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To: Mary Jo Goedeke, Chair, Undergraduate Curricula Management and Assurance of Learning Committee

From: Stephen V. Horner, Associate Professor of Management

Re: AOL summary of assessments in MGT 690

Date: June 12, 2023

Summary overview

Student learning in professional presentation was assessed in MGT 690 Business Strategy during fall 2020, fall 2021, and fall 2022. Results from the fall 2020 assessment suggested a need for improving eye contact and use of visual aids. Before the fall 2021 assessment, instructors of MGT 690 Business Strategy devoted a portion of a class session to best practices for professional video presentation. Results suggest little change in eye contact and use of visual aids while pronunciation and elocution remain among the highest ratings. A more intensive and thorough tutorial in professional presentation has been developed by instructors of MGT 210 Business Professionalism. This set of activities includes interview skills, group presentations, and other communication topics. Effects of these curriculum changes in MGT 210 Business Professionalism are expected to be observable in fall 2023 in MGT 690 Business Strategy. Below is a more detailed account of the assessments.

Process

Fall 2020: Assessment of student learning in professional presentation is currently assessed in MGT 690 Business Strategy, the capstone course of the BBA. The artifact for assessment is a group presentation of the strategic analysis of a publicly traded firm. The Professional Deliverables Performance Rubric was developed by the Undergraduate Curricula and Assurance of Learning Committee based on criteria established by the Committee. Using the Committee's rubric, Prof. Mary Judene Nance and I, the two instructors of MGT 690 Business Strategy, assessed the effectiveness of student learning in two course sections in fall 2020. At the recommendation of the previous (2018) AACSB site-visit team, we each independently rated each of the criteria for each individual group member.

Due to the pandemic, Prof. Nance, who taught all three sections of Business Strategy that term, changed the format of the group presentation to a video-recorded group presentation. This format, pursued in response to covid, introduced some conditions not present in previous iterations of the course. Some of these were purely technical in nature (e.g., ensuring visible video content and audible, comprehensible sound). Others resulted from introduction of a new technology (video presentations). These conditions introduced additional error into the observations. In addition, because of the format of delivery, evaluators were unable to fully observe all of the variables - posture was visible only from the shoulders to the head. Without any question and answer period, raters were not able to properly assess subject knowledge and substance. Results of the ratings are shown in Figure 1.

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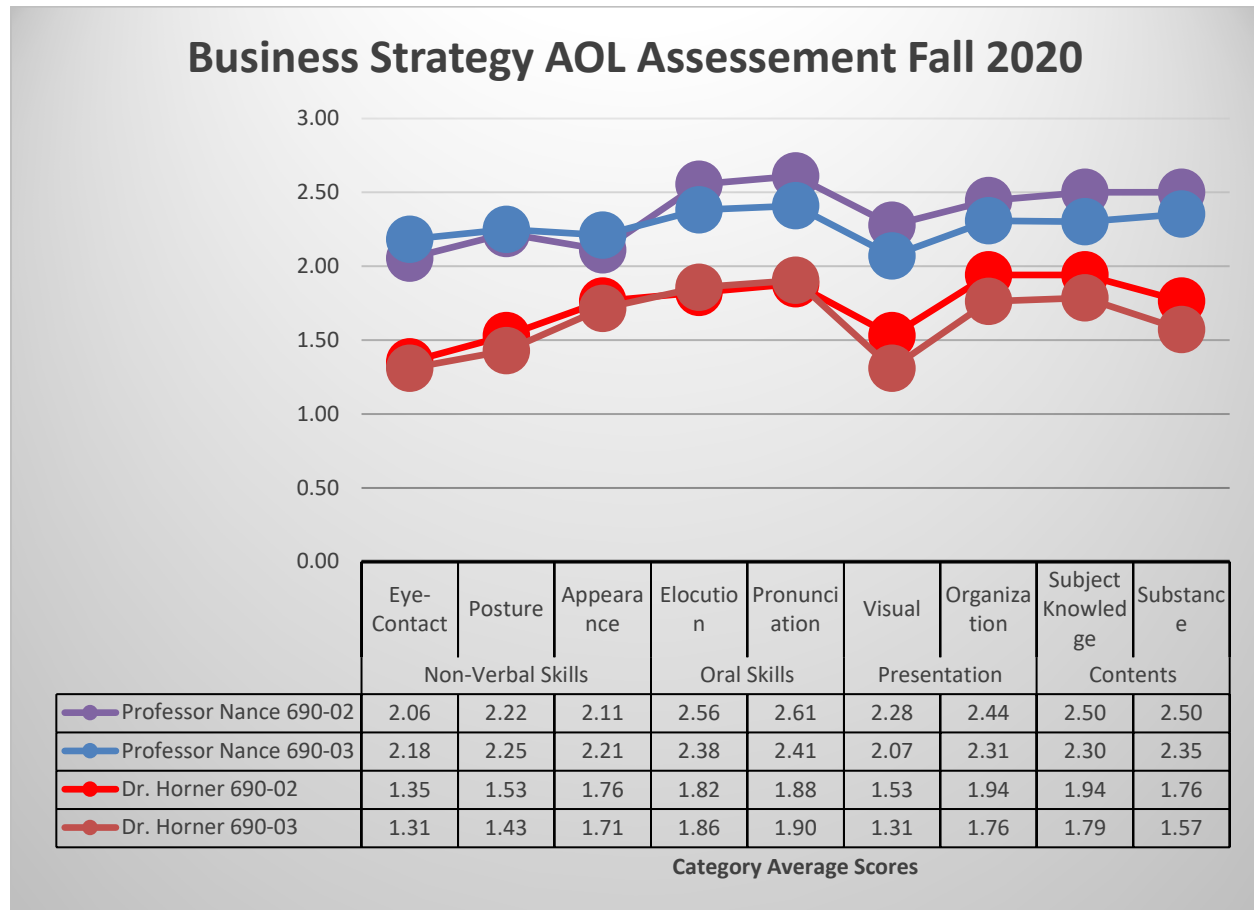


