

**ASSESSMENT RESULTS**

**WRITTEN AND ORAL COMMUNICATION**

**GROUP DYNAMICS & TEAMWORK**

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The McCoy College of Business assesses 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 3453)

 Strategic Management (MGMT 4335) (The Capstone course)

**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 3453)

Strategic Management (MGMT 4335)

The process of assessment and the results for AY 2021 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 2020-2021 academic year:

 Business Communication (MGMT 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 3453: Business Communication and Professional Development**

**Methods of Assessment:**

In MGT 3453 the assessment methods used are:

1. To fulfill the *written portion* of the outcome, students develop an individual persuasive **written document** that demonstrates the conceptualization of a complex issue. The traits analyzed for this portion are persuasiveness, organization, audience, style, and mechanics.
2. To fulfill the *oral portion*, students deliver an individual persuasive **oral presentation** that demonstrates the conceptualization of a complex issue. The traits analyzed for this portion are subject knowledge and confidence, organization and time management, eye contact and body language, elocution, and presentation design.

Student performance are reported as exceeds, meets, or below expectations for desired assignment traits based on common rubrics used across all course sections. The rubrics are provided below:

**Written Communication Assignment Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trait** | **1 Below Expectations** | **2 Meets Expectations** | **3 Exceeds Expectations** |
| **Persuasiveness of Content** | Does not adequately cover the assigned task. Assertions made in the writing are either weakly supported or no support is offered is therefore not persuasive. | The assigned task is covered sufficiently. Support is offered for assertions that are made but that support could be stronger, more compelling or more inclusive of all issues. Overall persuasiveness is appropriate. | The assigned task is thoroughly covered and completed. Assertions made throughout the writing are compelling and clearly supported and is therefore significantly persuasive.  |
| **Organization** | Paper lacks logical sequence hence causing format to interfere with readability. Does not use proper paragraphing. Topic sentences do not lead to rest of paragraph or are missing altogether.  | Paper follows logical sequence with identifiable beginning, development, and conclusion. Generally proper use of paragraph structure and topic sentences. Organization and/or headings help the reader to follow and find information.  | Paper flows well with appropriate beginning, development, and conclusion. Paragraph structure contributes to flow and transitions. Organization and/or headings help the reader to understand and remember information.  |
| **Audience** | Writer is internally focused rather than focused on the reader. No clear awareness or understanding of the audience is evident. Writer may appear discourteous to the reader.  | Writer acknowledges the reader and displays some thought about the nature of the audience. Reader is treated politely and positively. No evidence of inappropriate attitude.  | Writer clearly focuses writing to the audience and displays empathy for the reader. Goodwill is created through consideration of the reader’s needs. Message tailored directly for the reader. |
| **Style** | May misuse words or idioms. May include slang. Wordy rather than concise. Writing shows lack of sophistication or variety in vocabulary. Awkward. Little or no use of business terms.  | Sentences vary in length and style. Strong action verbs are used. Occasionally uses jargon or clichés. Vocabulary and word usage generally is correct and shows some variety. Uses business terms appropriately.  | Demonstrates a sophisticated grasp of the language in terms of both sentence structure and vocabulary. Writes fluidly and concisely. Includes appropriate business terms.  |
| **Mechanics** | Significant errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Errors undermine credibility of content and readability.  | Relatively free of errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Mechanics do not detract from credibility of the content. | No errors in word usage, sentence structure (run-ons, fragments), spelling, punctuation, and capitalization. Strong mechanics help to establish credibility. |

