

**ASSESSMENT RESULTS**

**WRITTEN AND ORAL COMMUNICATION**

**GROUP DYNAMICS & TEAMWORK**

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The McCoy College of Business assess two learning goals on a rotating basis every academic year. This process results in the college assessing all six learning goals every three years. This year the college assessed the following two goals:

Program Goal 1: “Conceptualize a complex issue and express it in a coherent written or oral statement.”

This goal was assessed in two courses:

Business Communication (MGMT 3343/3453)\*

Strategic Management (MGMT 4335) (The Capstone course)

***\*This course is transitioning from a 3-hour course (3343) to a 4-hour course (3453) and adding a professional development component. Students under older catalogs may still take the 3-hour course due to hour limitations.***

Program Goal 5: “Apply the skills needed for effective teamwork and understand the importance of group dynamics in achieving organizational goals.”

This goal was assessed in three courses:

Organizational Management (MGMT 3303);

Business Communication (MGMT 3343/3453);

Strategic Management (MGMT 4335).

The process of assessment and the results for AY 2018 are provided below.

***BBA Program Level Goal 1:***

**Program Goal 1 states:**

**“Conceptualize a complex issue and express it in a coherent written or oral statement.”**

Graduates should understand the importance of effective communication. They should be able to develop well-written reports, memos, and letters; make effective oral presentations; explain and interpret findings and conclusions; justify conclusions or recommendations; and organize ideas into a coherent train of thought.

Two courses assessed this goal for the 2017/18 academic year:

Business Communication (MGMT 3343/3453)

Strategic Management (MGMT 4335) (The Capstone course)

The results from each course along with an analysis of the results by the instructors and plans for the coming year appears below. Following that will be the recommendations of the joint meeting of the Undergraduate Curriculum Committee and the Course Coordinators from each course.

**MGMT 3343/3453: Business Communication and Professional Development**

To assess student learning of Program Goal 1 (written and oral communication), three forms of direct method assessment were used:

1. **Three written assignments**, graded with a common rubric (written portion)
2. Standardized diagnostic/summative **grammar test** (written portion)
3. **Oral presentation** graded with a common rubric (oral portion)

For assessment purposes, six sections of MGT 3353/3453 were included in a representative sample of students enrolled at the main campus. This includes two large lectures (with 19 associated labs of ~25 students each) and four combined lecture/lab sections, totaling 571 students enrolled in Fall 2017 and Spring 2018.

The following criteria were used to determine if students exceeded, met, or failed to meet expectations:

* Exceeded expectations = students who earned 90 percent or better
* Met expectations = students who earned between 80 and 89 percent
* Below expectations = students who earned below 80 percent

**Results**

**San Marcos Campus**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance** | **Written Assignments** | **Grammar Test** | **Oral Presentation** |
| Exceeded (90%+) | 47%  268 students | 27%  154 | 68%  388 |
| Met (80%+) | 29%  166 students | 48%  274 | 24%  137 |
| Below (<80%) | 24%  137 students | 25%  143 | 8%  46 |
| Below (2014-15) | 18% | 64% | 12% |

**Round Rock Campus**

In addition, there were two sections of MGT 3453 taught in the evening at the Round Rock campus over the 2017-2018 academic year. That sample includes 46 students enrolled in two combined lecture/lab sections. Methodologies and standards of performance are the same as stated previously. A summary of results is presented in the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance** | **Written Assignments** | **Grammar Test** | **Oral Presentation** |
| Exceeded (90%+) | 26%  12 students | 46%  21 | 56%  26 |
| Met (80%+) | 63%  29 students | 39%  18 | 37%  17 |
| Below (<80%) | 11%  5 students | 15%  7 | 7%  3 |
| Below (2014-15) | 11 percent | 70 percent | 0 percent |

**Instructor Observations**

At the main campus, students performed best on the oral presentation, followed by the written assignments. Students performed worst on the grammar test at the main campus.

