

# Annual Assessment Report

Academic Year: 2016-2017  
Department: Jake Jobs College of Business & Entrepreneurship  
Program(s): B.S. Business

## 1. What Was Done

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

- Knowledge of business
- Oral communication
- Quantitative skills

## 2. What Data Were Collected

### Knowledge of Business

The Major Field Test in Business was administered to 221 students in the senior seminar, BGEN 499, between the fall 2016 and spring 2017 semesters. Only two students registered for the course did not take the test due to schedule conflicts.

### Oral Communication

Using the College's oral communication rubric, coaches in the College's Bracken Business Communications Clinic observed a total of 151 seniors in 41 teams in the senior seminar, BGEN 499, in spring 2017. 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

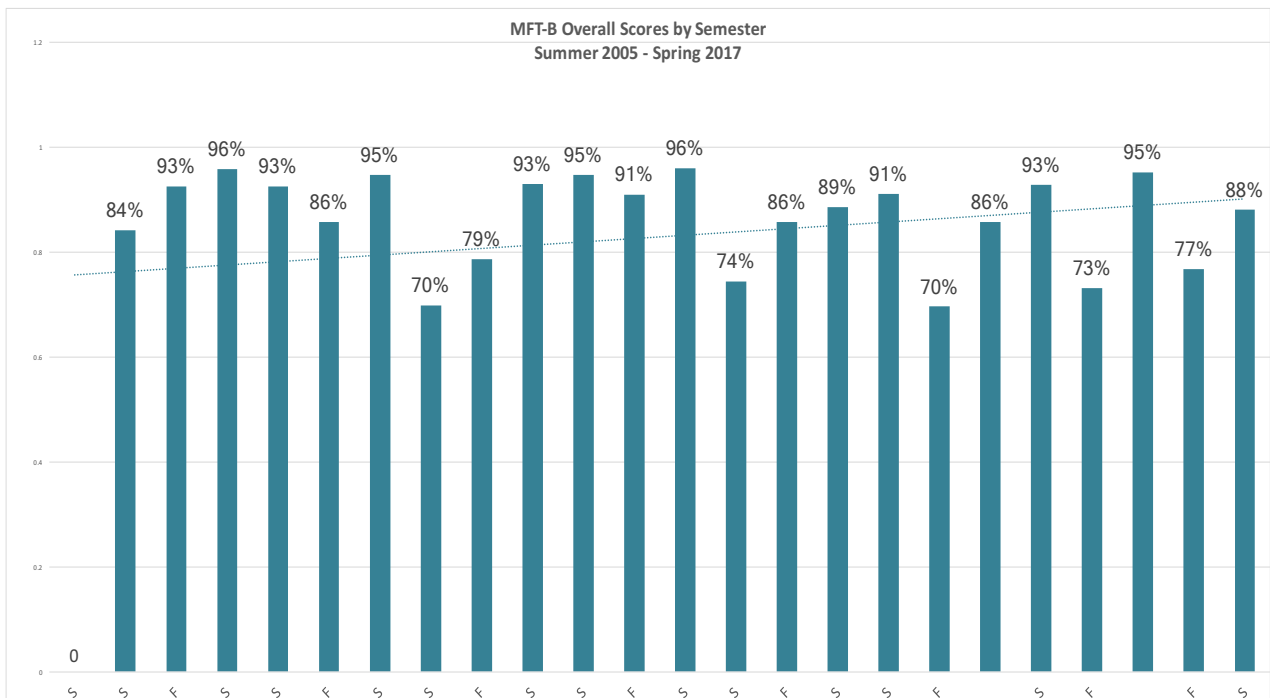
### Quantitative Skills

Using the College's in-house developed quantitative skills tests, the College administered the tests in the senior seminar, BGEN 499, in spring 2017. 74 randomly selected students took the test on statistics and managerial accounting skills, while 74 students took the test on finance and financial accounting skills. Nine students in the course did not take the test.