**Oral Communication Assignment Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trait** | **1 Below Expectations** | **2 Meets Expectations** | **3 Exceeds Expectations** |
| **Subject Knowledge & Confidence**  | Student does not have grasp of subject matter and fails to present information in a convincing manner. Student shows lack of interest in presentation. | Student seems knowledgeable about subject matter and presents information in a convincing manner. Student shows interest in presentation. | Student conveys complete knowledge of information and presents information in a convincing and interesting manner. |
| **Organization & Time Management** | The content lacks organization. Student did not use time appropriately and was either too concise or too verbose. | The organization of the content is congruent. Student used time appropriately and was consistent with content. | The content is organized logically. Student spent appropriate amount of time and was clear, complete and consistent with content. |
| **Eye Contact & Body Language** | Eye contact is lacking. Gestures are missing or awkward. The speaker depends heavily on the written notes.  | Eye contact and physical gestures are natural and fluid. Minimum reliance on written notes. | Eye contact and physical gestures demonstrate speaker’s enthusiasm, guiding the listener through presentation. Minimum reliance on written notes. |
| **Elocution** | The vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand. Student did not use business\* terms appropriately. | The vocabulary provides clarity and avoids confusion. Student used basic business\* terms appropriately. | The vocabulary is descriptive and accurate, engaging the listener through imagery. Student used all business\* terminology appropriately. |
| **Presentation Design** | Showed little effort in the presentation. Graphics and text appear to be “thrown in at the last minute”. Text is not readable. | Showed good effort in the presentation, however, graphics and text are basic. Text is usually readable. | Demonstrated outstanding effort presenting the information through creative use of graphics and text. Text is readable. |

**Performance Target:**

80-100% - Meets or Exceeds Expectations

< 20 % - Does Not Meet Expectations

**Results for each type of assessment for business majors only**

During the 2020-21 academic year, the sample was comprised of 276 business majors enrolled in MGT 3453 sections during Fall 2020 and Spring 2021. A sample size approach was used to collect assessment data across all sections with an average of at least 6 students randomly assessed per lab section. A sample of 276 business majors results in a 90-95 % confidence interval based on a total population of 1509 business majors enrolled in MGT3453 during this academic year. The results are split by written communication traits and oral communication traits. Results from AY 2020-2021 are provided below. AY 2018-2019 and AY 2019-2020 results are also provided on the next page to serve as a reference. The process for assessment in this course was redesigned after AY 2018-2019 based on recommendations to develop a more robust process.

**Written Communication AY 2018-2019 Results\***

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** | **% Below Expectations** | **% Meets Expectations** | **% Exceeds Expectations**  |
| Written Persuasive Assignment | 9% | 32% | 59% |

\*2018-2019 data is prior to the robust assessment process implemented as a result of process recommendations.

**Written Communication AY 2019-2020 Results**

|  |  |  |  |
| --- | --- | --- | --- |
| **Traits** | **% Below Expectations** | **% Meets Expectations** | **% Exceeds Expectations**  |
| Persuasiveness of Content | 11% | 51% | 38% |
| Organization | 12% | 46% | 43% |
| Audience | 11% | 47% | 41% |
| Style | 16% | 46% | 38% |
| Mechanics | 16% | 46% | 37% |

**Written Communication AY 2020-2021 Results**

|  |  |  |  |
| --- | --- | --- | --- |
| **Traits** | **% Below Expectations** | **% Meets Expectations** | **% Exceeds Expectations**  |
| Persuasiveness of Content | 17% | 44% | 39% |
| Organization | 21% | 36% | 42% |
| Audience | 18% | 44% | 38% |
| Style | 21% | 35% | 44% |
| Mechanics | 18% | 40% | 42% |

**Oral Communication AY 2018-2019 Results\***

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** | **% Below Expectations** | **% Meets Expectations** | **% Exceeds Expectations**  |
| Oral Persuasive Presentation | 2% | 26% | 72% |

\*2018-2019 data is prior to the robust assessment process implemented as a result of process recommendations.