At the Round Rock campus, students performed best on the oral presentation, followed by the grammar test. Students performed worst on the written assignments at the Round Rock campus.

The last time Goal 1 was assessed in this course was 2015. A comparison of results from the 2017-18 academic year shows a 93 percent increase from the 2015 grammar test at the main campus among students exceeding expectations, and a 36 percent increase from the 2015 oral presentation at the main campus among students exceeding expectations. However, a comparison of results from the 2017-18 academic year shows a decrease from the 2015 written assignments at the main campus among students exceeding/meeting expectations. Given the change in textbooks, learning platforms, assignment scenarios, and instructors, there are too many variables to compare these data with confidence.

**Instructor Recommendations for Next Academic Year**

Conclusions from these results support:

1. The need to strengthen students’ ability to write with clarity, precision, and conciseness
2. The need to strengthen students’ ability to use correct grammar, spelling, and punctuation
3. The need to compare year-on-year data without a three-year gap for increased confidence with data analysis

**MGMT 4335: Strategic Management and Business Policy**

**Methods of Assessment**

Sample assessment Method: Students work individually on a strategic analysis of a major corporation. This culminates in a written paper and presentation addressing corporate- and business-level analyses (including financial analyses), recommendations, tables, and references. While there is no mandated page limit, the papers average approximately 20-30 pages in length (double spaced).

**Results**

|  |  |
| --- | --- |
|  |  |
|  | San Marcos | Round Rock | Online |
| Exceeded Expectations | 183 (53%) | 40 (48%) | 52 (43%) |
| Met Expectations | 156 (45%) | 24 (29%) | 57 (47%) |
| Didn’t Meet Expectations | 9 (3%) | 19 (23%) | 13 (11%) |

**Instructor Observations**

* 1. Our students are quite good at their communication skills It appears that the lessons taught on the business communications course are effective.
  2. It seems that the Round Rock location has significantly more students failing to meet expectations.
  3. Comparison to previous years

Compared to the last time this goal was assessed we have seem marked improvement among the San Marcos and Online students, but a decrease in the Round Rock student performance. We have had significant turnover in the faculty teaching MGT 4335 due to retirements. This may have something to do with the results.

**Instructor Recommendations for Next Academic Year**

After 19 years of the same course coordinator, a new professor will be assuming the role of coordinator of MGT 4335. Working with the core faculty, he will revisit the assessment and reporting procedures for the course given all of the coming changes for AACSB assessment procedures.

With addition of two core tenure-track assistant professors teaching at least two sections of MGT 4335 every semester, we hope to see a reduction in the use of per-course instructors. This stability should lead to more continuity and less volatility across sections. We will continue to work with the new faculty to ensure the course goals are adequately covered and assessed.

**Joint Meeting of the College Undergraduate Curriculum Committee and Assurance of Learning Committee Members for Goal 1:** W**ritten and Oral Communication.**

A joint meeting of the College Undergraduate Curriculum Committee and Assurance of Learning Committee members for Goal 1 was held August 31, 2018. This meeting brought together members of the College Undergraduate Curriculum Committee, responsible for oversight of the college core curriculum, and those members of the Undergraduate Assurance of Learning Committee responsible for assessing Goal 1: Written and Oral Communication.

During the meeting the faculty responsible for assessment presented their results and communicated their successes and opportunities for improvement. They also presented their recommendations for improvement. Following this a discussion with the curriculum committee resulted in a college-level review of the issues associated with the objective. As a result of these further discussions, in addition to the coordinator recommendations, the following recommendations of the joint committee were proposed:

1. It was proposed that an effort be made to ensure that MGMT 3343/3453 Business Communications be taken by juniors with it eventually being classified as a prerequisite to MGMT 4335 Strategic Management. Currently the majority of students in the course are graduating seniors in their final semester. This course is designed to be a foundation course that senior level courses will build upon. Its delay to student’s last semester results in the course’s purpose to be minimized.
2. It was proposed that, similar to Mass Communications, admission to the McCoy College of Business achieve a passing score on a grammar, spelling and punctuation (GSP) test. Currently it is assumed that completion of the lower level English courses provide adequate preparation for effective writing skills. However, discussion in the committee resulted in a decision that they are not adequate. Therefore, this proposal attempts to rectify this deficiency by testing student preparedness and ultimately providing remedial support if deemed necessary.
3. It was proposed that MGMT 3343/3453 Business Communications be required as a prerequisite for Internships. Currently the majority of students in the course are graduating seniors in their final semester which is after students complete internships. This course is designed to be a foundation course that provides specific skills that are desired by employers and hence would benefit students in internships.
4. It was proposed that, because of the introduction of new content included in MGMT 3453, as compared to MGMT 3343, current assessment methods be revised to incorporate the additional content. By expanding the current measures to include the new professionalism content for the course, the resulting assessment measures will provide more comprehensive and improved results applicable to the mission of the college.

**Follow-up Joint Meeting of the College Undergraduate Curriculum Committee and Assurance of Learning Committee Members for Goal 1:** W**ritten and Oral Communication.**

A joint meeting of the College Undergraduate Curriculum Committee and Assurance of Learning Committee members for Goal 1 was held January 25, 2019. This meeting brought together members of the College Undergraduate Curriculum Committee, responsible for oversight of the college core curriculum, and the members of the Undergraduate Assurance of Learning Committee responsible for assessing Goal 1: Written and Oral Communication.

During the meeting

***BBA Program Level Goal 5:***

**Program Goal 5 states:**

**“Apply the skills needed for effective teamwork and understand the importance of group dynamics in achieving organizational goals.”**

Graduates should be able to work productively in groups with diverse participants and across cross-functional environments to accomplish assigned or self-developed tasks and goals.

This goal was assessed in three courses:

Organizational Management (MGMT 3303);

Business Communication (MGMT 3343/3453);

Strategic Management (MGMT 4335).

The results from each course along with an analysis of the results by the instructors appears below. Following that will be the recommendations of the College Curriculum Committee following the fall meeting of the Committee and the Course Coordinators from each course.

**MGT 3303: Management of Organizations**

**Methods of Assessment**

Each fall and spring semester, Assurance of Learning is conducted in multiple sections of MGT 3303 Management of Organizations, a core course of the McCoy College of Business Administration’s BBA degree. In order to increase generalizability of the findings, data were collected from 4 instructors and 9 sections from the San Marcos campus. The overall goal is for 70 percent of business majors enrolled in these MGT 3303 sections to exceed or meet expectations. Note: Data were not collected from sections offered on the Round Rock campus due to the pending changes in course offerings on that campus.

During the 2017-18 academic year, data were collected to assess student learning on Program Goal 5 “Teamwork and Group Dynamics.”

Data were collected from students in five sections of MGT 3303 in fall 2017 and four sections of MGT 3303 in spring 2018. The fall 2017 sections were taught by Dennis Rose, Jim Blacksmith (2 sections), Byron Morgan, and Rob Konopaske. Two of the four sections were taught by instructors. The spring 2018 sections were taught by Dennis Rose, Jim Blacksmith (2 sections), and Rob Konopaske. Three of the four sections were taught by instructors. All of the sections across the two semesters were offered on the San Marcos campus.

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 20 questions that were asked as part of an in-class exercise. The criterion used to determine if a student exceeded expectations was a score of 90.0% or better, for a student to meet expectations a score had to fall between 70.0 and 89.0%, and for a student to fail to meet expectations a score had to be less than 70.0%. A summary of results is presented in the following table. Cell values represent raw numbers of student respondents.

**Results for Program Goal 5 – San Marcos Campus**

**Expectations**

**Period Exceeds Meets Fails to Meet**

2017-18 249 (54.2%) 85 (18.5%) 125 (27.3%)

2014-15 Results (52.4%) (27.1%) (20.5%)

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The results in the table above indicate that **72.7%** of business majors either exceeded or met expectations for Program Goal 5.

