

Figure 4.2—Measurement and Analysis of Student Learning and Performance
Table I. BBA Degree

BBA Student Learning Outcome 1: BBA students demonstrate a level of mastery of foundational and core business knowledge and skills.

The assessment measures and student outcomes reported for this Student Learning Outcome (SOL) are formative in that they measure important skills needed by BBA majors in key foundation and core courses required before the senior year.

Performance Measures & Criteria

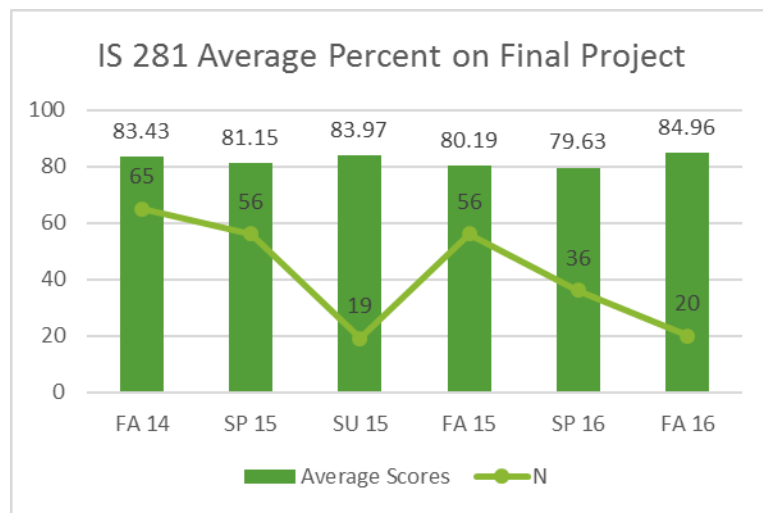
1a. This is an internal, direct and formative assessment measured by average scores on the final project for IS 281—Spreadsheets and Data Analysis.

This course is part of the BBA Foundation. The focus is on student development of highly technical computational and analytical skills.

Criterion The class average is expected to be **at least 70%** every semester.

Results

1a.



Analysis of Results The average across all semester is 82.22. A trend line would be even indicating that student performance does not vary from semester to semester.

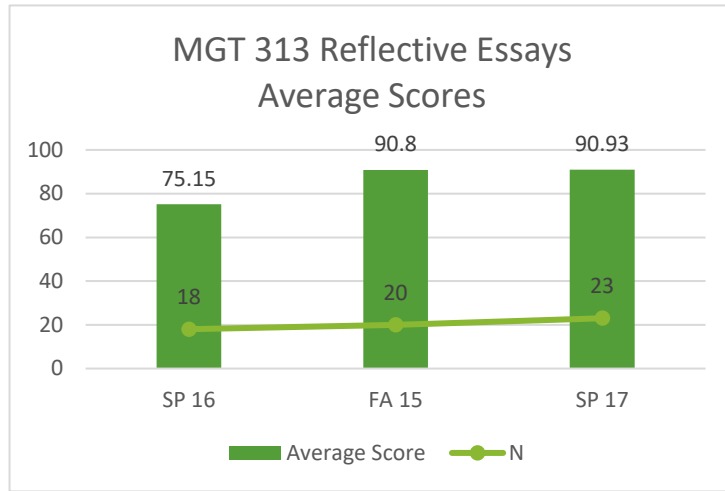
Action(s) Taken There are no recommendations for change. All students in the course are BBA majors and this assessment indicates students are learning the technical skills needed in subsequent coursework.

1.b. This is an internal, direct and formative assessment measured by average scores on a series of reflective essays on major topics in MGT 313— Organizational Behavior.

This course is part of the BBA Core. The focus is on student development of critical thinking skills.

Criterion The class average is expected to be **at least 70%** every semester.

1.b.



Analysis of Results Average scores the first semester this assessment was implemented met the criterion, and then increased substantially the next two semesters.

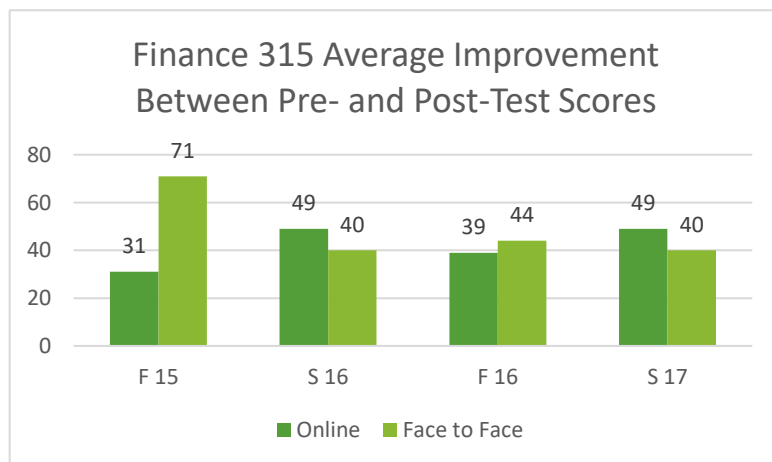
Action(s) Taken There are no recommendations for change at this time. Results from upcoming semesters can confirm the upward trend.