**Oral Communication AY 2019-2020**

|  |  |  |  |
| --- | --- | --- | --- |
| **Traits** | **% Below Expectations** | **% Meets Expectations** | **% Exceeds Expectations**  |
| Subject Knowledge & Confidence  | 4% | 40% | 56% |
| Organization & Time Management | 5% | 41% | 54% |
| Eye Contact & Body Language | 10% | 52% | 38% |
| Elocution | 6% | 50% | 43% |
| Presentation Design | 7% | 54% | 38% |

**Oral Communication AY 2020-2021**

|  |  |  |  |
| --- | --- | --- | --- |
| **Traits** | **% Below Expectations** | **% Meets Expectations** | **% Exceeds Expectations**  |
| Subject Knowledge & Confidence  | 12% | 38% | 51% |
| Organization & Time Management | 13% | 38% | 49% |
| Eye Contact & Body Language | 17% | 38% | 45% |
| Elocution | 17% | 45% | 37% |
| Presentation Design | 14% | 47% | 38% |
|  |  |  |  |

**2019-2020 Instructor Recommendations for AY 2020-2021:**

* 1. Given that this is the base year, the primary recommendation is to make sure assignment instructions align with the assessment rubrics.
	2. Faculty were overall encouraged to be critical in assigning 1s. 2s. and 3s for each trait and to get familiar with the distinctions within the rubrics.
	3. Instructors will complete assessment in real time during the grading process and not wait until the end of the semester.
	4. Align course curriculum directly and explicitly with revised learning objectives.

**2020-2021 Assessment Changes Based on Previous Year’s Recommendations:**

1. Assessment assignments were aligned with common rubrics.
2. Faculty were not as lenient in using the rubrics to evaluate student assessment assignments.
3. Most faculty adopted the process approach of completing assessment tasks throughout the semester rather than waiting until the end of the semester.
4. Faculty implemented the revised learning objectives in all sections and aligned curriculum content and activities with the objectives. Four of these seven revised objectives are targeted to the traits for oral and written communication:
	1. Demonstrate an understanding of how well-written business communication (format, organization, navigation, style, design, writing mechanics) convey meaning in a concise and complete manner.
	2. Apply strategic business communication skills necessary for interpreting and delivering oral, non-verbal, written, digital, and social media messages.
	3. Gather, analyze, and report information and data for the development of business messages and reports that are tailored to both primary and secondary audiences.
	4. Plan and deliver well-organized and impactful individual and group oral presentations appropriate for the professional workplace.
5. **Discussion of Results**
	* 1. This was the second year to apply the revised, more robust assessment approach across all sections. Faculty were more comfortable implementing this process and were less lenient in the evaluations.
		2. Overall, student performance met the target of over 80% of students meeting or exceeding expectations for all traits except “organization” and “style” on the written communication rubric.
		3. For written communication, the strength trait was “persuasiveness” (39% exceeded expectations and 44% met expectations) and the weakest traits were “organization” and “style” with both having 21% below expectations. For oral communication, the strength trait was “subject knowledge & confidence” (51% exceeded expectations and 38% met expectations) and the weakest traits were “eye contact & body language” and “elocution” with both having 17% below expectations.
		4. This year’s data was impacted by the Covid pandemic and most courses were online with only a few being hybrid.
		5. When compared to last year, combined %’s of meets and exceeds expectations are lower for all traits and %’s of below expectations are higher for all traits. This is expected after faculty were encouraged to learn the rubrics and not be lenient in scoring assignments. For written communication, “organization” went from a strength to a weakness. However, similar strengths and weaknesses emerged in reviewing data for these two years regarding oral communication:
			1. Oral strength: Subject knowledge & confidence
			2. Oral weakness: Eye contact & body language
6. **Recommendations for Next Year**
	1. Faculty should continue to be strict in applying the rubrics.
	2. Faculty should complete assessment throughout the semester and not wait until the end to make sure the process is not rushed.
	3. The curriculum needs to be enhanced regarding the development of student written communication directed at “organization” and “style” traits. Faculty are encouraged to share best practice templates with students.
	4. The curriculum needs to be enhanced regarding the development of student oral communication directed at “eye contact & body language” and “elocution” traits. Faculty are encouraged to share best practice presentations of both virtual and face to face presentations.
	5. Faculty should consider adding a peer review process to these assignments.
	6. Faculty should spend more time covering the AIM (audience analysis, information gathering, message development) process with students.

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

To assess student learning of Program Goal 1 (written and oral communication), 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.