Note: Sample size was 459 business majors.

**Instructor Observations**

Goal 5: The target of 70 percent of management majors either meeting or exceeding expectations on Program Goal 5 was met with 72.7 percent of business majors either meeting or exceeding expectations (See Table 1).

The results of the 2017-18 Assurance of Learning assessment on Program Goal 5 were strong. With any programmatic assessment, there is always room for improvement.

**Instructor Recommendations for Next Academic Year**

The following steps will be implemented during the 2017-18 academic year to ensure continuous improvement in learning in MGT 3303:

The 2017-2018 assurance of learning results were strong but that is no reason to maintain a status quo approach to teaching MGT 3303 Management of Organizations in 2018-2019. The following steps will be implemented during the upcoming academic year to ensure continuous improvement of learning:

Improve scores on LO 5: The key area of improvement for this upcoming academic year is to improve scores on LO 5 which states: “Teamwork and Group Dynamics.” Sixty-nine percent of management majors met or exceeded this learning objective. During the 2018-2019 academic year, the following steps will be taken to improve scores on these two LOs:

1. MGT 3303 instructors will be asked by the core course coordinator to review the 20 items used to assess knowledge in each of these two areas. They will be invited to submit edits to existing questions, provide alternative questions, or make suggestions for deleting questions. If there are changes to the 20 items, they will be incorporated into the direct measures for the 2018-2019 academic year.
2. The core course coordinator will share with MGT 3303 instructors the results of LO 5 and encourage them to spend more time than in the previous academic year covering Chapters 12 and 13, respectively.
3. The core course coordinator will encourage instructors to review the online assignments used during the 2017-18 academic year. If any assignments are deemed to lack rigor or alignment with the content of Chapters 12 or 13, instructors will be encouraged to replace them with online assignments that encourage students to learn the content more thoroughly.

**MGMT 3343/3453: Business Communication and Professional Development**

**Methods of Assessment**

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

1. **Standardized peer evaluation** of group performance while completing team project
2. **Team presentation** summarizing report findings, graded with a common rubric
3. Combination **multiple choice & true/false exam** of 10 standardized questions that covered group dynamics and effective teamwork

The following criteria were used to determine if students exceeded, met, or failed to meet expectations:

* Exceeded expectations = students who earned 90 percent or better
* Met expectations = students who earned between 80 and 89 percent
* Below expectations = students who earned below 80 percent

**Results**

**San Marcos Campus**

For assessment purposes, six sections of MGT 3353/3453 were included in a representative sample of students enrolled at the main campus. This includes two large lectures (with 19 associated labs of ~25 students each) and four combined lecture/lab sections, totaling 571 students enrolled in Fall 2017 and Spring 2018.

A summary of results is presented in the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance** | **Peer Evaluation** | **Team Presentation** | **Exam** |
| Exceeded (90%+) | 90 percent  514 students | 68 percent  388 | 45 percent  257 |
| Met (80%+) | 6 percent  34 students | 24 percent  137 | 13 percent  74 |
| Below (<80%) | 4 percent  23 students | 8 percent  46 | 42 percent  240 |
| Below (2014-15) | 7 percent | 6 percent | 18 percent |

**Round Rock Campus**

In addition, there were two sections of MGT 3453 taught in the evening at the Round Rock campus over the 2017-2018 academic year. That sample includes 46 students enrolled in two combined lecture/lab sections.

To assess student learning of Program Goal 5 (teamwork and group dynamics), at the Round Rock campus, three forms of direct method assessment were used:

1. **Formal, analytical executive summary** of research on culture/international business communication completed in teams, graded with a common rubric
2. Combination **multiple choice & true/false exam** of 10 standardized questions that covered group dynamics and effective teamwork
3. **Team presentation** summarizing report findings, graded with a common rubric

Standards of performance are the same as stated previously. A summary of results is presented in the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance** | **Analytical Executive Summary** | **Exam** | **Team Presentation** |
| Exceeded (90%+) | 30 percent  14 students | 54 percent  25 | 56 percent  26 |
| Met (80%+) | 44 percent  20 students | 22 percent  10 | 37 percent  17 |
| Below (<80%) | 26 percent  12 students | 24 percent  11 | 7 percent  3 |

**Instructor Observations**

At the main campus, students performed best on the peer evaluation, followed by the team presentation. Students performed worst on the exam at the main campus.