1.c. This is an internal, direct and formative assessment measured by differences in Pre- and Post-Test Scores for students in FIN 315—Managerial Finance.

This course is part of the BBA Core. The focus is on application of math and analytical skills in a highly technical subject area.

Criteria Students are expected to gain **at least 40 points improvement** between the

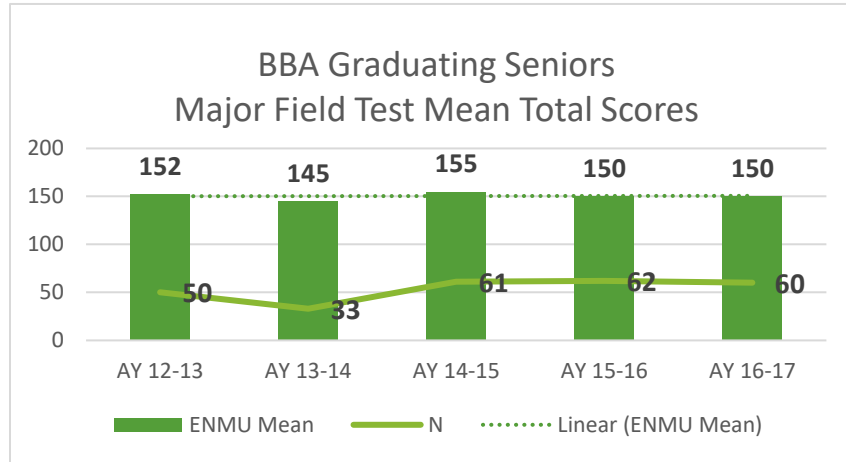
1.c.



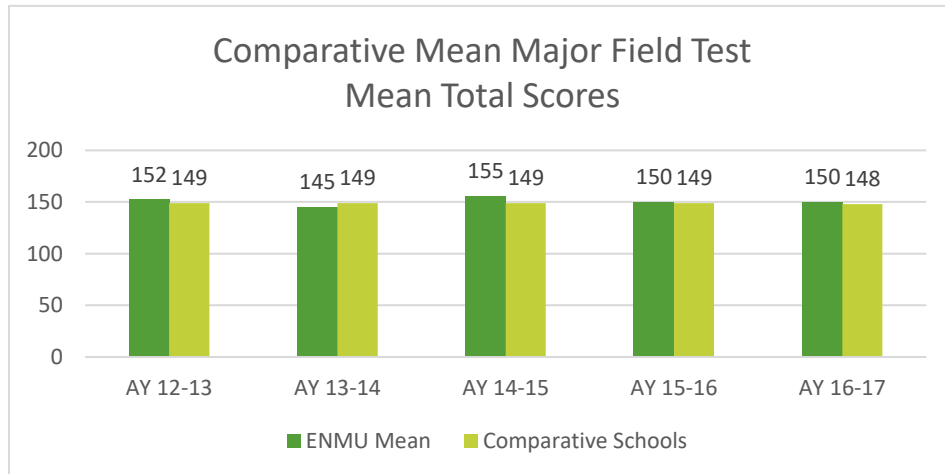
<p>pre-test and the post-test scores. Students in the face-to-face and online sections of the course should earn similar scores.</p>	<table border="1"> <thead> <tr> <th>Semester</th> <th>Online N</th> <th>Face to Face N</th> </tr> </thead> <tbody> <tr> <td>F 15</td> <td>19</td> <td>16</td> </tr> <tr> <td>S 16</td> <td>14</td> <td>19</td> </tr> <tr> <td>F 16</td> <td>35</td> <td>15</td> </tr> <tr> <td>S 17</td> <td>17</td> <td>15</td> </tr> </tbody> </table>	Semester	Online N	Face to Face N	F 15	19	16	S 16	14	19	F 16	35	15	S 17	17	15
Semester	Online N	Face to Face N														
F 15	19	16														
S 16	14	19														
F 16	35	15														
S 17	17	15														
<p>Analysis of Results The first semester this assessment was used in-class students were well above the criterion by more than twice as much as online students. In subsequent semesters, the differences in student performance between in-class and online students. Average improvement for all students has not reached the criterion.</p>	<p>Action(s) Taken An item analysis on this instrument will be done to determine the areas that students are not understanding. Increased focus will be given in those areas. Tutors will be made available for all students in the class.</p>															

<p>BBA Student Learning Outcome 2: BBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.</p> <p>The assessment measures and student outcomes reported for this SLO are summative in that these instruments are administered to graduating seniors during BUS 453—Business Strategy and Policy. This is the capstone course for the BBA degree.</p>
<p>2a. Performance Measures & Criteria—The assessment that follows is direct, external and summative. The results are from the ETS Major Field Tests (MFT) in Business. Scores and trends are reported for BBA majors who are graduating seniors in the capstone course (BUS 453). Please note that this instrument is administered near the end of every fall and spring semester and the scores are then combined to report annual results.</p> <p>Criteria Seniors graduating with the BBA are expected to earn MFT that are at least 70% of the 200 points available. These scores will also show consistency and stability over time.</p> <p>The ENMU scores and trend are followed by comparisons of ENMU average scores to those of ten institutions that are (1) similar to ENMU in size and that (2) administered the same ETS exams during the entire period studied. These institutions include: Adams State University (CO), Alcorn State University (MS), Angelo State University (TX), Colorado State University—Pueblo (CO), Lamar University (TX), Middle Tennessee State University (TN), Midwestern State University (TX), Pittsburg State University (KS), Prairie View A&M University (TX), Rogers State University (OK).\</p> <p>Students at ENMU are expected to earn MFT average total scores that are within 10% of the scores earned by the comparison group.</p>

2a. Results—Overall mean on the Major Field Test for Business (nationally normalized scores).



