

**Eastern New Mexico University
College of Business
2007-2008 Assessment Report**

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Form 2: ASSESSMENT PLAN AND REPORT OF STUDENT LEARNING 2007-2008

Measure = Intended student learning outcome
Outcome = Result measured

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

NOTE: Please attach all rubrics used for each learning objective

Learning Outcome #1: PLAN		
All BBA students demonstrate a substantial understanding of business knowledge and business analytical skills.		Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes Competency Number ____
Measures	Performance Criteria	Timeline / Population
1a. Overall class average percentile ranking on the Major Field Test for business students (nationally normalized scores).	1a. The MFT's overall class average percentile is above the 50 th percentile.	1a. All BBA students take the MFT as part of the BUS 453 capstone course which is delivered fall, spring and summer.
1b. Sub-field indicator class percentile ranking on the Major Field Test for business students (nationally normalized scores).	1b. All of the MFT's sub-field indicators class average percentiles are above the 50 th percentile.	1b. All BBA students take the MFT as part of the BUS 453 capstone course which is delivered fall, spring and summer.
1c. Overall individual average percentile ranking on the Comp-XM Simulation for business students (nationally normalized scores).	1c. The Comp-XM overall class average percentile is above the 50 th percentile.	1c. All BBA students take the Comp-XM as part of the BUS 453 capstone course which is delivered fall, spring and summer.

Learning Outcome #1: REPORT

Findings or Outcomes	Actions to be Taken	Timeline for Actions
<p>1a. We had two divergent semester results with the Fall 07 class average percentile at 35 and the Spring 08 class average percentile at 65. The average of both semesters is at the 50th percentile. See Appendix A.</p> <p>1b. Again we had two divergent semester results with all but one of the Fall 07 MFT sub-field indicators class average percentiles below the 50th percentile, and all the Spring 08 MFT sub-field indicators class average percentiles at or above the 50th percentile. See Appendix B.</p> <p>1c. And again, there are two divergent semester results with the Fall 07 Comp-XM overall class average percentile below the 50th percentile at 46, and all the Spring 08 above the 50th percentile at 54. The average of both semesters is right on the 50th percentile. See Appendix C.</p>	<p>1a. We will strengthen our course offerings as well as our course sequencing in the BBA program to improve their knowledge development and retention.</p> <p>1b. We will improve the monitoring of course enrollment eligibility for BUS 453, our capstone course. In the past year many students were allowed to enroll without the required pre-requisites completed. This will be prevented for AY 08-09.</p> <p>1c. We will strengthen our course offerings as well as our course sequencing in the BBA program to improve their knowledge development and retention. The instructor of BUS 453 will dedicate more time and provide more structure in their simulation activities.</p>	<p>1a. New undergraduate catalog development during Fall 08.</p> <p>1b. Fall 08 and Spring 09 advisement.</p> <p>1c. Summer 08 and Fall 08 delivery of BUS 453.</p>

Learning Outcome #2: PLAN

<p>All BBA students demonstrate a substantial level of business professionalism and team problem-solving skills.</p>		<p>Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____</p>
Measures	Performance Criteria	Timeline / Population
<p>2a. Team average scores on the Capstone Team Presentation Evaluation rubric (internally developed).</p> <p>2b. Overall team average percentile ranking on the Caspsim Team Simulation for business students (nationally normalized scores).</p>	<p>2a. All team average scores on the Capstone Team Presentation Evaluation rubric are above 3 on a 1 to 5 scale with 5 being the highest score.</p> <p>2b. The Capsim Team Simulation class average percentile is above the 50th percentile.</p>	<p>2a. All business students participate in Team Presentation as part of the BUS 453 capstone course which is delivered fall, spring and summer.</p> <p>2b. All business students take participate in the Capsim Team Simulation as part of the BUS 453 capstone course which is delivered fall, spring and summer.</p>

Learning Outcome #2: REPORT

Findings or Outcomes	Actions to be Taken	Timeline for Actions
<p>2a. The overall average of all team average scores on the Capstone Team Presentation Evaluation rubric is 3.3, above 3 on a 1 to 5 scale with 5 being the highest score. See Appendix D.</p> <p>2b. The Fall 07 Capsim Team Simulation class average percentile was just below the 50th percentile at 49 while the Spring 08 percentile was above at 55. The average of both semesters is above the 50th percentile at 52. See Appendix E.</p>	<p>2a. The rubric for team presentations was newly developed in Spring 08 and will continue to be utilized. See Appendix F.</p> <p>2b. We will strengthen our course offerings as well as our course sequencing in the BBA program to improve their knowledge development and retention. The instructor of BUS 453 will dedicate more time and provide more structure in their simulation activities.</p>	<p>2a. Summer 08 and Fall 08 delivery of BUS 453.</p> <p>2b. Summer 08 and Fall 08 delivery of BUS 453.</p>