At the Round Rock campus, students performed best on the team presentation, followed by the exam. Students performed worst on the analytical writing assignment at the Round Rock campus.

In both cases, students who did not take the exam through the digital platform (or who signed up for McGraw-Hill’s Connect, but later dropped the course) skewed the “below expectations” percentages from years past. For example, at the main campus, a 26 percent decrease has been observed between “exceeds expectations” scores from AY 2015-16 compared to AY 2017-18, and a 130 percent increase has been observed between “below expectations” from AY2015-16 compared to AY 2017-18.

The last time Goal 5 was assessed in this course was 2015. A comparison of results from the 2017-18 academic year shows a 22 percent increase from the 2015 team presentation at the main campus among students exceeding expectations, and a 7 percent increase from the 2015 peer evaluation at the main campus among students exceeding expectations. Given the change in textbooks, learning platforms, assignment scenarios, and instructors, there are too many variables to compare these data with confidence.

**Instructor Recommendations for Next Academic Year**

Conclusions from these results support:

1. The need to continue reinforcing positive team behaviors
2. The need to compare similar numbers, using a more robust data-collection methodology for comparing with greater confidence
3. The need to reinforce among students the criticality of completing this exam

**MGMT 4335: Strategic Management and Business Policy**

**Methods of Assessment**

Sample assessment Method: Students work in groups of approximately 5 people to critically analyze a current business situation. Immediately after the completion of the project, they are required to evaluate one another’s performance in terms of constructive contribution to project, meeting one’s responsibilities, accuracy of information, and timeliness.

The assessment data is based on student provided peer evaluations

**Results**

|  |  |
| --- | --- |
|  |  |
|  | San Marcos | Round Rock | Online |
| Exceeded Expectations | 122 (35%) | 55 (66%) | 96 (64%) |
| Met Expectations | 207 (59%) | 27 (33%) | 38 (25%) |
| Didn’t Meet Expectations | 19 (5%) | 1 (1%) | 1. (11%) |
| Didn’t Meet (2014-15) | 8% | 2% | 0% |

**Instructor Observations**

* 1. Our students are quite good at their teamwork skills.
  2. It seems that the Online format location has more students failing to meet expectations.
  3. Comparison to previous years
     1. Compared to the last time this goal was assessed the results have stayed relatively constant except for the online students We have had significant turnover in the faculty teaching MGT 4335 due to retirement and the new faculty teaching online are offering a significantly revamped course as compared to previous years.

**Instructor Recommendations for Next Academic Year**

After 19 years of the same course coordinator, a new professor will be assuming the role of coordinator of MGT 4335. Working with the core faculty, he will revisit the assessment and reporting procedures for the course given all of the coming changes for AACSB assessment procedures.

With addition of two core tenure-track assistant professors teaching at least two sections of MGT 4335 every semester, we hope to see a reduction in the use of per-course instructors. This stability should lead to more continuity and less volatility across sections. We will continue to work with the new faculty to ensure the course goals are adequately covered and assessed.