For assessment purposes, six sections of MGT 4335 from each semester were included in a representative sample of students enrolled in the course 446 (Fall 2020) and 618 (Spring 2021). Six instructors and one of their respective sections was used in each semester.

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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AY 2019** |  |  |  |  |  |
| **Goal #1 - Communication** | **San Marcos** | **Round Rock** | **Online** |
|  | **Total** | **%** | **Total** | **%** | **Total** | **%** |
| Exceeds | 221 | 40.7% | 22 | 52.4% | 20 | 27.0% |
| Meets | 284 | 52.3% | 12 | 28.6% | 46 | 62.2% |
| Does Not Meet | 38 | 7.0% | 8 | 19.0% | 8 | 10.8% |
| **Total** | **543** |  | **42** |  | **74** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AY 2020** |  |  |  |  |  |
| **Goal #1 - Communication** | **San Marcos** | **Round Rock** | **Online** |
|  | **Total** | **%** | **Total** | **%** | **Total** | **%** |
| Exceeds | 208 | 29.8% | 5 | 9.4% | 81 | 44.5% |
| Meets | 413 | 59.2% | 43 | 81.1% | 99 | 54.4% |
| Does Not Meet | 77 | 11.0% | 5 | 9.4 | 2 | 1.1% |
| **Total** | **401** |  | **53** |  | **182** |  |

|  |  |
| --- | --- |
| **AY 2021** |  |
| **Goal #1 - Communication** | **Online** |
|  | **Total** | **%** |
| Exceeds | 188 | 46.9% |
| Meets | 182 | 45.4% |
| Does Not Meet | 31 | 7.7% |
| **Total** | **401** |  |

**Instructor Observations**

Classes were online for both Fall 2020 and Spring 2021 semesters. Ninety two percent of students either exceeded or met the goal. However, instructors noted the difficulty some students experienced due to nearly fully online class schedules.

The last time Goal 1 was assessed in this course was the 2017-2018 academic year. A comparison of results from the 2017-18 shows a decrease in the percentage of students meeting or exceeding expectations from ninety eight percent in 2017-2018 down to ninety two percent for the 2020-2021 academic year. Given the migration to nearly a purely online model, it is difficult to say what attributed to the decline. With instructors and students nearly 100% online for all courses, pinpointing a primary root cause is not possible. Instructors noted that several of the students who did not meet expectations either did not complete the assigned work or turned the assigned work in late for partial credit. Furthermore, there were fewer instructors assessed in the 2017-2018 academic year (3) versus the 2020-2021 academic year (6).

**Instructor Recommendations for Next Academic Year**

Conclusions from these assessment results support:

1. The need to monitor these results in the upcoming semesters where students will return to the traditional face-to-face and hybrid learning models.
2. The need to outline and implement common expected student outcomes across all sections.

To address these conclusions the following curriculum changes are recommended:

1. Conduct a trend analysis for the 2021-2022 academic year.
2. Realign student outcomes with recently updated learning objectives and implement pilot testing in Fall 2021 for a Spring 2022 implementation.

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

***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 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**

**Overview**

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. During the 2020-2021 academic year, data were collected to assess student learning on Program Goal 5: “Effective teamwork and group dynamics.”

**Method**

Two direct assessment measures were utilized in MGT 3303 to measure mastery of knowledge related to Goal 5. 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 business majors will earn a score of 70% or higher on the assessment questions.

**Sampling Approach**

Data were collected from students in nine sections of MGT 3303 in fall 2020 and eleven sections of MGT 3303 in spring 2021. The Fall 2020 sections were taught by Jim Blacksmith (2 sections), David Biemer, Rob Konopaske, Seth Frei (2 sections), Michael D’Amelio, and Danny Bogar (2 sections). Six of the nine sections were taught by per-course instructors. The Spring 2021 sections were taught by Seth Frei (3 sections), Bobbie Moore (2 sections), Jim Blacksmith, Danny Bogar (2 sections), David Biemer (2 sections) and Michael D’Amelio. Six of the eleven sections were taught by per-course instructors.

