

**Eastern New Mexico University
College of Business
Assessment Report for 2009-2010**

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Overall Assessment Effort

Please discuss your department's assessment efforts.

I realized at the start of my third year as the College of Business' Assessment Coordinator that the traditional assessment report leaves out too much information about our Colleges' overall assessment effort. I believe that the best method of relaying this information is to go back to a basic concept in management science – that is the “open systems model” as represented in Figure 1. As this model demonstrates, any organizational activity follows the simple process of taking inputs from its environment, transforming those inputs given the organization's structure and practices, creating outputs for the organization's stakeholders, and gathering and using feedback mechanisms to improve all activities.

The **inputs** that relate to teaching in the College of Business are fourfold: (a) following the guidelines set by our accreditation body, the Association of Collegiate Business Schools and Programs, as well as by the ENMU Graduate School policies, in terms of faculty qualifications to teach courses and subject areas; (b) establishing a coherent and credible program curriculum that not only meets the needs of stakeholders but is deliverable given any resource constraints; (c) providing opportunities for professional development to the faculty; and (d) establishing, and adhering to, a set of policies and procedures for the evaluation of faculty performance in the classroom.

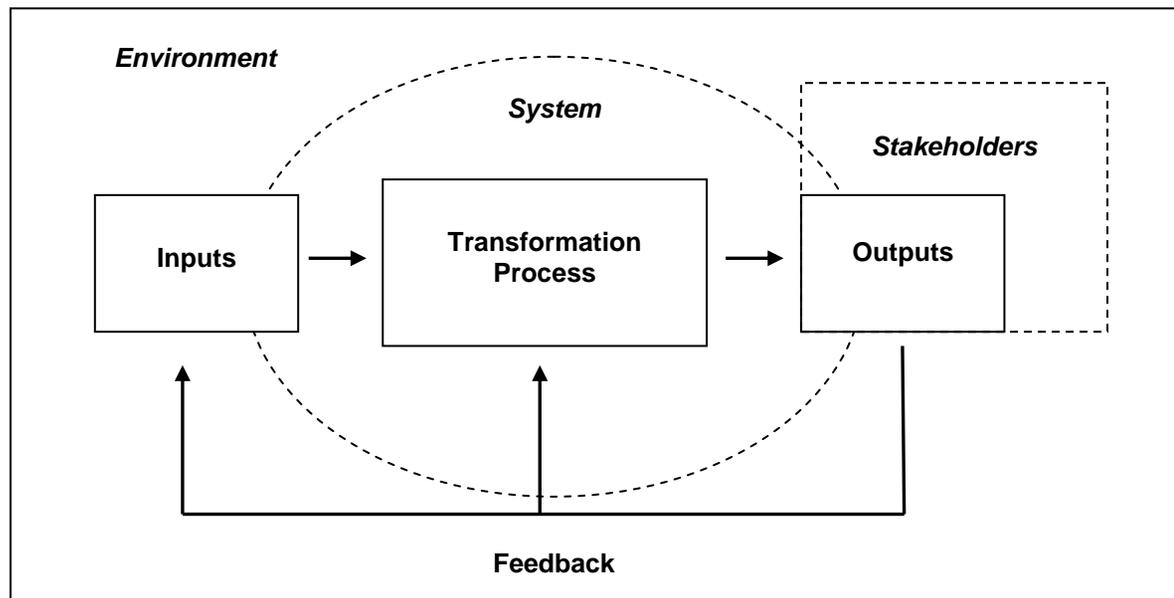
The **transformation process** that relates to teaching in the College of Business is also fourfold: (a) understanding the differences in terms of methods and techniques for the different course delivery modes – traditional face to face, interactive television, purely online via the web, or a hybrid between traditional and online delivery; (b) effectively using the available course technology given the delivery mode; (c) establishing clear and rational course learning outcomes that are supported by the course content and learning materials; and (d) utilizing effective course assessment tools that relate to and measure the course learning outcomes.

The **outputs** that relate to teaching in the College of Business are simply the data items listed in the College’s “Plan and Report for Student Learning Outcomes” (see below) that are to be gathered and compared against set standards, such as the Major Field Test for undergraduate business students, the BBA Capstone Team Presentation, the Accounting Comprehensive Exam, or the MBA Comprehensive Exam.

Finally, the **feedback** mechanisms that help the College to improve its inputs are mainly the analysis of any survey given to our stakeholders to measure their satisfaction and ask for input on our program curriculum (i.e. exiting undergraduate surveys, alumni surveys, and employer surveys). The mechanisms that help the faculty to improve the transformation process in the classroom are: (a) the use of student teaching evaluations feedback (i.e. the ENMU evaluation or the IDEA evaluation); (b) the analysis of grade distributions as they relate to each course assessment tool (e.g., tests, homework, case studies, research projects, etc.); (c) the use of peer observation in the classroom; and (d) the writing of an “reflective essay” on teaching performance for the faculty evaluation process.

I will review how each of these activities were engaged, or not engaged, for the academic year of 2009-10 in the next section entitled the “Use of Assessment to Improve the Program.”

Figure 1: Typical Open System Model



Use of Assessment to Improve Teaching

Inputs

Faculty Qualifications

The College of Business (COB) follows the guidelines set by our accreditation body, the Accreditation Council for Business Schools and Programs, to determine the qualifications of faculty to teach courses and subject areas. These guidelines are set in section five of the ACBSP Standards and Criteria for Demonstrating Excellence in Baccalaureate/Graduate Degree Schools and Programs. The COB submitted its required bi-annual review during the spring of 2010 and it was “accepted without comments” by ACBSP, therefore, the COB was in compliance with these guidelines for the 2009-10 academic year. In addition, the Graduate School of our university determines the qualifications of COB faculty to teach graduate level courses.

Program Curriculum

The COB follows the guidelines set by our accreditation body, ACBSP, to establish a coherent and credible program curriculum that meets the needs of our stakeholders. Curriculum guidelines are set in section six of the ACBSP Standards and Criteria for Demonstrating Excellence in Baccalaureate/Graduate Degree Schools and Programs. The COB submitted its required bi-annual review during the spring of 2010 and it was “accepted without comments” by ACBSP, therefore, the COB was in compliance with these guidelines for the 2009-10 academic year.

However, the COB did make curriculum changes during the fall semester of 2009 in the Master of Business Administration program, and again during the fall semester of 2010 in both the Bachelor of Business Administration program and the Bachelor of Information Systems program. The changes were initiated by an analysis of resource constraints (i.e. faculty employment) and by an examination of the AY 2008-09 “Plan and Report for Student Learning Outcomes.”

During the fall semester of 2009, the COB Graduate Curriculum Committee redesigned the Master of Business Administration (MBA) program which was instituted in the 2010-2012 Graduate Catalog. These changes involved adjusting the requirements to a core group of mandatory classes, while eliminating the variability caused by electives. The MBA program now requires a singular program of work that provides standard outcomes that hopefully can now be evaluated with a comprehensive integrated experience.

During the fall semester of 2010, the COB Undergraduate Curriculum Committee refined both the Bachelor of Business Administration (BBA) program and the Bachelor of Information Systems (BSIS) program which will be instituted in the 2011-2013 Undergraduate Catalog. These changes involved increasing the standard mandatory business foundation for all Business degrees

while decreasing the inconsistency created by unfocused electives. This has given way to more streamlined programs that should be more learning outcomes oriented. These changes should help enhance the areas where students had not performed up to expectations by providing less disjointed plans of study across the fields.

