% goal is more in line with other MBA core courses.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	14	8	35.48	10	17	65.85	49	47.57
Meets	18	14	51.61	6	3	21.95	41	44.44
Failed to meet	3	5	12.90	3	2	12.20	13	11.12
Total	35	27	100	19	22	100	103	100

Percentage of students in San Marcos who met or exceeded expectations: **87.10%**

Percentage of students in Round Rock who met or exceeded expectations: **87.80%**

Percentage of students combined who met or exceeded expectations: **87.38%**

MGT 5313

During the 2009-2010 academic year 2 faculty members each taught one section of MGT 5313 each semester for the first time in several years. Usually one faculty member teaches both sections. It is possible (or, even likely) that the differences in assessment outcomes between the San Marcos and Round Rock campuses in the fall 2009 semester were a function of inconsistent guidance for and administration of the exam. More specifically, the structure of the exam may be uncommon in many MBA courses; and unfamiliarity with this structure, in combination with the comprehensive nature of the exam, may require a longer time to complete than the traditional course exam. Although extensive coordination (prior to the fall semester) occurred relative to course content, little discussion and coordination occurred relative to guidance and administration of the exam.

Prior to the spring 2010 semester, significant coordination relative to the guidance and administration of the exam occurred. The differences in outcome assessments suggest that this additional coordination was effective. For example, in the fall 2009 semester, a combined 57.89% met or exceeded expectations relative to Outcome # 1. However, following additional coordination of the exam activity in the fall 2010 semester, a combined 95.65% of the students from both the San Marcos and Round Rock campuses either met or exceeded expectations.

While the additional coordination seems to have been appropriate, we must continue to coordinate activities and monitor outcomes to ensure that the positive spring 2010 results are not a one-time anomaly.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	1	0	2.70	0	2	4.26	3	3.57
Meets	9	25	91.89	12	17	61.70	63	75.00
Failed to meet	2	0	5.41	14	2	34.04	18	21.43
Total	12	25	100	26	21	100	84	100

Percentage of students in San Marcos who met or exceeded expectations: **94.59%**

Percentage of students in Round Rock who met or exceeded expectations: **65.96%**

Percentage of students combined who met or exceeded expectations: **78.57%**

Action Plan

The course material addressing this outcome focuses on organizational structure and culture and will be covered near the beginning of the semester while student effort is strong and concern for course grade is paramount and still legitimately high. Ten multiple choice questions on each of two minor quizzes and 20 fill-in-the-blank questions on the first major exam will be used to assess this outcome. Since moving this material to the beginning of the semester from its previous place near the end of the semester student performance on this outcome has been exceptional.

CIS 5318

For outcome 1 a higher than expected percentage of students met the professor's expectations. After reviewing results over the last two years, no major action is necessary at this time. We will continue making minor adjustment in the course as needed.

MGT 5313

The course material addressing this outcome is comprehensive in nature. Further, Learning Outcome #1 is evaluated via a major case (written essay type) exam administered near the end of the semester and the exam is a closed book, "in-class" exam. Two faculty members were assigned to teach this course. One faculty member taught at the Round Rock campus in the Fall Semester and at the San Marcos campus in the Spring Semester. The second faculty member taught at the San Marcos campus in the Fall Semester and at the Round Rock campus in the Spring Semester. The debriefing of the exam with individual students and between the two involved faculty members suggests that the results of the exam at the Round Rock campus (which were below expectations) may have been an artifact of pre-exam preparation advice provided to students and the actual delivery of the exam. In an effort to eliminate this issue, additional collaboration is being established between those faculty members who may be teaching different sections of the course in the same semester. The specific purpose of this collaboration is to ensure that the exam is delivered in the same way

to both sections of Management 5313, regardless of who is teaching the course. The Core Course Coordinator assumes responsibility for this collaboration.

Outcome Number 2

Integration of Information Technologies

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

Method 1

Students will demonstrate the integration of appropriate information technologies by understanding how IT enables new strategies and existing strategies, management issues surrounding the identification, selection, and effective deployment of IT, and how web-based IT applications enable business opportunities. Performance will be measured in CIS 5318 (Information Technology in the Digital Economy) through a written case analysis. A grading rubric will be used on the written case. It is expected that 90% of the students will meet or exceed expectations by scoring at least 80% on the case analysis.

