



DIRECT ASSESSMENT RESULTS

WRITTEN AND ORAL COMMUNICATION

GROUP DYNAMICS & TEAMWORK

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BBA Program Level Goal 1:

Conceptualize a complex issue and translate it into a coherent, persuasive written statement or oral presentation.

Course Methods (Written):

Management 3353: For direct assessments of written communications, students were individually assessed on two separate activities. Students initially were given a standardized diagnostic/summative grammar test to ascertain knowledge. For the second activity three individual writing assignments per student were evaluated on a common rubric. For assessment purposes, seven sections of MGT 3353 were included in a representative sample of students enrolled at the main campus. This includes two large lectures (with 12 associated labs of ~29 students each) and five combined lecture/lab sections, all but one taught by day, totaling 371 students enrolled in fall 2014 and spring 2015. In addition, there were two sections of MGT 3353 taught in the evening at the Round Rock campus over the 2014-2015 academic year. That sample includes 46 students enrolled in two combined lecture/lab sections. Methodologies and standards of performance were the same as on the main campus.

Management 4335: Students work individually on a strategic analysis of a major corporation or assigned topic area in the field of strategy management. This culminates in a written paper evaluated on common writing standards addressing corporate- and business-level analyses (including financial analyses), recommendations, tables, and references. While there is no mandated page limit, topical papers average 8-12 pages and analysis papers average approximately 20-30 pages in length (both double-spaced). Student results are reported by the San Marcos campus (375 students), the Round Rock campus (53 students) and from online sections (78 students) over the 2014-2015 academic year.

Results:

Results for the written component of Goal 1:

| Course/Assignment | Percent of Students that: | | | n = |
|--|---------------------------|--------|--------|-----|
| | Exceeds: | Meets: | Below: | |
| MGT. 3353 Written Assignments (SM) | 50.0 | 32.0 | 18.0 | 371 |
| MGT. 3353 Written Assignments (RR) | 33.0 | 56.0 | 11.0 | 46 |
| MGT. 3353 Diagnostic Grammar Test (SM) | 14.0 | 22.0 | 64.0 | 371 |
| MGT. 3353 Diagnostic Grammar Test (RR) | 4.0 | 26.0 | 70.0 | 46 |
| MGT. 4335 Written Analysis (SM) | 27.0 | 61.0 | 12.0 | 375 |
| MGT. 4335 Written Analysis (RR) | 51.0 | 49.0 | 0.0 | 53 |
| MGT. 4335 Written Analysis (Online) | 44.0 | 40.0 | 16.0 | 78 |
| SM=San Marcos campus: RR=Round Rock campus: Online=Online sections | | | | |

Course Methods (Oral):

Management 3353: Students individually presented elements of their written work to the class. Student oral presentations were evaluated on a common rubric. Sampling criteria were the same as for the written description above, with 371 students sampled on the main campus and 46 at Round Rock.

Management 4335: Students make an oral presentation based on their strategic analysis utilizing classroom instructional technologies. This presentation includes a financial analysis, environmental scans, conclusions, recommendations, and supporting documentation to include tables, charts and other visual displays. Sampling characteristics are the same as reported for the written direct assessment, except that online sections do not have an oral component.

Results for the oral component of Goal 1:

| Course/Assignment | Percent of Students that: | | | n = |
|--|---------------------------|--------|--------|-----|
| | Exceeds: | Meets: | Below: | |
| MGT. 3353 Oral Presentation (SM) | 50.0 | 38.0 | 12.0 | 371 |
| MGT. 3353 Oral Presentation (RR) | 35.0 | 65.0 | 0.0 | 46 |
| MGT. 4335 Oral Presentation (SM) | 24.0 | 70.0 | 6.0 | 375 |
| MGT. 4335 Oral Presentation (RR) | 43.0 | 57.0 | 0.0 | 53 |
| SM=San Marcos campus: RR=Round Rock campus | | | | |

BBA Program Level Goal 5:

Acquire and use the skills needed for effective teamwork and understand the importance of group dynamics in achieving organizational goals.

Course Methods:

Management 3353: To assess student learning of Program Goal 5 (teamwork and group dynamics), four forms of direct method assessment were used:

1. Formal, analytical report completed in teams, graded with a common rubric.
2. Standardized peer evaluation of group performance while completing team project.
3. Team presentation summarizing report findings, graded with a common rubric (assessed in large lecture sections only).
4. Combination multiple choice & true/false exam of 10 standardized questions that covered group dynamics and effective teamwork.

For assessment purposes, six sections of MGT 3353 were included in a representative sample of students enrolled at the main campus. This includes two large lectures (with 12 associated labs of ~29 students each) and four combined lecture/lab sections, all taught by day, totaling 344 students enrolled in fall 2014 and spring 2015

Management 3303: To assess student learning of the program goal, two forms of the direct method were used. The first form consisted of multiple choice questions focused primarily on

definitions of key terms in the assigned course readings. The second approach also consisted of multiple choice questions, but these questions were of an application orientation and required interpretation of business situations. Students answered a total of 10 questions that were asked as part of an in-class exercise. Sample size for the San Marcos campus was 166 and Round Rock was 21 over the 2014-2015 academic year.

Management 4335: The Strategic Management course requires a team based corporate strategic analysis in addition to an individually prepared analysis. At the completion of the written and oral portions of the team-based strategic analysis, a confidential peer survey of team members and a self-assessment is required of students based on faculty-determined dimensions of team performance and group dynamics.

