

Annual Assessment Report

Academic Year: 2014-2015
Department: Jake Jabs College of Business & Entrepreneurship
Program(s): B.S. Business
Master of Professional Accountancy

1. What Was Done

The College assessed four of the College's learning outcomes:

- Knowledge of business
- Written communication
- Oral communication
- Quantitative skills

2. What Data Were Collected

Knowledge of Business

The Major Field Test in Business was administered to all students in the senior seminar, BGEN 499, in both fall 2014 and spring 2015.

Written Communication

Using the College's written communication rubric, a 3-person subcommittee of the College's Assessment of Learning Committee assessed a total of 36 anonymous written case analyses randomly selected from the six sections of the senior seminar, BGEN 499, in spring 2015. This represented 26% of the 140 seniors taking the course in spring 2015. Students' writing skills were rated as unacceptable, acceptable or good on each of four measures:

- organization/development of ideas
- spelling and punctuation
- grammar and sentence structure
- overall

Oral Communication

Using the College's oral communication rubric, coaches in the College's Bracken Business Communications Clinic observed a total of 61 seniors in 19 teams in the senior seminar, BGEN 499, in fall 2014. The observers collected data on both team and individual presentation skills. Students' oral presentation skills were rated as below expectations, meets expectations or exceeds expectations on each of several measures:

Team assessments:

- organization of presentation (introduction, body, conclusion)
- visual aids
- team dynamics

Individual speaker quality assessments:

- vocalics
- eye contact
- kinesics
- dress

Quantitative Skills

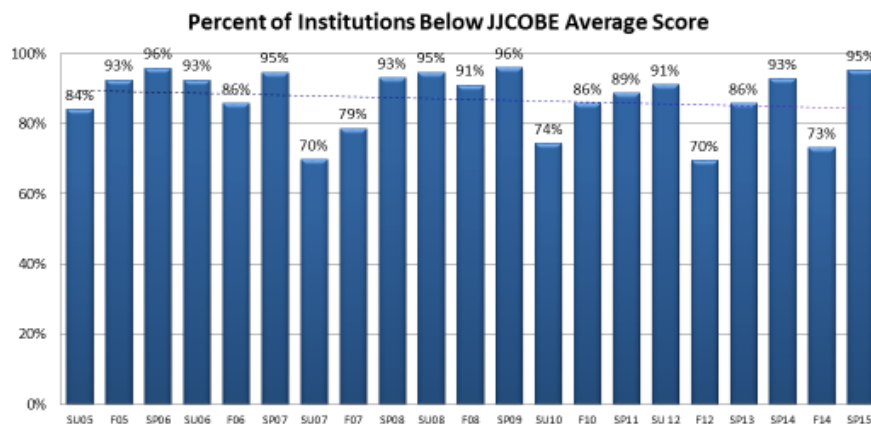
Using the College’s in-house developed quantitative skills tests, the College tested all 140 seniors in the senior seminar, BGEN 499, in spring 2015. 65 randomly selected students took the test on statistics and managerial accounting skills, while 75 students took the test on finance and financial accounting skills.

3. What Was Learned

Knowledge of Business

In fall 2014, 73% of institutions administering the MFT scored below the College’s cohort. In spring 2015, 95% scored below our cohort. The 95th percentile score in spring 2015 is among the top five highest scores our students have achieved since the College began administering the test in Summer 2005. The 73rd percentile score in fall 2014 is among the lowest scores our students have achieved since 2005.