Result 1

In spring 2010, the goal for meeting or exceeding expectations was lowered from 90% to 85% bringing it more in line with other MBA core courses. In fall 2009, students met the goal of 85% meeting or exceeding expectations. All together 94.44% (51 out of 54) students meet or exceeded the expectations. Expectation standards were thus met at both campuses.

In the spring 2010, students meet the goal of 85% meeting or exceeding expectations. All together 97.96% (48 out of 49) students meet or exceeded the expectations. Exception standard were meet at both campuses.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	14	22	58.06	9	19	70.73	64	62.14
Meets	20	5	40.32	8	1	21.95	34	33.01
Failed to meet	1	0	1.61	2	1	7.32	4	3.88
Total	35	27	100	19	22	100	103	100

Percentage of students in San Marcos who met or exceeded expectations: **98.39%**
 Percentage of students in Round Rock who met or exceeded expectations: **92.68%**
 Percentage of students combined who met or exceeded expectations: **95.15%**

Method 2

FIN 5387 (Managerial Finance):

Students will demonstrate the integration of appropriate information technologies by identifying and utilizing technologies to acquire and analyze corporate financial data for decision making. Performance will be measured in this course through questions embedded in course quizzes and exams and through a written case analysis. An established grading rubric will be used on the case analysis. Overall, it is expected that 85% of the students will meet or exceed expectations by scoring at least 80% overall on the relevant questions on the quizzes and exams.

ACC 5361 (Accounting Analysis for Managerial Decision Making):

In this online class, students will demonstrate the integration of appropriate information technologies for enhancing productivity and communicating with others. Performance will be measured through the course project delivered via *Connect*. It is expected that 85% of the students will meet or exceed expectations by scoring at least 80% overall on the assignment. Grading will be accomplished through an established rubric.

Result 2

FIN 5387

In fall 2009, students fell short of the goal of 85% meeting or exceeding expectations. This was due in large part to the re-orientation of the course toward a case study approach for which students did not appear ready. The course was modified somewhat in the spring, so that the approach was supplemented to a much larger extent with a lecture based approach. Because many of these students are still admitted under the previous course catalog, a large proportion had not had the foundations course for many years. It was anticipated that this problem will be progressively alleviated as students enter under the new catalog requirements, so that a gradual move back toward the case study approach will be warranted. In spring, cases will still be used, including those used for assessment this fall for comparison sake. We added multiple choice questions to those already asked, via quizzes in nearly every class period. This expanded our multiple method approach to assessment.

In spring 2010, students were given 10-question quizzes virtually every week. For consistency, we used the quiz on Marriott Corporation to assess Outcome #2. In the future, we will give one assessment question on each quiz for a better comparison base. The implementation of the new course structure and the new prerequisite course clearly benefitted our students' learning, as all students met or exceeded expectations for this outcome. Further adjustments are necessary, as this group of students was the first group in which more than half of them had taken the new prerequisite course. We believe we can feel comfortable choosing more difficult cases in the future.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	2	15	34.7	3	5	20.0	5	28.1
Meets	12	13	51.0	10	19	72.5	22	60.7
Failed to meet	7	0	14.3	3	0	7.5	10	11.2
Total	21	28	100.0	16	24	100	37	100

Percentage of students in San Marcos who met or exceeded expectations: **85.7%**
 Percentage of students in Round Rock who met or exceeded expectations: **92.5%**
 Percentage of students combined who met or exceeded expectations: **88.8%**

ACC 5361

In the fall, technology was assessed for the first time in this course. As a result, students received more help than expected. The project required the

assistance of the instructional technology staff, the use of *Adobe Connect's* recording and audio capabilities, Excel and PowerPoint software, plus the application of knowledge obtained in the course. Future projects were modified to reflect this experience. In the spring, the project required the assistance of the instructional technology staff, the use of Adobe Connect recording and audio capabilities, Excel and PowerPoint software, plus the application of knowledge obtained in the course. The grade range was greater than expected. Several groups turned in excellent, professional videos at the appropriate length and depth of analysis. However, several other groups obviously put in minimal time and thought, resulting in superficial analysis, poor video/audio quality and in some cases filling only 20% of the time suggested. A summary of the results are given below.

