



ASSESSMENT RESULTS: PLURALISM & CROSS-CULTURAL DIVERSITY

Prepared by the McCoy College Assurance of Learning Committee:

Course Coordinator

Core Course

Ms. Jennifer Krou	CIS 1323	Introduction to Microcomputer Applications
Dr. Dean Showalter	ECO 2314	Principles of Microeconomics
Dr. Quazi Fidia Farah	ECO 2315	Principles of Macroeconomics
Dr. Francis Mendez	QMST 2333	Business Statistics
Dr. Lindsay Ayers	BLAW 2361	Legal Environment of Business
Dr. Chris Proschko	ACC 2361	Introduction to Financial Accounting
Ms. Alex Hampshire	ACC 2362	Introduction to Managerial Accounting
Dr. Seth Frei	MGT 3303	Management of Organizations
Dr. Vance Lesseig	FIN 3312	Business Finance
Mr. Ken Murdock	MKT 3343	Principles of Marketing
Dr. Peiqin Zhang	CIS 3380	Enterprise Inf. Tech. and Bus. Intelligence
Mr. Mark Evans	MGT 3453	Bus. Comm. and Professional Development
Dr. Corey Fox	MGT 4335	Strategic Management and Business Policy

Dr. Taewon Suh, Assurance of Learning Committee, Chair Ex-officio

Dr. David Wierschem, Associate Dean for Undergraduate Programs Ex-officio

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The McCoy College of Business assesses all six undergraduate competency goals every three years. This report discloses the assessment results of Competency Goal 6 for the 2022-2023 academic year.

BBA Program Level Competency Goal 6:

Competency 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.”

One course assessed this goal for the 2022-2023 academic year:

Principles of Marketing (MKT 3343)

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

MKT 3343: Principles of Marketing

To assess student learning of Program Goal 6, Culture and Diversity, two methods of assessment were used:

1. Questions from chapter quizzes
2. Questions from multi-chapter exams (the primary method)

All students took the quizzes and exams in the same online format via the McGraw-Hill Connect platform. The questions were evenly divided between single-chapter quizzes and multi-chapter exams. For 2022-2023, students were taught these concepts:

1. The nature and scope of world trade from a global perspective.
2. How to identify major developments that have influenced world trade and global marketing.
3. How to identify the environmental forces that shape global marketing efforts.
4. The various approaches companies use to enter global markets.
5. The distinction between standardization and customization when companies craft worldwide marketing programs.

The focus in these concepts is that marketers must be sensitive to cultural underpinnings of different societies if they are to initiate and consummate mutually beneficial exchange relationships with global consumers. Emphasis was placed on the elements of cultural diversity, including:

- Values
- Customs
- Cultural Symbols
- Language

For assessment purposes, 3 sections of MKT 3343 in the fall and spring semesters were included in a representative sample of students enrolled at the main campus, with the total number of students for the fall at 776 and 744 for the spring 2023 semester. Four of the sections were online and two of them were in the traditional classroom format. We did not differentiate between online sections and traditional classroom sections because all students took the quizzes online via the same vendor platform, McGraw-Hill Connect, using the same proctoring system. 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 70 and 89 percent
- Below expectations = students who earned below 70 percent

Results

San Marcos Campus (Total = 1520)

2022-2023 by Modality	F-T-F		Hybrid		Online	
	N	%	N	%	N	%
<i>B (Exam) Only</i>	N/A	N/A	N/A	N/A	400	26%
Exceeded (90%+)	N/A	N/A	N/A	N/A	628	41%
Met (70%+)	N/A	N/A	N/A	N/A	492	32%
Below (<70%)	N/A	N/A	N/A	N/A		

2022-2023 by Method	A (Quiz)		B (Exam)		C	
	N	%	N	%	N	%
Exceeded (90%+)	360	24%	400	26%	N/A	N/A
Met (70%+)	516	34%	628	41%	N/A	N/A
Below (<70%)	644	42%	492	32%	N/A	N/A

Round Rock Campus (if applicable)

N/A

Instructor Observations

The most notable and significant differences were in the performance of all students in individual chapter quizzes and exam results. The majority of students (65% on the exam & 58% on the quiz) met or exceeded expectations. Exam results were significantly higher than quiz scores. This is possibly due to the students seeing the concepts and types of questions for the first time in quizzes, whereas they were somewhat familiar with the concepts and types of questions when they took the multi-chapter exams and were tested over the concepts for the second time.

Instructor Recommendations for Next Academic Year

1. A curricular change is for faculty to focus more on the terms and concepts at the chapter stage.
2. Consulting with other faculty who teach the Principles of Marketing course reveals that quiz performance is significantly poorer in all sections in the first few chapters of the course. We believe this is due to most students' perception that since this course is the

first in the marketing curriculum, it will be easy. Quiz scores generally go up noticeably after the third or fourth chapter, when students realize that success in the course will require more time and effort than they have given it in the first few chapters. Faculty has agreed that we need to direct more time and emphasis on the concepts presented in the first 3 – 4 chapters and on giving the course more time and effort than students initially thought it would require.

Faculty Responsible for Reporting on Progress: Dr. Ken Murdock

Overall recommendations for the following reports of all the courses:

- We recommend that “Action Items (recommendations)” be specific to the competency goal and associated with curriculum changes.
- It would be great to get the percentages by modality.
- It would be good to see the previous two years of data (e.g., 20-21 Fall and Spring & 21-22 Fall and Spring).
- We would like to get a couple of identical questions for both assessment classes to compare the lower-level to the upper-level course.

Faculty Responsible for Reporting on Progress: Dr. Taewon Suh