Assessment Report - AY 2011-2012

BS in Accounting; BS in Finance; BS in Marketing; BS in Management

School of Accounting & Finance and School of Management, Marketing & International Business
College of Business & Public Management
Kean University

Program Learning Goals:

AY11-12
1. Communicate effectively (KU4, GE-S1, GE-S2, GE-V5)
2. Utilize business technologies to access, analyze and communicate business information. (KU2, KU4, GE-S3, GE-S4, GE-S5, GE-V5)
3. Use concepts and techniques from business disciplines to evaluate and solve business problems. (KU1, KU2, KU4, GE-S3, GE-S4, GE-V5)
4. Know the key concepts in all major business disciplines (KU2, KU4, KU-S4)

To be included AY12-13:
5. Know the code of conduct and the ethical issues germane to business. (KU1, KU3, KU4, GE-S4, GE-V1, GE-V2)
6. Know how the domestic practice in their discipline differs from international practice. (KU1, KU2, KU4, KU-S4, GE-V4)
7. Have in-depth knowledge of their discipline. (KU4, GE-V5)

<table>
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<tr>
<th>Program Level Student Learning Outcomes</th>
<th>Assessment Measure(s)</th>
<th>Assessment Criteria (Describe how data is collected--rubric, survey, etc.)</th>
<th>Results of Assessment (Data Collected)</th>
<th>Action Taken (Closing the Loop: New action or follow up from last Assessment Report)</th>
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<td>Effective Communication</td>
<td>Direct Measure #1</td>
<td>Individual oral communication skills during team presentation with rubric</td>
<td>Team presentations in capstone course were assessed with GE rubric N = 107 Fall 2011 ORAL ASSESSMENT: MGS 4999-01 n=19 MGS 4999-03 n=20 MGS 4999-06 n=23 MGS 4999-04 n=20 MGS 4999-08 n=13 MGS 4999-K1 n=12</td>
<td>One of the major weaknesses of oral presentations related to the “Delivery” – especially related to “Fluency of presentation.” Another weakness related to the “Overall Impact” of the presentation. Capstone MGS 4999 currently has weekly presentations which are voluntary/optional with one mandatory final team presentation. To close the loop, the instructor will increase mandatory individual presentations to 4 effective Fall 2012. Currently, the Speaker Evaluation Form is attached to the capstone course syllabus. The instructors rated each student individually on the final group presentations. To close the loop, it is recommended that the instructors use the Speaker Evaluation Form</td>
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</table>
Direct Measure #2
Case paper with rubric

ORAL ASSESSMENT:
N = 115
Spring 2012
MGS 4999-07 n=20
MGS 4999-06 n=22
MGS 4999-02 n=22
MGS 4999-K1 n=15
MGS 4999-K2 n=14
MGS 4999-05 n=22

Assessment of written cases in capstone course with College- developed rubric

WRITTEN ASSESSMENT:
N= 45
Fall 2011
MGS 4999-04 n=20
MGS 4999-08 n=13
MGS 4999-K1 n=12

WRITTEN ASSESSMENT:
N = 51
Spring 2012
MGS 4999-K1 n=15
MGS 4999-K2 n=14
MGS 4999-05 n=22

Student performance was acceptable, not superior though students had the benefit of using a template to guide their writing. Scores were lower in Spring 2012 when template was not provided. Over 50% students exhibited weakness in writing a thesis/opening statement.

The business capstone findings showed two weaknesses related to effective “Focus” and effective “Development of ideas and information.”

Other recommendations to close the loop include the following.

a) Currently, Accounting and Finance majors are only required to take ENG 3090 OR COMM 3590. To close the loop it was recommended that curricula be adjusted so that ALL UG business programs require both courses.

In Spring 2012, new Accounting guide sheet was approved requiring both ENG 3090 and COMM 3590. This new guide sheet will be effective Fall 2012.

Finance faculty will work in Fall 2012 to revise the curriculum to require students to take both ENG 3090 and COMM 3590.

b) Have each major’s curriculum committee conduct an analysis of syllabi for all business courses to identify writing assignments, projects and oral presentations. We already have courses identified with the “Writing Emphasis” but more detailed information will be helpful to assessment. Designate at least one course required in the major
to be a “Presentation Emphasis” course. Courses with these emphases should be capped at 25, preferably 20.

