

Annual Assessment Report

Academic Year: 2012-13

Department: Jake Jabs College of Business & Entrepreneurship

Program(s): B.S. Business, Master of Professional Accountancy

Assessment reports are to be submitted annually to report assessment activities and results by program. The reports are due every summer with a deadline of September 15th each year.

The use of this template is entirely optional.

Note: These reports have been required by MSU policy since 2004.

1. What Was Done

Undergraduate Program

- As a result of the College's need to focus on improving students' communication skills, the College hired a tenure-track faculty member with expertise in business communication to teach communications and to serve as the new Director of the Business Communications Curriculum starting August 2012. Dr. Amber Raile, who holds a PhD. in communications from Michigan State University, will not only coordinate BUS 201/BGEN 205, but will also conduct a comprehensive review of communications throughout the curriculum and help guide the College in improving its teaching of both written and oral communication skills.
- The Assessment of Learning (AoL) Committee conducted a survey of all faculty in October 2012 on the use of the tools created by the Committee for assessment of learning purposes and on what changes faculty have made to their courses as a result of what we have learned from assessment of learning activities.
- The AoL Committee assessed three of the College's learning goals: knowledge of business, written communication, and oral communication.
- The AoL Committee wrote a quantitative skills test and explored with McCann Associates the possibility of putting the test online. Discussions are still underway with McCann.
- The AoL Committee reported on the results of assessment of learning activities at a faculty meeting on October 3, 2012, and on the results of the survey of faculty on October 31, 2012. A report on assessment of learning results was also made to the Academic Programs Committee on October 8, 2012.

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- The MPAC faculty assessed audit technical competency, critical thinking, written communication and professionalism.

2. What Data Were Collected

Undergraduate Program

- Survey of faculty use of assessment of learning tools: Faculty were asked about their use of the PEAS Critical Thinking framework, the rubric for critical thinking, the Ethical PEAS framework, the ethical decision making rubric, the written communication rubric and the oral communication rubric. Response rate was 74.55%, with 91.67% of tenure track faculty (22/24) and 61.29% of non-tenure-track faculty (19/31) responding.
- Assessment of knowledge of business: The ETS Major Field Test in Business was administered in BGEN 499, the senior capstone course, in summer 2012, fall 2012 and spring 2013.
- Assessment of written communication: The AoL Committee assessed written work from 34 randomly chosen students in BGEN 499, the senior capstone course, using the College's rubric for written communication.
- Assessment of oral communication: The AoL Committee recorded and assessed, using the College's oral communication rubric, 35 student presentations of the results of the Business Simulation Game in BGEN 499 in spring 2013. These presentations were made in teams but each individual student's performance was assessed

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- Audit: Assessments were based on specific exam questions given in Spring 2013 in ACTG 521, Advanced Auditing. The overall results are the aggregation of audit technical competency results for 10 audits selected by the faculty teaching related courses.
- Critical Thinking: Case analyses by students in ACTG 526, Advanced Taxation, were collected in spring 2013. Assessments to be completed in summer 2013 using the MPAC program's critical thinking rubric.
- Written Communication: Research papers in ACTG 529, Research in Accounting, were collected in spring 2013. Assessments to be completed in summer 2013 using the MPAC program's written communication rubric.
- Professionalism: Reflection papers from all MPAC students who participated in the required Professionalism Workshop were collected in fall 2012. Assessments have been completed but not yet compiled. Results should be available late summer 2013.

3. What Was Learned

Undergraduate Program

Faculty survey: Results show that many faculty are using both lessons learned from the College’s annual pedagogical workshops and the tools developed by the AoL Committee. They reported improvements throughout the curriculum with a particular emphasis in the required Common Body of Knowledge courses. The results also show that there is variation in the rate of adoption of the College’s tools, in part because some faculty reported not understanding how to use the tools. The open ended comments by faculty suggest that as a result of the College’s AoL activities faculty have become far more aware of the importance of addressing the College’s learning goals in their courses and assignments, and many have revised their courses to incorporate more focus on these learning goals. The table below reports a summary of the results.

Have you used the tool in any of your classes in the last five years?

