

Eastern New Mexico University  
College of Business

ACADEMIC ASSESSMENT REPORT FOR 2012-2013

**Dean: Janet Buzzard**  
Phone: 575-562-2039  
Email: janet.buzzard@enmu.edu

**Assessment Coordinator: John Luhman**  
Phone: 575-562-2066  
Email: john.luhman@enmu.edu

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## STRENGTHS AND WEAKNESSES OF ASSESSMENT EFFORTS

### Summary of Strengths

Program Level Assessment Efforts. Over the last three years the COB established a process to “close the loop” in our program assessment efforts. In that effort, the Undergraduate and the Graduate curriculum committees examine the data findings provided by the Academic Assessment Report to consider changes to either program curriculum. Each committee will review COB curriculum for appropriateness and conformity with *ACBSP* standards and with the assessment data analyses and each committee will then make recommendations on all curriculum change proposals to the COB faculty as per university policies and schedule practices.

After considering the findings in previous COB Assessment Report, the COB made several changes during the last two years. First, we revised the comprehensive integrative project in the 2012-2014 graduate catalog. Second, we revised the prerequisites for BUS 553 and BUS 554. Third, we added FIN 201 – Principles of Finance and MGT 201 – Principles of Management to the BBA Foundation Requirements, and added MKT 452 – Marketing Management to the Core Requirements as well as a prerequisite for the Capstone Course BUS 453 in the 2013-2015 undergraduate catalog.

Course Level Assessment Efforts. Over the last year the COB established a process to “close the loop” in our course level assessment efforts. Each faculty member will provide a report on what they learned from their course level assessment and how they implemented changes in their instruction to improve their classroom performance. Faculty members use the form in Appendix A to report their assessment results and actions. The report, with or without supporting data analysis, will be submitted as part of either the faculty member’s FEC Review File (for tenure-track faculty and resource faculty) or the faculty member’s APE document (for tenured faculty).

In the spring of 2013, the COB faculty undertook a pilot study of course level assessment reporting. Faculty agreed to write a report for the BBA Foundational and Core courses. Included in this report in Appendix I are copies of only seven reports that were provided to the Assessment Coordinator. The seven courses were: ACCT 201; ACCT 202; ACCT 306; BUS 310; IS 151; MGT 313; and MKT 201.

Stakeholder Feedback. The assessment efforts of the COB include the use of external feedback to improve student learning and teaching effectiveness. The feedback mechanisms are 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 COB conducted a survey to all exiting undergraduates enrolled in BUS 453 in the fall 2012 and spring 2013. The COB previously conducted a survey to all exiting undergraduates enrolled in BUS 453 in the AY 2008-09 and AY 2009-10. The COB will be conducting another undergraduate exit survey during

AY 2013-2014. During AY 2012-2013 the COB conducted its first BBA alumni survey, and will wait a few years before conducting another. During AY 2009-2010 the COB conducted its first MBA alumni survey and will probably conduct another one this academic year.

BBA Student Learning Outcomes. In the undergraduate team simulation class average percentile was at 64<sup>th</sup> percentile. The BBA Major Field Test sub-field indicators for the academic year continued to demonstrate consistency and stability over time. Although the scores were much lower from the previous year, they still gravitated around the 50<sup>th</sup> percentile. The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the BBA Matrix of Course Content was being covered in the respective courses. The total distribution of team scores at or above 4 on the capstone presentation evaluation forms were at 73% which exceeds the performance criteria. Although data was collected only for the fall semester, exactly 69% of the team scores for the capstone written report evaluation form were at or above a 4 which exceeds the performance criteria.

MBA Student Learning Outcomes. In the graduate team simulation the year's overall average percentile ranking for individual performance was at the 55 percentile. The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the MBA Matrix of Course Content was being covered in the respective courses. The very first survey of MBA alumni was conducted last year, therefore, the results are not longitudinal. However, the results showed that the respondents were as satisfied with their learning and abilities compared to all other institutions. In regards to the Integrated Comprehensive Project, the fall 2012 the passing rate was 92% and the spring 2013 the passing rate was 100% which makes a combined average of 96%.

### **Summary of Weaknesses**

Course Level Assessment Efforts. Although the COB has established a process to “close the loop” in our course level assessment efforts (in terms of each faculty member providing a report on what they learned from their course level assessment and how they implemented changes in their instruction to improvement their classroom performance) in the spring of 2013 pilot study only seven reports that were provided to the Assessment Coordinator out of a possible twelve faculty members (for a 58% compliance rate).

Stakeholder Feedback. The assessment efforts of the COB include the use of external feedback to improve student learning and teaching effectiveness. Although the COB conducted a survey to all exiting undergraduates enrolled in BUS 453 in AY 2012-13, AY 2008-09, and AY 2009-10, we have not develop a method of using the data to inform us on ways to improve student learning and teaching effectiveness. At present we are simply reporting the results.

BBA Student Learning Outcomes. At least 8 courses in the BBA program required an in-class presentation last year (ACCT 202, 342, 400; BUS 151, 453; FIN 317, 431; and MGT 313). However, none of the COB faculty utilized the standardized presentation rubric. Better record keeping needs to be developed in order to demonstrate student participation in events. As far as could be discovered, none of the COB courses required or utilized news periodicals last year. The number of students who did an internship last year was 7 out of approximately 354 majors for a 2%

participation rate for internships (the performance criteria is 10%). There was no data on students participating in a Career Center event or events with COB alumnus. The measurement of ethics and social responsibility content in each course was not possible because the College's syllabi did not provide information regarding covering the topic. However, the current BBA program does require students to take BUS 230 – Business Law and Ethics I which is specifically geared to covering both topics. Students did attend the COB Etiquette Dinner but no record was kept as to the amount. In addition, no special workshops were held last year.

MBA Student Learning Outcomes. The measurement of ethics and social responsibility content in each course was not possible because the College's syllabi did not provide information regarding covering the topic ethics or social responsibility. However, the current MBA program does require students to take BUS 501 – Law, Ethics and Social Responsibility which is specifically geared to covering both topics.

## OVERVIEW OF ASSESSMENT PROCESS

The College of Business at Eastern New Mexico University established the current set of policies and procedures for their assessment efforts in the 2011-2012 academic year, and these policies and procedures shall continue to guide our assessment efforts until changed by a majority vote of the COB faculty. Changes will be made at the beginning of each academic year if desired and necessary. The assessment efforts described here are applicable to all College of Business (COB) courses and degree programs.

The primary purpose of assessment at ENMU is to improve student learning. Assessment must contribute not only to those processes by which members of our faculty examine their teaching and student learning, but also to those processes by which we try to improve programs and services.

The assessment efforts of the COB are an open system where we take inputs from our environment, transform these inputs given our structure and practices, create outputs for our stakeholders, and external feedback to improve student learning and teaching effectiveness. In that regards, the COB follows guidelines set by our accreditation body, the *Association of Collegiate Business Schools and Programs (ACBSP)*, as well as by the ENMU Graduate School policies, in terms of faculty qualifications to teach courses and subject areas, establish coherent and credible program curriculum that not only meets the needs of stakeholders but is deliverable given any resource constraints, provide opportunities for professional development to the faculty, and establish policies and procedures for the evaluation of faculty performance in the classroom. The faculty attempts to effectively use the available course technologies given the delivery mode, establish clear and rational course learning outcomes that are supported by the course content and learning materials, and utilize effective course assessment tools that relate to and measure the course learning outcomes. The feedback mechanisms that help the College to improve are 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 in the classroom are the use of student teaching evaluations feedback (i.e. the ENMU evaluation), the analysis of grade distributions as they relate to each course assessment tool (e.g., tests, homework, case studies, research projects, etc.), the use of peer observation in the classroom, and the writing of an “reflective essay” on teaching performance for the faculty evaluation process.

There are two levels of assessment activities that the College of Business is concerned with are Program Level Assessment and Course Level Assessment. The academic programs of the COB are the BBA – Bachelor of Business Administration, the BSIS – Bachelor of Science in Information Systems, and the MBA – Master of Business Administration.

The Assessment Coordinator of the College of Business is appointed each academic by the college Dean. The duties of the COB Assessment Coordinator are to report to the Dean, and report to both the Undergraduate and Graduate Curriculum Committees. Both Curriculum Committees have an “off year” and an “on year” which are defined: an “off year” is when a catalog is not being reviewed for changes; an “on year” is when a catalog is being reviewed for changes. When a Curriculum Committee is in its “off year” it is required to examine the report’s findings, and to consider changes to the program curriculum. When a Curriculum Committee is in its “on year” it is required to review COB curriculum for its appropriateness, effectiveness, quality, and conformity with ACBSP standards. Either Committee will then make recommendations on all curriculum change proposals as per university policies and schedule practices.

### **CURRICULUM CHANGES EFFECTED BY PREVIOUS ASSESSMENT REPORTS**

After considering the findings in previous COB Assessment Reports, the COB made the following curriculum change to the 2012-2014 graduate catalog.

- Revised the comprehensive integrative project. In order to meet the university’s requirement to provide a comprehensive integrative experience at the end of all graduate course work, the COB graduate faculty decided to revise the format of the comprehensive integrative project. All students in BUS 554 will complete a business simulation in teams, and as a team will present to the COB graduate faculty a strategic analysis of the company’s performance and future prospects (see the rubric in Appendix G). And then as an individual, all students in BUS 554 will complete a strategic plan for their simulation company’s performance and future prospects. This Project Paper will be read and evaluated by the COB graduate faculty (see the rubric in Appendix F and the paper outline in Appendix E). This strategic analysis will then be graded anonymously by the COB graduate faculty as either Pass or Fail. If a student fails the comprehensive integrative project, he or she will be eligible to retake BUS 554 one time only.

After considering the findings in previous COB Assessment Reports, the COB made the following curriculum changes to the 2013-2015 undergraduate catalog.

- FIN 201 – Principles of Finance was added to the BBA foundation requirements. The decision to add FIN 201 was based on several factors. Review of course assessment and other indicators of student performance pinpointed FIN 315 as a major stumbling block for many of our students. We decided to strengthen potential success in this key upper-division course by adding a lower-division introductory course. The New Mexico Business Articulation matrix indicates that several two-year and four-year institutions in the state include a similar course at this level, and we believe the addition of this course in our program will enhance transfers to and from ENMU. FIN 201 has been part of the AA degree in business for many years for students from ENMU-Roswell, Clovis Community College, and New Mexico Junior College, and these students were not previously able to transfer the course to this campus as meeting a degree requirement (though the course did meet a foundations requirement at NMSU). With this change, the AA in business becomes more relevant to transfer students on this campus. In addition, FIN 201 will strengthen the technical skills of business majors, which are increasingly needed in the job market.
- MGT 201 – Principles of Management was added to the BBA foundation requirements. MGT 201 was added to the foundation core to better reflect state-wide articulation and also to assure that students in the BBA complete at least two courses in each of the major subject areas (i.e. Accounting, Economics, Finance, Marketing and Management). As there is now a principles of management course in the degree, MGT 313 – Management & Organizational Behavior (which was a combination of two courses) will be changed to a single topic course of MGT 313 – Organizational Behavior.
- Added another prerequisite change for the capstone course BUS 453. During our discussion of the new math prerequisites, the COB faculty also voted to increase the prerequisite for BUS 453 – Business Strategy and Policy. In original proposal we changed the prerequisite from “Final semester standing; BUS 330, FIN 315, and MGT 313” to “Final semester standing; BUS 330, and FIN 315.” However, when we returned to our argument in our original proposal that (based on assessment evidence) an advanced level marketing course was needed in the Business Core, we realized that the new marketing course (i.e. MKT 425 – Marketing Management) should also be made a prerequisite for BUS 453. In our capstone course, we use a business simulation for assessment purposes. That is why we require BUS 330 and FIN 315 as prerequisites as a strong background in operations management and finance is required for students to successfully complete the simulation. The new prerequisite is “Final semester standing; BUS 330, FIN 315, and MKT 425.”

After considering the findings in previous COB Assessment Report, the COB made the following curriculum changes to the 2014-2016 graduate catalog.

- Revised the prerequisites for BUS 553 and BUS 554. A good knowledge of FIN 541 is needed for students to succeed in BUS 553 and BUS 554 because of the demands from the capstone business simulation. Students taking FIN 541, BUS 553, and BUS 554 at the same time during the last semester are at a disadvantage because the comprehensive integrative project in BUS 554 is turned in a month before the semester

ends, meaning that by the time they turn in the project, they haven't learned everything in FIN 541. By having FIN 541 as a prerequisite, students will be better prepared for BUS 553 and BUS 554. The content of MGT 530 and MKT 517 are helpful, but not essential, which is why they are strongly recommended, but not required, as prerequisites.

## EXPLANATION OF PROGRAM LEVEL ASSESSMENT EFFORTS

Program level assessment is concerned with the measurement of learning retained by students in each program, and with the measurement of satisfaction of students, alumni, and employers. The COB faculty as a whole must ensure the quality of each program curriculum, and know if it meets the needs of our primary stakeholders. Beyond the faculty's own professionalism, the COB must follow the mandate of *ACBSP* to provide evidence of comparative data collection and analysis as well as evidence of feedback processes.

### Establishment of Program Level Assessment

The COB faculty established student learning outcomes for the undergraduate and graduate programs, which the COB Assessment Coordinator collects and reports on. At present these data items include:

- Major Field Test for undergraduate business students overall results
- Major Field Test for undergraduate business students sub-field results
- BBA Capstone Team Presentation results
- BBA Capstone Team Simulation results
- MBA Integrative Comprehensive Project results
- MBA Capstone Team Simulation results

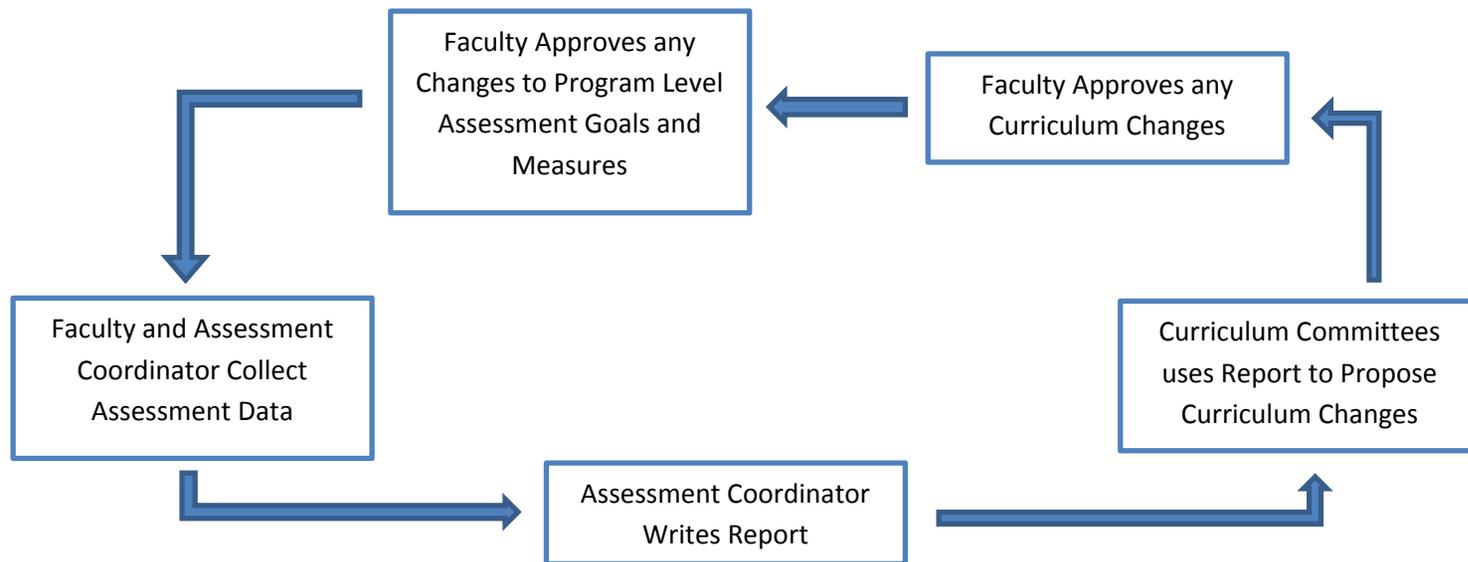
The COB faculty also established stakeholder surveys for undergraduate and graduate programs, which the COB Assessment Coordinator collects and reports on. At present these data items can include:

- COB undergraduate exit survey findings
- COB undergraduate alumni survey findings
- COB graduate alumni survey findings
- COB employer survey findings

### Closing the Loop in Program Level Assessment

The report of all program level assessment data and analysis is contained in the annual COB Academic Assessment Report which is written by the COB Assessment Coordinator. As demonstrated in Figure 1 below, the Undergraduate and the Graduate curriculum committees will examine the data findings provided by the Academic Assessment Report to consider changes to either program curriculum. Each committee will review COB curriculum for appropriateness and conformity with *ACBSP* standards and with the assessment data analyses. The Committee will then make recommendations on all curriculum change proposals to the COB faculty as per university policies and schedule practices.