Mean Total Scores trend is **Negative** with a standard deviation of **3.26**.



Analysis of Results Of the 200 points available on the MFT, ENMU students have earned at least 70% each year. In addition, student performance on the MFT during the past five years has varied only by 3 points while the number of students taking the test has increased during the past three years. In every year.

Average scores earned by ENMU students compare favorably to the other schools. Every year the target of 10% difference was met and in four of five years, the ENMU scores were slightly higher.

Action(s) Taken No changes are recommended at this time. The relatively low negative trend appears to be primarily influenced by the lowest score of 145 in AY 2013-2014. Course instructors were changed after that year and the number of students completing the test increased substantially. In subsequent years the trend is expected to reflect improvement

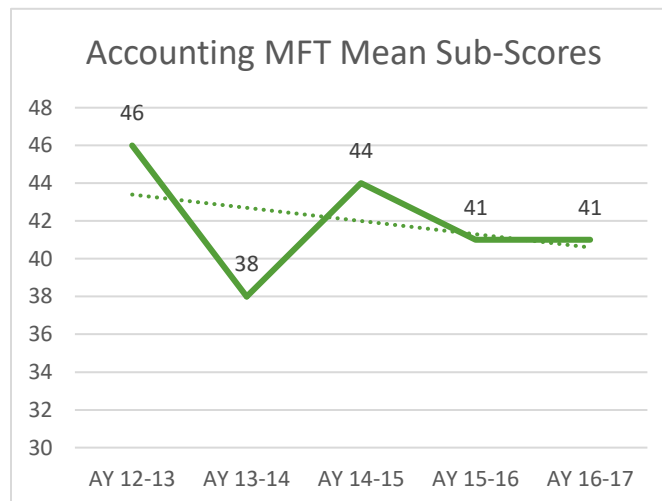
2b. Performance Measures & Criteria—The assessments that follow are all direct, external and summative. The results are from the ETS Major Field Tests Assessment Indicators (AI) for business sub-fields. Scores and trends are reported for BBA majors who are seniors in the capstone course (BUS 453). Please note that these instruments are administered near the end of every fall and spring semester and the scores are then combined to report annual results.

Criteria Seniors graduating with the BBA are expected to earn AI average total sub-scores that are **at least 50%** of 100 points possible. These scores will show consistency and stability over time.

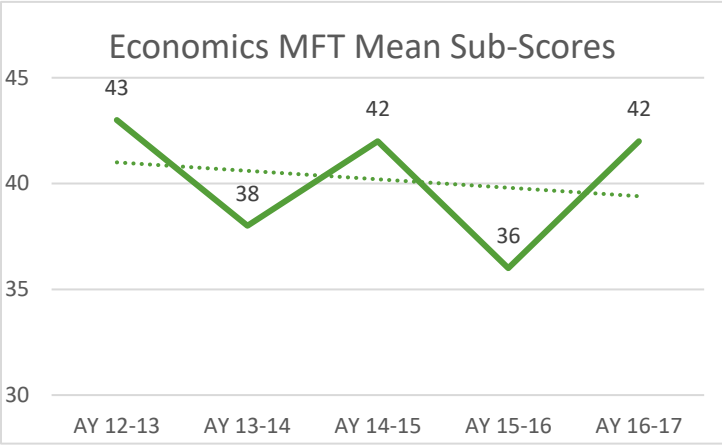
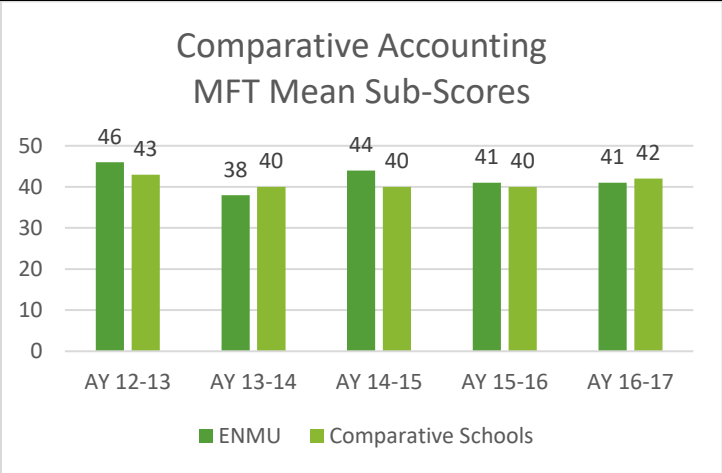
The ENMU scores and trends are followed by comparisons of ENMU average scores to those of ten institutions that are (1) similar to ENMU in size and that (2) administered the same ETS exams during the entire period studied. These institutions include: Adams State University (CO), Alcorn State University (MS), Angelo State University (TX), Colorado State University—Pueblo (CO), Lamar University (TX), Middle Tennessee State University (TN), Midwestern State University (TX), Pittsburg State University (KS), Prairie View A&M University (TX), Rogers State University (OK).