	Internet-Based Course Section				TOTAL	
	FALL #	%	SPRING #	%	#	%
Exceeds	16	45.71	12	40.00	28	43.08
Meets	15	42.86	8	26.67	23	35.38
Failed to meet	4	11.43	10	33.33	14	21.54
Total	35	100	30	100	65	100

Percentage of students who met or exceeded expectations: **78.46%**

Action Plan

CIS 5318

For outcome 2 a higher than expected percentage of students met the professor's expectations. We will use "Zappos.com: Developing Supply Chain to Deliver Wow!" rather than "TiVo 2007: DVRs and Beyond" in fall 2010 semester because TiVo's future is uncertain and choices provided to the students in the case have become irrelevant due to changes in the industry. Also, we realized that this outcome can be better measured using Zappos case rather than TiVo case.

FIN 5387

In San Marcos, student performance was marginally acceptable for this objective, and in Round Rock, performance was acceptable. We will continue to explore new and better assessment methods, including asking one assessment question on each of several quizzes, rather than on a single quiz, so that assessment of multiple topic areas is achieved. Cases will get progressively more challenging, though we will keep the two cases we assessed this year as our first cases for purposes of comparison and also to continue to provide a smooth transition to the case study approach.

ACC 5361

Future plans to achieve this objective will include more specific instructions, examples and a more clearly defined rubric. Stress will be placed upon not just creating a video presentation but taking time to ensure that the final product is of superior quality. Since the project is done in groups, those groups will be formed as early in the semester as possible and the group rooms in *AdobeConnect* assigned immediately. Groups will be encouraged to begin practicing with the technology during the semester.

Outcome Number 3

Analytical Skills and Critical Thinking

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

Method 1

Students will demonstrate analytical skills and critical thinking by estimating product demand functions; determining optimal prices, production, advertising and employment under different industry environments; and using game theory to assess the effectiveness of different strategies when outcomes of firms are highly interdependent. Performance will be measured in ECO 5316 (Managerial Economics) through a written case study with a focus on the students' ability to use demand data to critically evaluate optimal pricing outcomes. Instructors teaching the course will utilize an established rubric to evaluate student performance on the written material. It is expected that 85% of students will meet or exceed expectations by scoring at least 80% overall on the assignments.

Result 1

In both sections, students performed reasonably well. There was not a big difference between the San Marcos and Round Rock sections, with 96.88% and 93.75% of students at least meeting expectations, respectively. Students in general had the most difficulty interpreting and/or applying the statistical data to the case, which may indicate that more time needs to be spent by the instructor in the correct application of statistical data to a variety of optimization problems.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	4	9	40.63	11	10	65.63	34	53.13
Meets	6	12	56.25	5	4	28.13	27	42.19
Failed to meet	1	0	3.13	2	0	6.25	3	4.69
Total	11	21	100	18	14	100	64	100

Percentage of students in San Marcos who met or exceeded expectations: **96.88%**

Percentage of students in Round Rock who met or exceeded expectations: **93.75%**

Percentage of students combined who met or exceeded expectations: **95.31%**

Method 2

Students will demonstrate analytical skills and critical thinking by correctly identifying and applying statistical techniques to accounting and business data for decision making. Performance will be measured through embedded methods in three courses:

1. In QMST 5334 (Advanced Statistical Methods for Business), assessment is conducted through short answer questions embedded in class quizzes and major exams. The questions will be used to assess students' ability to identify and apply appropriate statistical techniques for business problems. It is expected that 80% of the students will meet or exceed expectations by scoring at least 70% overall on the relevant questions on the in-class quizzes and exams.
2. In ACC 5361 (Accounting Analysis for Managerial Decision Making), each of 3 exams will contain 5 to 10 embedded questions to assess student learning of analytical skills and critical thinking. It is expected that 80% of the students will meet or exceed expectations by scoring at least 80% on the embedded questions.

3. In FIN 5387 (Managerial Finance), the outcome will be assessed via 4 multiple choice test questions on the final exam and a written case study. An established grading rubric will be used to grade the case study. Overall, it is expected that 85% of the students will score at least an 80% on the assignments.

Result 2

QMST 5334

During the academic year 2009-2010, the graduate advanced business statistics course was taught at San Marcos and Round Rock. The analytical and critical thinking skills of a total of 71 students were assessed. In general, over 95% of the students either met or exceeded the set expectations.