Tool Name	Total (regularly / not regularly)	95% Confidence Interval	How Valuable? Very valuable or Moderately
PEAS CT Framework	28/40= 70% (32.5%/37.5%)	56 to 84%	93%
Ethical PEAS Framework for Ethical Decision Making	20/37= 54.1% (21.6% / 32.4%)	38 to 70%	95%
Written Communication Assessment Rubric	16/37= 43.2% (21.6% /21.6%)	27 to 59%	94%
Oral Communication Rubric for Formal Presentations	15/37= 40.5% (16.2% / 24.3%)	24.7 to 56.4%	87%
Grading Rubric for Critical Thinking Assessment	15/38= 39.5% (10.5%/28.9%)	24 to 55%	87%
Ethical Decision Making and Social Responsibility Assessment of Learning Rubric	9/37= 24.3% (0% / 24.3%)	10.5 to 38%	100%

Assessment of knowledge of business: The results of the MFT in summer 2012 were consistent with past years (91st percentile). The fall 2012 results were significantly below the 90th percentile which has been average for the College since the College began administering the test in 2005. The spring 2013 results were much closer to but still below the College’s average.

Assessment of written communication: The College’s goal is that 75% of students will meet or exceed expectations on each item. Students met this goal with respect to spelling and punctuation, and grammar, sentence structure and paragraph structure, but did not meet the goal with respect to organization and development of ideas.

Written Communication, Spring 2013

Assessment	Organization & Development of Ideas	Spelling & Punctuation	Grammar, Sentence & Paragraph Structure
Exceeds	5.9%	23.5%	8.8%
Meets	52.9%	64.7%	67.6%
Does Not Meet	41.2%	11.8%	23.5%

Assessment of oral communication: The College's goal is that 75% of students will meet or exceed expectations on each item. Students met this goal with respect to organization and use of presentation aids, but did not meet the goal with respect to delivery and team work during the presentation.

Oral Communication Assessment, Spring 2013				
Expectations	Organization	Delivery	Pres. Aids	Team
Exceeded	0%	0%	0%	0%
Met	83%	63%	91%	49%
Not Met	17%	37%	9%	51%

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Audit: The overall results show that 84% of the students met or exceeded expectations regarding audit technical competency. The detailed results show only one topic out of ten where performance was below the desired level of 80%. That topic is "tests of controls" and the result was below 70%.

MPAc Technical Competency, Audit, Spring 2013			
	% Not Meeting Expectations	% Meeting Expectations	% Exceeding Expectations
Audit goals	13	55	32

4. How We Responded

The College's Academic Programs Committee created an Academic Plan that was adopted by the faculty in April 2013. This plan includes the development of a plan for improving the explicit integration of the College's learning goals (critical thinking, oral and written communication, quantitative reasoning, ethical decision making) at all levels of the curriculum.

The AoL Committee will hold several workshops to help faculty become more familiar with the possible uses of the College's PEAS frameworks and rubrics and to encourage faculty to use these tools in their classes to familiarize students with the College's learning expectations.

The College is exploring with McCann Associates the possibility of creating a custom online quantitative skills test that would assess our students' mastery of the 10 key quantitative skills the College has identified for all business students regardless of option. McCann also has the capability of creating and

administering online written and oral communication tests which can be used for both developmental and assessment purposes.

In response to previous assessments of written communication, the College's Bracken Business Communication Clinic coaches gave a series of three 30-minute presentations about professional written and oral communication to all sections of BUS 101/BGEN 194 in fall 2012. These presentations reached over 300 freshman students. The expectation is that once students hear about the BBCC services and meet a coach they will be much more likely to develop the habit of visiting the BBCC throughout their college career and thus improve their communication skills.

Undergraduate Program

The MFT results were unexpected and disappointing. The AoL Committee is exploring possible reasons for the results, including a) student learning has in fact declined (which seems unlikely given the very sudden decline across the board), and b) the changed method of administering the test in BGEN 499 may have resulted in lower student motivation and participation.

The written communication results are also disappointing, but may be due in part to the nature of the course assignment used for the assessment which was quite structured and therefore perhaps not ideal for assessing idea development. The AoL committee will explore the possible reasons for the low performance in these areas and will help the Academic Programs Committee develop a plan for improving student performance.

The oral communication results showed that students need work on their delivery and their team work during presentations. As with the written communication assessment, there is some concern that the assignment used as the basis for the assessment was perhaps too structured to allow for a realistic assessment of student mastery of oral communication skills.

The AoL committee will explore the possible reasons for the low performance in these areas and will help the Academic Programs Committee develop a plan for improving student performance.

Overall, the assessment of learning process is working as intended by showing possible deficits in student learning and thus indicating areas the College needs to improve.

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The MPAC faculty will discuss how to improve student performance on the "tests of controls" element of audit, and will review the results of the other assessments, in fall 2013.