For Management majors, MGS 3013 Entrepreneurship will serve as a presentation emphasis course.
For Marketing majors, MKT 4500 Seminar in Marketing Strategy will serve as a presentation emphasis course.
For Finance, FIN 4230 Capital Budgeting Management will serve as a presentation emphasis course.
Accounting faculty will convene in Fall 2012 to identify the presentation emphasis course.

C) Develop a Business presentations rubric that is used across the curriculum, making sure to include “delivery” and “overall impact” criteria such as level of persuasiveness and meeting of the objectives of the presentation for possible future assessment to make the presentation more impressive

D) Take ENG 3090 and COMM 3590 in the sophomore year if possible, in order to better prepare students for written assignments and presentations in future classes, and in general in developing their communication skills for their careers. Establish Course-sequencing so ENG 3090 and COMM 3590 serve prerequisites of several required 3000-level business courses. The four-year course plan was revised in Spring 2012 to reflect this. Faculty are also recommending to students to take ENG 3090 and COMM 3590 during
sophomore years during advisement.

e) It is also recommended that ENG 3090 and COMM 3590 be included as Prerequisites on the MGS 4999 Petition form for course enrollment.

f) Share a relevant summary feedback from the assessment results on communication with the Chairs of the Department of Communication and Department of English.

Further, to address the written communication student learning objectives – the business capstone findings showed two weaknesses related to effective “Focus” and effective “Development of ideas and information.” Students need to learn to write concisely, and revise their work. One way to achieve this is to have students learn how to revise their work (i.e., staged writing). In order to achieve this objective, one possible solution might be to lower the number of assignments or cases, and spend more time following up on having students learn to effectively revise their work (written and oral). An improved rubric should be developed in Fall 2012 that addresses these points.

g) Ideally, there could be 2 writing emphasis courses, and 2 presentation emphasis courses, both capped at 20 students. Each major would identify an additional writing emphasis and presentation emphasis course by Spring 2013 and incorporate assessment of written and presentation skills.
h) In classes with writing emphasis and oral presentations, instructors could include a uniform set of “Business Communication” specific guidelines in the course syllabus or in project directions document/files and samples of excellent student papers and PowerPoint presentations at the beginning of the semester effective Fall 2012.

Currently, most development of business students’ communication skills is “outsourced” to ENG and COMM departments, and taught by adjuncts. With more than 500 business students needing these courses each year, full-time instructors need to be hired with a course coordinator. These courses could move to CBPM in the future.

| Proficiency with Business Technology | Direct Measure #1 SimNet, a McGraw Hill product. | Online assessment via SimNet administered in MGS 3040 Management Information Systems. N=120 Fall 2011 Instructor: Abraham, Weisenbacher Online assessment via SimNet administered in MGS 3040 Management Information Systems. N=67 Spring 2012 Instructor: Abraham, Weisenbacher | Only 3 out of 120 students demonstrated proficiency on the pre-test. Item analysis indicated that students scored poorly on tasks related to data analysis and forecasting. After completing the tutorial, 70% of students passed the test. Pre-test (Spring) 15 out of 67 demonstrated proficiency. Post-test: 90% (60 out of 67) demonstrated proficiency by passing the test. Effective immediately, MGS 2150 has been expanded from 3 to 4 credits to include an Excel lab. Last semester (Fall 2011), a significant “closing the loop” item related to this SLO was proposed and implemented – as of Fall 2012, students will need to demonstrate their proficiency with Excel using SIMNET in order to be accepted into a business program. Discussions with Computer Science Department regarding CPS 1032 to be undertaken in Fall 2012. Future closing the loop proposals relate to gaining a better understanding of how EXCEL is incorporated into the curriculum. Each major’s curriculum committee should investigate which courses in the major make |
| Problem Solving | Direct Measure #1 | Case analyses | Cases graded with original rubric in 4 sections of capstone course, MGS*4999  
N = 88  
Fall 2011  
Instructors: Pandey & Ji | Approximately 15% of students scored “unacceptable” on the college rubric for this assessment. The poorest performance was in the area of “application of financial tools” with 50% students being scored as unacceptable. | Financial analysis is taught in ACCT 2205. Incorporate a refresher on financial tools in all capstone sections. Improved excel skills might help here as well from the Excel proficiency implemented effective Fall 2012. Course assessment implemented effective Fall 2012. |
| Direct Measure #2 | In-class Exam | Problem solving questions embedded in Business Statistics in-class exams, MGS*2150.  
N=26  
Fall 2011  
Instructors: Rhee & Lemel | Mean score = 61% though students scored higher on questions requiring direct application of formulae than on questions requiring problem solving skills. | Redesign the lab session – to tackle deficiency in problem solving skills. In order to rectify the problem solving, the nature of the lab was changed. In the Fall, lab period was utilized to teach students how to use computer software packages such as Microsoft Excel and StatTools to solve statistical problems. For Spring 2012, the lab session was redesigned to focus on improving problem solving skills, however, no substantial improvement resulted. |