Professional Development

ENMU provides opportunities for professional development in relation to teaching to the faculty at the beginning of every academic year. These opportunities involve training on the New Faculty Orientation, the ITV/Polycom Faculty Workshop, and the Learning Communities Faculty Workshop. Due to resource constraints, no specific workshops were provided to the COB faculty and no COB faculty were sent to professional meetings that entailed pedagogical development or improvement, for AY 2009-10.

Faculty Evaluation

Each fall semester, the COB faculty reviews, refines and adopts a set of policies and criteria to evaluate the teaching performance of resource and regular faculty. According to this document, all faculty members with classroom teaching assignments must undergo a performance evaluation – resource faculty are reviewed annually and regular faculty are reviewed annually if they are tenure-track. Tenured faculty submitted their Annual Faculty Performance Evaluation report to the dean of the College. For AY 2009-10, six tenured faculty submitted their APE, six tenure-track faculty and three resource faculty submitted their review file to the Faculty Evaluation Committee.

In a spring 2009 report on how to improve teaching evaluation conducted for the COB, the committee members who authored the report strongly recommended that the College continue with the use of the IDEA student evaluation form for the following reasons: (1) it has established validity and reliability; (2) it provides a normalized report for all faculty; (3) it provides comparative data with other institutions; and (4) it has an online version that could be made to all COB students for all courses (face to face, ITV, online). However, the COB faculty voted to discontinue the use of the IDEA form due to resource constraints even though the ENMU form has no established validity and reliability, provides no normalized report for the faculty, and provides no comparative data.

The teaching performance standards established by the COB during the fall 2010 semester now require that: (a) on average (across all classes taught) ENMU evaluation scores fall within the historical trend for the COB, while considering the course discipline and delivery method; (b) there is an overall trend over time in student written comments which is generally positive; (c) each course syllabus clearly describes the assessment activities for the course and how they relate to learning outcomes; and (d) suggestions for improving classroom performance, course organization, syllabi and other course materials presented in either the student evaluations or the peer evaluations are addressed in the “reflective essay.”

Transformation Process

Course Delivery Modes

The Assessment Coordinator is not aware of any formal pedagogical training that was provided to the COB faculty during AY 2009-10 to improve their teaching effectiveness, especially in terms of the best methods and techniques that should be used for the different course delivery modes (i.e. traditional face to face, interactive television, purely online via the web, or a hybrid between traditional and online delivery).

Course Technology

The Assessment Coordinator is not aware of any formal pedagogical training that was provided to the COB faculty during AY 2009-10 to improve their teaching effectiveness in terms of using the available technology for a given delivery mode. Ms. Ellen Gardiner, Instruction Technology Specialist for Distance Education and Outreach, did provide on-the-job training for COB faculty working with our learning management system – Blackboard.

Course Learning Outcomes & Course Assessment Tools

At the fall 2009 and the spring 2010 meetings of the New Mexico Business Articulation Consortium, work continued on refining the “core competencies” of all courses listed in the articulation matrix, and work began on how to assess those core competencies. The ENMU courses that are currently in the articulation matrix are: ACCT 201; ACCT 202; ACCT 305; BUS 230; BUS 317; ECON 221; ECON 222; IS 151; MKT 201; and STAT 213.

In compliance with SB 161 passed by the New Mexico Legislature, Eastern New Mexico University includes reports on all general education courses. In the spring of 2010, Dr. Michael Snipes completed an assessment of ECON 222 (Principles of Microeconomics) and submitted his report to ENMU’s Coordinator of Student Learning. The University has created a five-year rotation to assure that all general education courses that are part of the statewide transferable core are regularly assessed, while reporting the results to the Higher Education Department and using the results to enhance student learning.

Under the direction of Dr. Gene Smith, the former COB Dean, the Assessment Coordinator was asked in the fall of 2009 to develop a format for faculty to report their course learning outcomes and to report their course assessment tools that relate to and measure these learning outcomes. The concern here was to be in compliance with the guidelines set forth in section four of the ACBSP Standards and Criteria for Demonstrating Excellence in Baccalaureate/Graduate Degree Schools and Programs.

As requested, I developed a reporting mechanism (see **Appendix A** for a copy). The form is based on matching the appropriate learning outcomes, in terms of (1) affective learning (learning outcomes that relate to fostering attitudes, feelings or preferences), (2)

behavioral learning (learning outcomes that relate to developing skills in procedures, methods or techniques), and (3) cognitive learning (learning outcomes that relate to acquiring information, concepts or theories), with the appropriate course assessment tools, in terms of (a) retention and comprehension (measures of student retention and/or comprehension of learning), (b) analysis and reflection (measures of student analytical and/or reflective capabilities of learning), and (c) direct application (measures of student direct application of learning).

The former Dean then suggested that faculty utilize this form for all courses they taught in fall 2009. The Dean and I did not mandate the use of this specific form as it was only in a developmental stage. By January 2010 I received reports on course learning outcomes from about 65% of the total COB faculty, with some 40% utilizing the form I developed. However, for the spring 2010 semester no request was made of faculty to report course learning outcomes and none were collected. More importantly, I and other COB faculty were not even sure how to manage and analyze this collection of reports. As Assessment Coordinator, I did attempt to post information on course descriptions, course content, and course learning outcomes on the COB web site but that project met with difficulties and was discontinued. The COB faculty, during an early fall 2010 meeting, request that I and Dr. Gerry Huybregts formulate a set of policies and procedures to help the faculty report on their own course improvements and how they achieve their course learning outcomes.

Outputs

Student Learning Outcomes

The student learning outcomes for the COB are reported below in the “***Plan and Report for Student Learning Outcomes.***” The tools used to collect student learning outcomes during AY 2009-10 were: (a) the Major Field Test for undergraduate business students; (b) the BBA Capstone Team Presentation Evaluation rubric; (c) the “Capsim” Team Simulation rankings; (d) the Accounting Comprehensive Exam; (e) the Information Systems Analyst Exam; (f) IS Capstone Team Presentation Evaluation rubric; and (g) the MBA Comprehensive Exam.

Feedback

Program Surveys

The feedback mechanisms that help the College to improve its inputs are mainly the analysis of any survey given to our stakeholders to measure their satisfaction and ask for input on our program curriculum (i.e. exiting undergraduate surveys, alumni surveys, and employer surveys). During AY 2009-10, two program surveys were conducted: a second year in the row of exiting undergraduates; and a first time for MBA alumni. Both surveys were conducted online by our vendor Educational Benchmarking, Inc.

MBA Alumni Survey. During the 2009-2010 academic year, the COB conducted a survey to a list of MBA alumnus provided to us by the ENMU Foundation. The list had 326 email addresses and 88 alumni completed the survey instrument for a response rate of 27%. The demographics of the respondents consisted of 89% who graduated over two years ago with 74% being male, 73% being employed full-time, and 44% earning from \$50K to \$110K in an annual salary. A copy of the key factor comparisons between our respondents and other institutions is located in **Appendix B**.

With only one year of survey data collected there is no significant analysis that one should make. At this point we might set our benchmarks for key items. As you can see in Table 1, I selected a few items that relate to course learning outcomes and program curriculum. Of interest should be that the COB average is ahead of the “all institutions” average for “Overall Program Effectiveness” by 0.28 points and for “Knowledge & Skills to Succeed” by 0.34 points but for “Effectiveness of Skills Training by only 0.06 points. And the COB average is behind the “all institutions” average for “Effectiveness of Developing Abilities” by 0.09 points. These items are all on a seven point scale with 1 equal to “not at all,” 4 equal to “moderately,” and 7 equal to “Extremely.”