Students at ENMU are expected to earn AI average **sub-scores that are within 10%** of the scores earned by the comparison group.

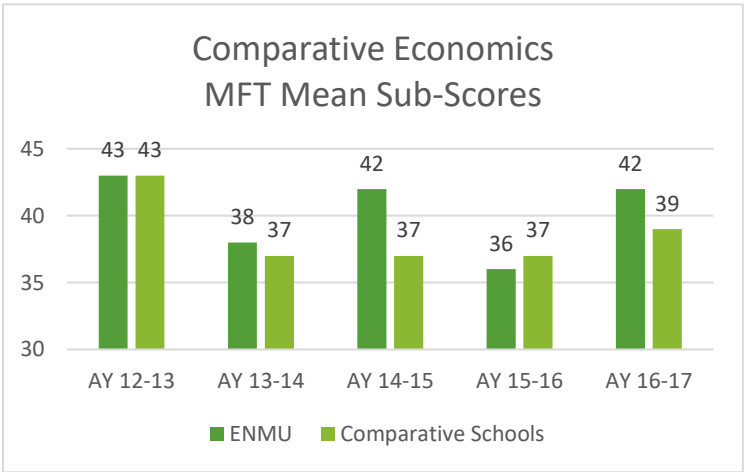
2b. Results—Mean Percent Correct for each sub-field indicator on the Major Field Test for Business (nationally normalized scores).

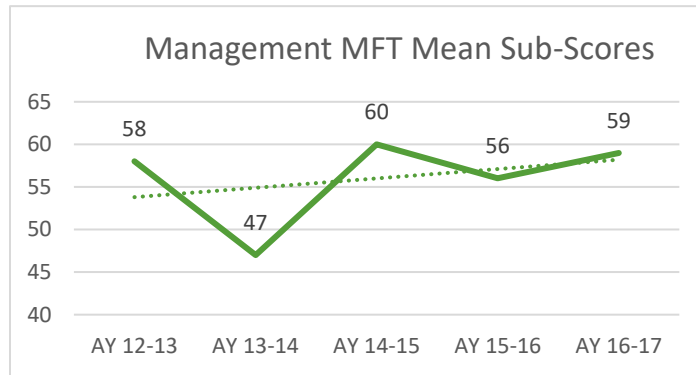


Accounting sub-group score trend is **Negative** with a standard deviation of **2.76**.

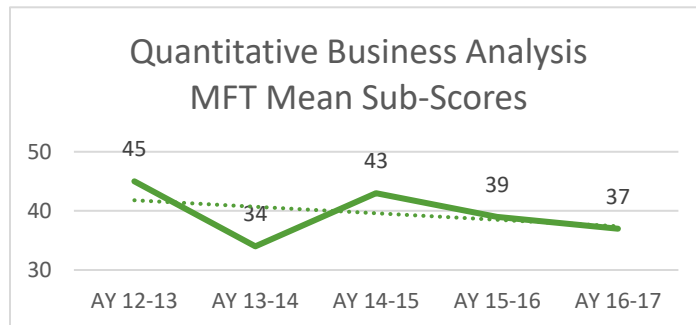
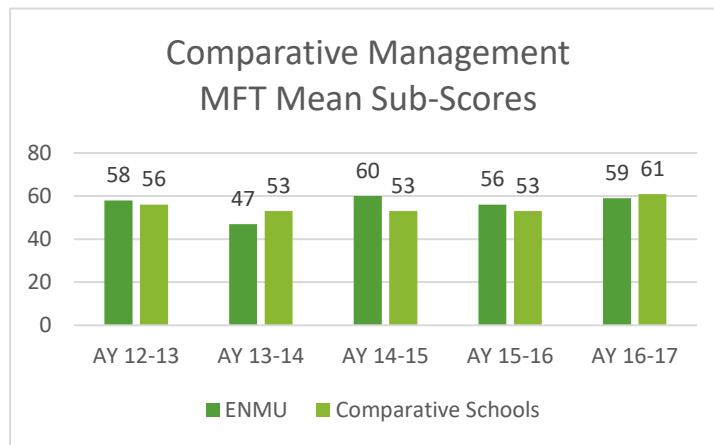


Economics sub-group score trend is **Negative** with a standard deviation of **2.71**.