**Learning Goal**

Learning Goal 5 states that upon completing MGT 3303, students should: “Apply the skills needed for effective teamwork and understand the importance of group dynamics in achieving organizational goals.” The learning goal and corresponding items were developed to closely reflect the content of the course and the order of topics presented in the textbook, *M: Management* 6e by Bateman, Snell, and Konopaske. The core course coordinators invited instructors to review and provide feedback on the learning objectives and corresponding items.

**Assessment Measure 1 Results:**

A total of 10 questions were embedded in a required class exercise and scored across Learning Goal 5.

The data were summarized in terms of total number of business majors that exceeded expectations (90% or higher correct for the learning objectives), met expectations (70%-89% correct for the learning objectives), or failed to meet expectations (less than 70% correct for the learning objectives).

***Fall 2020 Results for Program Goal 5***

***Business Majors***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeded** | **Met** | **Failed to Meet** |
| **Goal 5** | 86% (n=414) | 9% (n=45) | 5% (n=22) |

***Spring 2021 Results for Program Goal 5***

***Business Majors***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeded** | **Met** | **Failed to Meet** |
| **Goal 5** | 86% (n=484) | 8% (n=48) | 6% (n=32) |

***Combined Results for All Reporting Sections***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeded** | **Met** | **Failed to Meet** |
| **Goal 5** | 86% (n=88) | 9% (n=93) | 5% (n=54) |

The target goal of 70% of business majors either meeting or exceeding expectations was met for Learning Goal 5 on Assessment Measure 1.

**Assessment Measure 2 Results:**

The second measure included multiple-choice items that were randomly generated by the digital learning platform that accompanies the required textbook. The number of questions varies per student as the software automatically adjusts questions based on accuracy and confidence level. For example, if a student is highly confident about their answer and the answer is incorrect, the software will add additional questions to help the student further understand that concept. The resulting score is a completion measure based on percentage of the learning unit completed.

The data were summarized in terms of total number of management majors that exceeded expectations (90% or higher correct for the learning objective), met expectations (70%-89% correct for the learning objective), or failed to meet expectations (less than 70% correct for the learning objective).

***Fall 2020 Results for Program Goal 5***

***Business Majors***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeded** | **Met** | **Failed to Meet** |
| **Goal 5** | 91% (n=268) | 2% (n=5) | 7% (n=22) |

***Spring 2021 Results for Program Goal 5***

***Business Majors***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeded** | **Met** | **Failed to Meet** |
| **Goal 5** | 93% (n=452) | 0% (n=0) | 7% (n=34) |

***Combined Results for All Reporting Sections***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeded** | **Met** | **Failed to Meet** |
| **Goal 5** | 92% (n=720) | 1% (n=5) | 7% (n=56) |

**Summary of Findings in 2020-2021**

The target of 70% of management majors either meeting or exceeding expectations on Program Goal 5 was met with 93% of business majors either meeting or exceeding expectations for assessment measure one and two, which is a very positive outcome.

**Recap of Recommendations from Previous Academic Year**

Though the assurance of learning results were strong in 2019-2020, the following steps were implemented in the current academic year to ensure continuous improvement of learning:

Online Assessments

We moved all assurance of learning assessment online. This decision was beneficial because it allowed 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 took place online, moving the first measure (embedded multiple-choice questions) to an online format added congruence across measures.

Required Assignments

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. Requiring them likely reduced the risk of range restriction; that is, some MGT 3303 students who maintained high course grade averages may not have seen the need to complete extra credit assurance of learning assignments.

Increased Participation of Instructors

Starting in 2020, all instructors (except first-year instructors) were required to submit assurance of learning data. This provided a larger sample of the students in our courses and incorporated instructors teaching the course for many years with those teaching it only a few semesters. We chose to not collect data from first-year instructors as they are mastering the content and teaching methods and receiving feedback from the course coordinators on their teaching.

Supplementary Activities: Course coordinators were given the opportunity to review online supplementary application activities for chapters covering this learning objective and to make suggestions of which instructors might consider for use in their classrooms.