Table 1: Select Items from the MBA Alumni Survey of AY 2009-2010

Survey Item	AY 09-10 (n=88)
Overall Program Effectiveness – COB	5.12
Overall Program Effectiveness – All Institutions	4.84
Effectiveness of Developing Abilities – COB	5.16
Effectiveness of Developing Abilities – All Institutions	5.25
Effectiveness of Skills Training – COB	5.26
Effectiveness of Skills Training – All Institutions	5.20
Knowledge & Skills to Succeed – COB	5.61
Knowledge & Skills to Succeed – All Institutions	5.27

The COB will not be conducting another MBA Alumni survey during AY 2010-2011 and more than likely not during AY 2011-2012 due to resource constraints.

Undergraduate Exit Survey. The COB conducted a survey to all exiting undergraduates enrolled in BUS 453 in the fall 2009, spring 2010 and summer 2010. The COB previously conducted a survey to all exiting undergraduates enrolled in BUS 453 in the fall 2008, spring 2009 and summer 2009. A copy of the key factor comparisons between our respondents and other institutions are located in

Appendix C and Appendix D. These two surveys represent the first time the COB conducted exiting undergraduate surveys that provided comparison data.

Once again, I selected a few items that relate to course learning outcomes and program curriculum. These items are shown in Table 2 and are all on a seven point scale with 1 equal to “very dissatisfied,” 4 equal to “neutral,” and 7 equal to “very satisfied.” Of interest here is that there is no great percentage change between for the “all institutions” averages between AY 08-09 and AY 09-10, yet for “Overall Program Effectiveness” the COB declined by 7.7%, for “Critical Thinking & Problem Solving” the COB declined by 4.75%, and for “Effectiveness Communication & Team Work” the COB declined by 3.9%. Also note that the COB average is ahead of “all institutions” average in all items for both years except for “Quality of Faculty and Instructions” in AY 09-10.

Table 2: Select Items from the Undergraduate Exit Surveys of AY 08-09 and AY 09-10

Survey Item	AY 08-09 (n=37)	AY 09-10 (n=47)	Percent Change [‡]
Overall Program Effectiveness – COB	5.46	5.04	-7.70%
Overall Program Effectiveness – All Institutions	5.03	5.04	+0.20%
Learning Outcome: Critical Thinking & Problem Solving – COB	6.10	5.81	-4.75%
Learning Outcome: Critical Thinking & Problem Solving – All Institutions	5.69	5.69	--
Learning Outcome: Effective Management & Leadership Skills – COB	5.58	5.58	--
Learning Outcome: Effective Management & Leadership Skills – All Institutions	5.53	5.54	+0.18%
Learning Outcome: Effective Communication & Team Work – COB	5.60	5.38	-3.90%
Learning Outcome: Effective Communication & Team Work – All Institutions	5.38	5.39	+0.19%
Major Courses: Quality of Faculty and Instruction – COB	5.10	5.05	-0.98%
Major Courses: Quality of Faculty and Instruction – All Institutions	5.07	5.10	+0.59%

[‡] $((y2-y1)/y1)*100$

The COB may not be conducting another Undergraduate Exit survey during AY 2010-2011 and more than likely not during AY 2011-2012 due to resource constraints.

Student Teaching Evaluations

According to the COB faculty evaluation policies, all faculty members with classroom teaching assignments must examine their student evaluation results: resource faculty and regular faculty who are tenure-track do this through their FEC review file while tenured faculty submit their Annual Faculty Performance Evaluation report to the dean of the College. For AY 2009-10, six tenured faculty submitted their APE, six tenure-track faculty and three resource faculty submitted their review files.

The primary student feedback instrument used by the COB during AY 2009-10 was the IDEA System developed at Kansas State University. This system provides nationally normalized results that compare COB results with the results of comparable courses at other institutions across the U.S. Satisfactory performance is defined as a comparison category rating of which some portion falls within the range of the 30th to the 70th percentiles. The performance standard established by the COB requires that on average (across all classes taught) IDEA scores fall within the satisfactory range. During AY 2009-10, the COB also utilized the ENMU student evaluation instrument. The performance standard established by the COB requires that on average (across all classes taught) ENMU scores fall within the historical trend of the COB. In addition, students have the opportunity to provide written comments on either the IDEA Surveys or the ENMU Surveys (including the online survey). The performance standard established by the COB requires an overall trend over time that is generally positive, and that the negative comments are substantially addressed in the “reflective essay” of the resource and tenure-track faculty.

Grade Distribution of Course Assessment Tools

The Assessment Coordinator is not aware of any significant attempt by individual COB faculty to analyze the grade distributions of their various course assessment tools (e.g., tests, homework, case studies, research projects, etc.) and relate them to specific course learning outcomes. This issue relates to our inability to manage and analyze course learning outcome data. As was stated above, the COB faculty during an early fall 2010 meeting requested that I and Dr. Gerry Huybregts formulate a set of policies and procedures to help the faculty report on their own course improvements and how they achieve their course learning outcomes.

Classroom Visitation Appraisals

Peer evaluations, consisting of classroom visitations and review of syllabi and related classroom materials, were conducted for each resource faculty member and each tenure-track faculty member during the 2009-2010 academic year. The normal process is that during the first year at ENMU, all classes have a peer review. After the first year, at least one class per semester has a peer evaluation, although peer reviews of all classes is recommended. Peer evaluators complete the “Classroom Visitation Appraisal” form which the resource faculty and tenure-track faculty includes in their Faculty Evaluation Review file.

PLAN AND REPORT OF STUDENT LEARNING OUTCOMES FOR AY 2009-2010

Measure = Intended student learning outcome
Outcome = Result

Performance Criteria = Standard against which performance is assessed
Action Taken = Use of results to improve student learning

NOTE: Please attach all rubrics used for each learning objective.

Learning Outcome #1: PLAN		
All BBA students demonstrate a substantial understanding of business knowledge and business analytical skills.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____
Measures	Performance Criteria	Timeline / Population
<p>1a. Overall class average percentile ranking on the Major Field Test for business students (nationally normalized scores).</p> <p>1b. Sub-field indicator class percentile ranking on the Major Field Test for business students (nationally normalized scores).</p>	<p>1a. The MFT's overall class average percentile is above the 50th percentile.</p> <p>1b. All of the MFT's sub-field indicators class average percentiles are above the 50th percentile.</p>	<p>1a. All BBA students take the MFT as part of the BUS 453 capstone course which is delivered fall, spring and summer.</p> <p>1b. All BBA students take the MFT as part of the BUS 453 capstone course which is delivered fall, spring and summer.</p>
Learning Outcome #1: REPORT		
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>1a. For this academic year we tested all BUS 453 classes from Summer 2009 to Summer 2010 and received two sets of scores – Su09&Fa09 and Sp10&Su10. The two sets are examined separately because of the different “n” sizes. We find that our overall average percentile ranking was exactly at the 50th percentile for Su09&Fa09, but fell to the 35th</p>	<p>1a and 1b. The COB faculty, during an early fall 2010 meeting, request that the Assessment Coordinator and Dr. Gerry Huybregts formulate a set of policies and procedures to help the faculty report on their own course improvements and how they achieve their course learning outcomes.</p>	<p>1a and 1b. The COB Undergraduate Curriculum Committee refinement of the BBA program will be instituted in the 2011-2013 Undergraduate Catalog.</p>