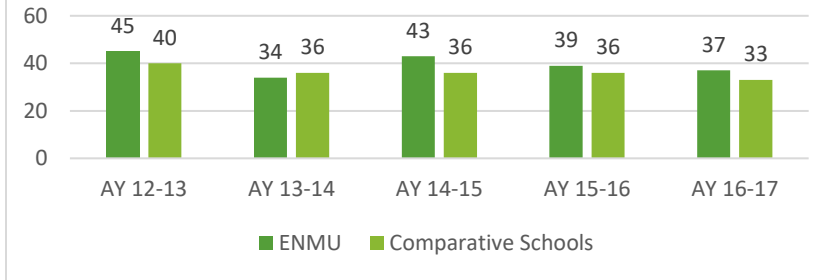


Management sub-group score trend is **Positive** with a standard deviation of **4.69**.

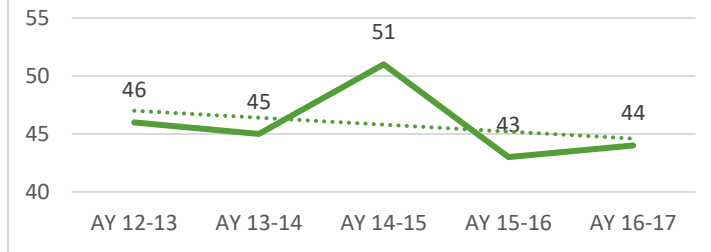


Quantitative Business Analysis sub-group score trend is **Negative** with a standard deviation of **3.98**.

Comparative Quantitative Business Analysis MFT Mean Sub-Scores

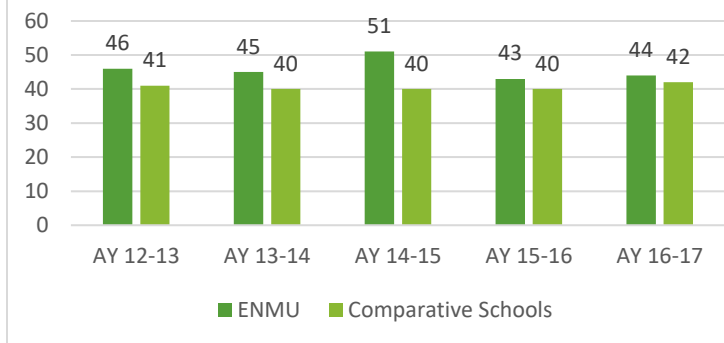


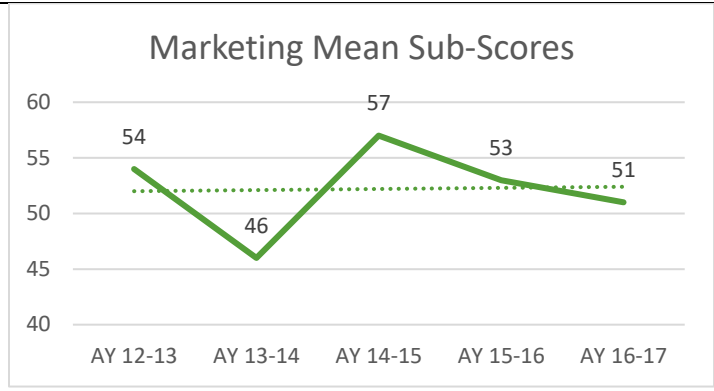
Finance MFT Mean Sub-Scores



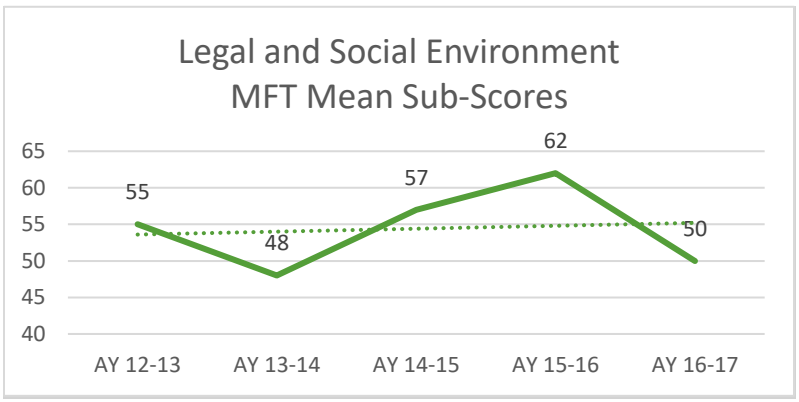
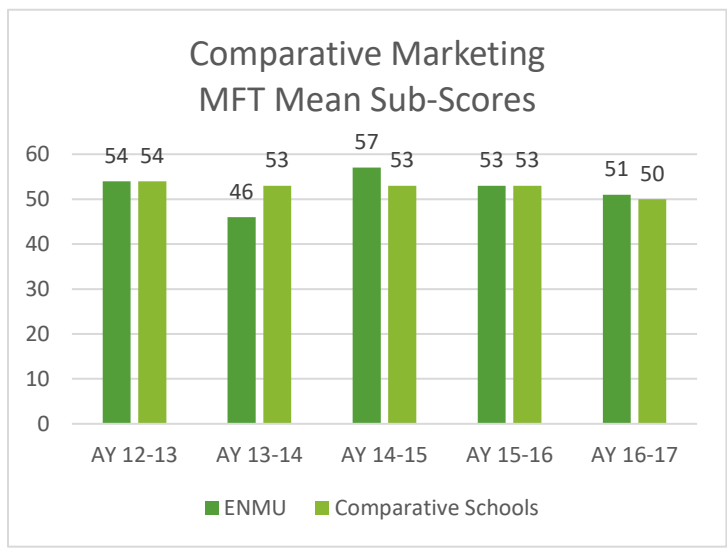
Finance sub-group score trend is **Negative** with a standard deviation of **2.79**.