A few students were not able to grasp the concepts of linear programming as well as expected. We missed a class day in the beginning of the semester due to inclement weather. This missing class probably had to do with poorer performance in the linear programming section of the final exam. The students had less practice and less time to study this material, in comparison to the students of the fall semester. The instructor also noticed that, towards the end of the semester and coinciding with the lectures on linear programming, some students seemed exhausted and overwhelmed. Towards the end of the semester, the instructor has the student working on two projects that overlap in time. It is possible that linear programming and the corresponding project should be moved to the beginning of the course; thus leaving the statistical part of the course and the corresponding project to be delivered at the end of the course without any overlapping.

On this last topic, several professors of quantitative methods are of the opinion that it has not been a good idea to mix linear optimization modeling in a course that is predominantly one of statistical methods. It seems that the reason for including linear programming in this course is, mainly, the lack of another core course in which the students were required to learn linear programming. This is a decision that should be revisited.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	5	10	37.5	4	12	52.17	31	43.66
Meets	6	16	55.00	4	11	47.83	37	52.11
Failed to meet	0	3	7.50	0	0	0	3	4.23
Total	11	29	100	8	23	100	71	100

Percentage of students in San Marcos who met or exceeded expectations: **92.50%**

Percentage of students in Round Rock who met or exceeded expectations: **100.00%**

Percentage of students combined who met or exceeded expectations: **95.77%**

ACC 5361

One right answer in complex situations is difficult for the creator of the question and for the test taker. There were twenty multiple choice items used in the fall to measure analytical thinking, 10 multiple choice items, four essay questions, and project discussion to measure critical thinking. Analytical and critical thinking results were average, weighed equally. In the spring, essays and multiple choice questions were used. Combining multiple choice and essay responses resulted in all students meeting or exceeding expectations. Disaggregating the responses, 10% (n=3) failed to meet expectations on the essays alone and 3% (n=1) failed to meet expectations on multiple-choice alone. There were ten multiple choice items used to measure analytical thinking and 10 multiple choice items plus four essay questions to measure critical thinking. Analytical and critical thinking results were average, weighed equally. A summary of the results are given below.

	Internet-based Course Section				TOTAL	
	FALL #	%	SPRING #	%	#	%
Exceeds	8	23%	19	63.33	27	41.54
Meets	21	60%	9	30.00	30	46.15
Failed to meet	6	17%	2	6.67	8	12.31
Total	35	100	30	100	65	100

Percentage of students who met or exceeded expectations: **87.69%**

FIN 5387

In fall 2009, students were very close to the goal of 85% meeting or exceeding expectations. Again, the shortfall was due in large part to the re-orientation of the course toward a case study approach, for which students did not appear ready. The course was modified somewhat in the spring, so that the approach was supplemented to a much larger extent with a lecture based approach. Because many of these students were admitted under the previous course catalog, a large proportion had not had the foundations course for many years. It is anticipated that this problem will be progressively alleviated as students enter under the new requirements, so that a gradual move back toward the case study approach will be warranted. In spring, cases were still used so that that comparison of these results could be made with results of the fall semester. Additional assessment was accomplished via multiple choice quizzes, so that we could better assess student learning via multiple methods.

The implementation of the new course structure and the new prerequisite course clearly benefitted our students' learning, as all students met or exceeded expectations for this outcome. Further adjustments are necessary, as this group of students was the first group in which more than half of them had taken the new prerequisite course. We will choose more difficult cases in the future.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	12	20	65.3	8	13	52.5	53	59.6
Meets	6	8	28.6	4	11	37.5	29	32.6
Failed to meet	3	0	6.1	4	0	10.0	7	7.9
Total	21	28	100	16	24	100	89	100

Percentage of students in San Marcos who met or exceeded expectations: **93.9%**

Percentage of students in Round Rock who met or exceeded expectations: **90.0%**

Percentage of students combined who met or exceeded expectations: **92.2%**

Action Plan

ECO 5316

The critical and analytical thinking assessment could be refined to break out those questions that specifically relate to the 1) generation, 2) interpretation and 3) application of statistical information to the case to track more clearly the precise types of learning that need to be improved. The instructors, in the process of doing the assessment, indicated that the student abilities in the interpretation and application of data need to be improved. We will work on focusing our teaching and assessment in those areas.