<p>percentile for Sp10&Su10. This is a major concern for the COB faculty. See Appendix E.</p> <p>1b. Examining the two sets of scores separately, we also find a decline in all but one of the sub-field class percentile rankings – only Information Systems didn't decline but went up from the 10th percentile to the 15th percentile. As shown in Appendix E, the other sub-fields declined by large amounts. For example, Quantitative declined from the 80th percentile to the 55th percentile, and Finance declined from the 70th percentile to the 30th percentile. This is also a major concern for the COB faculty.</p>	<p>In addition, the COB Undergraduate Curriculum Committee refined the BBA program by increasing the standard mandatory business foundation for all Business degrees while decreasing the inconsistency created by unfocused electives. This has given way to more streamlined programs that are more learning outcomes oriented. These changes should help enhance the areas where students had not performed up to expectations by providing less disjointed plans of study across the fields. Two specific changes the BBA curriculum was adding BUS 151 Introduction to Business to the business foundation, and adding MGT 314 Human Resources Management to the business core.</p>	
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Learning Outcome #2: PLAN		
<p>All BBA students demonstrate a substantial level of business professionalism and team problem-solving skills.</p>		<p>Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes Competency Number ____</p>
Measures	Performance Criteria	Timeline / Population
<p>2a. Team average scores on the Capstone Team Presentation Evaluation rubric (internally developed).</p> <p>2b. Overall team average percentile ranking on the Caspsim Team Simulation for business students (nationally normalized scores).</p>	<p>2a. All team average scores on the Capstone Team Presentation Evaluation rubric are above 3 on a 1 to 5 scale with 5 being the highest score.</p> <p>2b. The Capsim Team Simulation class average percentile is above the 50th percentile.</p>	<p>2a. All business students participate in Team Presentation as part of the BUS 453 capstone course which is delivered fall, spring and summer.</p> <p>2b. All business students take participate in the Capsim Team Simulation as part of the BUS 453 capstone course which is delivered fall, spring and summer.</p>

Learning Outcome #2: REPORT		
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>2a. For fall 2009 all team average score on the Capstone Team Presentation Evaluation rubric was 3.3, and for spring 2010 it was 3.7 (on a 1 to 5 scale with 5 being the highest score). See Appendix F for the results and Appendix G for a copy of the rubric.</p> <p>2b. All Capsim Team Simulation class average percentiles we either at or above the 50th percentile: for fall 2009 the average was at the 77th percentile and for spring 2010 the average was at the 64th percentile.</p>	<p>2a. No action to be taken at this time.</p> <p>2b. In the fall 2010 semester, BUS 453 will utilize a new team simulation tool called "GLO-BUS" which simulates competition in the camera industry, and ties learning outcomes to standards set by ACBSP.</p>	<p>2a. Not applicable.</p> <p>2b. In the fall 2010 semester the new simulation for BUS 453 will begin.</p>

Learning Outcome #3: PLAN		
<p>All Accounting major students demonstrate a substantial understanding of accounting knowledge and accounting analytical skills.</p>		<p>Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes Competency Number ____</p>
Measures	Performance Criteria	Timeline / Population
<p>3a. Class average percent correct on the Accounting Comprehensive Exam for accounting students (externally developed instrument).</p> <p>3b. Class average on sub-area percent correct on the Accounting Comprehensive Exam for accounting students (externally developed instrument).</p>	<p>3a. The ACE class average percent correct score is above 50 percent.</p> <p>3b. All of the ACE sub-area percent correct scores are above 50 percent.</p>	<p>3a. All accounting students take the ACE as part of the ACCT 422 course which is delivered in the spring.</p> <p>3b. All accounting students take the ACE as part of the ACCT 422 course which is delivered in the spring.</p>

Learning Outcome #3: REPORT		
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>3a. The ACE class average percent correct score was at 75 percent for the spring 2010 testing, this is up from 73% in spring 2009 and 68% in spring 2008. See Appendix H.</p> <p>3b. All of the ACE sub-area percent correct scores were above 50 percent with Financial Accounting at 80%, Managerial Accounting at 66%, Tax at 70%, Auditing at 77%, Government & Non-Profit at 69%, and International at 80%. See Appendix H.</p>	<p>3a. No major action to be taken at this time other than ensuring that the exam not be open book and have time limitations (adjuncts were misinformed for the spring 2010 testing).</p> <p>3b. No action to be taken at this time.</p>	<p>3a. All future testing will be done by regular faculty members.</p> <p>3b. Not applicable.</p>

Learning Outcome #4: PLAN		
<p>All BSIS students demonstrate a substantial understanding of information systems knowledge and analytical skills.</p>		<p>Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____</p>
Measures	Performance Criteria	Timeline / Population
<p>4a. Team average scores on the presentation in capstone course based on an internally developed rubric.</p> <p>4b. Class average percent on the Information Systems Analyst (ISA) exam for IS students (externally developed instrument).</p> <p>4c. Class percentile ranking on the Information Systems Sub-field indicator on the Major Field Test for business students (nationally normalized scores).</p>	<p>4a. All team average scores on the presentation rubric are above 3 on a 1 to 4 scale with 4 being the highest score.</p> <p>4b. The ISA exam class average score is above 50th percentile.</p> <p>4c. The MFT's IS sub-field indicator class average percentiles is above the 50th percentile.</p>	<p>4a. All IS students give this presentation as part of the IS 460 course which is delivered in spring.</p> <p>4b. IS students take the ISA exam as part of the IS 460 course which is delivered in the spring.</p> <p>4c. All BBA students take the MFT as part of the BUS 453 capstone course which is delivered fall, spring and summer.</p>

Learning Outcome #4: REPORT		
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>4a. The four team average scores on the presentation rubric were 3.4, 3.6, 3.8, and 3.8, thus all are above three. See Appendix I for a copy of the rubric and the team scores.</p>	<p>4a. None at this time.</p>	<p>4a. Not applicable.</p>
<p>4b. The vendor for the ISA exam has yet to report the scores from the spring 2010 course.</p>	<p>4b. Not applicable.</p>	<p>4b. Not applicable.</p>
<p>4c. Examining the two sets of scores separately, we find that only Information Systems didn't decline but went up from the 10th percentile to the 15th percentile. However, both are way below the 50th percentile goal for IS. See Appendix E.</p>	<p>4c. The result were shared with the COB Curriculum Committee and the COB faculty in general. They were asked to consider curriculum implications for the poor results in Information Systems.</p>	<p>4c. None at this time.</p>

Learning Outcome #5: PLAN		
<p>All MBA students demonstrate a substantial understanding of business knowledge and business analytical skills.</p>		<p>Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____</p>
Measures	Performance Criteria	Timeline / Population
<p>5a. Take the MBA Comprehensive Exam (internally developed instrument).</p>	<p>5a. At least 75% of students pass the Comprehensive Exam.</p>	<p>5a. All MBA students take the Comprehensive Exam toward the end of their degree program.</p>

Learning Outcome #5: REPORT		
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>5a. The MBA Comprehensive Exam was conducted in spring 2010 for 18 students. Although a majority of the students performed poorly on both their written and oral portions of the exam, the faculty decided to learn from the experience and continue to improve the process. All of the students were passed. See Appendix J for a copy of the exam instructions and exam rubric.</p>	<p>5a. The COB graduate faculty decided not to utilize the Major Field Test for the MBA degree (as was discussed last year). The faculty met during the fall 2010 semester and redesigned the comprehensive exam process.</p>	<p>5a. The new Comprehensive Exam process will start in fall 2010.</p>

CURRICULUM MAP OF LEARNING OUTCOMES 2009-2010

Enter course numbers for your department across the top of the matrix. In the column below, indicate where the targeted outcome is “introduced,” “emphasized,” “reinforced,” or “assessed.”