Comparative Finance MFT Mean Sub-Scores

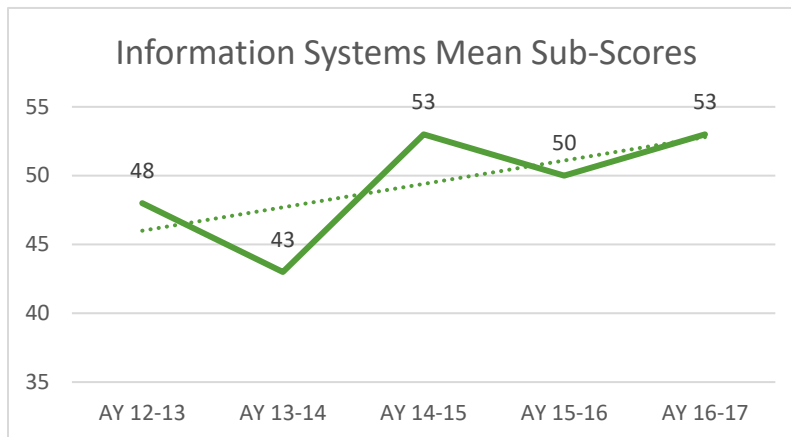




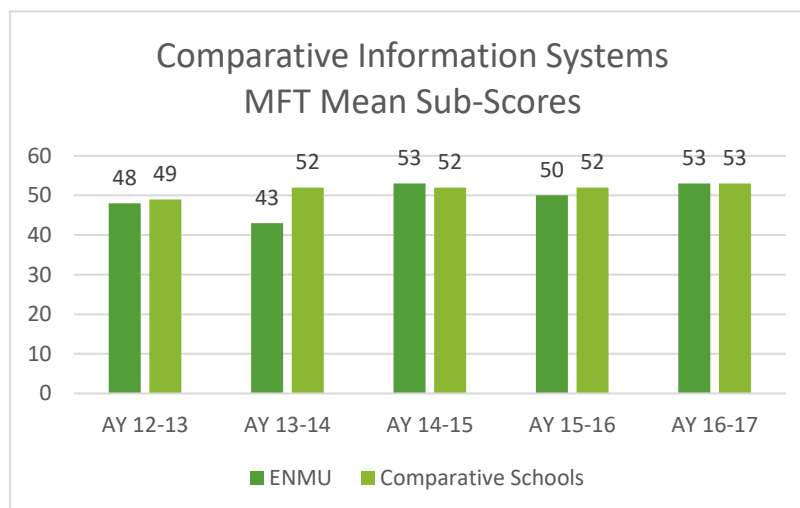
Marketing sub-group score trend is **Positive** with a standard deviation of **3.66**.



Legal and Social Environment sub-group score trend is **Positive** with a standard deviation of **5.00**.



Information Systems sub-group score trend is **Positive** with a standard deviation of **3.72**.



Analysis of Results Of the eight AI subjects, four have positive trends in overall scores: Management, Marketing, Legal and Social Environment and Information Systems, indicating continuous improvement for BBA majors. The negative trends in Accounting, Economics, Quantitative Business Analysis and Finance all have relatively low standard deviations, ranging from 2.71 to 3.98, which is more of an indication of consistency and stability than of problem areas.

Unweighted five-year averages for each AI are: Accounting 42 points, Economics 40 points, Management 56 points, Quantitative Business

Action(s) Taken No changes are suggested at this time. The only field of potential concern is Quantitative Business Analysis because it has the highest standard deviation (3.98) of those subjects with negative trends. These scores will be closely watched in AY 2017-2018 to see if the BBA curriculum might need to be revised to help students improve learning in this area.

Analysis 40 points, Finance 46 points, Marketing 52 points, Legal and Social Environment 54 points, Information Systems 49 points. Only four of the eight subject tests meet the 50-point criterion.

Yet, the comparison of ENMU average student scores to those of the other universities does support the assumption that graduating seniors in the BBA program are mastering these subject areas at an acceptable level since ENMU scores tend to be higher (21/35 data points) or equal to (4/35 data points) scores from other schools. In the instances where the average scores from the 10 comparison institutions are higher than the ENMU scores the differences are well within 10%.

BBA Student Learning Outcome 3: BBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data.