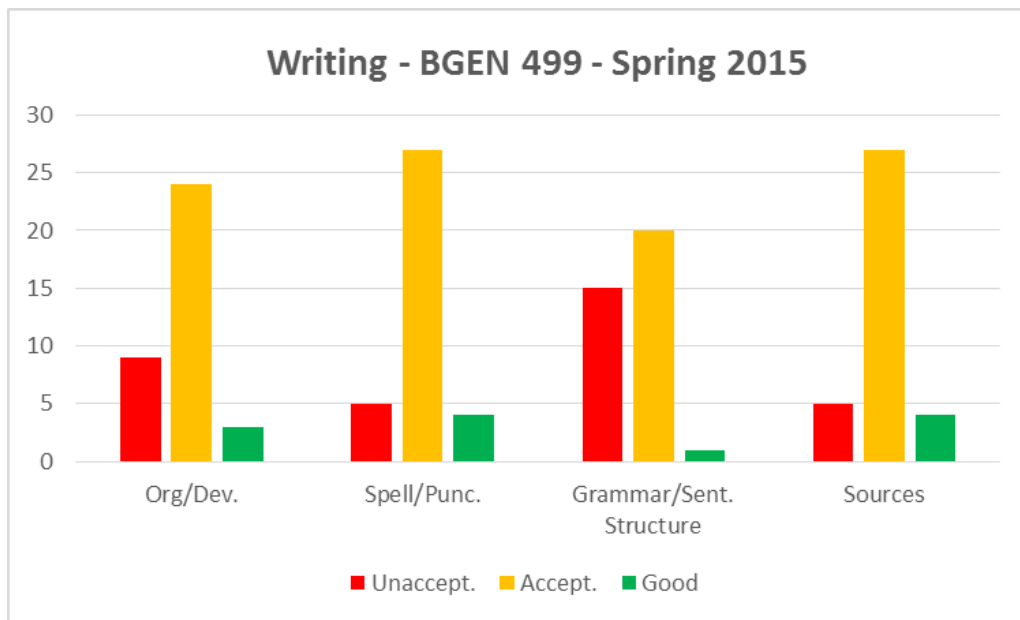
MFT-B Overall Scores by Semester Summer 05 – Spring 15



Overall scores on the MFT are holding fairly steady with some significant fluctuation that, based on our research, appears to be more related to the aptitudes of the students in a given cohort than to teaching activities in the College.

Written Communication

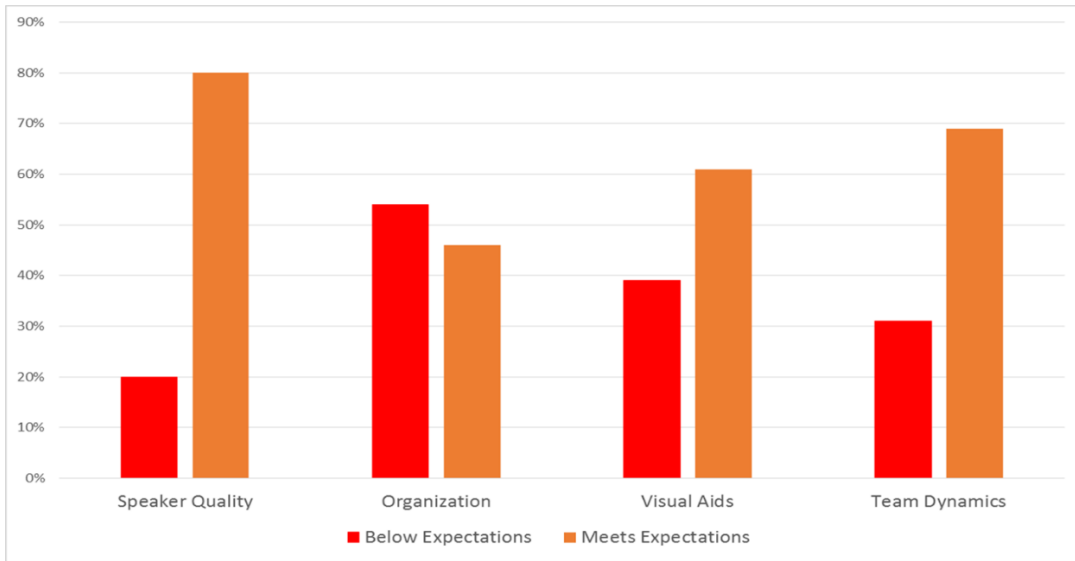
The College’s goal is that 75% of students be rated as acceptable or good on each of the four measures assessed. The assessments conducted in 2015 show that 75% of students were rated as acceptable or good on ability to organize and develop ideas, 86% were acceptable or good on spelling and punctuation, and 95% were acceptable or good on use of sources. However, only 58% were rated as acceptable or good on grammar and sentence structure.