QMST 5334

The results obtained for analytical and critical thinking skills are satisfactory; however, it is believed that there is some room for improvement. The instructor will revise the overall time schedule dedicated to teaching linear programming, the scope and the sequence.

ACC 5361

Outcome for this objective was satisfactory. Future plans will include creation of more complex testing and project situations to increase learning opportunities.

FIN 5387

On both campuses, student performance was satisfactory for this objective. We will add some multiple choice questions appearing on several quizzes to better assess this objective. Cases will get progressively harder, though we will keep the two assessment cases for the year for comparison purposes.

Outcome Number 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).

Method 1

Students will evaluate issues associated with ethical leadership by describing why marketing ethics is a strategic consideration in organization decisions, understanding issues in managing marketing ethics, identifying and resolving ethical dilemmas, and understanding the relationship between organizational performance and ethical decisions. Performance will be measured in MKT 5321 (Marketing Management) through written case analyses. Instructors teaching the course will utilize an established rubric to evaluate student performance on the case analyses. It is expected that 85% of students will meet or exceed expectations by scoring at least 80% overall on the case analyses.

Result 1

Outcome #4 was measured using a case study on marketing ethics. Overall, 93.59% of students enrolled in the course met or exceeded expectations. In the San Marcos section, 91.12% met or exceeded expectation, while four students (~8.88%) failed to meet expectations. Further analysis of the case study responses submitted by these five students revealed that their low scores were due to incomplete responses to certain questions. Therefore, in subsequent semesters, it will be emphasized that all students should address all questions as thoroughly as possible. In the Round Rock section, 96.97% of students met or exceeded expectations, with one student (~3.03%) failing to meet expectations.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	5	21	57.78%	7	15	66.67%	48	61.54%
Meets	6	9	33.34%	5	5	30.30%	25	32.05%
Failed to meet	3	1	8.88%	0	1	3.03%	5	6.41%
Total	14	31	100.00%	12	21	100.00%	78	100.00%

Percentage of students in San Marcos who met or exceeded expectations: **91.12%**

Percentage of students in Round Rock who met or exceeded expectations: **96.97%**

Percentage of students combined who met or exceeded expectations: **93.59%**

Method 2

CIS 5318 (Information Technology in the Digital Economy):

Students will evaluate issues associated with ethical leadership and conducting business in an ethical, legal, and socially responsible manner by understanding information as a strategic resource in organizations, and recognizing the ethical, social, and legal issues surrounding the collection, security, and use of confidential information in organizations. Performance will be measured in this course through essay questions embedded in the final examination in the course. An established rubric will be used to grade the essay questions. It is expected that 90% of the students will meet or exceed expectations by scoring at least 80% overall on the relevant questions on the exam.

MGT 5314 (Organizational Behavior and Theory):

Students' understanding of issues associated with corporate social responsibility will be assessed in this course through the use of 15 embedded quiz and exam questions. It is expected that 85% of students in the class will meet or exceed expectations by scoring at least an 80% on the questions.

Result 2**CIS 5318**

In spring 2010, the goal for meeting or exceeding expectations was lowered from 90% to 85% bringing it more in line with other MBA core courses. In fall 2009, 100% students met or exceeded expectations. In spring 2010, 80% students met or exceeded expectations. The spring results failed to achieve the goal of 85% of students meeting or exceeding expectations. This can be attributed to more rigorous coverage of three areas: privacy, security and ethics. In the future we will continue emphasizing the role that information technology plays in interconnecting all three areas.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	19	20	62.90	11	16	65.85	66	64.08
Meets	16	3	30.65	8	0	19.52	27	26.21
Failed to meet	0	4	6.45	0	6	14.63	10	9.71
Total	35	27	100	19	22	100	103	100

Percentage of students in San Marcos who met or exceeded expectations: **93.55%**

Percentage of students in Round Rock who met or exceeded expectations: **85.37%**

