

**DIRECT ASSESSMENT RESULTS**

**Goal 4: ETHICAL BEHAVIOR**

**Goal 6: CULTURE/DIVERSITY/GLOBALIZATION**

Prepared by the McCoy College Assurance of Learning Committee:

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***BBA Program Level Goal 4:***

**Program Goal 4 states:**

**“Understand ethical behavior in personal and business interactions.”**

Graduates should understand ethical concepts, recognize ethical dilemmas, and employ ethical reasoning in assessing how those dilemmas should be resolved.

***BBA Program Level Goal 6:***

**Program Goal 6 states:**

**“Comprehend the importance of pluralism and cross-cultural diversity.”**

Graduates should appreciate the benefits of cultural, ethnic, religious, and other background differences that individuals and groups bring to an organization. They should understand the impact of globalization and pluralism in their personal and professional relationships.

***Methodology:***

The BBA Course Alignment Grid identifies core courses that both cover and assess critical thinking skills and informational technology skills. Faculty in each of these core course-teaching groups participated in this assessment. Faculty were asked to assess students’ performance on college learning goals using course specific criteria and report results in the format of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations. Working with faculty teaching core course sections, each core course coordinator chose their course’s common method of direct, course-embedded assessment, which included multiple methodologies ranging from common test questions and assignments to written assessment rubrics. Methods, by course, are discussed below and are indicated on the composite table after course numbers.

The rest of this document is laid out as follows: Summary Results are presented in part I, discussion of results and future plans for Goal 4 appear in part II, discussion and plans for goal 6 are part III, and methods by course and goal represent part IV.

1. ***Summary Results:***

The following Tables display the overall results across courses for Goals 4 and 6, with historical results showing the percentage of students that met or exceeded expectations.

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| **Results for Goal 4 by Campus and Term** |  |
| **San Marcos** |  |  |  |  |  |  |  |
|   |   |   |   |   |   |   |   |
| **Course and Term** | **Students Evaluated** | **% Failing to Meet** | **% Meeting** | **% Exceeding** | **% Meeting or Exceeding** | **2016-17** | **2013-14** |
|   |   |   |   |   |  |   |   |
| **MGT 4335** - Fall Results | 444 | 6.76% | 45.95% | 47.30% | 93.24% | 84.87% | 94.80% |
|   |   |   |   |   |   |   |   |
| **MGT 4335** - Spring Results | 222 | 18.92% | 55.41% | 25.68% | 81.08% |   |   |
|   |   |   |   |   |   |   |   |
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| **Round Rock** |  |  |  |  |  |  |  |
|   |   |   |   |   |   |   |   |
| **Course and Term** | **Students Evaluated** | **% Failing to Meet** | **% Meeting** | **% Exceeding** | **% Meeting or Exceeding** | **2016-17** | **2013-14** |
|   |   |   |   |   |  |   |   |
| **MGT 4335** - Fall Results | 25 | 24.00% | 44.00% | 32.00% | 76.00% | 94.00% | 88.24% |
|   |   |   |   |   |  |   |   |
| **MGT 4335** - Spring Results | 28 | 3.57% | 46.43% | 50.00% | 96.43% |   |   |
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| **Results for Goal 6 by Term and Format** |
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| **Face to Face** |  |  |  |  |  |  |  |
| **Fall Results** |   |   |   |   |   |   |   |
| **Course and Evaluation Method** | **Students Evaluated** | **Failing to Meet** |  **Meeting** |  **Exceeding** | **Meeting or Exceeding** | **2016-17** | **2013-14** |
|   |   |   |   |   |   |   |   |
| **ECO 2315** - Embedded Exam Questions | 90 | 24.4% | 37.8% | 37.8% | 75.6% | 72.7% | 86.1% |
| **MGT 3303** - Embedded Exam Questions | 281 | 7.5% | 33.5% | 59.1% | 92.5% | 80.1% | 86.8% |
| **MKT 3343\*** - Exam and Homework Questions | 553 | 25.3% | 43.0% | 31.6% | 74.7% | 73.3% | 87.0% |
| \*Fall/Spring Combined |   |   |   |   |   |   |   |
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| **Spring Results** |   |   |   |   |   |   |   |
| **Course and Evaluation Method** | **Students Evaluated** |  **Failing to Meet** |  **Meeting** |  **Exceeding** |  **Meeting or Exceeding** | **2016-17** | **2013-14** |
|   |   |   |   |   |   |   |   |
| **ECO 2315** - Embedded Exam Questions | 304 | 17.4% | 47.4% | 35.2% | 82.6% | 72.7% | 86.1% |
| **MGT 3303** - Embedded Exam Questions | 214 | 4.7% | 10.7% | 84.6% | 95.3% | 80.1% | 86.8% |
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| **Hybrid**  |  |  |  |  |  |  |  |
|   |   |   |   |   |   |   |   |
| **Course**  | **Students Evaluated** |  **Failing to Meet** |  **Meeting** |  **Exceeding** |  **Meeting or Exceeding** | **2016-17** | **2013-14** |
|   |   |   |   |   |   |   |   |
| **MGT 3303 - Fall** | 78 | 9.0% | 33.3% | 57.7% | 91.0% | 82.3% |   |
| **MGT 3303 - Spring** | 181 | 6.1% | 12.2% | 81.8% | 93.9% | 88.9% | 77.0% |
|   |   |   |   |   |   |   |   |
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1. ***Discussion of Results and Planned changes for next year by course for Goal 4***

