

MGEM AY 2015-2016 Assessment

Phase 1: Assessment Plan

Learning Outcome assessed:

MGEM Learning Outcome 3: Effective Communication

Communicate effectively both verbal and in writing, using different media

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; the focus was on the assessment of a select company's challenges (problem identification) and creative solutions and recommendations in the context of the case's regional ecosystem (all cases came from the MIT case study program on global entrepreneurship and were from all continents—Asia, Europe, the Americas, and Africa). For LO2, student presentations (10-15 min. for each team; approximately 5 min for individuals) were assessed on the basis of the rubric and the scoring sheet to analyze their individual ability to conduct a proficient Q&A session elaborating on the case issues, analysis and conclusions while maintaining professional demeanor and exhibiting a consistent knowledge of the case materials (general competence).

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 effective verbal presentation skills, including articulation, eye contact, expression/ gestures, and effective and creative visual aids	<p>Presents in a consistently articulate, focused, and effective manner, demonstrating very good eye contact and appropriate expression/ gesturing</p> <p>Demonstrates very well-designed and visually attractive slides and presentation handouts.</p>	<p>Presents in a mostly articulate, focused, and effective manner, demonstrating good eye contact and appropriate expression/ gesturing</p> <p>Demonstrates mostly well-designed and visually attractive slides and presentation handouts.</p>	<p>Demonstrates only occasional articulation, focus, and effective manner of presenting (verbal communication) with inconsistent eye contact and expression/ gesturing</p> <p>Demonstrates adequately designed and visually unattractive slides and presentation handouts.</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);

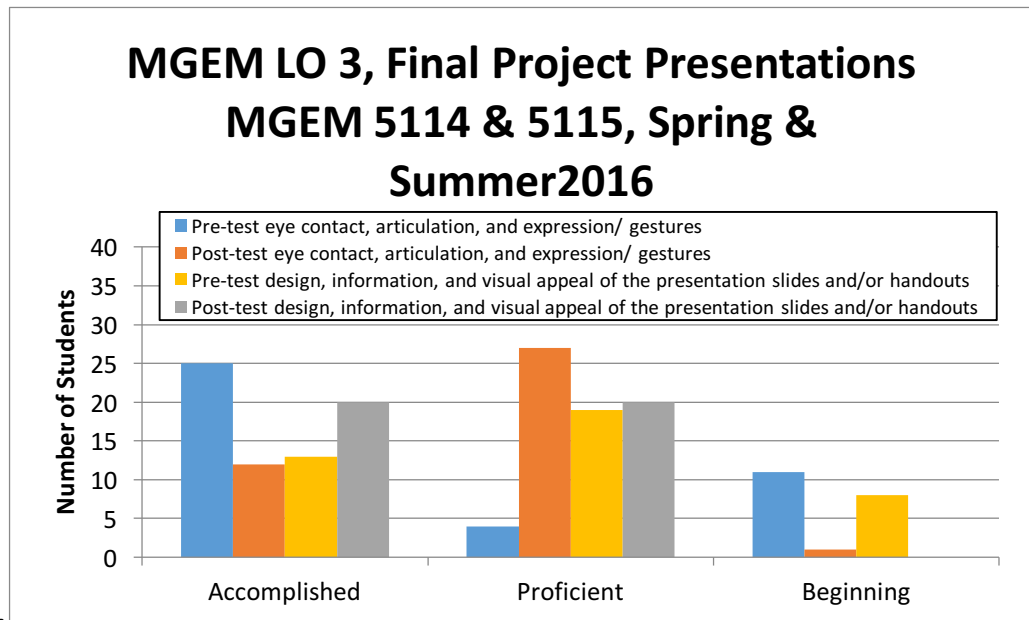
Post-test: James Lee, Gleb Nikitenko and six (7) consulting clients (company representatives) of USF who are entrepreneurs and business leaders in the variety of tech and non-tech industries: Grazyna Stepanyak, Chris Chang, Yulin Xu, Natalya Romanenko, Ronald Batiste, Danielle Zacarias, Camilla Lombard.

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 eye contact, articulation, and expression/ gestures (see the scoring rubric). Average total: 2.23	25	4	11	73%
Post-test cumulative score on the basis of the presentation's average of individual scores on eye contact, articulation, and expression/ gestures (see the scoring rubric). Average total: 2.65	12	27	1	98%
Pre-test cumulative score on the basis of the presentation's average of the design, information, and visual appeal of the presentation slides and/or handouts (see the scoring rubric). Average total: 2.13	13	19	8	80%
Post-test cumulative score on the basis of the presentation's average of the design, information, and visual appeal of the presentation slides and/or handouts (see the scoring rubric). Average total: 2.76	20	20	0	100%

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: 2.44



Suggested Action:

In none 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 for the post-test for the verbal communication (97.5%) and pre- (80%) and post (100%)- tests for the non-verbal and written communication (visual design, information, and appeal of presentation slides and handouts). On the pre-test for verbal communication, students have not been able to reach the 80% threshold for meeting and exceeding expectations. Overall, students have demonstrated a statistically significant improvement over the course of the program (19.3%) overall on the SLO #3. Although no formal pre- post- statistical analyses were conducted, the basic correlational analysis revealed a 0.57 co-efficient between the two pre- and post- cumulative scores for verbal communication and .562 for written (visual aids) communication, that both reflect 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 positive and statistically significant impact of the program on the students' verbal and non-verbal, including written, communication skills' development. Students have demonstrated significantly stronger verbal and more pronounced non-verbal (written) communication skills while delivering final presentations.

Despite the overall satisfaction with results, faculty have found that the SLO may need to be slightly revised to focus on the specific communication skill sets and outcomes rather than a generic statement; 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 verbal and written communication skills in different media.

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.