Sharing of Results: The core course coordinators shared with MGT 3303 instructors the results of Program Goal 5 and encouraged them to spend a similar amount of time as in the previous academic year covering the respective chapter in the textbook.

Instructor Feedback: The core course coordinators asked for instructor feedback regarding any and all suggested changes for the 2020-2021 academic year.

**Closing the Loop and Continuous Improvement for 2021-2022**

Use of online assessment measures

Based on this year’s assessment results, online administration of both assessment measures will be continued in the 2021-2022 academic year. Of note is the fact that the spring 2020 semester was the last time any portion of Assessment Measure 1 was administered as an in-class paper and pencil assignment; now, this measure is only administered online. As noted above, Assessment Measure 2 has always been in the form of multiple choice items that were randomly generated by the digital learning platform (online) that accompanies the required textbook.

Review Assessment Measures 1 and 2

The core course coordinators will request feedback from the instructional team regarding the face and content validity of the 100 items in Assessment Measure 1. The feedback will be discussed by the coordinators and potentially incorporated into next year’s question set. The instructional team will also be asked to review a sample of the randomly generated multiple choice questions from the digital learning platform (online) for the same reasons.

Improve scores on LO 5

While the identified goal that a minimum of 70% of management majors will earn a score of 70% or higher on LO 5 assessment questions, 7% of students in 2020-2021 failed to meet these expectations, suggesting that more can be done to improve student mastery regarding the learning outcome, including.

1. Course coordinators will make specific suggestions to instructors regarding creative ways to increase coverage of the related content from the corresponding chapter in the required textbook and online platform.
2. Assessment questions for LO 5 will be shared with the instructional team to gather feedback for edits or adjustments based on the way they are currently teaching the material.
3. The core course coordinators will share with MGT 3303 instructors the results of LO 5 and encouraged them to spend more time than in the previous academic year covering the related chapter.

Learning Outcomes

The core course coordinators will ask the instructional team to review the items associated with LO5 to provide feedback regarding and suggestions to better align the items with the latest (i.e., 7th) edition of the required textbook that will be adopted in all sections of MGT 3303 starting in fall 2021. The core course coordinators will consider the instructors’ feedback for adjustments to learning outcomes.

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

**Methods of Assessment:**

In MGT 3453 the assessment methods used are:

1. Individual application of **teamwork skills** (traits 1-4 in the rubric below) is based on team member evaluations of team member inputs to the team project and social interactions with other team members.
2. Understanding of **teamwork content** (trait 5 in the rubric below) and dynamics was assessed using a 10-question standardized assessment of whether the student can identify effective teamwork and group dynamics.

Student performance are reported as exceeds, meets, or below expectations for desired assignment traits based on a common rubric used across all course sections. The rubric is provided below:

**Teamwork Assignment Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trait** | **1 Below Expectations** | **2 Meets Expectations** | **3 Exceeds Expectations** |
| **Provides high quality inputs to the team.** | Team member did not offer valuable ideas or suggestions and was often unable to participate in activities and discussions concerning the team. | Team member provided useful information to the group. Team member came to meetings prepared and was active in discussions and activities. Team member had adequate support for his/her opinions. | Team member gathered and researched materials and used the information to assist in team discussions and analysis. Team member raised valuable questions and gave informed responses |
| **Provides appropriate quantity of inputs to the team.** | Team member made little or no contribution to the project and primarily relied on others to get the work done. | Team member provided useful information to the team and contributed to several parts of the project. | Team member provided a large amount of data, analysis and materials and contributed substantially to all aspects of the project. |
| **Establishes professional relationships with diverse team members.** | Team member made it difficult to complete the project effectively and efficiently. Team member did not establish relationships with other team members. | Team member was easy to work with and put effort into the team project. Team member communicated in an understandable manner and worked with others to develop ideas. Team member facilitated interactions with most team members.  | Team member was rational, listened to other's opinions and criticisms and adapted well to change. Team member presented his or her ideas in a clear and reasonable way. Team member facilitated interactions with all team members. |
| **Provides input to the team in a timely manner.** | Team members completed assignments after the scheduled due dates. | Team member completed assignments on the scheduled due dates. | Team member completed assignments well before the scheduled due dates. |
| **Identify Effective teamwork and group dynamics.** | Recognizes minimal or no effective teamwork and group dynamics. Below 70 on Teamwork Assessment. | Recognizes some effective teamwork processes and has a basic understanding of the impact of teamwork. 70-89 on Teamwork Assessment. | Recognizes most effective teamwork processes and has a comprehensive understanding of the impact of teamwork. 90-100 on Teamwork Assessment. |