Percentage of students combined who met or exceeded expectations: **90.29%**

MGT 5314

The Round Rock sections greatly outperformed the San Marcos sections on this learning outcome. Overall, students met or exceeded expectations on this outcome at a rate very slightly short of the goal of 85%. Although only slightly short of the goal, this is perhaps because this outcome is assessed on the first quiz and the first test of the semester. It may be that some students are adjusting to the nature of these assignments and are not quite sure what to expect.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	1	2	6.00	0	1	2.94	4	4.76
Meets	17	18	70.00	16	16	94.12	67	79.76
Failed to meet	4	8	24.00	1	0	2.86	13	15.78
Total	22	28	100	17	17	100	84	100

Percentage of students in San Marcos who met or exceeded expectations: **76.00%**

Percentage of students in Round Rock who met or exceeded expectations: **97.02%**

Percentage of students combined who met or exceeded expectations: **84.52%**

Action Plan

MKT 5321

For improving performance on Outcome #4, more emphasis will be placed on providing students with appropriate theory regarding marketing ethics. Additional examples of marketing decision making scenarios that involve ethical issues/judgment will also be provided.

CIS 5318

For outcome 4 a higher than expected percentage of students met the professor's expectations. In spite of meeting expectations, we will do minor adjustment in the course. We will move the case which deals with privacy, security & ethics almost to the end of the semester rather than middle of the semester. We realized that by covering this topic later in the semester, students will be better able to understand how all the issues are related.

MGT 5314

The course material addressing this outcome focuses on corporate social responsibility and will be covered near the beginning of the semester while student effort is strong and concern for course grade is paramount and still legitimately high. Ten multiple choice questions on one minor quiz and 10 fill-in-the-blank questions on the first major exam will be used to assess this outcome. Since moving this material to the beginning of the semester from its previous place near the end of the semester and the inclusion of a seminal article on this topic by Davis (1973), student performance on this outcome has been acceptable for the Round Rock class and marginal for the San Marcos class. More time will be spent on the nuances of issues associated with this topic in a richer, student-led class discussion.

Outcome Number 5

Communication Skills

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

Method 1

Students will demonstrate the ability to effectively communicate orally by preparing and delivering class presentations and participating in class discussions. Performance will be measured in two courses:

1. In MGT 5313 (Strategic Management), students' ability to effectively communicate orally will be assessed through class participation in class discussions. A grading rubric will be used to consistently assess class participation. It is expected that 90% of the students will meet or exceed expectations in class participation by scoring at least 80%.

2. In CIS 5318 (Information Technology in the Digital Economy) students' ability to effectively communicate orally will be assessed through class participation in case analyses and class discussions. A grading rubric will be used to consistently assess class participation. It is expected that 90% of the students will meet or exceed expectations in class participation by scoring at least 80%.

Result 1

MGT 5313

The small class size facilitates the opportunity for effective communication and participation. As the class size increases, it will require more effort to ensure that each student has the opportunity to engage in effective participation. The two students in San Marcos who were "below expectations" in spring 2010 were both working individuals who were active when present; however they both missed enough classes to downgrade their participation score.

In the fall Round Rock section, the two students rated "below expectations" were both working individuals who were active when present; however they too missed enough classes to downgrade their participation score. In the spring, of the three students who did not meet expectations, one student is a working professional who accepted a new work assignment early in the semester that required significant international travel. Although this student performed satisfactorily when attending the class, the student missed a sufficient number of classes to preclude the "meet or exceed expectation" threshold. The other two students simply under-performed in terms of timely preparation and, as a result, were unable to perform at the appropriate level to "meet or exceed expectations."

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	9	5	37.84	2	10	25.53	26	30.95
Meets	3	18	56.76	22	8	63.83	51	60.71
Failed to meet	0	2	5.41	2	3	10.6	7	8.33
Total	12	25	100	26	21	100	84	100

Percentage of students in San Marcos who met or exceeded expectations: **94.59%**

Percentage of students in Round Rock who met or exceeded expectations: **89.36%**

Percentage of students combined who met or exceeded expectations: **91.67%**

CIS 5318

In spring 2010, the goal for meeting or exceeding expectations was lowered from 90% to 85% bringing it more in line with other MBA core courses. In fall 2009, students met the goal of 85% meeting or exceeding expectations. All together 94.44% (51 out of 54) students met or exceeded the expectations. The expectation standard was met at both campuses. In spring 2010, students at San Marcos did not meet the goal of 85% meeting or exceeding expectations;

however students at Round Rock met the goal of 85% meeting or exceeding the expectations.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	7	9	25.81	9	6	36.58	31	30.10
Meets	27	13	64.51	8	13	51.22	61	59.22
Failed to meet	1	5	9.68	2	3	12.20	11	10.68
Total	35	27	100	19	22	100	103	100