**Figure 1: Closing the Loop in Program Level Assessment**



## EXPLANATION OF COURSE LEVEL ASSESSMENT EFFORTS

Course level assessment is concerned with the measurement of learning achieved by students in each course: What knowledge was learned? What skills were developed or improved? What attitudes were changed? The individual faculty member is responsible for ensuring a high level of quality teaching in each course, and that a common body of learning outcomes is achieved. The COB faculty member must establish clear and rational course learning outcomes that are supported by the course content and learning materials, and utilize effective course assessment tools that relate to and measure the course learning outcomes. Beyond the faculty's own professionalism, the COB must follow learning outcomes mandates of the *Higher Learning Commission* (the university's accreditation body), the New Mexico Collegiate Business Articulation Consortium, the *ACBSP*, or the state government of New Mexico.

### **Establishment of Course Level Assessment**

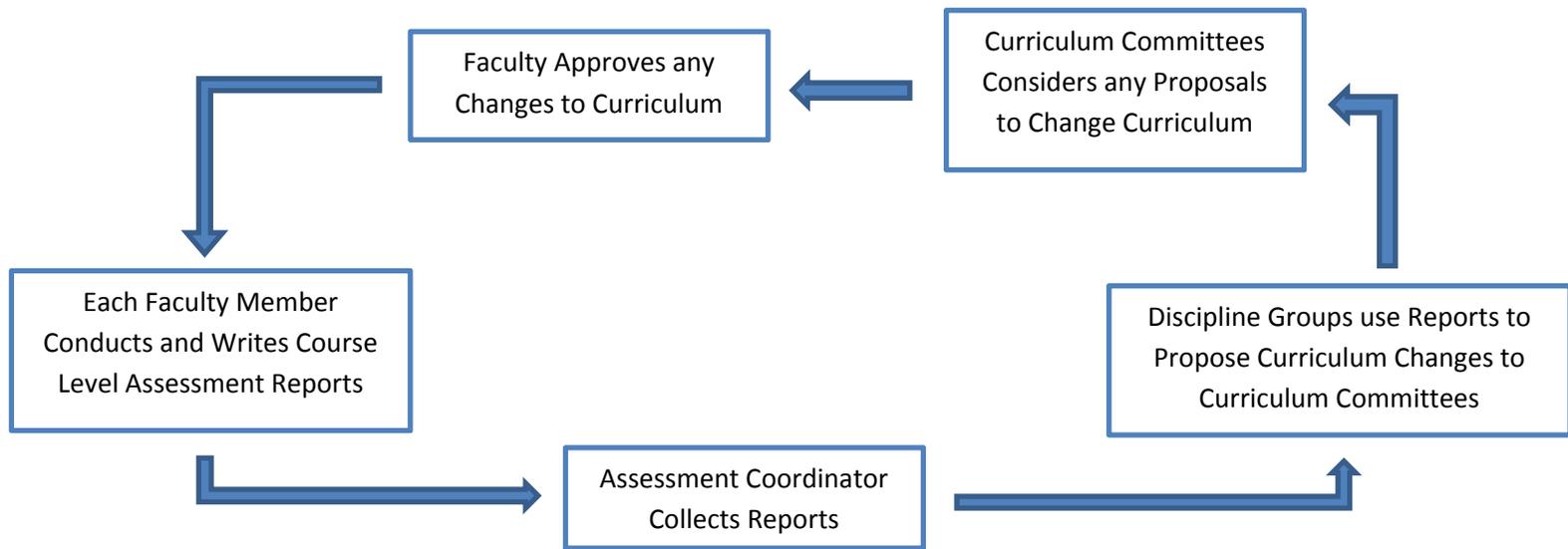
All BBA and MBA courses contribute greatly to the success of our graduating students; therefore, each faculty member must take an active role in monitoring the quality of learning. The faculty member explains how their student performance is evaluated for each course learning outcome in each course. Faculty members use the form in Appendix A (COB Course Level Assessment Report) to report their assessment results and actions. In addition, the faculty member should discuss their grade distribution results for each course. Other mechanisms that help the faculty to improve their classroom performance are the: (a) use of the ENMU student teaching evaluation; (b) use of peer observations reports; and (c) writing of an "reflective essay" on teaching performance for the faculty evaluation process.

### **Closing the Loop in Course Level Assessment**

Each faculty member will provide a report on what they learned from their course level assessment procedure and how they implemented changes in their instruction to improvement their classroom performance. The report, with or without supporting data analysis, will be submitted as part of either the faculty member's FEC Review File (for tenure-track faculty and resource faculty) or the faculty member's APE document (for tenured faculty).

As demonstrated in Figure 2 below, the COB faculty will meet with their discipline colleagues (e.g. management, marketing, etc.) and examine the data findings provided by the Academic Assessment Report to consider changes to program curriculum. The discipline groups will make recommendations to either the Undergraduate or Graduate committees who will then make recommendations on all curriculum change proposals to the COB faculty as per university policies and schedule practices.

**Figure 2: Closing the Loop in Course Level Assessment**



**SUMMARY OF COURSE LEVEL ASSESSMENT EFFORTS**

In the spring of 2013, the COB faculty undertook a pilot study by conducting a limited amount of course level assessment reporting. Faculty agreed to write a report for the BBA Foundational and Core courses. Included in this report in Appendix I are copies of only seven reports that were provided to the Assessment Coordinator. The seven courses were: ACCT 201; ACCT 202; ACCT 306; BUS 310; IS 151; MGT 313; and MKT 201.

Starting with this academic year, all COB faculty members will be required to write and submit a Course Level Assessment Report for all courses they teach during the fall and spring semesters. At a meeting in August 2013, the COB faculty members were provided with instructions and guidance on how to go about conducting a course level assessment. The recommended steps of course level assessment are:

- Step 1 - design your courses; create course learning outcomes; and align your course learning outcomes with articulation outcomes (if applicable);
- Step 2 - set performance measures (i.e. course assessment tools); and align each with course learning outcomes;
- Step 3 - implement your course;
- Step 4 - analyze your performance measures (i.e. course assessment tools);
- Step 5 - decide on necessary improvements in your course design; and implement in the following year;
- Step 6 - write reports using form;
- Step 7 - submit forms with your FEC file or your APE report; and submit copy of forms to the assessment coordinator
- Step 8 - work with your discipline members to make recommendations to the curriculum committee each spring semester

## STAKEHOLDER FEEDBACK

The assessment efforts of the COB are an open system where we use external feedback to improve student learning and teaching effectiveness. During AY 2012-13, two program surveys were conducted: a third year of surveying exiting undergraduates, and a first year of surveying BBA alumni. Both surveys were conducted online by our vendor Educational Benchmarking, Inc. Please note that during the recession years of AY 2010-11 and AY 2011-12, the College did not have the financial resources to complete any stakeholder surveys. Copies of the full survey results are available upon request and will not be appended to this report as each result report are almost three-hundred pages in length. All COB faculty members were provided with an electronic copy of the results reports.

### **BBA Exit Survey**

The COB conducted a survey to all exiting undergraduates enrolled in BUS 453 in the fall 2012 and spring 2013. The COB previously conducted a survey to all exiting undergraduates enrolled in BUS 453 in the AY 2008-09 and AY 2009-10. The COB will be conducting another undergraduate exit survey during AY 2013-2014.

Selected here are items in which the survey provided longitudinal data that relate to course learning outcomes and program curriculum. These items are shown in Table 1 and are all on a seven point scale with 1 equal to “very dissatisfied,” 4 equal to “neutral,” and 7 equal to “very satisfied.” The comparison data is twofold. First, we are compared to a “Select 6” group of six institutions with familiar characteristics and who also participate in EBI’s system. Those institutions are Colorado State University – Pueblo, Northern Arizona University, Northwestern Oklahoma State University, University of Texas at El Paso, University of Northern Colorado, and West Texas A&M University. Second, we are compared to “All Institutions” (All Inst.) who participated in EBI’s system for all the years of the comparison. The comparison are in the fashion of either being

statistically higher (symbolized by  $\square$  ), statistically equal (symbolized by =), or statistically lower (symbolized by  $\square$  ) to the comparison group or from previous survey years.

**Table 1: Select Items and their Means from the Undergraduate Exit Surveys**

Survey Item		AY 08-09 (n=37)	AY 09-10 (n=47)	AY 12-13 (n=27) <sup>1</sup>	AY 12-13 to Select 6	AY 12-13 to All Inst.
Satisfaction: Quality of Instruction – Teaching in required courses	Mean	5.00	4.80	5.38	=	=
	Difference from AY 12-13	=	$\square$			
Satisfaction: Breadth of the Curriculum	Mean	5.25	5.16	4.79	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Breadth of the Curriculum – Opportunities for practical experiences	Mean	5.42	5.27	5.04	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Breadth of the Curriculum – Opportunities for interactions with practitioners	Mean	4.97	5.09	4.57	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Advisor	Mean	5.90	5.71	6.22	$\square$	$\square$
	Difference from AY 12-13	=	=			
Satisfaction: Advisor - Availability	Mean	5.97	5.62	6.23	$\square$	$\square$
	Difference from AY 12-13	=	=			
Satisfaction: Advisor – Knowledge of requirements	Mean	5.88	5.76	6.31	$\square$	$\square$
	Difference from AY 12-13	=	=			
Satisfaction: Advisor – Helpfulness of recommendations	Mean	5.91	5.76	6.35	$\square$	$\square$
	Difference from AY 12-13	=	=			
Satisfaction: Advisor – Interest in student’s progress	Mean	5.85	5.71	6.00	$\square$	$\square$
	Difference from AY 12-13	=	=			
Satisfaction: Computing Resources	Mean	4.91	5.79	6.06	=	=
	Difference from AY 12-13	$\square$	=			
Satisfaction: Computing Resources – Availability of business school’s computers	Mean	4.91	5.79	6.21	=	=
	Difference from AY 12-13	$\square$	=			
Satisfaction: Classmates	Mean	5.39	5.59	5.26	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Classmates – Academic quality	Mean	5.24	5.53	5.38	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Classmates – Ability to work in teams	Mean	5.18	5.56	4.96	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Classmates – Level of camaraderie	Mean	5.76	5.68	5.48	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Career Services	Mean	4.14	5.00	4.10	$\square$	$\square$
	Difference from AY 12-13	=	=			

Satisfaction: Career Services – Assistance in permanent job search	Mean	<b>4.21</b>	<b>5.03</b>	<b>4.12</b>	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Career Services – Access to school’s alumni to cultivate career opportunities	Mean	<b>3.56</b>	<b>5.03</b>	<b>4.14</b>	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Career Services – Satisfaction number of companies recruiting on campus	Mean	<b>4.13</b>	<b>5.03</b>	<b>3.58</b>	▮	▮
	Difference from AY 12-13	=	▮			
Satisfaction: Career Services – quality of companies recruiting on campus	Mean	<b>4.20</b>	<b>4.94</b>	<b>3.83</b>	=	▮
	Difference from AY 12-13	=	=			
Learning: Practical Competencies	Mean	<b>5.61</b>	<b>5.42</b>	<b>5.60</b>	=	=
	Difference from AY 12-13	=	=			
Learning: Practical Competencies – Enhance oral presentation skills	Mean	<b>5.79</b>	<b>5.60</b>	<b>5.48</b>	=	=
	Difference from AY 12-13	=	=			
Learning: Practical Competencies – Enhance writing skills	Mean	<b>5.42</b>	<b>5.24</b>	<b>5.46</b>	=	=
	Difference from AY 12-13	=	=			
Learning: Cognitive Complexity	Mean	<b>6.08</b>	<b>5.75</b>	<b>6.00</b>	=	=
	Difference from AY 12-13	=	=			
Learning: Cognitive Complexity – Enhance ability to think critically	Mean	<b>6.12</b>	<b>5.77</b>	<b>6.04</b>	=	=
	Difference from AY 12-13	=	=			
Learning: Cognitive Complexity – Enhance ability to define problems	Mean	<b>6.09</b>	<b>5.73</b>	<b>5.96</b>	=	=
	Difference from AY 12-13	=	=			
Learning: Cognitive Complexity – Enhance ability to solve problems	Mean	<b>6.03</b>	<b>5.75</b>	<b>6.00</b>	=	=
	Difference from AY 12-13	=	=			
Learning: Organizational Behaviors	Mean	<b>5.58</b>	<b>5.47</b>	<b>5.83</b>	=	=
	Difference from AY 12-13	=	=			
Learning: Organizational Behaviors – Enhance ability to work in teams	Mean	<b>5.58</b>	<b>5.29</b>	<b>5.69</b>	=	=
	Difference from AY 12-13	=	=			
Learning: Organizational Behaviors – Enhance ability to be an effective manager	Mean	<b>5.64</b>	<b>5.49</b>	<b>5.92</b>	=	=
	Difference from AY 12-13	=	=			
Learning: Organizational Behaviors – Enhance ability to be an effective leader	Mean	<b>5.52</b>	<b>5.66</b>	<b>5.88</b>	=	=
	Difference from AY 12-13	=	=			
Learning: Use and Manage Information Technology	Mean	<b>5.51</b>	<b>5.14</b>	<b>5.91</b>	▮	▮
	Difference from AY 12-13	=	▮			
Learning: Use and Manage Information Technology – Increase ability to effectively use information technology	Mean	<b>5.68</b>	<b>5.13</b>	<b>5.81</b>	=	=
	Difference from AY 12-13	=	=			
Learning: Use and Manage Information Technology – Increase ability to effectively manage information technology	Mean	<b>5.35</b>	<b>5.16</b>	<b>5.92</b>	▮	▮
	Difference from AY 12-13	=	▮			
Overall Program Effectiveness	Mean	<b>5.46</b>	<b>5.04</b>	<b>6.06</b>	▮	▮
	Difference from AY 12-13	=	▮			
Overall Program Effectiveness – Inclined to recommend program to close friend	Mean	<b>5.68</b>	<b>4.91</b>	<b>6.04</b>	=	=
	Difference from AY 12-13	=	▮			

Overall Program Effectiveness – Extent program fulfilled expectations	Mean	<b>5.35</b>	<b>5.00</b>	<b>5.96</b>	0	0
	Difference from AY 12-13	=	0			
Overall Program Effectiveness – Comparing expense to quality, value of investment in program	Mean	<b>5.35</b>	<b>5.22</b>	<b>6.19</b>	0	0
	Difference from AY 12-13	0	0			
Satisfaction: Teaching in Core Subject – Accounting	Mean	<b>5.38</b>	<b>5.50</b>	<b>6.17</b>	0	0
	Difference from AY 12-13	0	=			
Satisfaction: Teaching in Core Subject – Strategy	Mean	<b>6.25</b>	<b>5.26</b>	<b>5.96</b>	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Teaching in Core Subject – Legal Environment	Mean	<b>5.50</b>	<b>4.95</b>	<b>5.76</b>	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Teaching in Core Subject – Business Economics	Mean	<b>5.77</b>	<b>4.93</b>	<b>6.04</b>	0	0
	Difference from AY 12-13	=	0			
Satisfaction: Teaching in Core Subject – Finance	Mean	<b>5.26</b>	<b>5.36</b>	<b>5.73</b>	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Teaching in Core Subject – Management, Human Resources, Organizational Behavior	Mean	<b>5.71</b>	<b>5.20</b>	<b>6.24</b>	0	0
	Difference from AY 12-13	=	0			
Satisfaction: Teaching in Core Subject – International Business	Mean	<b>6.00</b>	<b>5.35</b>	<b>5.88</b>	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Teaching in Core Subject – Information Systems	Mean	<b>5.94</b>	<b>5.48</b>	<b>5.85</b>	0	0
	Difference from AY 12-13	=	=			
Satisfaction: Teaching in Core Subject – Marketing	Mean	<b>5.52</b>	<b>5.75</b>	<b>5.87</b>	=	=
	Difference from AY 12-13	=	=			
Satisfaction: Teaching in Core Subject – Operations	Mean	<b>5.97</b>	<b>5.24</b>	<b>6.17</b>	0	0
	Difference from AY 12-13	=	0			
Satisfaction: Teaching in Core Subject – Statistics	Mean	<b>6.16</b>	<b>6.00</b>	<b>5.91</b>	0	0
	Difference from AY 12-13	=	=			

Source: Educational Benchmark Incorporated (2013). *2012-13 EBI Undergraduate Business Exit Assessment – Eastern New Mexico University*. Springfield, MO: EBI MAP-Works, LLC.