***Indirect Results:***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **McCoy College of Business Administration** | | |  |  |  |  |  |
| **Graduating Senior Survey (BBA) - Composite** | | | |  |  |  |  |
| ***Comparative Results Learning Outcomes/Goals/Themes 2012/13-2017/18*** | | | | | | |  |
|  |  |  |  |  |  |  |  |
|  | Student "Satisfaction Index" by Year (1): | | | |  |  |  |
| ***Program Level Coverage of:*** | **2012/13** | **2013/14** | **2014/15** | **2015/16** | **2016/17** | **2017/18** |  |
| 1. Written Communication | 96.9 | 94.5 | 93.5 | 97.5 | 95.9 | 96.0 |  |
| 2. Oral Communication | 99.2 | 94.6 | 94.3 | 96.2 | 95.9 | 97.1 |  |
| 6. Leadership Skills | 97.0 | 95.9 | 95.8 | 96.2 | 95.0 | 94.3 |  |
| 7. Teamwork/Interpersonal Skills | 94.6 | 91.8 | 96.2 | 93.6 | 93.6 | 92 |  |
| n= | 132 | 146 | 213 | 158 | 219 | 174 |  |
| (1) Satisfaction Index = Very Satisfied + Satisfied | | |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **McCoy College of Business Administration** | | |  |  |  |  |  |
| **Graduating Senior Survey (BBA) by Location/Delivery** | | | | |  |  |  |
| ***Comparative Results Goals/Themes/Skills 2015/16 to 2017/18*** | | | | | |  |  |
|  |  |  |  |  |  |  |  |
|  | "Satisfaction Index" by Year (1): | | | |  |  |  |
|  |  | **R.Rock** |  |  | **Online** |  |  |
| ***Program Level Coverage of:*** | **2015/16** | **2016/17** | **2017/18** | **2015/16** | **2016/17** | **2017/2018** |  |
| 1. Written Communication | 87.5 | 86.7 | 100.0 | 100 | 100 | 94.1 |  |
| 2. Oral Communication | 87.5 | 86.7 | 100.0 | 100 | 96.3 | 100 |  |
| 6. Leadership Skills | 100 | 100 | 100.0 | 100 | 96.3 | 97 |  |
| 7. Teamwork/Interpersonal Skills | 87.5 | 100 | 100.0 | 100 | 88.9 | 93.9 |  |
| n= | 8 | 15 | 3 | 14 | 27 | 33 |  |
| (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.

**Joint Meeting of the College Undergraduate Curriculum Committee and Assurance of Learning Committee Members for Goal 5: Teamwork.**

A joint meeting of the College Undergraduate Curriculum Committee and Assurance of Learning Committee members for Goal 5 was held August 31, 2018. This meeting brought together members of the College Undergraduate Curriculum Committee, responsible for oversight of the college core curriculum, and those members of the Undergraduate Assurance of Learning Committee responsible for assessing Goal 5: Teamwork.

During the meeting the faculty responsible for assessment presented their results and communicated their successes and opportunities for improvement. They also presented their recommendations for improvement. Following this a discussion with the curriculum committee resulted in a higher college level review of the issues associated with the objective. As a result of these further discussions, in addition to the coordinator recommendations, the following recommendations of the joint committee were proposed:

1. It was proposed that an effort be made to ensure that MGMT 3343/3453 Business Communications be taken by juniors with it eventually being classified as a prerequisite to MGMT 4335 Strategic Management. Currently the majority of students in the course are graduating seniors in their final semester. This course is designed to be a foundation course that senior level courses will build upon. Its delay to student’s last semester results in the course’s purpose being minimized.
2. It was proposed that MGMT 3343/3453 Business Communications be required as a prerequisite for Internships. Currently the majority of students in the course are graduating seniors in their final semester which is after any internships a student may take. This course is designed to provide important skills for students that are required for by employers looking for interns. Its delay to a student’s last semester results in the course’s impact on internships being nonexistent.
3. It was proposed that the assessment coverage in MGMT 4335 and MGMT 3303 be modified from an elective sampling to a require population. This modification will provide a more accurate review of student competence.
4. It was proposed that assignments used for assessment in all courses be required for the students, instead of some being extra credit.
5. It was proposed that, if possible, class sizes of courses associated with this learning objective be limited to provide adequate and more effective time for instruction, implementation, and assessment of teamwork constructs.
6. It was proposed that students participating in research activities requiring written proposals or papers for submission have access to the college editor.