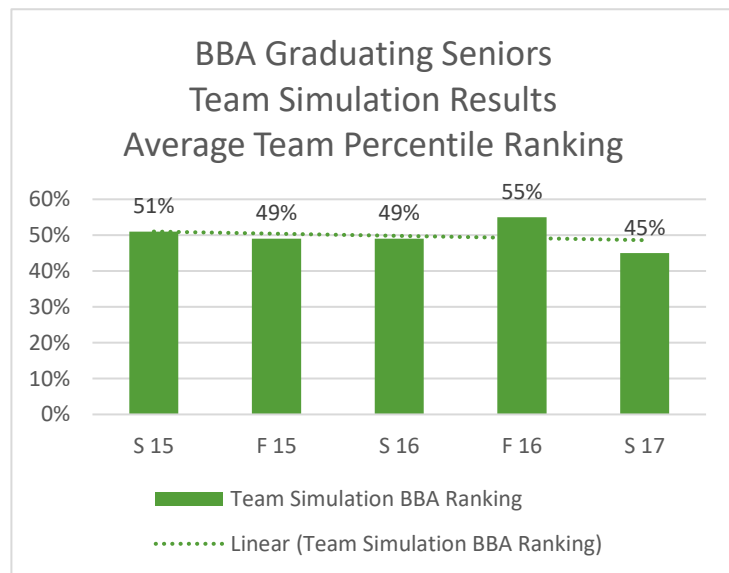
Performance Measures & Criteria

3. This is a direct, summative, internal assessment which uses the overall average team percentile ranking on the team results for the business simulation for graduating seniors in the capstone course (BUS 453). The scores are internationally normalized.

Criterion Students are expected to achieve at least a 50th percentile ranking on the team simulation results.

3. Results

Average Team Percentile Ranking trend is **Negative** with a standard deviation of **3.25**.



Analysis of Results The average across the five data point illustrated is 49.8%, which meets the criterion of achieving at least the 50th percentile. The downward trend with a relatively small standard deviation of 3.25 is due primarily student performance in spring 17.

Action(s) Taken No actions are suggested at this point though it will be important to see what happens in the next two semesters. If results show an increasing downward trend, then then COB faculty will need to determine whether are not the skills needed to achieve the criterion are emphasized in class instructions.

BBA Student Learning Outcome 4: BBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.

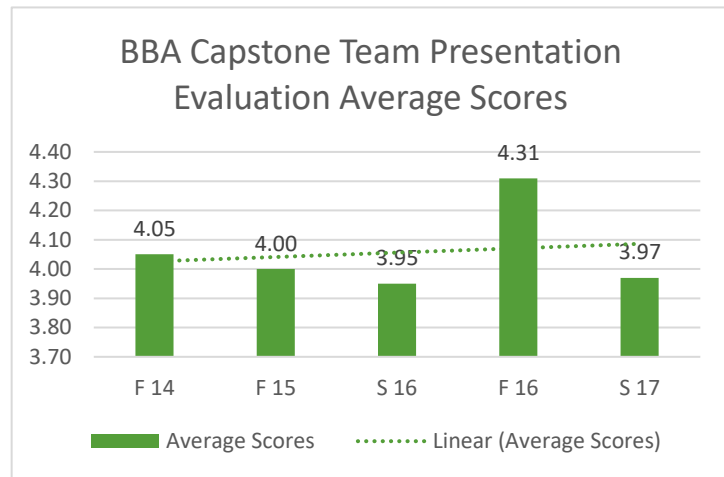
Performance Measures & Criteria

4. This is a direct, summative, internal assessment which uses the overall average team percentile ranking on the team results for the business simulation for graduating seniors in the capstone course (BUS 453).

Criterion Average team scores on student presentations should be at least a 4.0 out of 5.0 possible points.

4. Results

Presentation Evaluation Average Score trend is **Positive** with a standard deviation of **0.13**.



Analysis of Results The trend over the past five semesters has been positive though this results is driven by the unusually high average earned in fall 2016. Without that semester, the trend would be a low negative number with an overall average of 4.0.

Action(s) Taken No actions are suggested at this point though it will be important to see what happens in the next two semesters. If results show an increasing downward trend, then then COB faculty will need to determine whether or not the skills needed to achieve the criterion are emphasized in class instructions.

BBA Student Learning Outcome 5: BBA students demonstrate knowledge of current business events, of world cultures, and of global economics.

Performance Measures & Criteria

5. This external, direct, summative assessment, consists of the average sub-scores on the MFT International Issues Assessment Indicator over the last five years.

Criteria Seniors graduating with the BBA are expected to earn average sub-scores that are **at least 50%** of 100 points possible on the International Issues AI.