Note: <sup>1</sup>There were 47 exiting students for AY 12-13 with 27 respondents making a 58% response rate in comparison to the “All Institution” response rate for the same year of 59%. The respondent’s demographics were 74% female, 67% White, 15% Asian, 11% Hispanic, 48% with a 3.5 to 4.0 GPA, and 30% with a 3.00 to 3.49 GPA.

## BBA Alumni Survey

During AY 2012-2013 the COB conducted a survey to a list of BBA alumni provided to us by the ENMU Foundation. The COB will wait a few years before conducting another BBA Alumni survey.

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 2, we selected a few items that relate to course learning outcomes and program curriculum. These items are all on a seven point scale with 1 equal to “very dissatisfied,” 4 equal to “neutral,” and 7 equal to “very satisfied.” The comparison data is twofold. Items are compared to “All Institutions” (All Inst.) who participated in EBI’s system for all the years of the comparison. The comparison is in the fashion of either being statistically higher (symbolized by  $\uparrow$ ), statistically equal (symbolized by =), or statistically lower (symbolized by  $\downarrow$ ) to the comparison group or from previous survey years.

**Table 2: Select Items and their Means from the BBA Alumni Survey**

Survey Item		AY 12-13 (n= 72) <sup>1</sup>	AY 12-13 to All Inst.
Overall Satisfaction	Mean	5.75	=
Overall Satisfaction – Degree provided knowledge and skills to succeed	Mean	5.24	=
Overall Satisfaction – Degree provided access to alumni or employers	Mean	3.48	$\downarrow$
Overall Satisfaction – Degree furthered career	Mean	4.94	=
Overall Satisfaction – Degree increased earning potential	Mean	5.28	=
Overall Satisfaction – School activities contributed to success	Mean	3.64	=
Overall Satisfaction – School activities contributed to success: informal faculty contact	Mean	3.89	$\downarrow$
Overall Satisfaction – School activities contributed to success: student organization participation	Mean	3.60	=
Overall Satisfaction – School activities contributed to success: internships	Mean	3.47	=
Overall Satisfaction – School activities contributed to success: establishing network	Mean	2.98	$\downarrow$
Overall Learning	Mean	5.75	=
Overall Learning – Enhanced abilities in ethical and legal responsibilities	Mean	5.25	=
Overall Learning – Enhanced abilities in domestic and global economics	Mean	4.68	=
Overall Learning – Enhanced abilities in cognitive complexity	Mean	5.25	=
Overall Learning – Enhanced abilities in practical competencies	Mean	5.22	=
Overall Learning – Enhanced abilities in analyzing financial information	Mean	5.22	=
Overall Program Effectiveness	Mean	5.50	=
Overall Program Effectiveness – Inclined to recommend program to close friend	Mean	5.42	=
Overall Program Effectiveness – Extent program fulfilled expectations	Mean	5.36	=

Overall Program Effectiveness – Comparing expense to quality, value of investment in program	Mean	<b>5.70</b>	▮
Core Subject Contributing to Career Success – Accounting	Mean	<b>4.77</b>	=
Core Subject Contributing to Career Success – Strategy	Mean	<b>4.52</b>	=
Core Subject Contributing to Career Success – Legal Environment	Mean	<b>4.05</b>	=
Core Subject Contributing to Career Success – Business Economics	Mean	<b>4.32</b>	=
Core Subject Contributing to Career Success – Finance	Mean	<b>4.47</b>	=
Core Subject Contributing to Career Success – Management, Human Resources, Organizational Behavior	Mean	<b>4.86</b>	=
Core Subject Contributing to Career Success – Information Systems	Mean	<b>4.58</b>	=
Core Subject Contributing to Career Success – International Business	Mean	<b>2.95</b>	▮
Core Subject Contributing to Career Success – Marketing	Mean	<b>3.95</b>	=
Core Subject Contributing to Career Success – Operations	Mean	<b>4.53</b>	=
Core Subject Contributing to Career Success – Statistics	Mean	<b>3.93</b>	=

Source: Educational Benchmark Incorporated (2013). *2012-13 EBI Undergraduate Alumni Assessment – Eastern New Mexico University*. Springfield, MO: EBI MAP-Works, LLC.

Note: <sup>1</sup>There were 458 potential respondents for AY 12-13 with 72 actual respondents making a 15.7% response rate in comparison to the “All Institution” response rate for the same year of 17.9%. The respondent’s demographics were: 50% female; 54% White, 26% Hispanic, 14% Asian; 83% employed full-time, 6% not employed but seeking, 6% not employed but pursuing academic degree.

### **MBA Alumni Survey**

The College did not conduct a survey for MBA alumni this past academic year. However, during AY 2009-2010 the COB did conduct a survey and will probably conduct another MBA Alumni survey this academic year. The survey conducted to a list of MBA alumni provided to us by the ENMU Foundation.

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 3, we selected a few items that relate to course learning outcomes and program curriculum. Of interest is that the ENMU mean is higher than for All Institutions for the items of overall program effectiveness, knowledge and skills to succeed, and effectiveness of skills training, while the ENMU mean is lower for All Institutions for the item of effectiveness of developing abilities. Unfortunately, this older version of survey results from EBI did not include information on statistical differences between means. 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 3: Select Items and their Means from the MBA Alumni Survey**

Survey Item	AY 09-10 (n=88) <sup>1</sup>
Overall Program Effectiveness – ENMU	5.12
Overall Program Effectiveness – All Institutions	4.84
Effectiveness of Developing Abilities – ENMU	5.16
Effectiveness of Developing Abilities – All Institutions	5.25
Effectiveness of Skills Training – ENMU	5.26
Effectiveness of Skills Training – All Institutions	5.20
Knowledge and Skills to Succeed – ENMU	5.61
Knowledge and Skills to Succeed – All Institutions	5.27

Source: Educational Benchmark Incorporated (2010). *2009-10 EBI Graduate Alumni Assessment – Eastern New Mexico University*.  
Springfield, MO: EBI MAP-Works, LLC.

Note: <sup>1</sup>There were 326 potential respondents for AY 09-10 with 88 actual respondents making a 27% response rate. The respondent's demographics were: 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.

## BACHELOR OF BUSINESS ADMINISTRATION PROGRAM ASSESSMENT

### BBA Program Learning Outcomes and Program Objectives

Learning Outcome 1: All BBA students demonstrate a level of mastery of foundational and core business knowledge and skills. In order to accomplish Learning Outcome 1, the COB faculty will:

- 1a. Monitor and measure student mastery of knowledge and skills in the classroom using appropriate teaching tools and techniques;
- 1b. Provide resources, when available and appropriate, for the students to self-monitor their mastery;
- 1c. Follow the matrix of course content in developing course learning objectives;
- 1d. Follow the New Mexico Business Consortium “core competencies” for articulated courses;
- 1e. Provide opportunities for students in core courses to demonstrate their knowledge and skills acquired from foundational courses.

Learning Outcome 2: All BBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration. In order to accomplish Learning Outcome 2, the COB faculty will:

- 2a. Follow the matrix of course content in developing course learning objectives;
- 2b. Utilize, when appropriate, case studies in core courses that integrate across functional areas;
- 2c. Utilize a simulation experience in the BUS 453 capstone course;
- 2d. Provide opportunities for student to experience symposiums or guest speakers on topics of current business news.

Learning Outcome 3: All BBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data. In order to accomplish Learning Outcome 3, the COB faculty will:

- 3a. Develop students’ analytical skills through the use of deductive logic, inductive logic, and quantitative manipulation;
- 3b. Provide, as appropriate, opportunities for students to demonstrate their ability to collect, aggregate, and analyze data.

Learning Outcome 4: All BBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information. In order to accomplish Learning Outcome 4, the COB faculty will:

- 4a. Utilize, when appropriate and practical, “writing across the curriculum” activities (e.g. term papers, homework, reflection papers, etc.);
- 4b. Provide opportunities, when appropriate and practical, for in-class oral presentations that utilize basic technological presentation tools.

Learning Outcome 5: All BBA students demonstrate knowledge of current business events, of world cultures, and of global economics. *In order to accomplish Learning Outcome 5, the COB faculty will:*

- 5a. Provide opportunities for students to be exposed to current business events, world cultures, or global economics;
- 5b. Provide opportunities for students to demonstrate their understanding of current business events, world cultures, or global economics;
- 5c. Provide opportunities for student to experience symposiums or guest speakers on topics in current business events, world cultures, or global economics.

Learning Outcome 6: All BBA students demonstrate a certain level of confidence, pride, and aspiration with their choice of a business career. In addition, they demonstrate a certain level of professionalism and social etiquette appropriate for a successful business career. In order to accomplish Learning Outcome 6, the COB faculty will:

- 6a. Encourage student involvement in COB student clubs, the ENMU research conference, the ENMU etiquette dinner, and ENMU career fairs;
- 6b. Encourage student involvement in professional activities, internships, or field projects;
- 6c. Provide, when practical, opportunities for students to interact with COB alumni.
- 6d. Encourage students to show their professionalism during their presentations with proper dress and appearance, and by having significant preparation and practice.

Learning Outcome 7: All BBA students demonstrate a willingness to adhere to ethical norms and values appropriate for a business professional. In order to accomplish Learning Outcome 7, the COB faculty will:

- 7a. Integrate the consideration of ethical issues into their course content;
- 7b. Provide, when appropriate, opportunities for students to identify ethical dilemmas, and then consider the implications of alternative courses of action.

## BBA Matrix of Course Content

	Knowledge Content	Basic Skills					Intro	Foundational										Core						Integrative
		ENG	COMM	IS	MATH	STAT	BUS	ACCT	ACCT	BUS	ECON	ECON	FIN	IS	MGT	MKT	BUS	BUS	FIN	IS	MGT	MKT	INTL	BUS
		1XX	1XX	151	119	213	151	201	202	230	221	222	201	281	201	330	381	315	301	313	425	4XX	453	
1	administrative principles						N							N		D				D		D	P	
2	budgeting			N					N				N						D				P	
3	business organizational forms/structures						N	D		N		D			N				D	D	D	D	P	
4	business-level strategic management						N							N	D				D	D	D		P	
5	capacity planning/forecasting						N							D		D							D	
6	cash flow							D					D		D				D				P	
7	compensation						N							D									D	
8	consumer behavior						N					D			D				D		P		P	
9	contracts									D														
10	corporate-level strategic management													N						D	D	D	D	
11	costs - analysis							N	N			N	N	N	D		D		D				P	
12	costs - concepts							N	N		N	D	D			N	D		D			D	P	
13	currency exchange										N											N	D	
14	current events/news						N	D		D	D	D				D		D		D	D	P		
15	decision making						N		D	D	D	D			N	D	D		D	D	D		P	
16	dispute resolution									D					D									
17	ethical reasoning			N			N	D		D				D	D		D	D	D	D	D		P	
18	financial ratios						N	D					D	D				D	D				P	
19	financial statement analysis							N						D			D	D					P	
20	functional-level strategic management													N						D	D		D	
21	global economics										D					N						D	P	
22	governmental regulation/securities regulations												N						N					
23	human resource law													D										
24	human resource planning						N							D					D				P	
25	information systems/data management			N			N						D	D					D					
26	international management									N	D				D				D		D	P		
27	inventory management						N							D		D			D				P	
28	leadership practices/theories						N							N					N	D			D	
29	legal topics/taxation									D			N	N					D					
30	marginal/incremental analysis											D	N	N		N			D		D			
31	market demand forecasting						N									D			D				P	
32	market structures						N				D	D										D	P	
33	marketing concept and mix						N									D					P		D	
34	monetary/fiscal policy						N				D								D					
35	mortgages and secured transactions									N														
36	organizational structure and culture						N							N					N	D		P		
37	property: real, personal, intellectual									N														
38	planning and evaluation						N			D					D		D		D	D	D		P	
39	pricing											N				N						D	D	
40	product life cycle						N								D	D	D		D		P		P	
41	productivity						N			D		D	N				D		D	D			P	



## BBA Program Learning Outcomes Results

<b>Learning Outcome 1:</b> All BBA students demonstrate a level of mastery of foundational and core business knowledge and skills.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number ____
<b>Measures</b>	<b>Performance Criteria</b>	<b>Timeline / Population</b>
<p><b>1a.</b> Overall average team percentile ranking on the Team Simulation for business students (nationally normalized scores).</p> <p><b>1b.</b> “Mean percent correct” for each sub-field indicator on the Major Field Test for business students (nationally normalized scores).</p> <p><b>1c.</b> COB courses support the knowledge and skill content listed in the BBA Matrix of Course Content.</p> <p><b>1d.</b> Focused questions on the undergraduate <i>Alumni and Employer Surveys</i> to be developed.</p>	<p><b>1a.</b> The Team Simulation class average percentile is above the 50<sup>th</sup> percentile.</p> <p><b>1b.</b> The “mean percent correct” on all MFT’s sub-field indicators for the academic year are to show consistency and stability over time.</p> <p><b>1c.</b> The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the BBA Matrix of Course Content.</p> <p><b>1d.</b> Relevant items will be statistically equal or statistically higher than all institutions surveyed.</p>	<p><b>1a.</b> All business students participate in the Team Simulation as part of the BUS 453 capstone course (fall and spring only).</p> <p><b>1b.</b> All BBA students take the MFT as part of the BUS 453 capstone course (fall and spring only).</p> <p><b>1c.</b> Evidence provided by COB instructors at the end of academic year.</p> <p><b>1d.</b> All business undergraduate alumni who participate in the most recent survey.</p>
<b>Outcome(s)</b>	<b>Action(s) Taken</b>	<b>Timeline for Action(s)</b>
<p><b>1a.</b> The Team Simulation class average percentile was at 64<sup>th</sup> percentile.</p> <p><b>1b.</b> As presented in Appendix H, the “mean percent correct” on all MFT’s sub-field indicators for the academic year still do demonstrate consistency and stability over time. Although the scores were much lower from the previous year, they still gravitated around the 50<sup>th</sup> percentile.</p> <p><b>1c.</b> The Assessment Coordinator confirmed through meetings with each discipline team that the content</p>	<p><b>1a.</b> During AY 2012-13 the prerequisite for BUS 453 was changed from BUS 330, FIN 315, and MGT 313 to BUS 330, FIN 315, and MKT 425 in order to better align prerequisites with the capstone simulation.</p> <p><b>1b.</b> No action was necessary.</p> <p><b>1c.</b> The BBA Matrix of Course Content will be updated every year.</p> <p><b>1d.</b> No action was necessary.</p>	<p><b>1a.</b> The new prerequisites were put in place In fall 2013 with the publication of the 2013-15 Undergraduate Catalog.</p> <p><b>1b.</b> Not applicable.</p> <p><b>1c.</b> The BBA Matrix of Course Content will be updated by the end of spring semester 2014.</p> <p><b>1d.</b> Another undergraduate alumni survey will be conducted in two or three years which will begin our longitudinal data.</p>

<p>listed in the Matrix was being covered in the respective course.</p> <p><b>1d.</b> As discussed above, the very first survey of BBA alumni was conducted last year. Therefore, the results are not longitudinal. In addition, the associated Employer survey did not have enough participants to be relevant. However, Table 2 above shows that the respondents' were as satisfied with their learning and abilities compared to all other institutions. The only exception was knowledge of international business.</p>		
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<p><b>Learning Outcome 2:</b> All BBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.</p>		<p>Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____</p>
Measures	Performance Criteria	Timeline / Population
<p><b>2a.</b> Distribution of team scores on the “Capstone Team Presentation Evaluation” rubric for <i>Section A</i> (see Appendix B for the Presentation Rubric).</p> <p><b>2b.</b> Overall average team percentile ranking on the Team Simulation for business students (nationally normalized scores).</p> <p><b>2c.</b> COB courses support the knowledge and skill content listed in the BBA Matrix of Course Content.</p> <p><b>2d.</b> Focused questions on the undergraduate <i>Alumni and Employer Surveys</i> to be developed.</p>	<p><b>2a.</b> At least 70% of the distribution of team scores in <i>Section A</i> of the “Capstone Team Presentation Evaluation” rubric is between a 3 and a 5 on a 1 to 5 scale with 5 being the highest score.</p> <p><b>2b.</b> The Team Simulation class average percentile is above the 50<sup>th</sup> percentile.</p> <p><b>2c.</b> The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the BBA Matrix of Course Content.</p> <p><b>2d.</b> Relevant items will be statistically equal or statistically higher than all institutions surveyed.</p>	<p><b>2a.</b> All business students participate in Capstone Team Presentation as part of the BUS 453 capstone course (fall and spring only).</p> <p><b>2b.</b> All business students take participate in the Team Simulation as part of the BUS 453 capstone course (fall and spring only).</p> <p><b>2c.</b> Evidence provided by COB instructors at the end of academic year.</p> <p><b>2d.</b> All business undergraduate alumni who participate in the most recent survey.</p>

Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p><b>2a.</b> The total distribution of team scores at or above 4 on the capstone presentation evaluation form were at 73% which exceeds the performance criteria of at least 70% at or above a 3 (see Appendix B for the Presentation Rubric).</p> <p><b>2b.</b> The Team Simulation class average percentile was at 64<sup>th</sup> percentile.</p> <p><b>2c.</b> The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.</p> <p><b>2d.</b> As discussed above, the very first survey of BBA alumni was conducted last year. Therefore, the results are not longitudinal. In addition, the associated Employer survey did not have enough participants to be relevant. However, Table 2 above shows that the respondents' were as satisfied with their learning and abilities compared to all other institutions. The only exception was knowledge of international business.</p>	<p><b>2a.</b> During AY 2012-13 the prerequisite for BUS 453 was changed from BUS 330, FIN 315, and MGT 313 to BUS 330, FIN 315, and MKT 425 in order to better align prerequisites with the capstone simulation.</p> <p><b>2b.</b> During AY 2012-13 the prerequisite for BUS 453 was changed from BUS 330, FIN 315, and MGT 313 to BUS 330, FIN 315, and MKT 425 in order to better align prerequisites with the capstone simulation.</p> <p><b>2c.</b> The BBA Matrix of Course Content will be updated every year.</p> <p><b>2d.</b> No action was necessary.</p>	<p><b>2a.</b> The new prerequisites were put in place in fall 2013 with the publication of the 2013-15 Undergraduate Catalog.</p> <p><b>2b.</b> Not applicable.</p> <p><b>2c.</b> The BBA Matrix of Course Content will be updated by the end of spring semester 2014.</p> <p><b>2d.</b> Another undergraduate alumni survey will be conducted in two or three years which will begin our longitudinal data.</p>

<p><b>Learning Outcome 3:</b> All BBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data.</p>		<p>Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____</p>
Measures	Performance Criteria	Timeline / Population
<p><b>3a.</b> Overall average team percentile ranking on the Team Simulation for business students (nationally normalized scores).</p> <p><b>3b.</b> COB courses support the knowledge and skill content listed in the BBA Matrix of Course Content.</p>	<p><b>3a.</b> The Team Simulation class average percentile is above the 50<sup>th</sup> percentile.</p> <p><b>3b.</b> The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the BBA Matrix of Course Content.</p>	<p><b>3a.</b> All business students take participate in the Team Simulation as part of the BUS 453 capstone course (fall and spring only).</p> <p><b>3b.</b> Evidence provided by COB instructors at the end of academic year.</p>

<p><b>3c.</b> Focused questions on the undergraduate <i>Alumni and Employer Surveys</i> to be developed.</p>	<p><b>3c.</b> Relevant items will be statistically equal or statistically higher than all institutions surveyed.</p>	<p><b>3b.</b> All business undergraduate alumni who participate in the most recent survey.</p>
<p style="text-align: center;"><b>Outcome(s)</b></p> <p><b>3a.</b> The Team Simulation class average percentile was at 64<sup>th</sup> percentile.</p> <p><b>3b.</b> The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.</p> <p><b>3c.</b> As discussed above, the very first survey of BBA alumni was conducted last year. Therefore, the results are not longitudinal. In addition, the associated Employer survey did not have enough participants to be relevant. However, Table 2 above shows that the respondents' were as satisfied with their learning and abilities compared to all other institutions. The only exception was knowledge of international business.</p>	<p style="text-align: center;"><b>Action(s) Taken</b></p> <p><b>3a.</b> During AY 2012-13 the prerequisite for BUS 453 was changed from BUS 330, FIN 315, and MGT 313 to BUS 330, FIN 315, and MKT 425 in order to better align prerequisites with the capstone simulation.</p> <p><b>3b.</b> The BBA Matrix of Course Content will be updated every year.</p> <p><b>3c.</b> No action was necessary.</p>	<p style="text-align: center;"><b>Timeline for Action(s)</b></p> <p><b>3a.</b> Not applicable.</p> <p><b>3b.</b> The BBA Matrix of Course Content will be updated by the end of spring semester 2014.</p> <p><b>3c.</b> Another undergraduate alumni survey will be conducted in two or three years which will begin our longitudinal data.</p>

<p><b>Learning Outcome 4:</b> All BBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.</p>		<p>Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____</p>
<p style="text-align: center;"><b>Measures</b></p> <p><b>4a.</b> Distribution of team scores on the "Capstone Team Presentation Evaluation" rubric for <i>Section B</i> (see Appendix B for the Presentation Rubric).</p> <p><b>4b.</b> Distribution of team scores on the "Capstone Team Written Report Evaluation" rubric (see Appendix C for the Report Rubric).</p>	<p style="text-align: center;"><b>Performance Criteria</b></p> <p><b>4a.</b> At least 70% of team scores in <i>Section B</i> of the "Capstone Team Presentation Evaluation" rubric are between a 3 and a 5 on a 1 to 5 scale with 5 being the highest score.</p> <p><b>4b.</b> At least 70% of team scores in the "Capstone Team Written Report Evaluation" rubric are between a 3 and a</p>	<p style="text-align: center;"><b>Timeline / Population</b></p> <p><b>4a.</b> All business students participate in Capstone Team Presentation as part of the BUS 453 capstone course (fall and spring only).</p> <p><b>4b.</b> All business students write a simulation report as part of the BUS 453</p>

<p><b>4c.</b> All COB courses support the <u>skill</u> content listed in the BBA Matrix of Course Content.</p> <p><b>4d.</b> COB courses that require an in-class presentation (group or individual) can select to utilize a standardized presentation rubric (see Appendix D for the Presentation Rubric).</p>	<p>5 on a 1 to 5 scale with 5 being the highest score.</p> <p><b>4c.</b> The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the <u>skill</u> content listed in the BBA Matrix of Course Content.</p> <p><b>4d.</b> At least 70% of class scores in the presentation rubric are between a 3 and a 5 on a 1 to 5 scale with 5 being the highest score.</p>	<p>capstone course (fall and spring only).</p> <p><b>4c.</b> Evidence provided by COB instructors at the end of academic year.</p> <p><b>4d.</b> Any COB course during the academic year.</p>
<p style="text-align: center;"><b>Outcome(s)</b></p> <p><b>4a.</b> The total distribution of team scores at or above 4 on the capstone presentation evaluation form was at 73% which exceeds the performance criteria of at least 70% at or above a 3.</p> <p><b>4b.</b> <b>Data were collected only for the fall semester.</b> Exactly 69% of the team scores for the capstone written report evaluation form were at or above a 4 which exceeds the performance criteria (see Appendix C for the Report Rubric).</p> <p><b>4c.</b> The Assessment Coordinator confirmed through meetings with each discipline team that the skill content listed in the Matrix was being covered in the respective course.</p> <p><b>4d.</b> <b>At least 8 courses in the BBA program required an in-class presentation last year. However, none of the COB faculty utilized the standardized presentation rubric. The eight courses were: ACCT 202, 342, 400; BUS 151, 453; FIN 317, 431; and MGT 313.</b></p>	<p style="text-align: center;"><b>Action(s) Taken</b></p> <p><b>4a.</b> During AY 2012-13 the prerequisite for BUS 453 was changed from BUS 330, FIN 315, and MGT 313 to BUS 330, FIN 315, and MKT 425 in order to better align prerequisites with the capstone simulation.</p> <p><b>4b.</b> During AY 2012-13 the prerequisite for BUS 453 was changed from BUS 330, FIN 315, and MGT 313 to BUS 330, FIN 315, and MKT 425 in order to better align prerequisites with the capstone simulation.</p> <p><b>4c.</b> The BBA Matrix of Course Content will be updated every year.</p> <p><b>4d.</b> <b>No action has been taken at this point as the faculty members have not considered how to resolve this problem.</b></p>	<p style="text-align: center;"><b>Timeline for Action(s)</b></p> <p><b>4a.</b> The new prerequisites were put in place In fall 2013 with the publication of the 2013-15 Undergraduate Catalog.</p> <p><b>4b.</b> The new prerequisites were put in place In fall 2013 with the publication of the 2013-15 Undergraduate Catalog.</p> <p><b>4c.</b> The BBA Matrix of Course Content will be updated by the end of spring semester 2014.</p> <p><b>4d.</b> <b>This issue needs to be addressed this year.</b></p>

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

Gen Ed. Competency?  No  Yes  
Competency Number \_\_\_\_

Measures	Performance Criteria	Timeline / Population
<p><b>5a.</b> “Mean percent correct” only on the <i>International</i> sub-field indicator on the Major Field Test for business students (nationally normalized scores).</p> <p><b>5b.</b> Participation at symposiums, or guest speaker events, on topics in current business events, world cultures, or global economics.</p> <p><b>5c.</b> A portion of COB courses require and utilize news periodicals as part of their course reading materials.</p>	<p><b>5a.</b> The <i>International</i> “mean percent correct” score for each academic year is to show consistency and stability over time.</p> <p><b>5b.</b> At least 10% of business majors participate at any one event during the academic year.</p> <p><b>5c.</b> At least 10% of COB courses require and utilize news periodicals during the academic year.</p>	<p><b>5a.</b> All BBA students take the MFT as part of the BUS 453 capstone course (fall and spring only).</p> <p><b>5b.</b> All BBA students are invited to attend symposiums or guest speaker events during the academic year.</p> <p><b>5c.</b> Evidence provided by COB instructors at the end of academic year.</p>
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p><b>5a.</b> As presented in Appendix H, the “mean percent correct” on the <i>International</i> sub-field indicator for the academic year still does demonstrate consistency and stability over time.</p> <p><b>5b.</b> Records that were provided show that students participated in the following events: 23 in an Accounting club guest speaker event; 98 for Marketing club guest speaker; 3 in Marketing club field trip to Dallas, Texas; and many of our students attended the ENMU Student Research Conference. That makes 124 confirmed students participating out of approximately 354 majors for a 35% participation rate.</p> <p><b>5c.</b> As far as could be discovered, none of the COB courses required or utilized news periodicals last year.</p>	<p><b>5a.</b> No action was necessary.</p> <p><b>5b.</b> The faculty members and the Dean’s Office needs to consider how best to improve record keeping for this outcomes.</p> <p><b>5c.</b> No action has been taken at this point as the faculty members have not considered how to resolve this problem.</p>	<p><b>5a.</b> Not applicable.</p> <p><b>5b.</b> This issue needs to be addressed this year.</p> <p><b>5c.</b> This issue needs to be addressed this year.</p>

<b>Learning Outcome 6:</b> All BBA students demonstrate a certain level of confidence, pride, and aspiration with their choice of a business career.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____
<b>Measures</b>	<b>Performance Criteria</b>	<b>Timeline / Population</b>
<p><b>6a.</b> Participation in a business related event either: (a) on campus such as with the Career Center; (b) in a professional setting such as an internship; or (c) with a COB alumni.</p> <p><b>6b.</b> Focused questions on the undergraduate <i>Alumni and Employer Surveys</i> to be developed.</p>	<p><b>6a.</b> At least 10% of business majors participate at any one event during the academic year.</p> <p><b>6b.</b> Relevant items will be statistically equal or statistically higher than all institutions surveyed.</p>	<p><b>6a.</b> All BBA students are encouraged to participate in events during the academic year.</p> <p><b>6b.</b> All business undergraduate alumni who participate in the most recent survey.</p>
<b>Outcome(s)</b>	<b>Action(s) Taken</b>	<b>Timeline for Action(s)</b>
<p><b>6a.</b> The number of students who did an internship last year was 7 out of approximately 354 majors for a 2% participation rate for internships. There was no data on students participating in a Career Center event or events with COB alumnus.</p> <p><b>6b.</b> As discussed above, the very first survey of BBA alumni was conducted last year. Therefore, the results are not longitudinal. In addition, the associated Employer survey did not have enough participants to be relevant. However, Table 2 above shows that the respondents' (compared to all other institutions) would be inclined to recommend program to a close friend, and believe the program fulfilled their expectations.</p>	<p><b>6a.</b> The faculty members and the Dean's Office needs to consider how best to improve record keeping for this outcomes, or consider changing the goal or measure.</p> <p><b>6b.</b> No action was necessary.</p>	<p><b>6a.</b> This issue needs to be addressed this year.</p> <p><b>6b.</b> Another undergraduate alumni survey will be conducted in two or three years which will begin our longitudinal data.</p>

<b>Learning Outcome 7:</b> All BBA students demonstrate a willingness to adhere to ethical norms and values appropriate for a business professional.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____
<b>Measures</b>	<b>Performance Criteria</b>	<b>Timeline / Population</b>
7. COB courses will include content that considers ethics and/or social responsibility.	7. 100% of COB foundational and core courses include at least one content item on the topics of ethics and/or social responsibility.	7. Evidence provided by COB instructors at the end of academic year.
<b>Outcome(s)</b>	<b>Action(s) Taken</b>	<b>Timeline for Action(s)</b>
7. The measurement of this outcome was not possible because the College's syllabi did not provide information regarding covering the topic ethics or social responsibility. However, the current BBA program does require students to take BUS 230 – Business Law and Ethics I which is specifically geared to covering both topics.	7. No action has been taken at this point as the faculty members have not considered how to resolve this problem.	7. This issue needs to be addressed this year.
<b>Learning Outcomes 8:</b> All BBA students demonstrate a level of professionalism and social etiquette appropriate for a successful business career.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____
<b>Measures</b>	<b>Performance Criteria</b>	<b>Timeline / Population</b>
8. Participation in either: (a) the COB etiquette dinner; or (b) other COB or ENMU workshops on resume writing skills, job search skills, and interviewing skills.	8. At least 10% of business majors participate at any one event during the academic year.	8. All BBA students are encouraged to participate in events during the academic year.
<b>Outcome(s)</b>	<b>Action(s) Taken</b>	<b>Timeline for Action(s)</b>
8. Students did attend the COB Etiquette Dinner but no record was kept as to the amount. In addition, no special workshops here held last year.	8. The faculty members and the Dean's Office needs to consider how best to improve record keeping for this outcomes, or consider changing the goal or measure.	8. This issue needs to be addressed this year.

## MASTER OF BUSINESS ADMINISTRATION PROGRAM ASSESSMENT

### MBA Program Goals

- We provide a general MBA degree.
- Our primary target is part-time distance students.
- Our competitive advantage is that we offer low rates for tuition and fees.
- Our courses enhance the managerial skills of students.
- We provide classes that enable quality student and faculty interaction (the current course cap is 30 students).
- We ensure quality control within each course.
- We maintain an accredited degree program.

### MBA Program Structure

The Master of Business Administration degree consists of ten required courses with the following credit hours and rotation. Students must receive at least a “B” grade in all ten of these courses.

- ACCT 551 Accounting for Managers (3) (F, S)
- BUS 501 Law, Ethics & Social Responsibility (3) (F, S)
- BUS 518 Managerial Research Analysis (3) (F, S, Su)
- BUS 553 Strategic Management (2) (F, S)
- ECON 525 Managerial Economics (3) (F, S)
- FIN 541 Managerial Finance (3) (F, S)
- IS 500 Information Systems for Managers (3) (Su)
- MGT 530 Production & Operations Management (3) (F, S)
- MGT 513 Organizational Behavior & Management Theory (3) (F, S)
- MKT 517 Marketing Management (3) (F, S)

The Master of Business Administration degree also consists of one required course as a program exit requirement. A COB graduate faculty committee of three members will conduct a blind assessment of a written integrative project. Students will receive either a Pass or Fail evaluation, and they will be allowed one chance to repeat the course if they fail.