Percentage of students in San Marcos who met or exceeded expectations: **94.44%**

Percentage of students in Round Rock who met or exceeded expectations: **83.67%**

Percentage of students combined who met or exceeded expectations: **89.32%**

Method 2

Students in MKT 5321 (Marketing Management) will demonstrate the ability to effectively communicate in writing by integrating research on company, customer, competitor, and external environments to develop and present a marketing plan for a chosen product or service. Additionally, 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. The plans will be graded using an established rubric. It is expected that 85% of students will meet or exceed expectations by scoring at least 80% overall on the written marketing plans.

Result 2

Overall, 97.43% of students enrolled in MKT 5321 met or exceeded expectations regarding Outcome #5. Several reasons contributed to this high level of performance. During each semester, the assignment associated with Outcome #5 was highlighted as an important performance activity and due guidance was provided repeatedly. There was also a high degree of competitiveness, which further motivated students to excel. Last, but not least, the assignment had a significant impact on the overall course grade. Although two students in the San Marcos section failed to meet expectations, a deeper analysis of their overall course performance revealed that they had missed several classes during the semester and, perhaps, did not deem this exercise as having the potential to improve their overall course grade.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	6	15	46.67	11	13	72.73	45	57.69
Meets	6	16	48.89	1	8	27.27	31	39.74
Failed to meet	2	0	4.44	0	0	0.00	2	2.56
Total	14	31	100	12	21	100	78	100

Percentage of students in San Marcos who met or exceeded expectations: **95.55%**

Percentage of students in Round Rock who met or exceeded expectations: **100.00%**

Percentage of students combined who met or exceeded expectations: **97.43%**

Action Plan

MGT 5313

This course focuses on assessment of effective oral communication through "in-class" participation. Underlying effective communication and participation in this course is appropriate preparation. Discussion and information regarding the requirements for acceptable participation are provided during the first and second class meetings. In MGT 5313, 90% of students met or exceeded expectations. However in the future, additional emphasis will be provided early in the semester regarding the importance of preparation in an effort to increase the percentage of students meeting or exceeding expectations. Additionally, the need for this emphasis will be included in pre-class coordination meetings with relevant faculty.

CIS 5318

For outcome 5 a higher than expected percentage of students met the professor's expectations. We think that we have found the appropriate case to facilitate learning this topic. We will continue doing what we are doing to assess this outcome.

MKT 5321

For improving performance on Outcome 5, guidance and classroom discussions on oral and written communication skills will remain in place. In addition, supporting material will be uploaded online to assist students who miss classes due to unforeseen circumstances.

Outcome Number 6

Leadership Skills

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

Method 1

Students will understand the skills needed to effectively lead workgroups through analysis of key leadership issues such as group dynamics, leadership styles, conflict resolution, and consensus building. Performance will be measured in MGT 5314 (Organization Behavior and Theory) through 20 embedded questions in in-class quizzes and exams. It is expected that 85% of students will meet or exceed expectations by scoring at least 80% on the embedded questions.

Result 1

The course material was shuffled between the fall and spring semesters so that this material came earlier in the semester. Additionally, in the spring the number of test items devoted to this learning outcome was doubled to 20 from 10. All this was to no avail, as only 61.45% of the students in both sections on both campuses met or exceeded expectations.

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

Exceeds	3	6	18.37	2	1	8.82	12	14.46
Meets	11	12	46.94	5	11	47.06	39	46.99
Failed to meet	7	10	34.69	10	5	44.12	32	38.55
Total	21	28	100	17	17	100	83	100

Percentage of students in San Marcos who met or exceeded expectations: **65.31%**

Percentage of students in Round Rock who met or exceeded expectations: **55.88%**

Percentage of students combined who met or exceeded expectations: **61.45%**

Method 2

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

1. In QMST 5334 (Advanced Statistical Methods for Business), students will contribute to dynamic workgroups by participating in a semester long group project designed to analyze a business problem, collect and analyze data, and make recommendations. A grading rubric is utilized to assess performance in the project. It is expected that 80% of the students will meet or exceed expectations by scoring at least 80% on the project.