**Performance Target:**

80-100% - Meets or Exceeds Expectations

< 20 % - Does Not Meet Expectations

**Results for each type of assessment for business majors only**

During the 2020-21 academic year, the sample was comprised of 276 business majors enrolled in MGT 3453 sections during Fall 2020 and Spring 2021. A sample size approach was used to collect assessment data across all sections with an average of at least 6 students randomly assessed per lab section. A sample of 276 business majors results in a 90-95 % confidence interval based on a total population of 1509 business majors enrolled in MGT3453 during this academic year. Results from AY 2020-2021 are provided below. AY 2018-2019 and AY 2019-2020 results are also provided on the next page to serve as a reference. The process for assessment in this course was redesigned after AY 2018-2019 based on recommendations to develop a more robust process.

**Teamwork AY 2018-2019 Results\***

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** | **% Below Expectations** | **% Meets Expectations** | **% Exceeds Expectations**  |
| Team Member Evaluations | 1% | 8% | 91% |
| Teamwork Content Assessment | 2% | 53% | 45% |

**\*2018-2019 data is prior to the robust assessment process implemented as a result of process recommendations.**

**Teamwork AY 2019-2020 Results**

|  |  |  |  |
| --- | --- | --- | --- |
| **Traits** | **% Below Expectations** | **% Meets Expectations** | **% Exceeds Expectations**  |
| Provides high-quality input to the team. | 5% | 26% | 68% |
| Provides appropriate quantity of input to the team. | 4% | 23% | 73% |
| Established professional relationships with diverse team members. | 7% | 24% | 69% |
| Provides input to the team in a timely manner. | 6% | 23% | 71% |
| Identify effective teamwork. | 16% | 24% | 60% |

**Teamwork AY 2020-2021 Results**

|  |  |  |  |
| --- | --- | --- | --- |
| **Traits** | **% Below Expectations** | **% Meets Expectations** | **% Exceeds Expectations**  |
| Provides high-quality input to the team. | 5% | 37% | 58% |
| Provides appropriate quantity of input to the team. | 4% | 33% | 63% |
| Established professional relationships with diverse team members. | 4% | 35% | 61% |
| Provides input to the team in a timely manner. | 8% | 33% | 60% |
| Identify effective teamwork. | 11% | 26% | 63% |

**2019-2020 Instructor Recommendations for AY 2020-2021:**

* 1. Given that this is the base year, the primary recommendation is to make sure assignment instructions align with the assessment rubrics.
	2. Students should be provided with the team evaluation rubric at the beginning of the team project.
	3. Instructors will complete assessment in real time during the grading process and not wait until the end of the semester.
	4. Align course curriculum directly and explicitly with revised learning objectives.