- BUS 554 Comprehensive Integrative Project in Strategic Management (1) (F, S)

The Common Professional Component for entry into the MBA program consists of the following comparable courses:

- ACCT 201 Intro to Financial Accounting);
- ACCT 202 (Intro to Managerial Accounting);
- BUS 230 (Business Law & Ethics I);
- ECON 221 (Principles of Macroeconomics)
- ECON 222 (Principles of Microeconomics);
- FIN 201 (Principles of Finance);
- MGT 201 (Principles of Management);
- MKT 201 (Principles of Marketing);
- STAT 213 (Statistical Methods I).

### **MBA Program Learning Outcomes and Program Objectives**

Learning Outcome 1: All MBA students demonstrate a level of mastery of core business knowledge and skills. In order to accomplish Learning Outcome 1, the COB graduate faculty will:

- 1f. Monitor and measure student mastery of knowledge and skills in the classroom using appropriate teaching tools and techniques;
- 1g. Provide resources, when available and appropriate, for the students to self-monitor their mastery;
- 1h. Follow the matrix of course content in developing course learning objectives.

Learning Outcome 2: All MBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration. In order to accomplish Learning Outcome 2, the COB graduate faculty will:

- 2e. Follow the matrix of course content in developing course learning objectives;
- 2f. Utilize, when appropriate, case studies in courses that integrate across functional areas;
- 2g. Utilize a simulation experience in the BUS 553/554 capstone course.

Learning Outcome 3: All MBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data. In order to accomplish Learning Outcome 3, the COB graduate faculty will:

- 3c. Develop students' analytical skills through the use of deductive logic, inductive logic, and quantitative manipulation;
- 3d. Provide, as appropriate, opportunities for students to demonstrate their ability to collect, aggregate, and analyze data.

Learning Outcome 4: All MBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information. In order to accomplish Learning Outcome 4, the COB graduate faculty will:

- 4c. Utilize, when appropriate and practical, “writing across the curriculum” activities (e.g. case studies, research projects, homework, reflection papers, etc.);
- 4d. Provide opportunities, when appropriate and practical, for in-class oral presentations that utilize basic technological presentation tools.

Learning Outcome 5: All MBA students demonstrate a willingness to adhere to ethical norms and values appropriate for a business professional. In order to accomplish Learning Outcome 7, the COB graduate faculty will:

- 5a. Integrate the consideration of ethical issues into their course content;
- 5b. Provide, when appropriate, opportunities for students to identify ethical dilemmas, and then consider the implications of alternative courses of action.

## MBA Matrix of Course Content

Knowledge Content		Program Courses										Exit	per content
		ACCT 551	BUS 501	BUS 518	BUS 553	ECON 525	FIN 541	IS 500	MGT 530	MGT 513	MKT 517		
1	administrative principles		1							1			2
2	budgeting	1				1					1		2
3	business organizational forms/structures		1		1					1	1		4
4	business-level strategic management				1			1	1			1	4
5	capacity planning/forecasting				1				1		1	1	4
6	cash flow	1			1		1					1	3
7	company analysis				1		1	1			1	1	5
8	compensation					1							1
9	competitor analysis				1		1	1			1	1	5
10	consumer behavior			1		1					1		3
11	contracts		1										1
12	corporate-level strategic management				1							1	2
13	costs - analysis	1			1	1	1				1		4
14	costs - concepts	1			1	1	1				1		4
15	currency exchange				1	1	1				1		4
16	current events/news		1		1	1	1	1			1		6
17	decision making		1	1	1	1		1	1	1	1	1	9
18	dispute resolution		1										1
19	ethical reasoning		1	1	1		1	1		1	1		7
20	financial ratios	1			1		1					1	3
21	financial statement analysis	1			1		1					1	3
22	functional-level strategic management								1				1
23	global economics				1	1							2
24	governmental regulation/securities regulations		1										1
25	human resource law		1										1
26	human resource planning									1			1
27	industry analysis				1		1				1	1	4
28	information systems							1					1
29	international management		1		1			1			1		4
30	inventory management							1	1				2
31	leadership practices/theories		1		1					1			3
32	legal topics		1					1					2
33	marginal/incremental analysis	1			1	1	1						3
34	market demand forecasting			1					1		1	1	4
35	market segment productivity											1	1
36	market structures					1					1		2
38	marketing concept and mix			1		1					1		3
39	methods of data collection and analysis			1					1				2
40	organizational structure and culture		1						1	1			3
41	planning and evaluation			1			1	1	1			1	5
42	pricing	1			1	1	1				1	1	5
43	product life cycle								1		1		2
44	productivity					1		1	1		1		4
45	profit measurement/break even analysis	1			1	1					1	1	4
46	quality management							1	1				2
47	risk and return	1				1	1				1		3
48	risk management and liability		1			1	1	1					4
49	social responsibility		1		1		1			1	1		5
50	statistics - concepts			1			1		1				3
52	strategic management theories				1				1			1	3
53	supply and demand/elasticity					1			1		1	1	4
54	supply chain management							1	1				2
55	team/group dynamics and effectiveness		1		1					1			3
56	time value of money						1						1

57	UCC sales & commercial paper						1						1
58	valuation of assets	1				1	1						2
59	vision/mission/objectives				1			1			1	1	4
<b>Skill Content</b>													
60	teamwork				1			1				1	3
61	math skills	1			1	1	1		1			1	5
62	statistics - application			1			1		1				3
63	business software - data manipulation			1	1		1					1	4
64	business software - information presentation				1							1	2
65	business communication - writing	1	1	1	1	1	1	1	1	1	1	1	10
66	business communication - oral presentation	1			1							1	2
per course		14	17	11	32	21	24	19	19	10	26	24	

## MBA Program Learning Outcomes Results

<b>Learning Outcome 1:</b> All MBA students demonstrate a level of mastery of foundational and core business knowledge and skills.			Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____
Measures	Performance Criteria	Timeline / Population	
<p><b>1a.</b> Overall average percentile ranking for individual performance on the simulation.</p> <p><b>1b.</b> COB courses support the knowledge and skill content listed in the MBA Matrix of Course Content.</p> <p><b>1c.</b> Focused questions on the <i>Alumni and Employer Surveys</i> to be developed.</p> <p><b>1d.</b> Rate of passing for the MBA Integrative Comprehensive Project (see Appendix E to view the Project Outline, and see Appendix F to view the Scoring Criteria).</p>	<p><b>1a.</b> The overall average percentile ranking for the class is above the 50<sup>th</sup> percentile.</p> <p><b>1b.</b> The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the MBA Matrix of Course Content.</p> <p><b>1c.</b> Specific question items will be developed during AY 2012-13.</p> <p><b>1d.</b> There is at least an 80% passing rate for the MBA Integrative Comprehensive Project.</p>	<p><b>1a.</b> All graduate business students participate in the simulation as part of the BUS 553/554 capstone course.</p> <p><b>1b.</b> Evidence provided by COB instructors at the end of academic year.</p> <p><b>1c.</b> Specific question items will be developed during AY 2012-13.</p> <p><b>1d.</b> All graduate business students participate in the MBA Integrative Comprehensive Project as part of the BUS 553/554 capstone course.</p>	
Outcome(s)	Action(s) Taken	Timeline for Action(s)	
<p><b>1a.</b> The year's overall average percentile ranking for individual performance was at the 55 percentile.</p> <p><b>1b.</b> The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.</p> <p><b>1c.</b> As discussed above, the very first survey of MBA alumni was conducted in AY 2009-10. Therefore, the results are not longitudinal. However, Table 3 above shows that the respondents were as satisfied with their learning and abilities compared to all other institutions. Unfortunately, this older version of survey results from</p>	<p><b>1a.</b> During this year the prerequisite for BUS 553/554 were changed to require FIN 541 in order to better align prerequisites with the capstone simulation.</p> <p><b>1b.</b> The MBA Matrix of Course Content will be updated every year.</p> <p><b>1c.</b> No action was necessary.</p> <p><b>1d.</b> No action was necessary.</p>	<p><b>1a.</b> The new prerequisites will be put in place In fall 2014 with the publication of the 2014-16 Graduate Catalog.</p> <p><b>1b.</b> The MBA Matrix of Course Content will be updated by the end of spring semester 2014.</p> <p><b>1c.</b> Another graduate alumni survey will be conducted this year which will begin our longitudinal data.</p> <p><b>1d.</b> Not applicable.</p>	

<p>EBI did not include information on statistical differences between means.</p> <p><b>1d.</b> In fall 2012 the passing rate was 92% and in spring 2013 the passing rate was 100% which makes a combined average of 96% (see Appendix E to view the Project Outline, and see Appendix F to view the Scoring Criteria).</p>		
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<p><b>Learning Outcome 2:</b> All MBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.</p>		<p>Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____</p>
Measures	Performance Criteria	Timeline / Population
<p><b>2a.</b> Overall average percentile ranking for individual performance on the simulation.</p> <p><b>2b.</b> COB courses support the knowledge and skill content listed in the MBA Matrix of Course Content.</p> <p><b>2c.</b> Focused questions on the <i>Alumni and Employer Surveys</i> to be developed.</p> <p><b>2d.</b> Rate of passing for the MBA Integrative Comprehensive Project (see Appendix E to view the Project Outline, and see Appendix F to view the Scoring Criteria).</p>	<p><b>2a.</b> The overall average percentile ranking for the class is above the 50<sup>th</sup> percentile.</p> <p><b>2b.</b> The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the MBA Matrix of Course Content.</p> <p><b>2c.</b> Specific question items will be developed during AY 2012-13.</p> <p><b>2d.</b> There is at least an 80% passing rate for the MBA Integrative Comprehensive Project.</p>	<p><b>2a.</b> All graduate business students participate in the simulation as part of the BUS 553/554 capstone course.</p> <p><b>2b.</b> Evidence provided by COB instructors at the end of academic year.</p> <p><b>2c.</b> Specific question items will be developed during AY 2012-13.</p> <p><b>2d.</b> All graduate business students participate in the MBA Integrative Comprehensive Project as part of the BUS 553/554 capstone course.</p>

<b>Outcome(s)</b>	<b>Action(s) Taken</b>	<b>Timeline for Action(s)</b>
<p><b>2a.</b> The year's overall average percentile ranking for individual performance was at the 55 percentile.</p> <p><b>2b.</b> The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.</p> <p><b>2c.</b> As discussed above, the very first survey of MBA alumni was conducted in AY 2009-10. Therefore, the results are not longitudinal. However, Table 3 above shows that the respondents were as satisfied with their learning and abilities compared to all other institutions. Unfortunately, this older version of survey results from EBI did not include information on statistical differences between means.</p> <p><b>2d.</b> In fall 2012 the passing rate was 92% and in spring 2013 the passing rate was 100% which makes a combined average of 96% (see Appendix E to view the Project Outline, and see Appendix F to view the Scoring Criteria).</p>	<p><b>2a.</b> During this year the prerequisite for BUS 553/554 were changed to require FIN 541 in order to better align prerequisites with the capstone simulation.</p> <p><b>2b.</b> The MBA Matrix of Course Content will be updated every year.</p> <p><b>2c.</b> No action was necessary.</p> <p><b>2d.</b> No action was necessary.</p>	<p><b>2a.</b> The new prerequisites will be put in place In fall 2014 with the publication of the 2014-16 Graduate Catalog.</p> <p><b>2b.</b> The MBA Matrix of Course Content will be updated by the end of spring semester 2014.</p> <p><b>2c.</b> Another graduate alumni survey will be conducted this year which will begin our longitudinal data.</p> <p><b>2d.</b> Not applicable.</p>

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

Gen Ed. Competency?  No  Yes  
Competency Number \_\_\_\_\_

Measures	Performance Criteria	Timeline / Population
<p><b>3a.</b> Overall average percentile ranking for individual performance on the simulation.</p> <p><b>3b.</b> COB courses support the knowledge and skill content listed in the MBA Matrix of Course Content.</p> <p><b>3c.</b> Focused questions on the <i>Alumni and Employer Surveys</i> to be developed.</p> <p><b>3d.</b> Rate of passing for the MBA Integrative Comprehensive Project (see Appendix E to view the Project Outline, and see Appendix F to view the Scoring Criteria).</p>	<p><b>3a.</b> The overall average percentile ranking for the class is above the 50<sup>th</sup> percentile.</p> <p><b>3b.</b> The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the MBA Matrix of Course Content.</p> <p><b>3c.</b> Specific question items will be developed during AY 2012-13.</p> <p><b>3d.</b> There is at least an 80% passing rate for the MBA Integrative Comprehensive Project.</p>	<p><b>3a.</b> All graduate business students participate in the simulation as part of the BUS 553/554 capstone course.</p> <p><b>3b.</b> Evidence provided by COB instructors at the end of academic year.</p> <p><b>3b.</b> Specific question items will be developed during AY 2012-13.</p> <p><b>3d.</b> All graduate business students participate in the MBA Integrative Comprehensive Project as part of the BUS 553/554 capstone course.</p>
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p><b>3a.</b> The year's overall average percentile ranking for individual performance was at the 55 percentile.</p> <p><b>3b.</b> The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.</p> <p><b>3c.</b> As discussed above, the very first survey of MBA alumni was conducted in AY 2009-10. Therefore, the results are not longitudinal. However, Table 3 above shows that the respondents were as satisfied with their learning and abilities compared to all other institutions. Unfortunately, this older version of survey results from EBI did not include information on statistical differences between means.</p>	<p><b>3a.</b> During this year the prerequisite for BUS 553/554 were changed to require FIN 541 in order to better align prerequisites with the capstone simulation.</p> <p><b>3b.</b> The MBA Matrix of Course Content will be updated every year.</p> <p><b>3c.</b> No action was necessary.</p> <p><b>3d.</b> No action was necessary.</p>	<p><b>3a.</b> The new prerequisites will be put in place in fall 2014 with the publication of the 2014-16 Graduate Catalog.</p> <p><b>3b.</b> The MBA Matrix of Course Content will be updated by the end of spring semester 2014.</p> <p><b>3c.</b> Another graduate alumni survey will be conducted this year which will begin our longitudinal data.</p> <p><b>3d.</b> Not applicable.</p>

<p><b>3d.</b> In fall 2012 the passing rate was 92% and in spring 2013 the passing rate was 100% which makes a combined average of 96% (see Appendix E to view the Project Outline, and see Appendix F to view the Scoring Criteria).</p>		
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<p><b>Learning Outcome 4:</b> All MBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.</p>		<p>Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____</p>
<p style="text-align: center;"><b>Measures</b></p> <p><b>4.</b> All COB courses support the <u>skill</u> content listed in the MBA Matrix of Course Content.</p>	<p style="text-align: center;"><b>Performance Criteria</b></p> <p><b>4.</b> The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the <u>skill</u> content listed in the MBA Matrix of Course Content.</p>	<p style="text-align: center;"><b>Timeline / Population</b></p> <p><b>4.</b> Evidence provided by COB instructors at the end of academic year.</p>
<p style="text-align: center;"><b>Outcome(s)</b></p> <p><b>4.</b> The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.</p>	<p style="text-align: center;"><b>Action(s) Taken</b></p> <p><b>4.</b> The MBA Matrix of Course Content will be updated every year.</p>	<p style="text-align: center;"><b>Timeline for Action(s)</b></p> <p><b>4.</b> The MBA Matrix of Course Content will be updated by the end of spring semester 2014.</p>

<b>Learning Outcome 5:</b> All MBA students demonstrate a willingness to adhere to ethical norms and values appropriate for a business professional.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number ____
<b>Measures</b>	<b>Performance Criteria</b>	<b>Timeline / Population</b>
<b>5.</b> COB courses will include content that considers ethics and/or social responsibility.	<b>5.</b> 100% of COB foundational and core courses include at least one content item on the topics of ethics and/or social responsibility.	<b>5.</b> Evidence provided by COB instructors at the end of academic year.
<b>Outcome(s)</b>	<b>Action(s) Taken</b>	<b>Timeline for Action(s)</b>
<b>5.</b> The complete measurement of this outcome was not possible because the College's syllabi did not provide information regarding covering the topic ethics or social responsibility. However, the current MBA program does require students to take BUS 501 – Law, Ethics and Social Responsibility which is specifically geared to covering both topics.	<b>5.</b> No action has been taken at this point as the faculty members have not considered how to resolve this problem.	<b>5.</b> This issue needs to be addressed this year.