I = Outcome is introduced E = Outcome is emphasized R = Outcome is reinforced A = Outcome is assessed

Outcomes	Courses	General Education Courses	Business Foundation Courses	All Business Core Courses	BBA Capstone Course	BSIS Capstone Course	MBA Capstone Course
Learning Outcome 1: All BBA students demonstrate a substantial understanding of business knowledge and business analytical skills.		I	I, E	E, R	R, A	Not Applicable	Not Applicable
Learning Outcome 2: All BBA students demonstrate a substantial level of business professionalism and team problem-solving skills.		I	I, E	E, R	R, A	Not Applicable	Not Applicable
Learning Outcome 3: All Accounting major students demonstrate a substantial understanding of accounting knowledge and accounting analytical skills.		Not Applicable	I, E	E, R, A	R, A	Not Applicable	Not Applicable
Learning Outcome 4: All BSIS students demonstrate a substantial understanding of information systems knowledge and analytical skills.		I	I, E	E, R	A	R, A	Not Applicable
Learning Outcome 5: All MBA students demonstrate a substantial understanding of business knowledge and business analytical skills.		Not Applicable	Not Applicable	E, R	Not Applicable	Not Applicable	E, R, A

IMPROVEMENTS TO PLAN AND ACADEMIC PROCESSES FOR 2010-2011

Listed below are the improvements in the program over the past year that have resulted from the above assessment findings. Please use these items to indicate changes based on your assessments, **or use the narrative discussion option on page 1.**

Changes to Plan:

Revise Student Outcome Objective(s) Collect / Analysis Additional Data and Information Change Timetable for Data Collection
 Revise Measurement Approach(es) Change Method(s) of Data Collection Other planned change(s)

Details for each checked item:

- *A new simulation for the BUS 453 capstone course a new process for the MBA Comprehensive Exam will be utilized; policies for collecting analysis of learning outcomes in each course being developed.*

Changes to Academic Processes:

	Changes Planned	Changed Implemented
Modify Frequency or Schedule of Class Offerings		X
Make Technology Related Improvements		
Make Personnel Related Changes		

	Changes Planned	Changes Implemented
Implement Additional Training		
Revise Advising Standards or Processes		
Revise Admission Criteria		
Other Implemented/planned change(s)		

Details for each checked item:

- *Starting in July 2011 there will be no more offering of Interactive Television distance education courses offered by the university.*
- *The MBA, BBA and BSIS programs have all been streamlined with fewer electives being offered to help with faculty resource constraints.*

Changes to Curriculum:

	Changes Planned	Changed Implemented
Revise and/or Enforce Prerequisites		X
Revise Course Sequence		X
Revise Course Content		

	Changes Planned	Changes Implemented
Add Course(s)		X
Delete Course(s)		X
Other implemented / planned change(s)		

Details for each checked item:

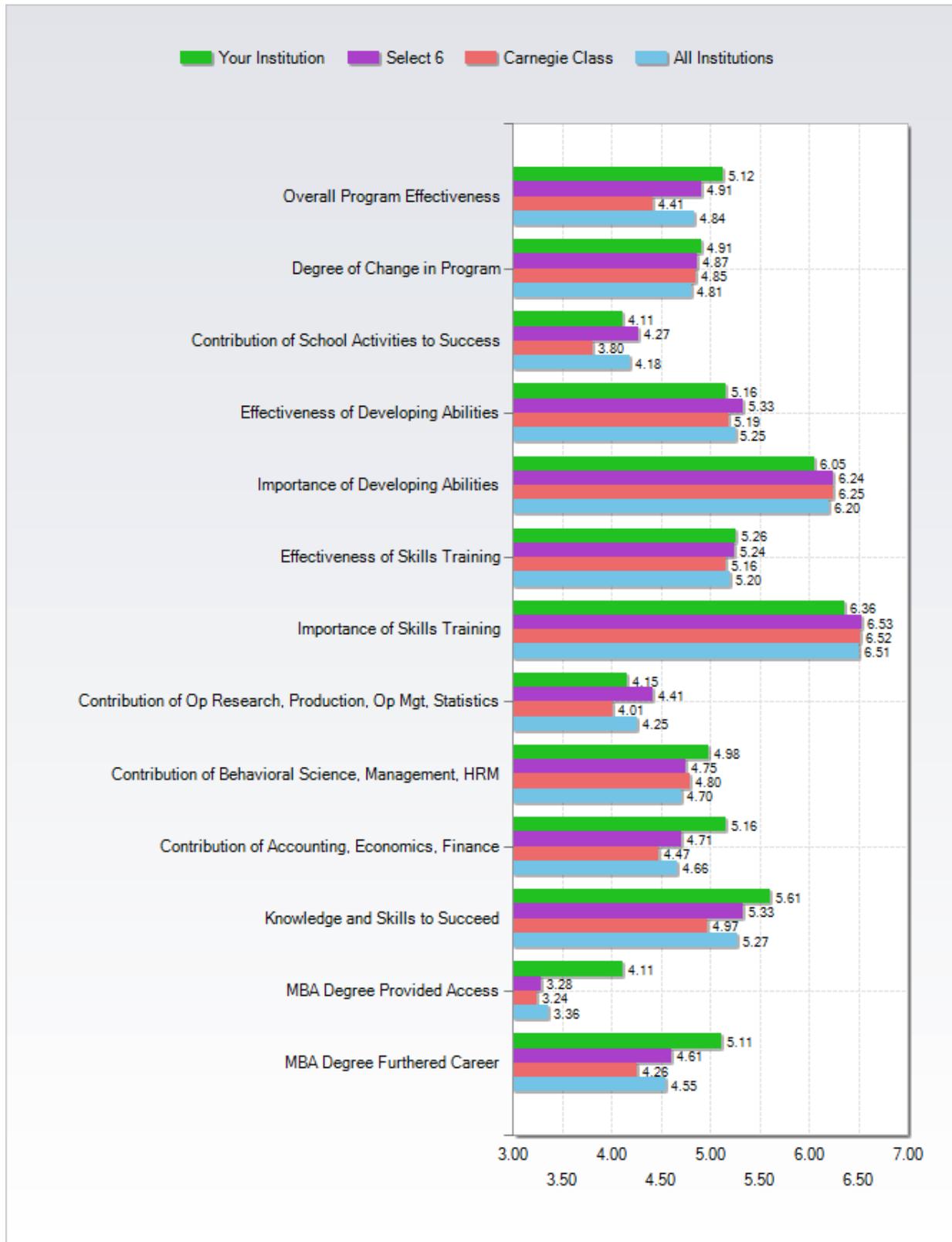
- *The MBA, BBA and BSIS programs have all been streamlined with fewer electives being offered to help with faculty resource constraints.*