### 3. What Was Learned

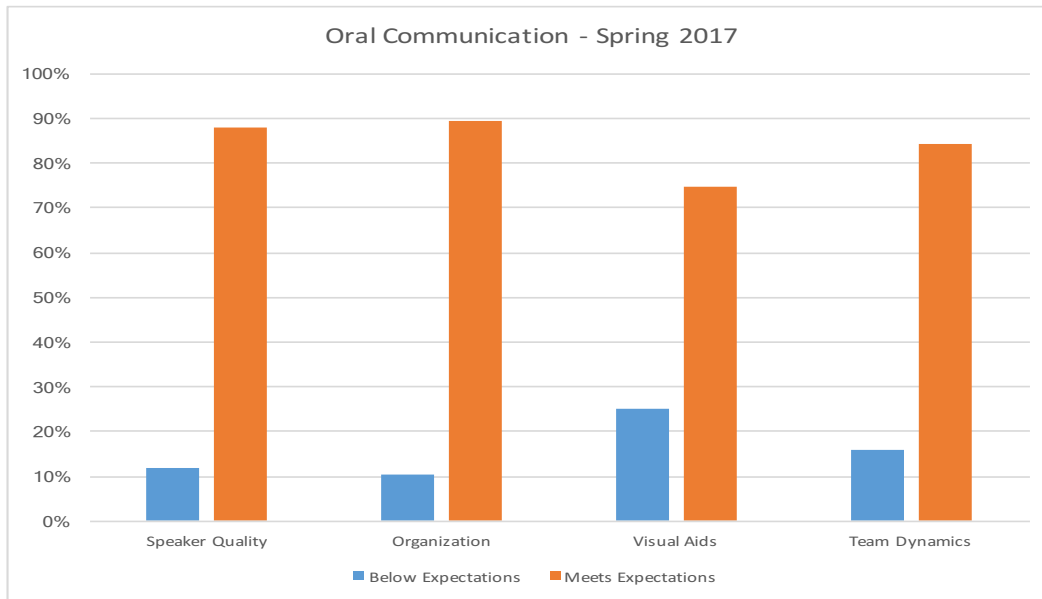
#### Knowledge of Business

In fall 2016, 72% of institutions administering the MFT scored below the College’s cohort. In spring 2017, 85% scored below our cohort. While the scores in fall 2016 and spring 2017 were lower than in prior semesters, the upward trend in scores has continued. Our research suggests that the fluctuation in scores appears to be more related to the aptitudes of the students in a given cohort rather than to teaching activities in the College.



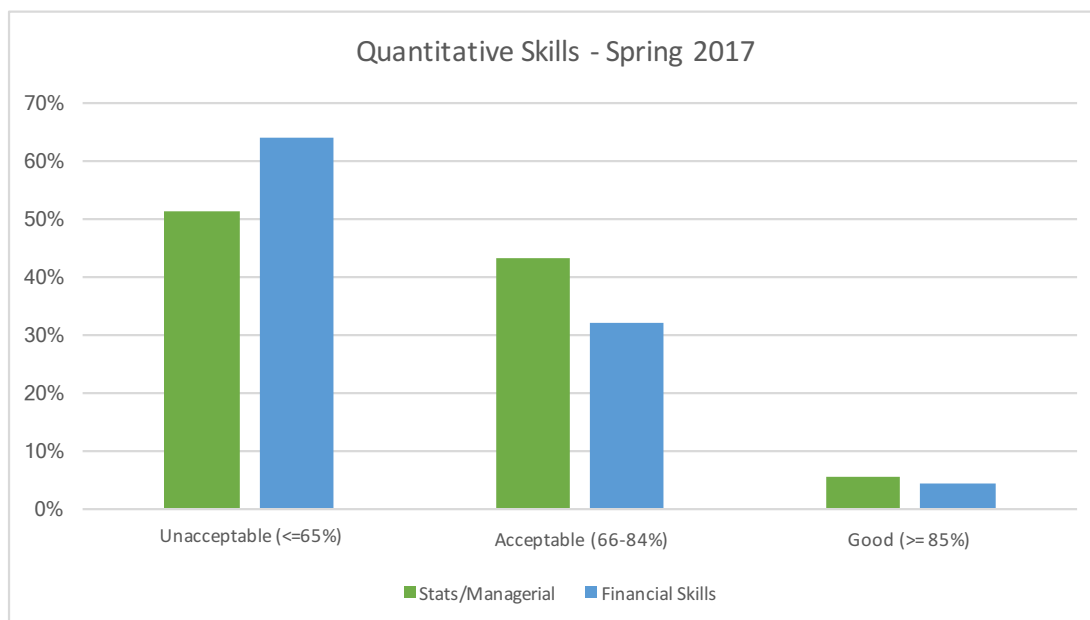
#### Oral Communication

For each of the categories – speaker quality, organization, visual aids, and team dynamics – most students meet or exceeded expectations. The College’s goal is that 75% of students meet or exceed expectations. Individually and in groups, students met that goal.



### Quantitative Skills

2017 was the second time the College administered its own test of quantitative skills; spring 2015 was the first time the test was administered. 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 90<sup>th</sup> 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 49% of students scored in the acceptable or good range for statistics and managerial accounting, and only 36% 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.

### Oral Communication

The oral communication results suggest that the College does not need to make any significant changes to the curriculum with respect to developing oral communication skills in our students.

### Quantitative Skills

During 2017-2018 the College's Academic Programs Committee will study and make recommendations to the faculty on ways to improve students' quantitative skills. While our students' scores were below the College's goal, there was a slight improvement in the scores compared to the last time the test was administered.

	Stats/Managerial		Financial	
	Spring 2015	Spring 2017	Spring 2015	Spring 2017
Acceptable + Good	31%	49%	35%	36%
Unacceptable	69%	51%	65%	64%

Some of the change in scores may be due to the way the test was administered (asynchronous online vs. in-person and online), there may be some improvements in students' retention of the 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." However, as the College has not met its goal that 75% of students score in the acceptable or good range, the results suggest that more work needs to be done in the curriculum to embed these key skills throughout the curriculum and especially in upper level courses.