2. In ECO 5316 (Managerial Economics), students will contribute to dynamic workgroups by participating in a project consisting of an economic analysis of a business strategy issue where leadership and contribution are critical. Student learning will be measured through performance on the project as well as individual peer evaluations of team members. Grading rubrics are utilized to assess performance in the project and for peer evaluations. On the project, it is expected that 85% of the students will meet or exceed expectations by achieving at least Level 2 (out of 3 Levels) according to the grading rubric. On the peer evaluations, it is expected that 85% of the students will meet or exceed expectations by scoring at least a 1.5 on a 3 point scale based on the grading rubric.

Result 2

QMST 5334

During the academic year 2009-2010, the graduate advanced business statistics course was taught at San Marcos and Round Rock. Leadership skills of a total of 71 students were assessed. In general, over 91% of the students either met or exceeded the set expectations.

One student failed to meet expectations due to poor participation on the group project. It is believed that the team members were not aware of the alternatives available to discipline poor performers. In the future, the students will be made aware of recourses to handle poor performers. Additionally, one other student knew that he could not comply with the project requirements but decided to remain in the class anyway.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	0	5	12.50	2	5	22.58	12	16.90
Meets	10	21	77.50	4	18	70.97	53	74.65
Failed to meet	1	3	10.00	2	0	6.45	6	8.45
Total	11	29	100	8	23	100	71	100

Percentage of students in San Marcos who met or exceeded expectations: **90.00%**

Percentage of students in Round Rock who met or exceeded expectations: **93.55%**

Percentage of students combined who met or exceeded expectations: **91.55%**

ECO 5316

Both sections performed reasonably well in this area, with over 90% at least meeting expectations for this outcome. There was a significant difference between the sections, with Round Rock section outperforming the San Marcos section. This may not be surprising given the greater average age, work experience, and thus maturity level of the Round Rock class; these traits would lead one to believe that greater teamwork and leadership skills have already been partially developed on the job. Perhaps more emphasis needs to be placed on teaching specific leadership and teamwork qualities, especially in the San Marcos sections.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL #	SPRING #	%	FALL #	SPRING #	%	#	%
Exceeds	8	12	62.5	7	9	50.0	36	56.25
Meets	2	8	31.25	11	4	46.88	25	39.06
Failed to meet	1	1	6.25	0	1	3.13	3	4.69
Total	11	21	100	18	14	100	64	100

Percentage of students in San Marcos who met or exceeded expectations: **93.75%**

Percentage of students in Round Rock who met or exceeded expectations: **96.88%**

Percentage of students combined who met or exceeded expectations: **95.31%**

Action Plan

MGT 5314

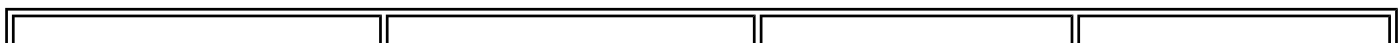
The course material addressing this outcome focuses on issues associated with effective leadership and will be covered near the beginning of the semester while student effort is strong and concern for course grade is paramount and still legitimately high. Ten multiple choice questions on one minor quiz and 10 fill-in-the-blank questions on the first major exam will be used to assess this outcome. By moving this material to the beginning of the semester from its previous place near the end of the semester, it was thought that performance would be better, but the inclusion of 20 questions on a major exam on this topic required the mastery of too much detail for the students. The number of fill-in-the-blank questions on the major exam will therefore be reduced to 10.

QMST 5334

The results obtained for leadership skills are satisfactory. Nevertheless, the instructor plans to encourage more team work and that the students form task teams that are smaller in size; specifically no more than three members to any team.

ECO 5316

In terms of leadership and teamwork, more specific training in these areas would enhance student abilities, although I'm not sure we as instructors would be able to give expert instruction. With that caveat, however, our goal is to give students at least basic guidelines and techniques for being effective leaders and contributors. We plan to find better ways to teach and assess effective leadership and teamwork.



Chair Outcomes Status	Dean Outcomes Status	Chair Results Status	Dean Results Status
✓	✓	✓	✓