APPENDICES FOR AY 2009-2010

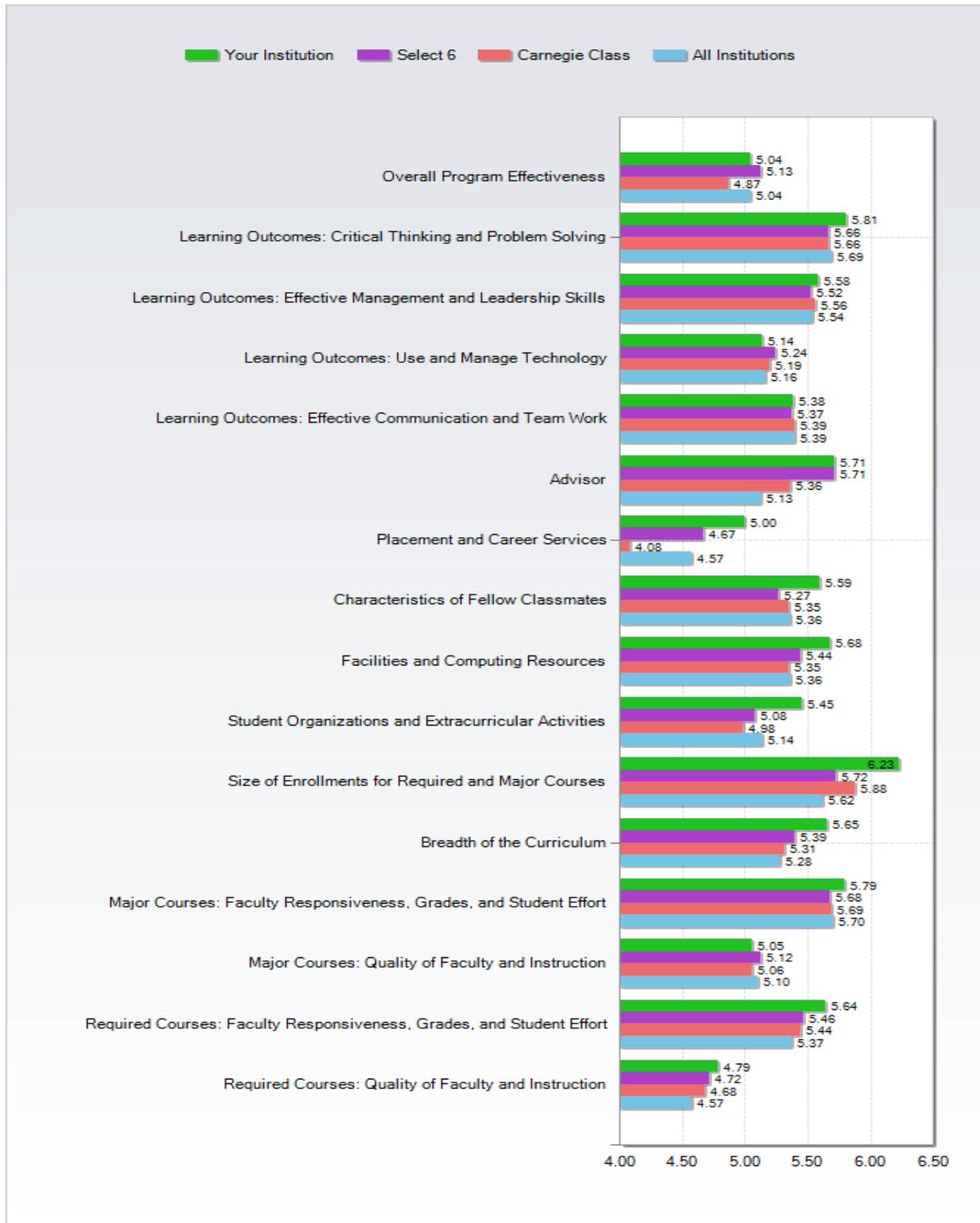
Appendix A: Course Learning Outcomes Report

Course		Semester		Instructor	
Course Catalog Description					
Required Reading(s)					
List of Topic Areas Covered					
		Learning Assessment Tools			
Learning Outcomes	<u>Retention & Comprehension</u> [Tools that measure student retention and/or comprehension of learning]	<u>Analysis & Reflection</u> [Tools that measure student analytical and/or reflective capabilities of learning]	<u>Direct Application</u> [Tools that measure student direct application of learning]		
<u>Affective Learning:</u> [If applicable, list your learning outcomes that relate to fostering attitudes, feelings or preferences]	Describe your assessment tool	Describe your assessment tool	Describe your assessment tool		
<u>Behavioral Learning:</u> [If applicable, list your learning outcomes that relate to developing skills in procedures, methods or techniques]	Describe your assessment tool	Describe your assessment tool	Describe your assessment tool		
<u>Cognitive Learning:</u> [If applicable, list your learning outcomes that relate to acquiring information, concepts or theories]	Describe your assessment tool	Describe your assessment tool	Describe your assessment tool		

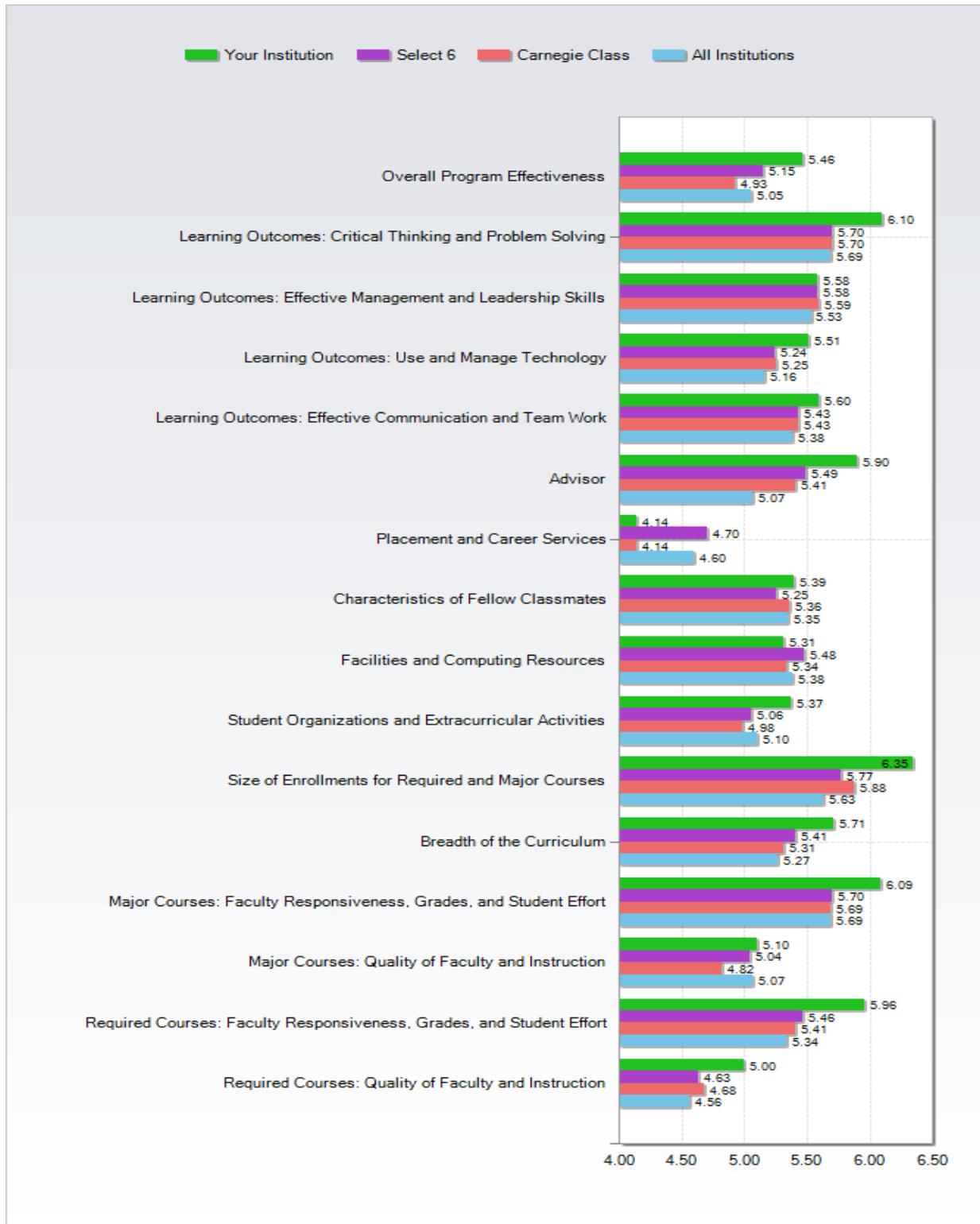
Appendix B: MBA Alumni Survey 2009-2010 (88 responses)