Figure 1: score means by rater of each section

Results Fall 2020: The two raters differed in their evaluation of the levels of performance. Although one rater gave consistently lower scores than did the other, the graphs of the scores by the two raters move in concert with one another, suggesting that differences between the two raters' scores are a matter of agreement in the expected levels of student performance. The highest scores are in oral skills - elocution and pronunciation. The lowest scores are in eye contact, posture, and use of visual aids.

Areas of concern not captured by the data include composition of the PowerPoint slides (e.g., appearance, syntax), oral presentation skills when presenting via video, and financial literacy of the non-accounting students. These issues of student performance may be remedied by periodic reinforcement throughout the curriculum of appropriate presentation skills and financial interpretation skills. Students receive direction in presentation skills in MGT 210 Business Professionalism. These are reinforced in Business Strategy and other courses in Kelce which require group reports. Presenting financial data meaningfully is a skill expressly developed in two accounting courses and a finance course and reinforced in subsequent courses.

Fall 2021: The same assessment was administered in fall 2021 to the students in MGT 690 Business Strategy. A portion of a class session focused on preparing a professional presentation. This included a student handout of best practices for enhancing professional video presentations. This addition to the course curriculum was presented to students during the six weeks prior to the end of the semester. Student group presentations were recorded in two sections of MGT 690 and given live in

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the third section. Results are shown in Figure 2. The graphs, while less granular for 2021, are similar in shape with lowest values being eye contact and use of visual aids and the highest values being elocution and pronunciation.



Figure 2: Score means by rater

Fall 2022: Student learning of professional deliverables was again assessed in the fall semester of 2022. Three sections of MGT 690 Business Strategy were scheduled in fall 2022 all in-person. There were no curriculum changes with respect to professional presentations. The fall 2022 curriculum in MGT 690-01 and MGT 690-02 Business Strategy includes changes some of which directly affect student presentations. Student groups now make four brief (5-7 minutes) presentations. These are followed by some oral feedback to the entire class consisting of general commentary on both the content and delivery of the material. Students also receive written feedback on each presentation. The four presentations are preliminary to a summative presentation at the end of the term.

An additional change to the Business Strategy curriculum in these two sections is the switch to an e-book version of the textbook. This version of the textbook is a “smart-book” that interacts with the students’ responses, providing ancillary content to the areas of non-proficiency. Students must respond correctly upon retesting and achieve an acceptable score on the interactive material before proceeding with the next section.

Due to scheduling, Prof. Nance was unable to be on hand for presentations in sections 01 and 02 of MGT 690. (Her teaching schedule overlapped with mine.) Therefore, I rated student presentations in person in those two sections, while Prof. Nance rated the presentations via video recordings of the live presentations. In the third section of MGT 690, 03, I was to be on hand for live presentations. Regrettably, I missed the first of the two sessions. As a result, three presentations in MGT 690-03

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were rated by only one rater. Consequently, the data reflect assessments of nine presentations in sections 01 and 02 where one rater relied on video recordings and the other was able to attend and rate the presentations live. Three presentations were assessed live by both raters, and three assessed live by one rater as summarized below. In all, the nine presentations in my two sections, -01 and -02 were evaluated by me in person and via video by Prof. Nance. In section -03, Prof. Nance's section, she evaluated all the presentations live, and I evaluated three of those in person.

The data were aggregated to show the percentage of rated students falling in one of three categories (cf. Professional Deliverables Rubric: Instructor Assessment): below expectations, meets expectations, and exceeds expectations. These data are shown in Figure 3 and graphed in Figure 4.

