

**Eastern New Mexico University
Student Learning Assessment Plan/Report
Academic Units 2005-2006**

Department: COB

Program Assessment Contact Name: Dr. David Hemley

Phone: 505-562-2172

NOTE: This plan is designed to assess the learning outcomes for the COB BBA program. As such this plan focuses on the common body of knowledge courses (i.e., Business Core) that all BBA students complete as their degree requirements.

Mission

Link to University Mission:

Our mission is to provide a relevant, innovative education which prepares individuals for professional careers and lifelong learning.

Link to College Mission: The COB mission links to the University mission in several ways. The COB mission focuses on innovative education using a variety of instructional technology tools (ITV, videoconferencing, Internet) to design and deliver BBA courses to a geographically dispersed student population. Additionally, the COB prepares individuals for professional careers through a common body of knowledge for all undergraduate business students. These courses engage students in applying theoretical concepts through multiple active learning activities.

Link to Graduate School Mission: The MBA is designed for individuals currently employed seeking to enhance their professional development. The MBA curriculum requires the student to develop the ability to research the scholarly business literature for concepts they may apply to specific organizational problems.

URL <http://www.enmu.edu/academics/undergrad/colleges/business/index.shtml>

Form 2: ASSESSMENT PLAN OF STUDENT LEARNING 2005-2006

Measure = Intended student learning outcome
Outcome = Result

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

Learning Objective BBA	Demonstrate problem solving and critical thinking skills		Gen Ed. Competency? <input type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input type="checkbox"/> No <input type="checkbox"/> Yes
Measure(s) Capstone-Bus. 453 1. nationally norm business simulation focuses on decision making 2. Rubric to evaluate oral presentations and responses to oral questions on final presentations	Performance Criteria 1. Over half the teams score above the 50 th percentile on the simulation 2. Rubric is being developed for the presentations with a 1-5 scale in which the students must score at least a 3		<ul style="list-style-type: none"> ▪ Timeline ▪ Population a. Every term and it is strictly for senior in Bus. 453, the capstone course
Finding(s) or Outcome(s)	Action(s) Taken	Timeline for Action(s)	
Learning Objective BBA	Demonstrate effective writing and oral communication skills		Gen Ed. Competency? <input type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input type="checkbox"/> No <input type="checkbox"/> Yes
Measure(s) Capstone-Bus. 453 1. Strategy audits	Performance Criteria a. Rubric needs to be developed that has a scale of 1-5 in which the students must score at least a 3		<ul style="list-style-type: none"> ▪ Timeline ▪ Population a. Every term and it is strictly for seniors in Bus. 453, the capstone course
Finding(s) or Outcome(s)	Action(s) Taken	Timeline for Action(s)	
Learning Objective BBA	Students have breadth of knowledge of business disciplines		Gen Ed. Competency? <input type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input type="checkbox"/> No <input type="checkbox"/> Yes
Measure(s) a. MFAT overall score	Performance Criteria a. The graduating seniors as a class will score above the 50 th percentile over the 8 indicators		<ul style="list-style-type: none"> ▪ Timeline ▪ Population Annually every spring seniors in Bus. 453
Finding(s) or Outcome(s)	Action(s) Taken	Timeline for Action(s)	

Learning Objective BBA	Team and leadership skills	Gen Ed. Competency? <input type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input type="checkbox"/> No <input type="checkbox"/> Yes
Measure(s) Capstone Course Bus 453—team effort 1. Simulation 2. Written report	Performance Criteria a. Peer evaluation for team and class and a rubric needs to be developed	<ul style="list-style-type: none"> ▪ Timeline ▪ Population a. Every term seniors in Bus. 453
Finding(s) or Outcome(s)	Action(s) Taken	Timeline for Action(s)