**2020-2021 Assessment Changes Based on Previous Year’s Recommendations:**

1. Most faculty adopted the process approach of completing assessment tasks throughout the semester rather than waiting until the end of the semester.
2. Most faculty shared the team evaluation rubric with students early in the team process.
3. Faculty implemented the revised learning objectives in all sections and aligned curriculum content and activities with the objectives. Two of these seven revised objectives are targeted to the traits for teamwork:
	1. Exemplify interpersonal business communication knowledge related to teamwork, credibility, cultural awareness, and emotional intelligence.
	2. Implement strategies for the purposes of individual professional development such as leadership, decision-making, time management, and goal setting.
4. **Discussion of Results**
5. This was the second year to apply the revised, more robust assessment approach across all sections. Faculty were more comfortable implementing this process however, the data collection process is not efficient.
6. Overall, student performance met the target of over 80% of students meeting or exceeding expectations for each of the traits.
7. The strongest trait was “provides appropriate quantity of input to the team.” (33% exceeded expectations and 63% met expectations) and the weakest trait was “identify effective teamwork” (11% below expectations).
8. This year’s data was impacted by the Covid pandemic and most courses were online with only a few being hybrid.
9. When compared to last year, similar strengths and weaknesses emerged in reviewing data for these two years regarding teamwork:
	* + 1. Strength: Provides appropriate quantity of input to the team
			2. Weakness: Identify effective teamwork
10. **Recommendations for Next Year**
11. Faculty are encouraged to move the team peer evaluation form to a new application that makes it easier to view both quantitative and qualitative data.
12. Faculty should include a participation % to the assessment that gives students an opportunity to evaluate each other regarding whether they did 100% of their fair share or below or above their fair share.
13. Students should be encouraged to read the team peer rubric and critically assess their teammates.
14. The curriculum needs to be enhanced regarding the content to help “identify effective teamwork” and faculty should consider adding essay questions to assessing this trait in addition to the 10 questions. Faculty are encouraged to review the question set and make sure the questions align with the rubric.
15. Faculty should also consider adding team related simulation activities.

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

**Methods of Assessment**

Students work in groups up to 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.

For assessment purposes, six sections of MGT 4335 from each semester were included in a representative sample of students enrolled in the course 446 (Fall 2020) and 618 (Spring 2021). Six instructors and one of their respective sections was used in each semester.

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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AY 2019** |  |  |  |  |  |
| **Goal #5 - Teamwork** | **San Marcos** | **Round Rock** | **Online** |
|  | **Total** | **%** | **Total** | **%** | **Total** | **%** |
| Exceeds | 222 | 39.4% | 19 | 36.5% | 43 | 58.1% |
| Meets | 285 | 50.6% | 27 | 51.9% | 23 | 31.1% |
| Does Not Meet | 56 | 9.9% | 6 | 11.5% | 8 | 10.8% |
| **Total** | **563** |  | **52** |  | **74** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AY 2020** |  |  |  |  |  |
| **Goal #5 - Teamwork** | **San Marcos** | **Round Rock** | **Online** |
|  | **Total** | **%** | **Total** | **%** | **Total** | **%** |
| Exceeds | 287 | 41.1% | 13 | 24.5% | 131 | 72.0% |
| Meets | 377 | 54.0% | 32 | 60.4% | 44 | 24.2% |
| Does Not Meet | 34 | 4.9% | 8 | 15.1% | 7 | 3.8% |
| **Total** | **698** |  | **53** |  | **182** |  |

|  |  |
| --- | --- |
|  |  |
| **Goal #5 - Teamwork** | **Online** |
|   | **Total** | **%** |
| Exceeds | 224 | 55.9% |
| Meets | 156 | 38.9% |
| Does Not Meet | 21 | 5.2% |
| **Total** | **401** |  |

**Instructor Observations**

Classes were online for both Fall 2020 and Spring 2021 semesters. Nearly ninety five percent of students either exceeded or met the goal. In most instances, students who did not meet expectations either did not participate in the team activity or minimally engaged, resulting in a low peer evaluation

The last time Goal 1 was assessed in this course was the 2017-2018 academic year. A comparison of results from the 2017-18 to the 2020-2021 academic year show no change in performance. This was encouraging to see, as it supports the notion that students were still able to work in a team environment despite being unable to meet together in person.

**Instructor Recommendations for Next Academic Year**

Conclusions from these assessment results support:

1. Our students were effective at utilizing technology to conduct and complete team work remotely.
2. Students worked well and as a team in an online environment.

To address these conclusions the following curriculum changes are recommended:

1. Assess what transferrable learnings may apply to teamwork going forward.

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