Compared to our 2013 assessment of writing skills, students appear to have improved their ability to organize and develop ideas, but their grammar and sentence structure skills appear to have declined. It is not clear that these difference are reliable, however, because a different type of assignment was used for the assessment in 2015 compared to 2013. Nevertheless, it is clear that the College must continue to work on helping students improve their writing skills.

Oral Communication

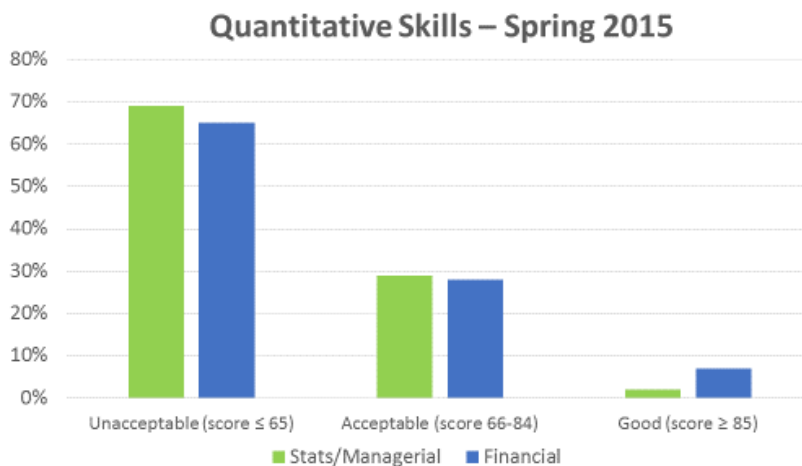
80% of individual students met or exceeded expectations overall on speaker quality. The team performance, however, was not as good. Only 45% of teams met or exceeded expectations with respect to organization, 61% with respect to visual aids, and 69% with respect to team dynamics. Thus, teams did not meet the College’s goal that 75% will meet or exceed expectations, but individual students surpassed the College’s goal.



These results indicate that students need more coaching and practice on how to make effective team presentations.

Quantitative Skills

2015 was the first time the College administered its own test of quantitative skills. Until 2015 the College had used the quantitative skills sub-scores on the Major Field Test, on which our students as a cohort have consistently scored at or above the 90th percentile. The College wanted to gain clearer insight into student mastery of the quantitative skills the College most values in its graduates, however, which led the College to create its own tests. The results show that our students have not mastered key quantitative skills. Only 31% of students scored in the acceptable or good range for statistics and managerial accounting, and only 35% scored in that range for finance and financial accounting. Thus, the College is not meeting its goal that 75% of students score in the acceptable or good range.



4. How We Responded

Knowledge of Business

The MFT results suggest that the College does not need to make any significant changes to the curriculum with respect to knowledge of business.

Written Communication

The College has already taken several steps to improve students' writing skills, including reducing the enrollment cap in BMGT 205, Professional Business Communication, from 40 to 30, and increasing the visibility of the Bracken Business Communications Clinic. During 2015-16 the College's Academic Programs Committee will study and make recommendations to the faculty on ways to improve students' writing skills.

Oral Communication

The College has already taken several steps to improve students' oral communications skills, including expanding the capacity of the Bracken Business Communications Clinic to coach students on their oral presentations. During 2015-16 the College's Academic Programs Committee will study and make recommendations to the faculty on ways to improve students' oral presentation skills.

Quantitative Skills

During 2015-16 the College's Academic Programs Committee will study and make recommendations to the faculty on ways to improve students' quantitative skills. When the College beta-tested its new quantitative skills tests in 2014 students were asked for their reactions after taking the test. The most common comment was that "I knew how to do this two years ago but I haven't used this skill since." That suggests that the curriculum must require students in every option to use these key skills throughout their career at MSU, which in turn suggests that each option must embed these skills more comprehensively in upper level courses.