Appendix C: Undergraduate Exit Survey 2009-2010 (47 responses)



Appendix D: Undergraduate Exit Survey 2008-2009 (37 responses)



Appendix E: BBA Major Field Test Results for AY 09-10

Summer & Fall 2009

Individual Scaled Scores		
	Scaled Score Range	Individual Percentile Range 8/06 to 6/09
200	0	
195-199	0	
190-194	0	
185-189	0	
180-184	1	95
175-179	2	90-95
170-174	1	85-90
165-169	2	75-80
160-164	2	65-75
155-159	2	55-65
150-154	7	40-50
145-149	6	25-35
140-144	3	15-25
135-139	1	5-15
130-134	1	1-5
125-129	1	1
120-124	0	

Spring & Summer 2010

Individual Scaled Scores		
	Scaled Score Range	Individual Percentile Range 8/06 to 6/09
200	0	
195-199	0	
190-194	0	
185-189	1	95
180-184	1	95
175-179	1	90-95
170-174	0	85-90
165-169	3	75-80
160-164	1	65-75
155-159	5	55-65
150-154	9	40-50
145-149	5	25-35
140-144	4	15-25
135-139	7	5-15
130-134	2	1-5
125-129	3	1
120-124	0	

Group Scaled Score

Mean	Standard Deviation	Institutional Percentile 8/06 to 6/09
153	13	50
n=29		

Group Scaled Score

Mean	Standard Deviation	Institutional Percentile 8/06 to 6/09
150	14	35
n=42		

Group Sub-Field Indicators

	Mean Percent Correct	Institutional Percentile 8/06 to 6/09
Accounting	53	65
Economics	53	75
Management	51	25
Quantitative	53	85
Finance	61	70
Marketing	54	55
Legal/Social	39	10
Info Systems	55	20
International	60	60

Group Sub-Field Indicators

	Mean Percent Correct	Institutional Percentile 8/06 to 6/09
Accounting	52	55
Economics	51	65
Management	47	10
Quantitative	48	55
Finance	53	30
Marketing	47	15
Legal/Social	41	15
Info Systems	53	15
International	54	40

Appendix F: BBA Capstone Team Presentation Results AY 2009-2010

Fall 2009 Capstone Presentations

Average Score Per Item

Items	Andrews	Baldwin	Chester				Item Average
A.1. Strategy	4.5	3.6	3.1				3.7
A.2. Marketing	4.7	3.8	3.2				3.9
A.3. Operations	4.6	3.5	3.2				3.8
A.4. Accounting	3.5	2.4	2.1				2.7
A.5. Economics	3.0	2.2	2.5				2.6
A.6. Finance	4.3	2.6	2.2				3.0
A.7. Integration	4.6	3.6	3.0				3.7
B.1. Text Slides	2.6	3.7	2.3				2.9
B.2. Graphs	3.2	3.5	2.6				3.1
B.3. Delivery Skills	4.0	3.8	2.6				3.5
B.4. Argument	4.0	3.6	1.9				3.0
B.5. Q & A	3.8	3.9	2.2				3.3
Team Average	3.9	3.4	2.6				
# of Faculty	n=10	n=9	n=8				Overall Class Average

3.3

Spring 2010 Capstone Presentations

Average Score Per Item

Items	Andrews	Baldwin	Chester	Digby	Erie	Ferris	Item Average
A.1. Strategy	4.5	3.0	3.5	4.0	3.0	5.0	4.0
A.2. Marketing	4.5	3.0	3.0	4.5	3.0	4.0	4.0
A.3. Operations	4.0	3.0	3.5	3.5	2.4	5.0	4.0
A.4. Accounting	4.0	3.0	3.5	3.5	2.0	4.5	3.0
A.5. Economics	4.5	3.0	3.0	3.5	2.5	4.0	3.0
A.6. Finance	4.0	3.0	3.0	3.0	2.0	4.5	3.0
A.7. Integration	4.5	3.0	3.5	4.0	2.5	4.5	3.0
B.1. Text Slides	4.5	3.0	4.0	4.5	3.4	5.0	4.0
B.2. Graphs	4.5	3.0	4.0	4.0	3.2	4.5	4.0
B.3. Delivery Skills	4.5	3.0	4.0	5.0	3.0	4.0	4.0
B.4. Argument	4.5	3.0	3.5	4.0	3.0	4.5	4.0
B.5. Q & A	4.5	3.0	4.0	4.5	3.0	4.0	4.0
Team Average	4.4	3.0	3.5	4.25	2.75	4.5	
# of Faculty	n = 6	n = 6	n = 4	n = 5	n = 5	n = 4	Overall Class Average

3.7

Appendix G: BBA Capstone Team Presentation Rubric

BUS 453 — BUSINESS STRATEGY & POLICY

**Capstone Team Presentation
Evaluation Form**

Evaluator Name: _____ Team Name: _____

Rating System

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Cannot Determine
5	4	3	2	1	X

A. Demonstration of Business Knowledge						
A.1. The team members demonstrate a clear understanding of <i>strategic management</i> , specifically in relation to their team’s competitive advantage and their future prospects for growth.	5	4	3	2	1	X
A.2. The team members demonstrate a clear understanding of <i>marketing</i> principles, such as in relation to forecasting sales and promoting their product.	5	4	3	2	1	X
A.3. The team members demonstrate a clear understanding of <i>operations management</i> principles, such as in relation to inventory control and production management.	5	4	3	2	1	X
A.4. The team members demonstrate a clear understanding of <i>accounting</i> principles, such as in relation to cash flow management.	5	4	3	2	1	X
A.5. The team members demonstrate a clear understanding of <i>economic</i> principles, such as in relation to price elasticity.	5	4	3	2	1	X
A.6. The team members demonstrate a clear understanding of <i>finance</i> principles, such as in relation to developing an optimal financial structure.	5	4	3	2	1	X
A.7. The team members demonstrate a clear understanding of the importance of <i>integrating all business functions</i> in order to succeed in a complex market environment.	5	4	3	2	1	X

B. Demonstration of Business Skills						
B.1. The team members demonstrate an exceptional level of professionalism in the textual and visual style of their electronic slides.	5	4	3	2	1	X
B.2. The team members demonstrate an exceptional level of professionalism in the quality of their numerical graphs and figures in their electronic slides.	5	4	3	2	1	X
B.3. The team members demonstrate an exceptional level of professionalism in the delivery of their presentation (i.e. verbal skills and non-verbal skills).	5	4	3	2	1	X
B.4. The team members demonstrate an exceptional level of persuasiveness in the delivery of their presentation (i.e. they made their argument well).	5	4	3	2	1	X
B.5. The team members demonstrate an exceptional level of persuasiveness during their question and answer time.	5	4	3	2	1	X