**MGT 4335:**

1. Discussion of Results
	1. Each of the locations exceeded the target of 70% by meeting or exceeding the target. The assessment percentages ranged from 76% to 87%, which are good. However, one noted observation was that some faculty used a varying number of questions for the assessment. Also, some faculty used a quiz as the mode of delivery while others used an exam. This could contribute to some of the variation observed
	2. Overall, while each location/mode exceeded the target of 70% meeting or exceeding expectations, ethics continues to be one of the lower scoring learning goals. Much of the ethics content is taught earlier in the business curriculum, but this assessment is often taken by graduating seniors in the last or second to last semester of their undergraduate degree program. In many instances, there is more than a two year gap between the completion of an ethics course and the actual assessment in this class.
	3. Comparison to previous years
		1. Each of the locations exceeded the target of 70%. Compared to the last assessment cycle, the San Marcos location increased by four percent to 87%. Round Rock experienced a decline of 24 percentage points to 76% of students meeting or exceeding expectations. It is possible that a change in instructor may contribute to the shift. During the last assessment cycle for this goal, Texas State did not offer an online version of this course, so there is no comparison. We have had significant influx of the faculty teaching MGT 4335 and the results are inclusive of tenured, tenure-track, and non-tenure-track faculty. The sample is representative of every instructor teaching the course in the Spring. This may have something to do with the results.
2. Suggested curriculum changes for next year

There are no planned changes in course design or delivery, as the course is currently offered in face-to-face, hybrid, and online modes. The core faculty will explore narrowing the content of the class to focus on fewer topics in strategic management. Given this proposed focus, we have asked the Undergraduate Curriculum Committee to remove Ethics as an assessment goal for MGT 4335. This recommendation stems from a meeting of strategic management faculty in the Fall of 2019 to outline desired student outcomes. The central themes from the student outcomes analysis, along with outcomes from the joint Assurance of Learning and Undergraduate Curriculum committee meetings will drive any changes to the course content.

1. ***Discussion of Results and Planned changes for next year by course for Goal 6***

**ECO 2315:**

Each year early in the fall semester the ECO 2315 Assessment committee, comprised of the teaching faculty, meets to review the assessment results from the previous year. After reviewing the results, the committee discusses whether there is a need for changes to the assessment items and discusses pedagogy being used to teach the material related to the assessment item. Based on those discussions, the committee then decides on the assessment items to be used for the coming year. For Fall semester 2019, the committee did not make any changes to the assessment items, but did make suggestions for improving the pedagogy, especially with respect to the topic of economic growth, productivity and living standards.

During the semester of Spring 2020, students in 7 sections of Economics 2315 - Principles of Macroeconomics, a McCoy College core course, were evaluated on the goal of understanding the importance of culture and diversity. Because of current situation, the assessment method for evaluating the students was changed from in-class examination to online evaluation. Objective questions were embedded in an on-line assessment in Spring 2020. The change of evaluation method causes the results to be relatively better than previous semesters. Thus, the criteria of evaluation were adjusted given this fact. Students can answer 90% and above of the questions correctly are evaluated as “Exceeds Expectations”, which was 80% in previous semesters. Students who can answer 70% - 89% of the questions correctly are evaluated as “Meets Expectations”, which was 70% - 79% in previous semesters. Other assessment criteria are the same as before.

**MGT 3303:**

**Summary of Findings in 2019-2020**

The target of 70% of management majors either meeting or exceeding expectations on Program Goal 6 was met with 94% of business majors either meeting or exceeding expectations for assessment measure one and two; which is a very positive outcome.

**Closing the Loop on Recommendations from 2018-2019**

At the end of last year’s assessment, we proposed several changes to the assurance of learning process in MGT 3303 with the goal of making continuous improvement:

1. Required Assignments: In 2019-2020, all assurance of learning assignments in MGT 3303 were required and counted toward students’ final grades. In prior years, the assignments were for extra credit and as such, students were not required to complete them. Continuing to require them should reduce the risk of range restriction; that is, some MGT 3303 students who maintain high course grade averages may not see the need to complete extra credit assurance of learning assignments. This effect could reduce the percentage of students who either meet or exceed expectations, limiting the generalizability of the results.
2. Random Selection of Participating Instructors: Starting in 2019-2020, a random sample of instructors was chosen to collect data in their respective MGT 3303 sections. In prior years, instructors were invited to participate in the data collection process based on their willingness to do so. In addition to including randomly-selected instructors, the core course coordinator’s section, the hybrid sections, and the Round Rock campus instructor’s section were included in the sample.
3. Second Direct Measure: Starting in 2019-2020, a second direct measure was included to collect data on Learning Goal 6. Multiple choice items were randomly generated by the digital learning platform that accompanies the required textbook. Students answered 40 or more multiple choice questions related to each of the learning goal.
4. Hybrid Section Measurement: Starting in 2019-2020, the Assistant Core Course Coordinator, who taught several hybrid sections of MGT 3303, collected and integrated Assurance of Learning data into the overall assessment process.
5. New Edition of Textbook: Starting in 2019-2020, all sections of MGT 3303 adopted the 6th edition of M: Management (published by McGraw-Hill Education). As one of the more student-friendly, up-to-date, and affordable textbooks on the principles of management market, the current 6th edition helped management students learn more thoroughly and deeply the content related to the learning objectives.

**Recommendations for Next Academic Year 2020-2021**

The 2019-2020 assurance of learning results were strong but that is no reason to maintain a status quo approach to teaching MGT 3303, Management of Organizations. With any programmatic assessment, there is always room for improvement. The following steps will be implemented during the upcoming 2020-2021 academic year to ensure continuous improvement of learning:

1. Online AoL Assessment: Beginning in the 2020-2021 academic year, we plan to move all assurance of learning assessment online. This move is beneficial because it will allow face-to-face instructors to spend more time covering course material instead of taking two 50-minute class periods to administer assurance of learning materials. Because the second measure (answering multiple choice questions on the digital learning platform) already takes place online, moving the first measure (embedded multiple-choice questions) to an online format will add congruence across measures.
2. Required Assignments: Continuing in 2020-2021, all assurance of learning assignments in MGT 3303 will be required and count toward students’ final grades. Prior to 2017-2018, the assignments were for extra credit and as such, students were not required to complete them.
3. Increased Participation of Instructors: Starting in 2020-2021, all instructors will be required to submit assurance of learning data except first-year instructors. This will provide a larger sample of the students in our courses and will incorporate instructors teaching the course for many years with those teaching it only a few semesters. We have chosen to not collect data from first-year instructors as they are mastering the content and teaching methods while getting feedback from the course coordinators on their teaching.
4. Supplementary Activities: Course coordinators will review online supplementary application activities for chapters covering this learning objective and make suggestions of which instructors might consider for use in their classrooms.
5. Sharing of Results: The core course coordinators will share with MGT 3303 instructors the results of Program Goal 6 and encourage them to spend a similar amount of time as in the previous academic year covering Chapters 6.
6. Instructor Feedback: The core course coordinators will seek instructor feedback regarding any and all suggested changes for the 2020-2021 academic year.

**MKT 3343:**

1. In AY 2019 – 2020, all majors measured between 55% and 65% in Culture and Diversity. While this is more than half of all the students who were assessed, our goal is reach greater than 75%.
2. One method that we will use to improve the results is more questions on the exams that are directly focused on this outcome. Some of the questions in prior years had Culture and Diversity as one of two or three outcomes being measured and may not have been as clear as needed.
3. Each instructor in Marketing 3343 will also emphasize the importance of an appreciation of Culture and Diversity in the workplace and how the marketing discipline can do its part to in product development, product promotion, and the hiring process for marketing positions.
4. With a recognition that marketing and business cannot be separated from everything else a consumer experiences, we will also use current events and societal changes, such as how the current virus pandemic affects various cultures, ethnic groups, and demographic cohorts. The recent and powerful impact of the “Black Lives Matter” movement is also an excellent teaching opportunity to give students examples of how marketing and business can be major players in equal opportunities in employment, promotions, and product availability.
5. Students at Texas State University represent a vast collection of cultures and diversity in gender, sexual orientation, political leanings, and economic status. Instructors are committed to leading discussions that involve all different groups and individuals and encouraging them to share their perspectives, experiences, and recommendations for how marketing can be a valuable tool in helping consumers and society at large improve the recognition of the value of culture and diversity inside and outside the workplace.
6. ***Assessment Methods by Goal and Course***

***Methods for BBA Goal 4—Understanding Ethical Behavior***

**MGT 4335:**

Sample Assessment Method: Exam questions asking students to identify ethical situations and apply basic ethical concepts to business situations.

***Methods for BBA Goal 6—Pluralism and Diversity***

**ECO 2315:**

The assessment method for evaluating the students was objective questions embedded in an in-class examination.

**MGT 3303:**

Two direct assessment measures were utilized in MGT 3303 to measure mastery of knowledge related to Goal 6. The first measure consisted of ten multiple-choice questions that were developed by the core course coordinators with feedback from course instructors. The second measure included multiple-choice items that were randomly generated by the digital learning platform that accompanies the required textbook. The identified goal is that a minimum of 70% of the management majors will earn a score of 70% or higher on the assessment questions.

**MKT 3343:**

Assessment was performed using a series of multiple choice questions from exams and homework assignments reflecting the student’s understanding of cultural, global, and diversity issues.