	2020	2021	2022
Eye contact	44.9	30	41.6
Posture	37.1	21	36.5
Appearance	24.7	28	62.9
Visual	38.2	44	12.4

Figure 3: Score means by rater

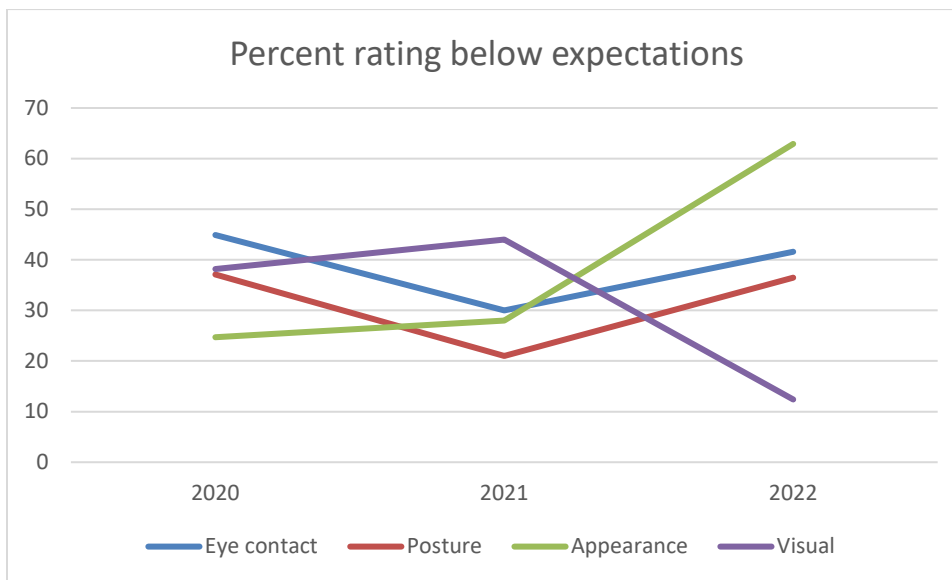


Figure 4: Score means by rater

Results and discussion

Because the data reflect those performing below expectations, the desired results should show decreases in all categories; graphs should be downward sloping. This is the case for eye contact and posture from 2020-2021. Use of visual aids and appearance show increases in the proportion of students performing below expectations for the same period. Use of visual aids improves from 2021-2022. Appearance declines from 2020-2021 and from 2021-2022. I take responsibility for those changes in appearance. My requirements for appropriate presentation attire were ambiguous resulting in low scores in my sections. This is not a learning issue but a teaching issue. In the future, I will make those requirements clear.

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Eye contact and posture improve from 2020-2021 and then decline in 2022. The variation in eye contact could be attributed to the use of multiple media for the presentation. The mix of live presentations and video for rating and assessing presentations introduces variability into the process making drawing valid conclusions rather difficult.

Recommendations

Based on the previously described experiences with assessments in MGT 690, the following recommendation is for future assessments:

Assessment raters should include other faculty rather than only the course instructors. The importance of in-person presentations and of in-person evaluation has been sharpened by our experiences with remote instructional delivery. Limiting the rating to only the course instructors places a heavy logistical burden on those instructors in terms of being available those specific times and dates for evaluating the multiple sections of the course. Having more faculty participate in the rating would seem in keeping with the thinking from the last reaccreditation calling for broader faculty involvement in assessing the artifacts. In addition, including more faculty raters would broaden the discussions of faculty expectations of student presentations and likely improve interrater reliability. It would also telegraph to the students the importance of the presentations and of AOL.

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Assessment Criteria for Professional Presentation

Criterion			
	Below Expectations	Meets Expectations	Exceeds Expectations
	Significantly Below Professional Level	Approaching Professional Level	Professional Level
Speaker interaction			
Looks at camera sometimes not always the screen			
Smiles and/or nods when not speaking indicating engagement			
Varies pitch and speed of voice for emphasis			
Equipment placement			
Face is well lit – lighting in front of speaker			
Face takes up ca. 1/3 of screen with space at top of frame			
Keeps camera on at all times			
Mutes microphone when not speaking			
Speaker's background clutter-free or uses virtual background			
Properly elevates computer, esp. a laptop			
Personal appearance			
Dress is business professional			
Minimizes disruption and noise			
Presentation			
Plain background			
Large, bold font			
Visual: charts, graphs			

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Professional Deliverables Rubric: Instructor Assessment Fall 2022

Learning Competency: "Graduates will be able to work collaboratively to produce professional deliverables."

A professional deliverable is any product, service, or result that must be completed to finish a project. Some projects need to develop capabilities to complete a project.

<u>Professional Deliverable: Oral Presentation</u>		Ratings		
Performance Dimensions:		Below Expectations	Meets Expectations	Exceeds Expectations
		Significantly Below Professional Level	Approaching Professional Level	Professional Level
Non-verbal skills	Eye Contact: Student is able to present the project while making effective eye contact with the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Posture: Student is able to stand up straight, and moves hands appropriately for emphasis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Appearance: Student's physical appearance and attire are appropriately professional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Skills	Elocution: Student uses a clear vocal tone and rhythm, so that all audience members can hear presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pronunciation: Student pronounces mostly everything clearly and correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation	Visual: Student uses visual aid showing effort. Visual aid improves overall presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Organization: Student presents information in a logical, interesting sequence which audience can easily follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contents	Subject Knowledge: Student demonstrates full knowledge and can answer and elaborate on most/all questions asked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Substance: Student makes recommendations based upon adequate evidence, analysis, and reasonable conclusions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>