C. Print Comments if Any:

Appendix H: Accounting Comprehensive Exam (ACE) Spring 2010 Results

Financial Accounting		Managerial Accounting		Governmental & Not for Profit		International Accounting		Income Tax		Auditing	
Q 1-20 Correct	%	Q 21-30 correct	%	Q 31-35 Correct	%	Q 36-40 Correct	%	Q 41-50 Correct	%	Q 51-60 Correct	%
18	90%	17	85%	18	90%	14		19	95%	16	80%
20	100%	8	40%	14	70%	20		17	85%	18	90%
18	90%	11	55%	12	60%	15		11	55%	19	95%
15	75%	7	35%	15	75%	16		13	65%	18	90%
18	90%	11	55%	11	55%	12		18	90%	12	60%
15	75%	18	90%		70%			13	65%	14	70%
20	100%	19	95%		100%			8	40%	18	90%
11	55%	16	80%		75%			7	35%	16	80%
13	65%	15	75%		80%			16	80%	16	80%
19	95%	10	50%		60%			15	75%	13	65%
16	80%		0%								
19	95%		0%								
11	55%		0%								
20	100%		0%								
15	75%		0%								
16	80%		0%								
14	70%		0%								
20	100%		0%								
10	50%		0%								
12	60%		0%								
320	80%	132	66%	70	70%	77	77%	137	68.5%	160	80%

Area Break Down (Percent Correct)	2010 n=20	2009 n=14	2008 n=23	2007 n=17	The ACE is given in ACCT 422 (Auditing).						
Financial Accounting	80%	75%	72%	75%							
Managerial Accounting	66%	66%	67%	73%							
Tax	70%	71%	54%	59%							
Auditing	77%	78%	78%	79%							
Governmental & Not for Profit	69%										
International Accounting	80%										
Student Average	75%	73%	68%	73%							

Appendix I: Information Systems Capstone Team Presentation Rubric and Scores

	1	2	3	4
ORGANIZATION	The presentation is disorganized and confusing.	The presentation was coherent, but required more organization.	The material is mostly presented in a logical, fluid, and coherent manner.	All material is presented in a logical, fluid, and coherent manner.
SUBJECT KNOWLEDGE	Students demonstrate a minimal understanding of the material.	Students demonstrate an understanding of the material.	Students demonstrate a detailed understanding of the material.	Students show a highly detailed understanding of material.
CONTENT	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings and/or grammatical errors.
USE of MEDIA	Media only minimally aids in the audience's understanding of the topic.	Media aids somewhat in the audience's understanding of the topic.	Media serves as an effective aid in the audience's understanding of the topic.	Media serves as a highly effective aid in the audience's understanding of the topic.
GRAPHICS	Students used superfluous or no graphics.	Students occasionally used graphics that rarely support text or presentation.	Students' graphics relate to text or presentation.	Students' graphics explain and reinforce text or presentation.
SUPPORT	Presentation did not address relevant issues and did not provide support for major points.	Presentation mostly addressed relevant issues and provided adequate support for major points.	Presentation addressed relevant issues and provided support for major points.	Presentation addressed highly relevant issues and provided excellent support for major points.
CREATIVITY	Material and issues were not presented in an innovative and interesting manner.	Material and issues were mostly presented in an innovative and interesting manner.	Material and issues were presented in an innovative and interesting manner.	Material and issues were presented in a highly innovative and interesting manner.
COLLABORATION	The team did not work well together.	The team worked well together.	The team worked really well together.	The team worked extremely well together.

Spring 2010	TEAM 1	TEAM 2	TEAM 3	TEAM 4
ORGANIZATION	4	4	4	4
SUBJECT KNOWLEDGE	2	3	4	4
CONTENT	4	4	3	4
USE of MEDIA	4	4	4	3
GRAPHICS	4	4	4	4
SUPPORT	4	4	3	4
CREATIVITY	3	3	4	3
COLLABORATION	2	3	4	4
TOTAL	3.4	3.6	3.8	3.8

Appendix J: MBA Comprehensive Exam Instructions and Rubric

Scoring criteria for Wal-Mart Case

The assignment:

As newly minted MBAs, the students were asked by Wal-Mart management to perform a strategic analysis on Wal-Mart starting in 2010 and looking 3-5 years into the future.

Additional Information provided to students:

Complete the analysis using the strategic process model from the text (Attachment A), one provided by the instructor (Attachment B), or one available from another source (to be cited). They were also provided a guide to Case Analysis available from: (http://highered.mcgraw-hill.com/sites/0073530425/student_view0/cases.html).

Background information was provided by the Wal-Mart case in their text (Attachment C). The timeframe was to look 3-5 years into the future, beginning with 2010, in order to avoid being biased with Wal-Mart's (official name change) actual actions subsequent to the case write-up.

Other information:

Students were provided **no additional** guidelines such as expected length, expected content (other than to use one of the models), expected format, and so on. They were told that this is **their** paper, to demonstrate what knowledge and skills they have acquired after 18+/- years of educational experience. (There is no doubt that this did cause extra anxiety for some of them). This also means that **they** are responsible for deciding what to include and to exclude in a strategic analysis. Students have had the case for 2 months. The case is to be graded Pass/Fail, and the students are aware of this both from class discussions and from the syllabus.

There are 18 cases. The graduate faculty have been combined into six (6) groups of two (2) and each group has been randomly assigned 3 cases. Dr. Taylor and I made the team assignments attempting to balance quant and non-quant disciplines. Mandi Park, new to the college, assigned the cases without seeing what the students have submitted - hence length of paper was not a criteria. The case is to be graded Pass/Fail, and the students are aware of this both from class discussions and from the syllabus. The two readers will have to agree on the grade.

If agreement cannot be reached, then we will ask the dean to arbitrate. (Remember that students are also required to have an oral interview to assist us in determining that they are the author of the paper. The readers of the papers will be interviewing the writers of the assigned papers.)

Attached is a grading rubric. Please note that it is divided into 3 parts: a) Demonstration of Knowledge from the 8 core classes; b) demonstration of ability to apply the knowledge gained; and c) technical skills related to the presentation of the paper.

Due date for completion of paper grading: _____

Weight	Area/ Points:	(0)	(1)	(2)	(4)	(5)	Weighted Points
(.40)	Demonstration of Knowledge: (Of 8 core courses)	No Evidence provided	Minimal Evidence of understanding of general principles.	The student demonstrated understanding of general principles.	The student demonstrated a good understanding of general principles.	Student demonstrated exceptional understanding of general principles.	
.05	1.Accounting						
.05	2.Business Research						
.05	3.Strategic Management						
.05	4.Managerial Economics						
.05	5.Managerial Finance						
.05	6.POM & Quant						
.05	7.Organizational Behavior						
.05	8.Marketing Management						
(.50)	Demonstration of Application:	No evidence	Minimal Evidence of understanding a process model and of the case material	Demonstrated understanding of a model and the case material but omitted some steps.	Demonstrated understanding of the process model and of the case and completed all steps.	Demonstrated understanding of the process model and case, completed all steps, and developed innovative strategies	
.10	Strategy Formulation (Overall)						
.05	a. SWOT Analysis						
.05	b. Appropriate strategy(ies)						
.10	Strategy Implementation (Overall)						
.05	a. Timeline						
.05	b. Budgets						
.10	Strategy Evaluation and Control						
(.10)	Technical Skill:	Not acceptable	Acceptable with major revisions	Acceptable with minor revisions	Acceptable with no revisions	Exceptional	
.05	Presentation						
.05	Grammar						
						Total:	