**APPENICES**

**APPENDIX A: COLLEGE OF BUSINESS COURSE LEVEL ASSESSMENT REPORT**

Course	Semesters	Instructor
Course Catalog Description		
Instructor's Required Reading		
List of Topic Areas Covered		

<u>State Learning Competencies</u> (If Applicable)	<u>Learning Outcomes or Competencies</u> (Learning Outcomes Being Measured)	<u>Learning Assessment Tools</u> (Exams, Assignments, etc.)	<u>Assessment Results</u> (Summary)	<u>Closing the Loop</u> Recommendations/Goals/ Priorities

Attachments of Evidence, Rubrics, or Assignment Instructions (if applicable)

**APPENDIX B: BBA CAPSTONE TEAM PRESENTATION RUBRIC**

**PRESENTATION EVALUATION FORM**

Rating System

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

<b>A. Demonstration of Business Knowledge</b>						
<b>A.1.</b> 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
<b>A.2.</b> 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
<b>A.3.</b> 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
<b>A.4.</b> 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
<b>A.5.</b> 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
<b>A.6.</b> 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
<b>A.7.</b> 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>B. Demonstration of Business Skills</b>						
<b>B.1.</b> 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>B.2.</b> 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>B.3.</b> 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>B.4.</b> 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>B.5.</b> The team members demonstrate an exceptional level of persuasiveness during their question and answer time.	5	4	3	2	1	X

**APPENDIX C: BBA CAPSTONE TEAM WRITTEN REPORT RUBRIC**

**BUS 453: Team Written Report Rubric**

Weights	Areas	Points					Weighted Percent
		(0) Not Acceptable	(1) Satisfactory (75%)	(2) Good (85%)	(4) Very Good (95%)	(5) Excellent (100%)	
<b>Current Strategic Position</b>							
.10	Introduction: products, mission & vision statement, overview	0	.075	.080	.095	.10	
.15	Analysis of current industry and segment conditions (includes PEST, 5 Forces, etc.)	0	.112	.128	.143	.15	
.15	Analysis of current financial performance	0	.112	.128	.143	.15	
.15	Analysis of current competitive position (includes SWOT, etc.)	0	.112	.128	.143	.15	
<b>Future Strategic Policies</b>							
.15	Logic and feasibility of three year financial projections	0	.112	.128	.143	.15	
.15	Connection of SWOT and strategy to projections	0	.112	.128	.143	.15	
<b>Quality of Presentation</b>							
.05	Appendices	0	.038	.043	.048	.05	
.05	Structure	0	.038	.043	.048	.05	
.05	Grammar/Spelling	0	.038	.043	.048	.05	
						<b>Total Percent</b>	

**APPENDIX D: BBA STANDARDIZED PRESENTATION RUBRIC**

**Presentation Evaluation Form**

**Rating System**

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

<b>Demonstration of Business Skills</b>						
1. The presentation stayed within the time frame, contained the required content, and was prepared and flowing.	5	4	3	2	1	X
2. Presenter(s) demonstrated an exceptional level of professionalism in the textual and visual style of electronic slides.	5	4	3	2	1	X
3. Presenter(s) demonstrated an exceptional level of professionalism in the quality of numerical graphs and figures in electronic slides.	5	4	3	2	1	X
4. Presenter(s) demonstrated an exceptional level of professionalism in the delivery of presentation (i.e. verbal skills and non-verbal skills).	5	4	3	2	1	X
4. Presenter(s) demonstrated an exceptional level of persuasiveness in the delivery of presentation (i.e. they made their argument well).	5	4	3	2	1	X
5. Presenter(s) demonstrated an exceptional level of persuasiveness during question and answer time.	5	4	3	2	1	X

<b>Comments:</b>

## APPENDIX E: MBA COMPREHENSIVE INTEGRATIVE PROJECT PAPER OUTLINE

### STRATEGIC ANALYSIS OUTLINE

<b>A. Introduction</b>
<b>A.1.</b> An overview of your report’s content.
<b>A.2.</b> Introduction of the overall industry, and to your company (including your company’s mission statement, and a brief history), and to your company’s product lines.
<b>B. Strategic Analysis</b>
<b>B.1.</b> Discussion and analysis of your company’s <b>current</b> strategic position as it relates to the current industry competition and market segments (i.e. external analysis).
<b>B.2.</b> Discussion and analysis of your company’s <b>current</b> financial performance (i.e. Balance Sheet, Income Statement, and Statement of Cash Flow), and how these relate to your company’s current strategic position.
<b>B.3.</b> Discussion and analysis of your company’s competitive advantage (e.g. internal resources).
<b>B.4.</b> Presentation and discussion of your SWOT analysis on your company.
<b>C. Strategy Formulation</b>
<b>C.1.</b> Discussion of possible future strategic policies generated by your SWOT analysis.
<b>C.2.</b> Selection and presentation of your company’s future (two to three years) strategic policies.
<b>C.3.</b> Presentation and discussion of your company’s future performance targets (financial and non-financial targets) as they relate to each of your future strategic policies (and relate to your <b>pro-forma</b> documents).
<b>C.4.</b> Presentation and discussion of your company’s future investment requirements (in relationship to your <b>pro-forma</b> documents) to support your company’s future strategic policies.
<b>D. Appendices</b>
<b>D.1.</b> Presentation of your company’s past three years of financial documents in normal format (for your Income Statement, Balance Sheet, and Statement of Cash Flow) along with common size format (for your Income Statement, and Balance Sheet).
<b>D.2.</b> Presentation of your company’s future three years of <b>pro-forma</b> financial documents (i.e. Income Statement, Balance Sheet, and Statement of Cash Flow).

**APPENDIX F: MBA COMPREHENSIVE INTEGRATIVE PROJECT PAPER RUBRIC**

**SCORING CRITERIA**

Semester: \_\_\_\_\_

Paper Number: \_\_\_\_\_

Pass or Fail: \_\_\_\_\_

		Points	1	2	3	4	5	Weighted Points
Weights	Content		No evidence	Demonstrated minimal evidence of understanding strategic analysis and the process of developing a strategic plan.	Demonstrated understanding of strategic analysis and the process of developing a strategic plan, but omitted some steps.	Demonstrated an understanding of a strategic analysis and the process of developing a strategic plan, and completed all steps.	Demonstrated a high level understanding of strategic analysis and the process of developing a strategic plan, and completed all steps.	
10	<b>Introduction:</b> Overview of content; company's mission, history, and product lines.							
20	<b>Strategic Analysis:</b> Company's current strategic position (industry competition and market segments); current financial performance relating to current strategic position; company's competitive advantage; SWOT analysis.							
35	<b>Strategy Formulation:</b> Connection between SWOT & future strategic policies; future strategic policies and future performance targets; future financial requirements to fund future strategic policies.							
20	<b>Appendices:</b> Normal format of Income Statement, Balance Sheet, and Statement of Cash Flow; Common size format of Income Statement, and Balance Sheet; three year <i>pro-forma</i> of Income Statement, Balance Sheet, and Statement of Cash Flow.							
15	<b>Professional Presentation:</b> Good grammar, developed paragraphs, logical and flowing style; use of headings, pagination, citation of sources, and referencing of sources; minimal typographical errors.							
[With 500 points available, a minimum of 375 points is required to pass.]							<b>Total</b>	

**APPENDIX G: MBA COMPREHENSIVE INTEGRATIVE PROJECT PRESENTATION RUBRIC**

**PRESENTATION EVALUATION FORM**

Rating System

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

<b>A. Demonstration of Strategic Analysis and Planning</b>						
<b>A.1.</b> The team members provide an excellent introduction of their company's <i>mission and product lines</i> .	5	4	3	2	1	X
<b>A.2.</b> The team members provide an excellent analysis of their company's <i>current strategic position</i> (industry competition and market segments).	5	4	3	2	1	X
<b>A.3.</b> The team members provide an excellent analysis of their company's <i>current financial performance</i> relating to their current strategic position.	5	4	3	2	1	X
<b>A.4.</b> The team members provide an excellent analysis of their company's <i>competitive advantage</i> .	5	4	3	2	1	X
<b>A.5.</b> The team members provide an excellent formulation of their company's <i>future strategic policies</i> .	5	4	3	2	1	X
<b>A.6.</b> The team members provide an excellent formulation of their company's <i>future performance targets</i> to monitor their new strategic policies.	5	4	3	2	1	X
<b>A.7.</b> The team members provide an excellent formulation of their company's <i>future financial requirements</i> to implement their new strategic policies.	5	4	3	2	1	X
<b>A.8.</b> 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>B. Demonstration of Presentation Skills</b>						
<b>B.1.</b> 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>B.2.</b> 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>B.3.</b> 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>B.4.</b> 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>B.5.</b> The team members demonstrate an exceptional level of persuasiveness during their question and answer time.	5	4	3	2	1	X

## APPENDIX H: BBA MAJOR FIELD TEST RESULTS – 2003 to 2013

Comparative Table Showing Year-Over-Year Performance				
Testing Period	Data Source <sup>2</sup>	Number of Participants (N)	Mean of ENMU Student Scores <sup>3</sup>	Comparative Percentile Ranking
Summer 2002 <sup>4</sup>	NA	20	154	55
Spring 2003	Feb. 2003 - June 2006	37	158	80
Spring 2004	Feb. 2003 - June 2006	23	156	70
Spring 2005	Feb. 2003 - June 2006	24	154	60
Spring 2006	Feb. 2003 - June 2006	33	155	65
Spring 2007	Aug. 2006 - June 2009	31	152	45
Fall 2007	Aug. 2006 - June 2009	29	149	30
Spring 2008	Aug. 2006 - June 2009	30	160	85
Fall 2008	Aug. 2006 - June 2009	28	151	40
Spring 2009	Aug. 2006 - June 2009	40	155	65
Summer & Fall 2009	Aug. 2006 - June 2009	29	153	50
Spring & Summer 2010	Sept. 2010 - June 2011	42	150	43
Fall 2010	Sept. 2010 - June 2011	14	148	34
Spring 2011	Sept. 2010 - June 2011	32	154	65
Fall 2011 & Spring 2012	Sept. 2010 - June 2013	41	157	82
Fall 2012 & Spring 2013	Sept. 2010 - June 2013	50	152	54

Comparative Table Showing Year-Over-Year Performance by Sub-Group																				
Testing Period	Data Source <sup>2</sup>	Number of Participants (N)	Accounting		Economics		Management		Quantitative		Finance		Marketing		Legal/Social		Information Systems <sup>5</sup>		International	
			Mean of ENMU Student Scores	Comparative Percentile Ranking <sup>6</sup>	Mean of ENMU Student Scores	Comparative Percentile Ranking <sup>6</sup>	Mean of ENMU Student Scores	Comparative Percentile Ranking <sup>6</sup>	Mean of ENMU Student Scores	Comparative Percentile Ranking <sup>6</sup>	Mean of ENMU Student Scores	Comparative Percentile Ranking <sup>6</sup>	Mean of ENMU Student Scores	Comparative Percentile Ranking <sup>6</sup>	Mean of ENMU Student Scores	Comparative Percentile Ranking <sup>6</sup>	Mean of ENMU Student Scores	Comparative Percentile Ranking <sup>6</sup>	Mean of ENMU Student Scores	Comparative Percentile Ranking <sup>6</sup>
Summer 2002 <sup>4</sup>	NA	20	53	90	43	35	59	55	61	70	36	45	43	20	53	65	NA	NA	39	15
Spring 2003	Feb. 2003 - June 2006	37	54	90	49	80	62	70	59	60	41	75	49	60	57	85	NA	NA	51	80
Spring 2004	Feb. 2003 - June 2006	23	55	90	53	90	60	60	59	60	43	85	40	10	50	45	NA	NA	49	75
Spring 2005	Feb. 2003 - June 2006	24	53	90	45	60	54	25	57	45	36	45	47	45	53	65	NA	NA	39	15
Spring 2006	Feb. 2003 - June 2006	33	52	85	45	60	57	40	59	60	36	45	47	45	54	70	NA	NA	37	10
Spring 2007	Aug. 2006 - June 2009	31	52	55	45	25	51	25	49	65	61	70	52	40	45	35	59	50	51	30
Fall 2007	Aug. 2006 - June 2009	29	50	45	40	10	50	20	51	75	52	30	46	15	44	30	58	40	47	15
Spring 2008	Aug. 2006 - June 2009	30	63	95	56	85	61	75	49	65	68	90	57	70	54	85	59	50	63	80
Fall 2008	Aug. 2006 - June 2009	28	53	65	49	55	47	10	50	70	57	55	52	40	40	10	56	25	52	35
Spring 2009	Aug. 2006 - June 2009	40	57	80	53	75	52	30	52	80	63	80	53	50	43	25	56	25	60	70
Summer & Fall 2009	Aug. 2006 - June 2009	29	53	65	53	75	51	25	53	85	61	70	54	55	39	10	55	20	60	70
Spring & Summer 2010 <sup>7</sup>	Sept. 2010 - June 2011	42	52	83	51	85	47	7	48	55	53	87	47	14	41	2	53	73	54	52
Fall 2010 <sup>7</sup>	Sept. 2010 - June 2011	14	42	36	41	25	54	25	41	40	42	43	51	26	54	30	51	61	51	35
Spring 2011 <sup>7</sup>	Sept. 2010 - June 2011	32	50	73	43	36	61	64	47	85	45	60	56	50	60	71	53	73	52	42
Fall 2011 & Spring 2012	Sept. 2010 - June 2013	41	53	88	47	66	63	79	46	89	52	90	56	49	59	66	53	72	57	69
Fall 2012 & Spring 2013	Sept. 2010 - June 2013	50	46	54	43	36	58	46	45	83	46	66	54	38	55	36	48	43	54	52

1. ETS changes the Major Field Test (MFT) every three years; thus year-over-year comparison data is represented in three year increments.

2. Source Data: represented over three year segments as the exam administered by ETS changes every three years. ETS provides the resulting data in three year increments, so the data will mirror how the resulting data is presented to ENMU.

3. Mean of ENMU Student Scores: the scale ranges from a low of 120 points to a high of 200 points.

4. Summer 2002 data is not represented in the graphs due to the fact that the exam changed in 2003. Showing one testing period of data on a graph was not seen as beneficial; however, this data is represented in the summary tables and can be found within the business sub-fields in the subsequent worksheets.

5. The business sub-field, Information Systems, was not included in the Major Field Test until Spring, 2007. No data exists prior to this date.

6. For the Comparative Percentile Ranking, the Institutional Data Report provided to ENMU by ETS for that corresponding testing period. The scale for the percentile ranking begins at 0 and ends at the 100th percentile.

7. Data results for the three year testing period between the years 2010 - 2013 will fluctuate as more tests are administered during this testing period. The Comparative Percentile Ranking will not be final until after this three year testing cycle is completed, at the end of 2013.

**APPENDIX I: PILOT COURSE ASSESSMENT REPORTS FROM 2012-2013**

<b>Course</b>	ACCT201_001 & WW	<b>Semesters</b>	Spring 2013	<b>Instructor</b>	Konni Wallace
<b>Course Catalog Description</b>	Introduction to Financial Accounting (NMCCNS ACCT2113) - Fundamental accounting principles and concepts, procedures in data accumulation, presentation, and preparation of financial statements, types of business entities and financing business entities.				
<b>Instructor's Required Reading</b>	<b>Financial Accounting: Tools for Business Decision Making</b> , 6 <sup>th</sup> edition by Kimmel, Weygandt and Kieso.				
<b>List of Topic Areas Covered</b>	Accounting principles and concepts (GAAP), preparation of financial statements, the accounting cycle including posting and trial balance, the accrual accounting concept, journalizing and account components, inventory and depreciation cost allocation methods, internal control, and bank reconciliations.				

