

MGEM AY 2015-2016 Assessment

Phase 1: Assessment Plan

Learning Outcome assessed:

MGEM Learning Outcome 1: Lead and Manage Diverse Individuals

Demonstrate the ability to lead and manage diverse individuals and groups to facilitate organizational performance.

Assessment Method:

Final Project Presentations in the IQS Consulting Projects (Pre-Test) and US Consulting Course (Post-Test)

Targeted performance, based on rubrics:

80% Exceeds Expectations

Evaluation Process:

Students were tested on the basis of the individual portions of team presentations focusing on the assessment of a select company's challenges (problem identification) and creative solutions. For LO1, student presentations (10-15 min. for each team; approximately 5 min for individuals) were tested on the basis of the assessment rubric and the scoring sheet to analyze their individual ability to lead and function as part of the cross-cultural team by demonstrating their cross-cultural awareness, cohesiveness, and mutual support.

The method of pre- and post-testing was used to gauge a change in the average scores and ranges of individual student performance during the program between the first and last semesters. In the 3-semester program, no additional statistical power beyond average cumulative % score change was estimated.

Rubric:

Rubrics	Accomplished	Proficient	Beginning
1. Students demonstrate motivation, individual leadership within a team, and commitment to the team’s cross-cultural nature during the consulting project presentation.	<p>Displays strong motivation in leading a team to accomplish the project’s tasks and objectives.</p> <p>Exemplifies clear commitment to and appreciation of cross-cultural nature of the team; greatly contributes to the team’s cohesiveness.</p>	<p>Displays mostly consistent motivation in leading a team to accomplish the project’s tasks and objectives.</p> <p>Exemplifies commitment to and appreciation of cross-cultural nature of the team; contributes to the team’s cohesiveness.</p>	<p>Displays weak motivation in leading a team to accomplish the project’s tasks and objectives.</p> <p>Exemplifies weak commitment to and appreciation of cross-cultural nature of the team; minimally contributes to the team’s cohesiveness.</p>

Course where learning outcome was assessed:

MGEM 5114 – IQS Consulting Project

MGEM 5115—USF Consulting Course

Evaluator(s):

Pre-test: James Lee; Gleb Nikitenko; Gerard Martorell (IQS Consulting);
 Post-test: James Lee, Gleb Nikitenko and six (7) consulting clients (company representatives) of USF who are entrepreneurs and business leaders in the variety of tech and non-tech industries: Grazyna Stepanyak, Chris Chang, Yulin Xu, Natalya Romanenko, Ronald Batiste, Danielle Zacarias, Camilla Lombard.

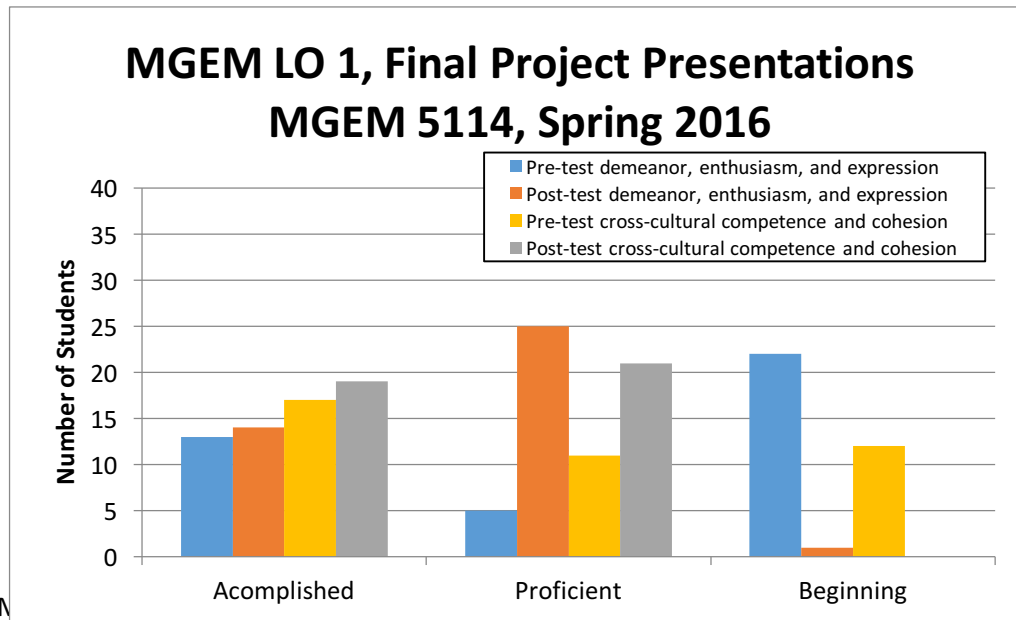
Phase 2: Results Assessment and Planned Action

	Accomplished	Proficient	Beginning	% Students at Exemplary or Accomplished Level
Categories:	3	2	1	
Pre-test cumulative score on the basis of the presentation's average of individual scores on demeanor, enthusiasm, and expression (see the scoring rubric). Average total: 1.58	13	5	22	45%
Post-test cumulative score on the basis of the presentation's average of individual scores on demeanor, enthusiasm, and expression (see the scoring rubric). Average total: 2.64	14	25	1	98%
Pre-test cumulative score on the basis of the presentation's average of cross-cultural competence and cohesion (see the scoring rubric). Average total: 1.83	17	11	12	70%
Post-test cumulative score on the basis of the presentation's average of cross-cultural competence and cohesion (see the scoring rubric). Average total: 2.86	19	21	0	100%

Note: 7 of the 40 (17.5%) (included in this category of the Beginning) scored 0--their performance did not meet ANY criteria per the rubric.

Note: 5 of the 40 (12.5%) (included in this category of the Beginning) scored 0--their performance did not meet ANY criteria per the rubric.

Cumulative average: 2.23



Suggested Action:

Discussion: In neither of the tests, students have reached the 80% target of exceeding expectations. Students have only been able to reach the mark of 80% meeting and exceeding expectations (97.5% and 100% respectively). Overall, students have demonstrated a significant improvement over the course of the program (67.1%) overall on the SLO #1. Although no formal pre- post- tests were conducted, the correlational analysis revealed a 0.597 co-efficient between the two pre- and post-cumulative scores, which indicates statistical significance and power. Despite some administrative difficulties of having the same evaluators during pre- and post- phases and using the exact same type of cases, the variability aspects of the test are still applicable and could be used to conclude that there was an overall impact of the program on the students' cross-cultural competence and team leadership within their teams. Students came across as far more competent, sensitive to cultural differences, and yet assertive in their presentations, task management, and overall conclusions.

Faculty have found that the SLO needs to be revised and a more detailed and relevant rubric to be developed and used more consistently by reviewers (faculty) and their clients. The inter-rater reliability (pre- and post-) also needs to be better accounted for. However, there is still a medium-strong positive relationship between the program's impact and the student's growth/improvement in developing cross-cultural competence and team functionality/ cohesiveness during the program.

Phase 3: Closing the Loop

In the year that the assessment is made, this is good place to describe how the suggested actions might be evaluated in a future assessment cycle. When that cycle is complete, the results can be added to this document to finalize the report.