In closing the loop, the following will be undertaken in Fall 2012 and Spring 2013:  
a) Students will be assigned small group case studies on problem solving.  
b) Additional help outside the classroom will be provided by trained tutors to assist student groups. Group leaders for these projects will be selected based on performance on the 1st exam. Each group will work together on problem solving with guidance from tutors.  
c) The faculty will be looking for supplementary material/text which
emphasizes problem solving skills.

d) Based on the needs of MKT 3550, MGS 4010, FIN 4300, MKT 4500, and MGS 4999 we have tried to design a stat course to meet all these needs. It seems clear at this point that by covering so much material we do not have sufficient time to adequately delve into the problem solving area. In the long run to cover all these statistical topics and to address the area of problem solving skills, we need to evaluate offering two courses - a basic statistics course and an advanced statistics course.

Beginning Fall 2012 additional assessment of problem solving skills to be undertaken in MGS 4010, MKT 3550, FIN 4300.

| Direct Measure #3 | Problem solving questions on weekly Aplia assignments. Questions required application of statistical methods and formulae to real business problems and interpretation of. Assignments self-paced and completed online. 
N = 75 
Spring 2012 
Instructors: Rayat & Rhee. MGS*2150-01, 02, 03 & K! | The class average on Aplia assignments during Spring-2012 is 59%
| | This past AY, a “closing the loop” activity that was implemented was design of the required Stat class to include a lab. Spring 2012 performance results indicate more action is needed such as peer tutoring support. Based on student feedback, revise Aplia homework assignments for a tighter integration and fit with the classroom instruction and the lab session. |
| General Business Knowledge | Direct Measure #1 | Mean score = 79.8  
Student performance was acceptable. | With sufficient time and study materials provided in advance, student performance for general business knowledge was acceptable. The only problem with this format was that some students did not act early enough to get ready for the test or missed the whole test. Needs to find better schedule or class policy to make it challenging but affordable test. Be sure to select key concepts related to in-class discussion topics. |
|-----------------------------|-----------------|---------------------------------|----------------------------------------------------------------------------------|
| 300 management concepts tests administered through LearnSmart | All students enrolled in three sections of MGS 2030  
*N = 85  
*Spring 2012  
*Instructors: Fraser, Ji & Rhee | **Target test goal:**  
Mean = 75, and minimum on any test item = 60.  
Actual: test mean = 54 with 40% of questions with a mean of <60.  
Mean=66, Range 28-94.  
**Discipline/areas that gave students the most trouble:**  
Questions dealing with Finance and International Business. Data was also disaggregated by major and analyzed. | Changes to the instrument: check and revise questions, if necessary, with mean scores under 50 for accuracy/appropriateness for general knowledge test; give test in the first 2 weeks of the semester in Fall ’12; Add more questions on ethics, business law, marketing and that involve problem solving (scenarios); provide analysis of transfer vs. Native students. |
| Direct Measure #2 | All students enrolled in MGS 4999  
*N = 107  
*Fall 2011  
*Instructors = McGill, Pandey & Ji. | **All students enrolled in MGS 4999  
*N = 115  
*Spring 2012.  
*Instructors = McGill and Ji.** | Make passing a proficiency-test a pre-requisite for graduation beginning Fall ’13. (Make a 0 credit course a co-req for MGS 4999). |
| 50 question multiple choice knowledge test covering 11 business functional areas. | **Have each discipline identify a list of 10 core concepts (at most) that are heavily emphasized in Core Course, and in each subsequent course in which core course is a pre-requisite.** |
| | **In core business courses (MGS 2030, MKT 2500), incorporate publisher product beginning Fall 2012 (e.g., LearnSmart, CengageNow) to ensure students’ read assigned material and are better prepared for class. (Piloted in Fall and Spring semesters in some sections of MGS 2030).** |