<u>State Learning Competencies</u> (If Applicable)	<u>Learning Outcomes or Competencies</u> (Learning Outcomes Being Measured)	<u>Learning Assessment Tools</u> (Exams, Assignments, etc.)	<u>Assessment Results</u> (Summary)	<u>Closing the Loop</u> Recommendations/Goals/ Priorities
To show substantial progression towards mastering the objectives of the course, as defined by the course goals and objectives.	Demonstrate an understanding and application of: accounting principles, the accounting cycle and components, journal preparation and posting, financial statement structure and preparation, accrual accounting, internal controls, bank reconciliations, and cost allocation methodologies.  <b>Expected results to include an ending average score of 75% or more.</b>	Pre-/PostTests made of test bank questions (34), related to course objectives, given to students electronically.  The tests were timed and a nominal amount of bonus points were provided for participating.	<ul style="list-style-type: none"> <li>Beginning average score 43%</li> <li>Ending average score 74%</li> <li>Average improvement for the semester 28%</li> </ul> <p>Students were 1% short of meeting the average expected ending result of 75% proficiency.</p>	<p>There were several problems with data analysis.</p> <ol style="list-style-type: none"> <li>Participation was an issue.</li> <li>The test was not mapped directly to individual outcomes.</li> <li>There is no historical data for comparison purposes.</li> </ol> <p>To more accurately map and correlate the questions to specific learning outcomes in order to have better data to analyze and review.</p>

Course	ACCT202	Semesters	Spring	Instructor	Debra Stone
<b>Course Catalog Description</b>	An introductory course concerned with the use of financial and related information by managers and other persons inside specific organizations to make strategic, organizational and operational decisions.				
<b>Instructor's Required Reading</b>	Mowen, M., Hansen, D., & Heitger, D. (2012). <i>Cornerstones of managerial accounting</i> . Mason: Cengage Learning- ISBN- <a href="#">9780495963202</a> The textbook comes with access to the online homework feature of the book and a writing tool. Please make sure if you order the text from anywhere else but the bookstore, you have access to both. Please consult the bookstore website for information on the book. You will not be able to complete the course without both the online homework feature and the writing tool feature. No exceptions. Practice Set- Wiley- Campus Bicycle Shop- Weygandt- ISBN- 9780470887899				
<b>List of Topic Areas Covered</b>	<p><b>Chapter One</b> <b>Introduction to Managerial accounting-</b> understand the meaning of managerial accounting, compare and contrast financial and managerial accounting, understand the current focus in managerial accounting, know the role of the managerial accountant, and understand various certifications for managerial accounting.</p> <p><b>Chapter Two</b> <b>Basic Managerial Accounting Concepts-</b> Understand the meaning and uses of cost, know about product and service costs and understand how to prepare relevant managerial accounting income statements.</p> <p><b>Chapter Three</b> <b>Cost Behavior-</b> Understand the basics of cost behavior, understand mixed and step costing, and know how to separate mixed costs into fixed and variable costs.</p> <p><b>Chapter Four</b> <b>Cost Volume-Profit Analysis: A Managerial Planning Tool-</b> Understand break-even point in units and sales dollars, calculate target income, demonstrate graphs of cost-volume profit and various relationships, analyze cost data for multiple products, and understand the risks using cost-volume profit and various alternatives.</p> <p><b>Chapter Five</b> <b>Job Order Costing-</b> Understand the characteristics of the job-order environment, understand normal costing and overhead applications, know how to keep track of job costs with source documents and show knowledge of the flow of costs through the accounts.</p> <p><b>Chapter Six</b> <b>Process Costing-</b> Understand the characteristics of process manufacturing, show the understanding of the impact of work-in-process inventories on process costing, understand weighted average costing and show knowledge of how multiple inputs and departments impacts costing.</p> <p><b>Chapter Seven</b> <b>Activity-Based Costing and Management-</b> Understand the limitations of functional based cost accounting, demonstrate an understanding of activity based costing, understand the uniqueness of activity-based customer costing and activity-based supplier costing and demonstrate an understanding of process-value analysis.</p> <p><b>Chapter Eight</b> <b>Absorption and Variable Costing and Inventory Management-</b> know how to monitor the performance of profit centers using variable and absorption income statements, demonstrate the use of segmented income statements using variable costing and understand decision making for inventory management.</p> <p><b>Chapter Nine</b> <b>Profit Planning-</b> understand the major components of budgeting, understand how to prepare the operating budget, understand how to prepare the financial budget, demonstrate an understanding of the use of budgets in performance evaluation.</p>				

	<p><b>Chapter Ten</b>  <b>Standard Costing: A Managerial Control Tool-</b> Understand unit standards, show knowledge of standard product costs, understand variance analysis and its uses and understand variance analysis for materials and direct labor.</p> <p><b>Chapter Eleven</b>  <b>Flexible Budgets and Overhead Analysis-</b> Understanding how to use budgets for performance evaluation, demonstrate understanding of a variable overhead analysis, demonstrate understanding of a fixed overhead analysis, show knowledge and understanding of activity based budgeting.</p> <p><b>Chapter Twelve</b>  <b>Performance Evaluation and Decentralization-</b> Show an understanding of decentralization and responsibility centers, measure the performance of investment centers by using return on investment, measure the performance of investment centers by using residual income and economic value and show an understanding of transfer pricing.</p>
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<u>State Learning Competencies</u> (If Applicable)	<u>Learning Outcomes or Competencies</u> (Learning Outcomes Being Measured)	<u>Learning Assessment Tools</u> (Exams, Assignments, etc.)	<u>Assessment Results</u> (Summary)	<u>Closing the Loop</u> Recommendations/Goals/ Priorities
State of New Mexico Just in process at beginning of 2013 semester now completed.	Analyzed the basic components of the class and came up with both a pre and posttest to address improvement.	Pre and Posttest, Exams, Homework, Projects	Both a Pre and posttest were given. At the time the learning outcomes were not delineated with the specific standards – now are complete	Spend more time emphasizing activity based costing in the current semester.
			Attached is a schedule of scores by student	Provide group activities allowing students to use accounting information to make decisions in the live classroom.
			Next time individual questions will be tracked online	
			The overall jump in percentage score for each student is approximately 18%	
			After reviewing individual tests areas for improved student learning include: activity based costing and accounting analysis for decision making	

<b>Course</b>	ACCT306_001 & WW	<b>Semesters</b>	Spring 2013	<b>Instructor</b>	Konni Wallace
<b>Course Catalog Description</b>	Intermediate Accounting II – Accounting for bonds, corporate capital, earnings per share and statement of cash flows.				
<b>Instructor’s Required Reading</b>	<b>Intermediate Accounting</b> , 14 <sup>th</sup> edition by Kieso, Weygandt and Warfield.				
<b>List of Topic Areas Covered</b>	Accounting standards and GAAP as related to liabilities and contingencies, debt and equity instruments, earnings per share calculations and reporting, revenue recognition, income tax accounting, leases, statement of cash flows, and full disclosure requirements.				

<b><u>State Learning Competencies</u></b>  (If Applicable)	<b><u>Learning Outcomes or Competencies</u></b>  (Learning Outcomes Being Measured)	<b><u>Learning Assessment Tools</u></b> (Exams, Assignments, etc.)	<b><u>Assessment Results</u></b> (Summary)	<b><u>Closing the Loop</u></b>  Recommendations/Goals/  Priorities
To show substantial progression towards mastering the objectives of the course, as defined by the course goals and objectives.	Demonstrate an understanding and application of: liabilities and debt instruments, EPS and equity instruments, revenue recognition, income tax and lease accounting, cash flow preparation and disclosure requirements.  <b>Expected results to include an ending average score of 75% or more.</b>	Pre-/PostTests made of test bank questions (30), related to course objectives, given to students electronically.  The tests were timed and a nominal amount of bonus points were provided for participating.	<ul style="list-style-type: none"> <li>Beginning average score 33%</li> <li>Ending average score 63%</li> <li>Average improvement for the semester 31%</li> </ul> <p>Students were 12% short of meeting the average expected ending result of 75% proficiency.</p>	<p>There were several problems with data analysis.</p> <ol style="list-style-type: none"> <li>Participation was an issue.</li> <li>The test was not mapped directly to individual outcomes.</li> <li>There is no historical data for comparison purposes.</li> </ol> <p>Going forward, the questions will be more accurately mapped to specific learning outcomes in order to have better data to analyze and review.</p>

<b>Course</b>	BUS 310 001 & 1WW	<b>Semesters</b>	Spring 2013	<b>Instructor</b>	Patt. Burusnukul
<b>Course Catalog Description</b>	This course focuses on the impact of business on a culturally and economically diverse world as government and the private sector address real-time problems crossing political and geographic boundaries. Students also gain insight on how globalization affects today's businesses based on discussions of various influential factors presented in international business environment. Different areas of business including operation management, marketing, finance, and organizational behavior are examined in an international context.				
<b>Instructor's Required Reading</b>	Peng, M. W. (2013). Global (2nd). Mason, OH: South-Western Cengage Learning				
<b>List of Topic Areas Covered</b>	Globalization, international business environment, culture, international trade, foreign direct investment, foreign exchange, global and regional economic integrations, entrepreneurship and internationalization, foreign market entry, global business strategies, international management of human resources and corporate social responsibility				

<b>State Learning Competencies</b> (If Applicable)	<b>Learning Outcomes or Competencies</b> (Learning Outcomes Being Measured)	<b>Learning Assessment Tools</b> (Exams, Assignments, etc.)	<b>Assessment Results</b> (Summary)	<b>Closing the Loop</b> Recommendations/Goals/ Priorities
	Demonstrate understanding of globalization and how it affects today's businesses and consumers; the multifaceted nature of global business; and factors and issues that drive firm performance around the globe.	Pre-/post-test.  The test comprises of 40 multiple choice questions related to the topics covered and discussed throughout the semester as well as to the course learning outcomes. Pre/post tests were administered to both face-to-face section (pen and paper version) and online section (electronic version) with time limit of one hour. Participation points were given as incentives for students to complete the tests.  Goal: Average score of 70% or higher for post-test was to be achieved.	For both section, the majority of students completed both pre- and post-tests.  For 001 section, post-test score average (M = 23.37, SD = 6.27) was significantly higher than pre-test score average (M = 19.93, SD = 3.88), $t(42.80) = 2.45, p < .05$ . However, post-test score (58.43%) did not meet the desired minimum of 70%.  For 1WW section, post-test score average (M = 25.34, SD = 6.07) was significantly higher than pre-test score average (M = 20.64, SD = 7.25), $t(69) = 2.96, p < .05$ . However, post-test score (63.35%) did not meet the desired minimum of 70%.	Despite significant improvement in student's knowledge of the course, different strategies to enhance student learning have to be implemented. The minimum of 70% average for the post-test is deemed reasonable lower limit that demonstrates learning outcomes being achieved. To meet this goal; a) main ideas and key concepts will be emphasized, b) use statistics from exams to identify topics/areas where students have difficulty and provide additional coverage, and c) revise and align the pre-/post-test questions to the main ideas and key concepts being covered in the course to ensure validity to the assessment tool.
	Conduct research to assess international market business environment and opportunities and analyze firm performance on the various aspects of international business	International Business Case Study.  See project description attached.  Goal: 75% of students receiving at least 80/100 was to be achieved. According to the grading schemes, this determined minimum grade indicates student's ability to conduct research, analyze and synthesize information from various sources, and discuss firm performance in the context of international business.	For 1WW section 96.30% (26/27) received at least 80/100. The goal was met.  For 1WW section 94.12% (32/36) received at least 80/100. The goal was met.	The grading schemes maybe considered subjective as it is based on the instructor's qualitative evaluation. However, the assignment used as assessment tool for the stated learning outcomes was appropriate. Students demonstrated the skills required by providing relevant information and discussing firm performance in the context of international business.

**Faculty Member Completing Assessment: Rayburn Paul Hayes**  
**Class: IS 151 Basic Computer Skills**

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
1. Describe basic information technology terminology.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Quizzes</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam= 66.7% (Sample size 123 students) Overall objective average for Chapter Quiz: 91.8 (Sample size 123 students)</p> <p><b>Overall objective average : 80%</b></p>	A significant amount of time is spent on this objective over the course of the semester with a combination of quizzes and exams help students relate to real world issue resulting in achieving over a 70% proficiency rate	Will continue to “re-visit” the objective throughout the semester, using more classroom discussions to reinforce students’ knowledge of the terminology
2. Identify and use components of IT Systems.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Quizzes</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam= 66.7% (Sample size 123 students) Overall objective average for Chapter Quiz = 91.9% (Sample size 123 students)</p> <p><b>Overall objective average: 79%</b></p>	This objective is stressed throughout the semester and students seem to easily understand the components and its use. Assessments indicate students achieve over a 70% proficiency rate.	Will continue to stress the importance of understanding this objective.
3. Describe and apply concepts of File Management.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Quizzes</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam=66.7% (Sample size 123 students) Overall objective average for Chapter Quiz = 76.4% (Sample size 123 students)</p> <p><b>Overall objective average:72%</b></p>	Proper file management is generally a weak skill for students. This is reflected in the chapter quiz results. However, assessments indicate students achieve over a 70% proficiency rate.	Add assignment for student to keep a master file with a semester projects and turn in at the conclusion of the semester for grading. Will continue to engage students in lively discussions and encourage their mastery of the objective.
4. Describe the basic concepts of Information Management.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Quizzes</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam = 66.7% (Sample size 123 students) Overall objective average for Chapter Quiz = 84.5% (Sample size 123 students)</p> <p><b>Overall objectiveaverage:75.6%</b></p>	Students struggle with these concepts at the beginning of the semester. The combination of quizzes, exams and projects help identify that students integrate all concepts covered in this objective and achieve over a 70% proficiency rate.	Will continue to reinforce the objective throughout the semester, using active classroom discussions that apply to each chapter.

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
5. Describe the basic concepts of application and operating system software.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Quizzes</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam = 66.7% (Sample size 123 students) Overall objective average for Chapter Quiz = 87.8% (Sample size 123 students)</p> <p><b>Overall objective average: 77.3%</b></p>	Most students have a basic understanding of how to start and work desktop applications when they enter the class. The reinforcement using the quizzes, exams, and projects covered in this objective helped to achieve over a 70% proficiency rate.	As the semester progresses, students constantly are using the OS and applications which help reinforce this objective. The application projects focus on both the OS and application software.
6. Explain important ethical, security, and privacy issues in information systems.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Quizzes</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam = 66.7% (Sample size 123 students) Overall objective average for Chapter Quiz = 78.9 (Sample size 123 students)</p> <p><b>Overall objective average: 72.8%</b></p>	This objective is discussed in classroom in every chapter. With Network Social Media being so popular, ethical conduct is reinforced during all classroom discussions. Antivirus software and firewalls are discussed during the chapter and how to keep the computer secure.	Since ethical behavior is such an important topic today, adding an exercise on computer ethics would help reinforce this objective.
7. Create and edit documents using word processing.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Tutorial projects</li> <li>• Capstone Project</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam = 66.7% (Sample size 123 students) Overall objective average for all Word tutorial cases = 74.8% Capstone objective average = 83.7% Word Exam objective average = 82.1% (Sample size 123 students on all)</p> <p><b>Overall objective average: 76.8%</b></p>	We spend five weeks on word processing and related objectives which serve to reinforce the skills needed to be successful at this objective. The results of the assessment indicate students have achieved at rate in excess of 70%.	One of my priorities is to have a higher than 75% success rate on the Capstone project we do at the very end of Word. Students achieved a success rate of 83.7%. Another priority is having at least a 75% success rate on the Word Exam. Students achieved a success rate of 82.1%.
8. Create and use spreadsheets.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Tutorial projects</li> <li>• Capstone Project</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam = 66.7% Overall objective average for all Excel tutorial cases = 68% Capstone objective average = 63.3% Excel Exam objective average = 67.4% (Sample size 123 students on all)</p> <p><b>Overall objective average: 66.4%</b></p>	Excel is the most difficult of the applications for students to understand. Most students are freshman and have poor math and work habits. I will add chapter tutorials to help focus on the skills of this objective. The overall objective was less than 70%	With the overall objective of this competency being below 70%, it is clear we need to look at what can be done to improve results. The low results were due primarily to students just not turning their work in. By adding additional assignments, we may be adding to the problem.