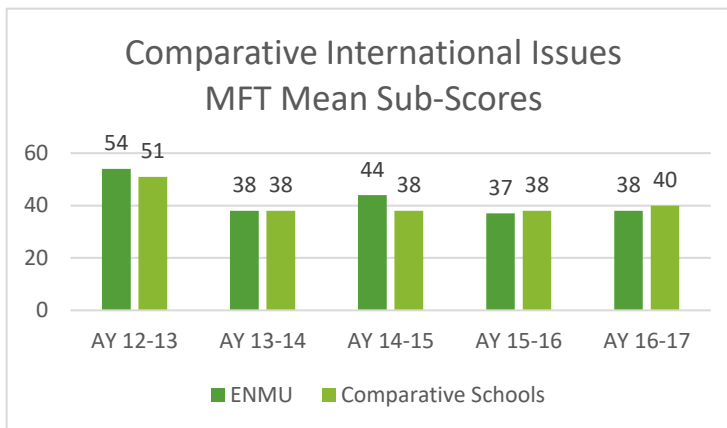
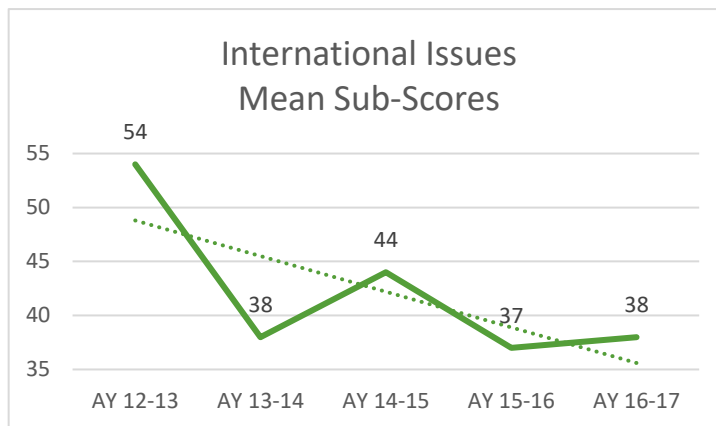
These scores will show consistency and stability over time.

The ENMU scores and trends are followed by comparisons of ENMU average scores to those of ten institutions that are (1) similar to ENMU in size and that (2) administered the same ETS exams during the entire period studied. These institutions include: Adams State University (CO), Alcorn State University (MS), Angelo State University (TX), Colorado State University—Pueblo (CO), Lamar University (TX), Middle Tennessee State University (TN), Midwestern State University (TX), Pittsburg State University (KS), Prairie View A&M University (TX), Rogers State University (OK).

Students at ENMU are expected to earn AI average total **scores that are within 10%** of the scores earned by the comparison group.

5. Results

International Issues sub-group score trend is **Negative** with a standard deviation of **6.40**.



Analysis of Results During the past five years, the trend in ENMU student performance on the AI International Issues

Action(s) Taken The Curriculum Committee will be asked to carefully review the international courses completed by BBA major. Every major is

test has been negative, falling from a high in AY 2012-2013 to an average of less than forty for the next four years. The comparison of ENMU scores with those of the ten other institutions indicates a similar pattern. Overall, ENMU scores tend to be below the expected criterion of 50%, but well within the criterion of less than a ten percent difference between ENMU and the comparison group scores.

required to take an upper-division international-focused course, but the courses vary by major and emphasis. It might be necessary to add a course the focuses on the general international business concepts or to add course content to each of the international courses offered.

BBA Student Learning Outcome 6: BBA students demonstrate the ability to recognize ethical situations and ethical norms and values in business and the ability to apply ethical decision-making tools appropriate for a business professional.

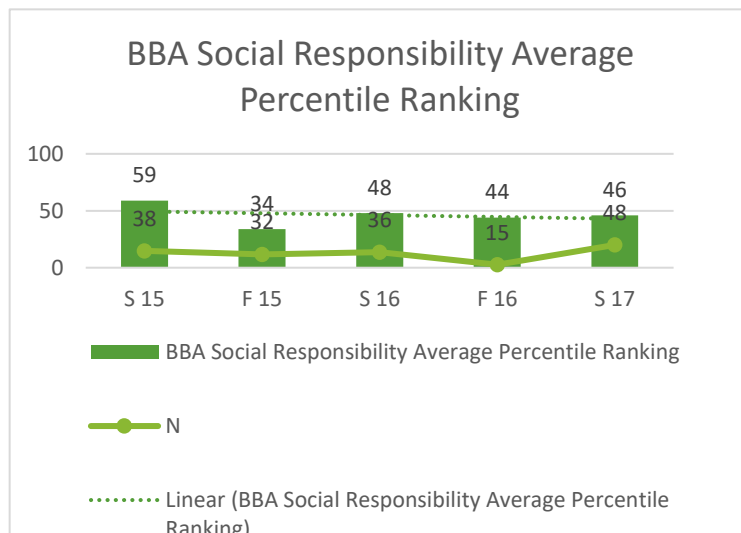
Performance Measures & Criteria

6. This external, direct, summative assessment, consists of the average percentile rankings earned by graduating seniors in the Social Responsibility section of the simulation results report. The simulation is completed during the capstone course (BUS 453) and the report gives team results.

Criteria Students at ENMU are expected to earn at least a 50th percentile ranking on the team simulation results. These rankings will also show consistency and stability over time.

6. Results

BBA Social Responsibility percentile ranking trend is **Negative** with a standard deviation of **8.01**.



Analysis of Results The ranking earned during the past five semesters have been somewhat volatile, ranging from a high of 59 to a low of 34. The overall average across the semesters is 46. The criteria for this learning objective have not been met.

Action(s) Taken The Assessment Committee will be asked to carefully from this assessment to see if improvements need to be made in class instruction or if there is a better measure of students learning in this area that might be added.