Results:

| Course/Assignment | Percent of Students that: | | | n = |
|--|---------------------------|--------|--------|-----|
| | Exceeds: | Meets: | Below: | |
| MGT. 3353 Analytical Team Report (SM) | 24.0 | 50.0 | 26.0 | 344 |
| MGT. 3353 Analytical Team Report (RR) | 63.0 | 15.0 | 22.0 | 46 |
| MGT. 3353 Team Peer Evaluation (SM) | 84.0 | 9.0 | 7.0 | 344 |
| MGT. 3353 Team Peer Evaluation (RR) | 85.0 | 6.0 | 9.0 | 46 |
| MGT. 3353 Team Presentation (SM) | 56.0 | 38.0 | 6.0 | 344 |
| MGT. 3353 Team Presentation (RR) | 35.0 | 65.0 | 0.0 | 46 |
| MGT. 3353 Exam Questions (SM only) | 61.0 | 21.0 | 18.0 | 344 |
| MGT. 3303 Exercise/exam questions (SM) | 52.4 | 27.1 | 20.5 | 166 |
| MGT. 3303 Exercise/exam questions (RR) | 43.0 | 43.0 | 14.0 | 21 |
| MGT. 4335 Peer/Self Assessment (SM) | 18.0 | 74.0 | 8.0 | 354 |
| MGT. 4335 Peer/Self Assessment (RR) | 79.0 | 19.0 | 2.0 | 47 |
| MGT. 4335 Peer/Self Assessment (online)) | 27.0 | 73.0 | 0.0 | 78 |

SM=San Marcos campus: RR=Round Rock campus: Online=Online sections

Indirect Results:

| McCoy College of Business Administration | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| Graduating Senior Survey (BBA) - Composite | | | | | | |
| Comparative Results Learning Outcomes/Goals/Themes 2009/10-2014/15 | | | | | | |
| Student "Satisfaction Index" by Year (1): | | | | | | |
| Program Level Coverage of: | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
| 1. Written Communication | 95 | 94.5 | 96.5 | 96.9 | 94.5 | 93.5 |
| 2. Oral Communication | 96 | 96.5 | 98.2 | 99.2 | 94.6 | 94.3 |
| 6. Leadership Skills | 92 | 96.5 | 95.6 | 97.0 | 95.9 | 95.8 |
| 7. Teamwork/Interpersonal Skills | 94 | 95.5 | 96.4 | 94.6 | 91.8 | 96.2 |
| n= | 173 | 204 | 113 | 132 | 146 | 213 |

(1) Satisfaction Index = Very Satisfied + Satisfied

McCoy College of Business Administration
Graduating Senior Survey (BBA) by Location/Delivery
Comparative Results Goals/Themes/Skills 2012/13 to 2014/15

| <i>Program Level Coverage of:</i> | "Satisfaction Index" by Year (1): | | | | | |
|-----------------------------------|-----------------------------------|---------|---------|---------|---------|---------|
| | R.Rock | | | Online | | |
| | 2012/13 | 2013/14 | 2014/15 | 2012/13 | 2013/14 | 2014/15 |
| 1. Written Communication | 100.0 | 100.0 | 93.4 | 100.0 | 100.0 | 95.7 |
| 2. Oral Communication | 100.0 | 100.0 | 93.3 | 100.0 | 100.0 | 95.7 |
| 6. Leadership Skills | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 7. Teamwork/Interpersonal Skills | 100.0 | 100.0 | 100.0 | 100.0 | 90.5 | 95.7 |
| n= | 6 | 7 | 15 | 15 | 21 | 23 |

(1) Satisfaction Index = Very Satisfied + Satisfied

Indirect (survey) results are presented to corroborate direct assessment data. These measures are used to compliment primary assessment results, and should not, by themselves, determine curriculum decisions.

Comments and Observations:

1. The Assurance of Learning Committee requests the McCoy College Curriculum Committee and the Department of Management review the prerequisites for MGT. 4335 – Strategic Management and Business Policy. The committee recommends the inclusion of MGT. 3353 – Business Communications as a prerequisite for MGT. 4335. These courses have the responsibility for directly measuring the college goal of “written communications” for all majors. Informal polling of faculty teaching both courses discloses that approximately 29% of seniors are taking MGT. 3353 concurrently with MGT. 4335. Good assessment practice indicates that student writing should be directly measured at two separate points in their course sequence, and elements taught in MGT. 3353 are included and/or measured in student writing assignments for MGT. 4335.

2. The AOL Committee also encourages all faculty, regardless of departmental affiliation or course taught, to include more written work or include a written component in current assignments to reinforce good writing skills across the curriculum. The committee recognizes that some courses cannot logistically accommodate writing assignments or written components, though many courses could include short written components to existing assignments. Reinforcing student written communications can enhance student learning in the BBA program.

3. The AOL committee requests the McCoy College Curriculum Committee and the Department of Management to explore changing MGT 3353 Business Communications (BComm) to a sophomore level course. As students’ progress through their individual programs, the writing requirement increases with each academic level (freshman, sophomore, junior, senior). Moving BComm to the sophomore level allows measurement of student writing early in their academic career as well as when they are completing their academic career, which will

demonstrate the growth of the individual student's writing ability. Elements taught in BComm are used in nearly every course throughout a student's program, moving the course to a sophomore level provides the opportunity for the student to apply the learning to their other coursework earlier in their academic career.