<u>Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
9. Creating and editing a simple presentation.	<ul style="list-style-type: none"> <li>• Class Discussion and Activities</li> <li>• Chapter Tutorial projects</li> <li>• Capstone Project</li> <li>• Exams</li> </ul>	<p>Overall objective average for final exam = 66.7%</p> <p>Overall objective average for all PowerPoint tutorial cases = 70%</p> <p>Capstone objective average = 70%</p> <p>PowerPoint Exam objective average = 73.3%</p> <p>(Sample size 123 students on all)</p> <p><b>Overall objective average: 70%</b></p>	<p>The issue toward the end of the semester is keeping the students coming to class and doing their work. Even though the overall objective was 70%, the structure and activities of the class need looking at to see if we can encourage better participation.</p>	<p>Create an interesting class project where students make team presentations on the activity to help promote better interest in participating in class activities.</p>
10. Integrate word processing, spreadsheets, and graphics skills.	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>	<p>Overall objective average for final exam = 66.7%</p>	<p>With the overall objective being 70% success rate, better class participate needs addressing. I'm not sure adding assignments will help improve scores and may only add to the problem. Making sure any student who stops doing work is sent to Early Alert will help.</p>	<p>Main goal in this class is have 70% of the students be successful.</p>

<b>Course</b>	MGT 313 Management & Organizational Behavior	<b>Semester</b>	Fall 2012	<b>Instructor</b>	John Luhman
<b>Course Catalog Description</b>	Management and Organizational Behavior is designed to help you understand the basic ideas behind managing individuals and groups, and to investigate the behavior of individuals and groups in the workplace. In this course you will focus on topics such as management theory, social structure, culture, communication, learning theory, perception, motivation, leadership, and group dynamics.				
<b>Instructor's Required Reading</b>	<i>Behavior in Organizations: An Experiential Approach (9<sup>th</sup> edition)</i> by A. B. Shani, D. Chandler, J. F. Coget & J. B. Lau, Irwin McGraw-Hill, 2009, (ISBN 9780073404936).				
<b>List of Topic Areas Covered</b>	Introduction to Management; Management Thinkers; Introduction to Organizational Behavior; Expectations & Learning Styles; Learning-in-Action; Human Behavior; Jung Typology; Motivation; Perception; Communication; Leadership; Team Effectiveness & Group Dynamics; Structure & Control; Work Design; Organizational Culture; Production & Operation Management; Strategic Management; Career Development.				
<b>Instructor's Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• <b>LO #1:</b> Explain major developments in the history of management thought.</li> <li>• <b>LO #2:</b> Summarize the theories and concepts of organizational behavior such as the functions of management including planning, organizing, communications, controlling, motivating, leading, and staffing.</li> <li>• <b>LO #3:</b> Describe the basic managerial process including the key skills necessary for managers to perform their roles.</li> <li>• <b>LO #4:</b> Demonstrate an understanding of the components of strategy formulation and implementation and managerial decision making.</li> <li>• <b>LO #5:</b> Comprehend how individual, group and organizational processes influence the effectiveness of organizations.</li> <li>• <b>LO #6:</b> Understand how your own personality will affect your ability to manage and lead people in the workplace.</li> </ul>				
<b>Instructor's Assessment Tools</b>	<ul style="list-style-type: none"> <li>• <b>In-Class Participation Assignments:</b> Students earn points for participation with in-class exercises where they are required to significantly sharing their thoughts and making meaningful contributions to class learning.</li> <li>• <b>Homework Assignments:</b> Students are required to complete homework in which they reflect on, or apply, theories, concepts, processes, or skills.</li> <li>• <b>Chapter Quizzes:</b> Students take four online (via Blackboard) Chapter Quizzes related specifically to the material in the textbook. Each quiz is on three chapters and has multiple choice questions while students have three chances to take each quiz with your best score recorded.</li> <li>• <b>Comprehensive Final Examination:</b> Students are required to take a closed book Comprehensive Final Examination on the factual and theoretical knowledge contained in all the readings, lectures, and discussions. The Final Exam will be in class and will be closed book.</li> <li>• <b>Team Research Paper:</b> As a member of a team, students are required to conduct a research project that will apply contemporary organizational behavior theory and research to the analysis of a real organizational problem. They are to deliver three items: (1) a Problem Statement; (2) an Annotated Bibliography; and (3) a complete Research Paper.</li> <li>• <b>Team Research Project Presentation:</b> Students are also required to present their team research project to the class. The in-class presentation should be no less than 10 minutes and no more than 15 minutes long, and must incorporate electronic presentation slides.</li> </ul>				

Learning Assessment Tools			
Learning Outcomes	Retention & Comprehension (measuring retention and/or comprehension of learning)	Analysis & Reflection (measuring analytical and/or reflective capabilities of learning)	Direct Application (measuring direct application of learning)
<b>Affective Learning</b> (fostering attitudes, feelings or preferences) <ul style="list-style-type: none"> <li>• LO #3</li> <li>• LO #5</li> <li>• LO #6</li> </ul>		In-Class Participation Assignments Homework Assignments	Research Presentation
<b>Behavioral Learning</b> (developing skills in procedures, methods or techniques) <ul style="list-style-type: none"> <li>• LO #4</li> <li>• LO #5</li> </ul>	Research Paper	In-Class Participation Assignments Homework Assignments	Research Paper Research Presentation
<b>Cognitive Learning</b> (acquiring information, concepts or theories) <ul style="list-style-type: none"> <li>• LO #1</li> <li>• LO #2</li> <li>• LO #3</li> <li>• LO #4</li> </ul>	Quizzes Final Exam	Final Exam Homework Assignments	In-Class Participation Assignments Homework Assignments

Normal Distribution			Letter Grades	Grade Points
Std. Dev.	% of Cases	Grouped %		
+4	0.13%	16%	A+	100
+3	2.14%			
+2	13.59%			
+1	34.15%	68%	B	87.5
0	Mean		C	75
-1	34.15%		D	62.5
-2	13.59%	16%	D-	62
-3	2.14%			
-4	0.13%		F	0

Fall 2012 - Item Averages					
Number of students in Fall 2012 = 43					
In-Class Participation	Homework Assignments	Chapter Quizzes	Final Exam	Paper	Presentation
72%	75%	77%	72%	79%	84%

Normal Distribution			Letter Grades	Grade Points
Std. Dev.	% of Cases	Grouped %		
+4	0.13%	16%	A+	100
+3	2.14%			
+2	13.59%			
+1	34.15%	68%	B	87.5
0	Mean		C	75
-1	34.15%		D	62.5
-2	13.59%	16%	D-	62
-3	2.14%			
-4	0.13%		F	0

Fall 2012 - Item Distributions					
Number of students in Fall 2012 = 43					
In-Class Participation	Homework Assignments	Chapter Quizzes	Final Exam	Paper	Presentation
16%	35%	30%	16%	35%	67%
61%	42%	56%	65%	60%	28%
23%	23%	14%	19%	5%	5%

<b>Course</b>	MGT 313 Management & Organizational Behavior	<b>Semester</b>	Spring 2013	<b>Instructor</b>	John Luhman
<b>Course Catalog Description</b>	Management and Organizational Behavior is designed to help you understand the basic ideas behind managing individuals and groups, and to investigate the behavior of individuals and groups in the workplace. In this course you will focus on topics such as management theory, social structure, culture, communication, learning theory, perception, motivation, leadership, and group dynamics.				
<b>Instructor's Required Reading</b>	<i>Behavior in Organizations: An Experiential Approach (9<sup>th</sup> edition)</i> by A. B. Shani, D. Chandler, J. F. Coget & J. B. Lau, Irwin McGraw-Hill, 2009, (ISBN 9780073404936).				
<b>List of Topic Areas Covered</b>	Introduction to Management; Management Thinkers; Introduction to Organizational Behavior; Expectations & Learning Styles; Learning-in-Action; Human Behavior; Jung Typology; Motivation; Perception; Communication; Leadership; Team Effectiveness & Group Dynamics; Structure & Control; Work Design; Organizational Culture; Production & Operation Management; Strategic Management; Career Development.				
<b>Instructor's Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• <b>LO #1:</b> Explain major developments in the history of management thought.</li> <li>• <b>LO #2:</b> Summarize the theories and concepts of organizational behavior such as the functions of management including planning, organizing, communications, controlling, motivating, leading, and staffing.</li> <li>• <b>LO #3:</b> Describe the basic managerial process including the key skills necessary for managers to perform their roles.</li> <li>• <b>LO #4:</b> Demonstrate an understanding of the components of strategy formulation and implementation and managerial decision making.</li> <li>• <b>LO #5:</b> Comprehend how individual, group and organizational processes influence the effectiveness of organizations.</li> <li>• <b>LO #6:</b> Understand how your own personality will affect your ability to manage and lead people in the workplace.</li> </ul>				
<b>Instructor's Assessment Tools</b>	<ul style="list-style-type: none"> <li>• <b>In-Class Participation Assignments:</b> Students earn points for participation with in-class exercises where they are required to significantly sharing their thoughts and making meaningful contributions to class learning.</li> <li>• <b>Homework Assignments:</b> Students are required to complete homework in which they reflect on, or apply, theories, concepts, processes, or skills.</li> <li>• <b>Chapter Quizzes:</b> Students take four online (via Blackboard) Chapter Quizzes related specifically to the material in the textbook. Each quiz is on three chapters and has multiple choice questions while students have three chances to take each quiz with your best score recorded.</li> <li>• <b>Comprehensive Final Examination:</b> Students are required to take a closed book Comprehensive Final Examination on the factual and theoretical knowledge contained in all the readings, lectures, and discussions. The Final Exam will be in class and will be closed book.</li> <li>• <b>Team Debate Project:</b> As a member of a team, students are required to conduct a debate. With their team members, find an issue in <i>organizational behavior</i> that has a debate to be resolved, provide an outline of your debate, and then will conduct the debate in-class which should be no more than 15 minutes long.</li> <li>• <b>Individual Reflection Paper:</b> Students will write a Reflection Paper on their experience working in a team by reviewing the key events and feelings about those events, and then analyzing them in terms of the theoretical knowledge studied in this course.</li> </ul>				

Learning Outcomes	Learning Assessment Tools		
	Retention & Comprehension (measuring retention and/or comprehension of learning)	Analysis & Reflection (measuring analytical and/or reflective capabilities of learning)	Direct Application (measuring direct application of learning)
<b>Affective Learning</b> (fostering attitudes, feelings or preferences) <ul style="list-style-type: none"> <li>• LO #3</li> <li>• LO #5</li> <li>• LO #6</li> </ul>	Debate Project Reflection Paper	In-Class Participation Assignments Homework Assignments Reflection Paper	Debate Project Reflection Paper
<b>Behavioral Learning</b> (developing skills in procedures, methods or techniques) <ul style="list-style-type: none"> <li>• LO #4</li> <li>• LO #5</li> </ul>	Debate Project	In-Class Participation Assignments Homework Assignments	Debate Project
<b>Cognitive Learning</b> (acquiring information, concepts or theories) <ul style="list-style-type: none"> <li>• LO #1</li> <li>• LO #2</li> <li>• LO #3</li> <li>• LO #4</li> </ul>	Quizzes Final Exam Debate Project Reflection Paper	Final Exam Homework Assignments Reflection Paper	In-Class Participation Assignments Homework Assignments Reflection Paper

Normal Distribution			Letter Grades	Grade Points
Std. Dev.	% of Cases	Grouped %		
+4	0.13%	16%	A+	100
+3	2.14%			
+2	13.59%			
+1	34.15%	68%	B	85
0	Mean			
-1	34.15%			
-2	13.59%	16%	D-	62
-3	2.14%			
-4	0.13%			
			F	0

Spring 2013 - Item Averages					
Number of students in Spring 2013 = 37					
In-Class Participation	Homework Assignments	Chapter Quizzes	Final Exam	Paper	Presentation
73%	79%	78%	74%	83%	86%

Normal Distribution			Letter Grades	Grade Points
Std. Dev.	% of Cases	Grouped %		
+4	0.13%	16%	A+	100
+3	2.14%			
+2	13.59%			
+1	34.15%	68%	B	87.5
0	Mean			
-1	34.15%			
-2	13.59%	16%	D-	62
-3	2.14%			
-4	0.13%			
			F	0

Spring 2013 – Item Distributions					
Number of students in Spring 2013 = 37					
In-Class Participation	Homework Assignments	Chapter Quizzes	Final Exam	Paper	Presentation
24%	43%	19%	16%	43%	16%
49%	38%	70%	68%	52%	76%
27%	19%	11%	16%	5%	8%

As instructor of the business core course of MGT 313 Management & Organizational Behavior, I completed a course assessment analysis for both semesters. I utilized a course assessment tool that focused on how students performed, in the aggregate, on each of my “course learning

assessment tools" (e.g. exams, papers, projects). The aggregate performance was then compared to an assumed normal distribution of grades: 16% of grades between an A+ and a B+; 68% of grades between a B and a D; and 16% of grades between a D- and an F.

The average results for both the fall and the spring semester fell within the middle range of the expected distribution (averages ranged from 72% to 86%). That implied no need to change my syllabus or teaching method for the course. However, in the fall semester the distribution results were not satisfactory: Homework, Paper, and Presentation assignments all had too large amounts of grades in the A+ to B+ range. This implied that I needed to tighten my grading rubrics for these assignments which I did for the spring semester. In the spring semester the distribution results improved for the Presentation but were still too high for the Homework and Paper assignments. This once again implied that my grading rubrics should be improved. This will be done for the next time I teach MGT 313, however, I am not be teaching the course for the 2013 to 2014 academic year.

<b>Course</b>	Principles of Marketing, MKT 201	<b>Semesters</b>	2012-2013 Academic Year	<b>Instructor</b>	Crista Wiegel
<b>Course Catalog Description</b>	Survey of modern marketing concepts and practices in the United States. Major topics include: the marketing environment, purchasing decisions of consumers, marketing research, target marketing, branding, pricing strategies, distribution channels and marketing communication.				
<b>Instructor's Required Reading</b>	Lamb, C. W., Hair, J. F., & McDaniel, C. (2012). <i>MKTG6</i> . (2012 – 2013ed.) Mason: South-Western (Cengage Learning)				
<b>List of Topic Areas Covered</b>	Overview of Marketing, Strategic Planning for Competitive Advantage, Ethics and Social Responsibility, Marketing Environments, Developing a Global Vision, Consumer Decision Making, Business Marketing, Segmenting and Targeting Markets, Decision Support Systems, Marketing Research, Product Concepts, Developing and Managing Products, Services and Nonprofit Organization Marketing, Marketing Channels, Supply Chain Management, Retailing, Promotional Planning for Competitive Advantage, Advertising and Public Relations, Sales Promotion and Personal Selling, Pricing Concepts, Customer Relationship Management, and Social Media Marketing				

<u>State Learning Competencies</u> (If Applicable)	<u>Learning Outcomes or Competencies</u> (Learning Outcomes Being Measured)	<u>Learning Assessment Tools</u> (Exams, Assignments, etc.)	<u>Assessment Results</u> (Summary)	<u>Closing the Loop</u> Recommendations/Goals/ Priorities
<ol style="list-style-type: none"> <li>Demonstrate an understanding of the professional and ethical responsibilities of marketers.</li> <li>Explain the nature of good, services and ideas.</li> <li>Define the concepts of target markets, market segmentation and the marketing mix.</li> <li>Explain the components of pricing.</li> <li>Describe the operation of channels of distribution and supply</li> </ol>	<ol style="list-style-type: none"> <li><i>Demonstrate an understanding of the professional and ethical responsibilities of marketers.</i></li> <li>Explain the nature of good, services and ideas.</li> <li>Define the concepts of target markets, market segmentation and the marketing mix.</li> <li>Explain the components of pricing.</li> <li>Describe the operation of channels of distribution and supply chains.</li> </ol>	<p>Topic Discussions, Research component paper for a business that exemplifies superior marketing, quizzes, Video Response Discussions, Marketing Mix PowerPoint, and exams</p> <p>Pre and Post Tests are given over the learning outcomes to each student to assess learning from beginning of semester to end. Each student takes the pretest at the first weeks of the semester and ends with the post test at nearly the last week of the course. This was implemented to see the improvement with the questions asked over a broad range from the learning</p>	<p>The topic discussions are current and on trend. The Research paper covers learning outcome number three. Marketing Mix PowerPoint covers learning outcome number three and six. The Pre and Post test scores did not allow me to see sufficient results with what is being covered within the quizzes. Giving the pre and posttest as a mandatory test, however, with no grade or bonus incentive, resulted in students rushing through the questions. The student's scores were poor on the post test and expectedly low on the pre. Please see attached for details on student scores and the pre and posttest that</p>	<p>Instructor has decided to not give three major assessment quizzes through the semester. Chapter quizzes or weekly quizzes will be given instead to ensure that students are being tested on every chapter and that the questions asked are more specific to chapter material. Small quizzes will allow for less information at one time for the student to test over. Instructor intends that the post test scores will be greater next semester with the changes made for assessments within the course. The prior exams were broad and tough for sufficient scores due to the large vast of material being covered. Adding more quizzes specific for each chapter and on point with the learning outcomes will ensure in</p>

<p>chains.</p> <p>6. Explain the importance of market research in marketing decision making.</p> <p>7. Demonstrate an understanding of the elements in the marketing environments.</p> <p>8. Explain the components of marketing managements.</p>	<p>6. Explain the importance of market research in marketing decision making.</p> <p>7. Demonstrate an understanding of the elements in the marketing environments.</p> <p>8. Explain the components of marketing managements.</p>	<p>outcomes topics.</p>	<p>was given to each student.</p>	<p>enhanced understanding of the outcomes of this course. Instructor will evaluate the low scoring questions from the pre and post tests and spend more time on lecture days explaining the low scored questions. Class exercises will be developed to help students learn in a method other than lecturing with PowerPoint and in group settings to better engage within the learning outcomes. Instructor will also take time revising her assessments and assignments to better correlate with the learning outcomes of the course.</p>
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