Learning Outcome #3: PLAN

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

Learning Outcome #3: REPORT

Findings or Outcomes	Actions to be Taken	Timeline for Actions
<p>3a. The ACE is only given in the spring semester. The class average percent correct for Spring is above 50 percent at 61%. See Appendix G.</p> <p>3b. All of the ACE sub-area percent correct scores for Spring 08 are above 50 percent with the exception of "Advance Accounting" which is at 31%.</p>	<p>3a. None at this time.</p> <p>3b. None at this time.</p>	<p>3a. Not applicable.</p> <p>3b. Not applicable.</p>

Learning Outcome #4: PLAN

All BSIS students demonstrate a substantial understanding of information systems knowledge and analytical skills.

Gen Ed. Competency? No ___ Yes
Competency Number ____

Measures	Performance Criteria	Timeline / Population
1a. A new degree in AY 07-08 and an assessment plan has yet to be established by the COB faculty.	1a. Not applicable.	1a. Not applicable.

Learning Outcome #4: REPORT

Findings or Outcomes	Actions to be Taken	Timeline for Actions
1a. Not applicable.	1a. Not applicable.	1a. Not applicable.

Learning Outcome #5: PLAN

All MBA students demonstrate a substantial understanding of business knowledge and business analytical skills.

Gen Ed. Competency? No ___ Yes
Competency Number ____

Measures	Performance Criteria	Timeline / Population
1a. Take the MBA Comprehensive Exam (internally developed instrument).	1a. At least 80% of students pass the Comprehensive Exam.	1a. All MBA students take the Comprehensive Exam toward the end of their degree program.

Learning Outcome #5: REPORT

Findings or Outcomes	Actions to be Taken	Timeline for Actions
1a. The exam was conducted in Spring 08 for eight students and all passed.	1a. The COB graduate faculty is considering utilizing the Major Field Test for the MBA degree in order to have nationally normalized data as per our accreditation requirements.	1a. Possibly for Spring 09 if not then next academic year.

Form 3: DETAILED ACTION PLANS 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:

Description of each checked item:

- | | | |
|---|-------------------------------------|--|
| 1. Revise Student Outcome Objective(s) | <input type="checkbox"/> | |
| 2. Revise Measurement Approach(es) | <input checked="" type="checkbox"/> | <i>New rubric developed in Spring 08 now in use.</i> |
| 3. Collect and Analysis Additional Data and Information | <input checked="" type="checkbox"/> | <i>Comp-XM started in Fall 07.</i> |
| 4. Change Method(s) of Data Collection | <input type="checkbox"/> | |
| 5. Change Timetable for Data Collection | <input type="checkbox"/> | |
| 6. Other planned change(s) | <input checked="" type="checkbox"/> | <i>Possible utilization of MFT for MBA degree in future.</i> |

Changes to Academic Processes:

Implemented Changes

Planned Changes

- | | | | |
|---|-------------------------------------|---------------------------------------|-------------------------------------|
| 1. Modify Frequency or Schedule of Course Offerings | <input checked="" type="checkbox"/> | <i>BUS 453 now offered in summer.</i> | <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 checked="" type="checkbox"/> |

Changes to Curriculum:

Implemented Changes

Planned Changes

- | | | | |
|---|-------------------------------------|---------------------------------|--------------------------|
| 1. Revise and/or Enforce Prerequisites | <input checked="" type="checkbox"/> | <i>Enforcement for BUS 453.</i> | <input type="checkbox"/> |
| 2. Revise Course Sequence | <input type="checkbox"/> | | <input type="checkbox"/> |
| 3. Revise Course Content | <input checked="" type="checkbox"/> | <i>Improvements in BUS 453.</i> | <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"/> |

Form 4: CURRICULAR MAP OF STUDENT LEARNING 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