Learning Objective BBA	Dean's assessment of students learning experience	Gen Ed. Competency? <input type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input type="checkbox"/> No <input type="checkbox"/> Yes
Measure(s) a. Exit Interview and survey through the use of a common rubric that currently exists b. Interview same students 3 to 5 years later	Performance Criteria a. At time of graduation 90% of COB students will express a favorable experience in the COB b. Rubric needs to be developed	<ul style="list-style-type: none"> ▪ Timeline ▪ Population a. Every term Graduating seniors
Finding(s) or Outcome(s)	Action(s) Taken	Timeline for Action(s)

Learning Objective Accounting	Graduates from accounting program will have basic competencies in accounting	Gen Ed. Competency? <input type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input type="checkbox"/> No <input type="checkbox"/> Yes
Measure(s) a. MFAT-Accounting sub scores	Performance Criteria a. Accounting majors will score at the 60 th percentile or higher	<ul style="list-style-type: none"> ▪ Timeline ▪ Population Annually every spring seniors in Bus. 453
Finding(s) or Outcome(s)	Action(s) Taken	Timeline for Action(s)

Learning Objective Accounting	Demonstrate problem solving and critical thinking skills	Gen Ed. Competency? <input type="checkbox"/> No <input type="checkbox"/> Yes Accreditation Objective? <input type="checkbox"/> No <input type="checkbox"/> Yes
Measure(s) Capstone-Acct. 422 All student in auditing will be required to take an exam developed by the accounting faculty that demonstrates the students ability of problem solving and critical thinking	Performance Criteria 1. Rubric will be developed for the performance criteria	<ul style="list-style-type: none"> ▪ Timeline ▪ Population Annually every spring beginning in 2006
Finding(s) or Outcome(s)	Action(s) Taken	Timeline for Action(s)

Form 3: Implemented and Planned Changes

Listed below are the improvements in the program over the past year that have resulted from the above assessment findings.

Changes to Plan:

- 1. Revise Student Outcome Objective(s)
- 2. Revise Measurement Approach(es)
- 3. Collect and Analysis Additional Data and Information
- 4. Change Method(s) of Data Collection
- 5. Change Timetable for Data Collection
- 6. Other planned change(s)

Detailed description of each checked item:

Changes to Academic Processes:

Implemented Changes

Planned Changes

- | | | |
|---|--------------------------|--------------------------|
| 1. Modify Frequency or Schedule of Course Offerings | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Make Technology Related Improvements | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Make Personnel Related Changes | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Implement Additional Training | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Revise Advising Standards or Processes | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Revise Admission Criteria | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Other Implemented or planned change(s) | <input type="checkbox"/> | <input type="checkbox"/> |

Detailed description of each checked item:

Changes to Curriculum:

Implemented Changes

Planned Changes

- | | | |
|---|--------------------------|--------------------------|
| 1. Revise and/or Enforce Prerequisites | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Revise Course Sequence | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Revise Course Content | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Add Course(s) | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Delete Course(s) | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Other implemented or planned change(s) | <input type="checkbox"/> | <input type="checkbox"/> |

Detailed description of each checked item:

Curricular Map of Student Learning Objectives/Outcomes

Enter course numbers across the top of the matrix. Below, indicate where the targeted outcome is “introduced,” “emphasized,” “reinforced,” or “assessed.”

I = Outcome is introduced

E = Outcome is emphasized

R = Outcome is reinforced

A = Outcome is assessed

Course numbers →	Bus 453 Capst.	MFAT EXAM	Dean's Office	Acct. 422 Capst									
<i>Outcome 1 (Example): Critical Thinking Skills</i>													
Outcome 1--- Demonstrate problem solving and critical thinking skills	I,E, R, A			I,E,A									
Outcome 2--- Demonstrate effective writing and oral communication skills	I, E, R, A												
Outcome 3 Students have breadth of knowledge of business disciplines		E,A											
Outcome 4 Graduates from the accounting program will have basic competencies in accounting		E,A											
Outcome 5 Team and leadership skills	I												
Outcome 6 Students learning experience	A												