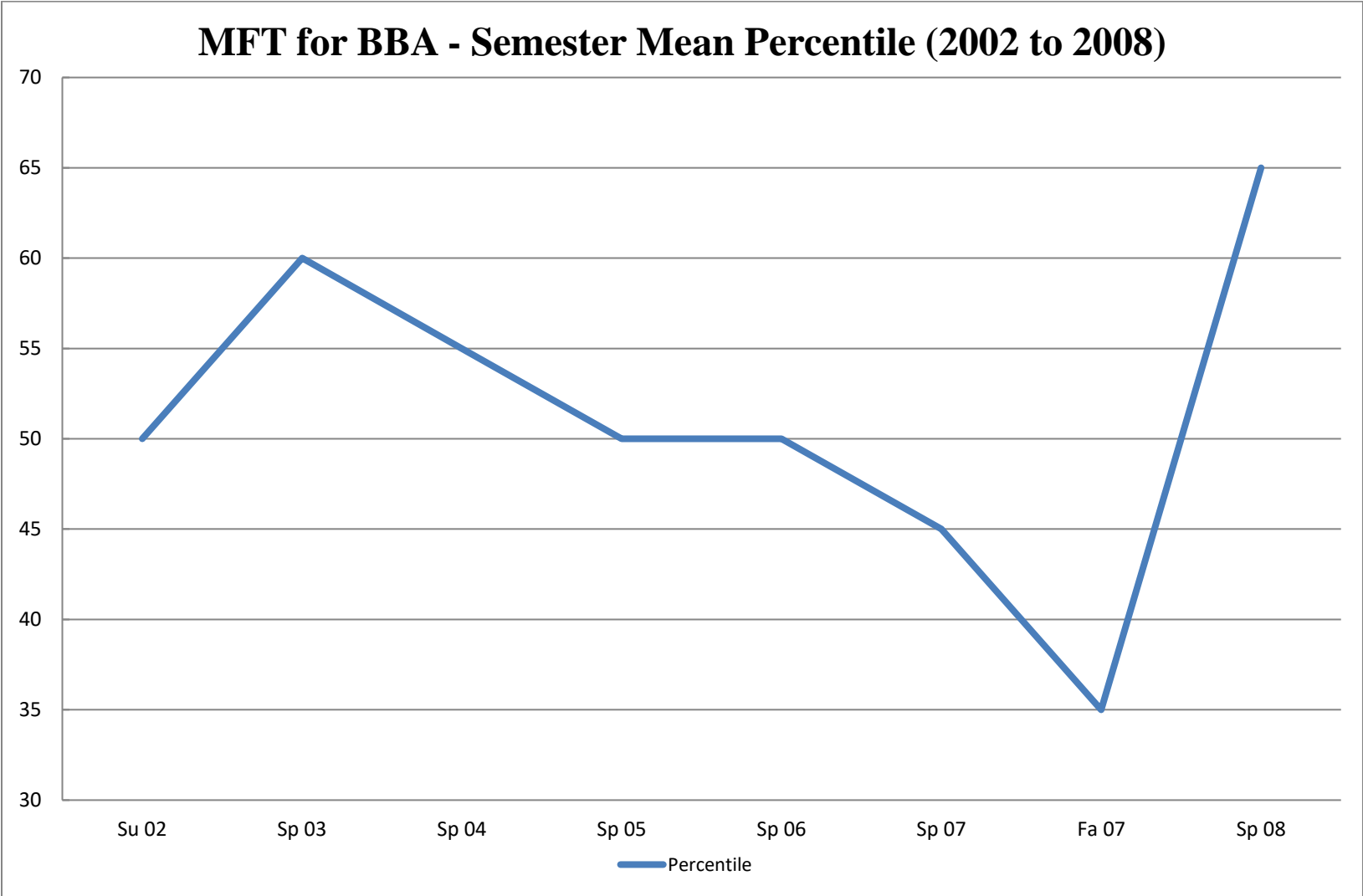
	Gen Ed Requirements	Foundation Core Courses	Core Courses	Capstone Course
Learning Outcome 1: All BBA and BSIS students demonstrate a substantial understanding of business knowledge and business analytical skills.	I	I, E	E, R	R, A
Learning Outcome 2: All BBA and BSIS students demonstrate a substantial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

Form 5: PROGRAM LONGITUDINAL ASSESSMENT DATA

Codes: M = Met; NM = Not Met; Blank Square = Unknown or Not Yet Measured

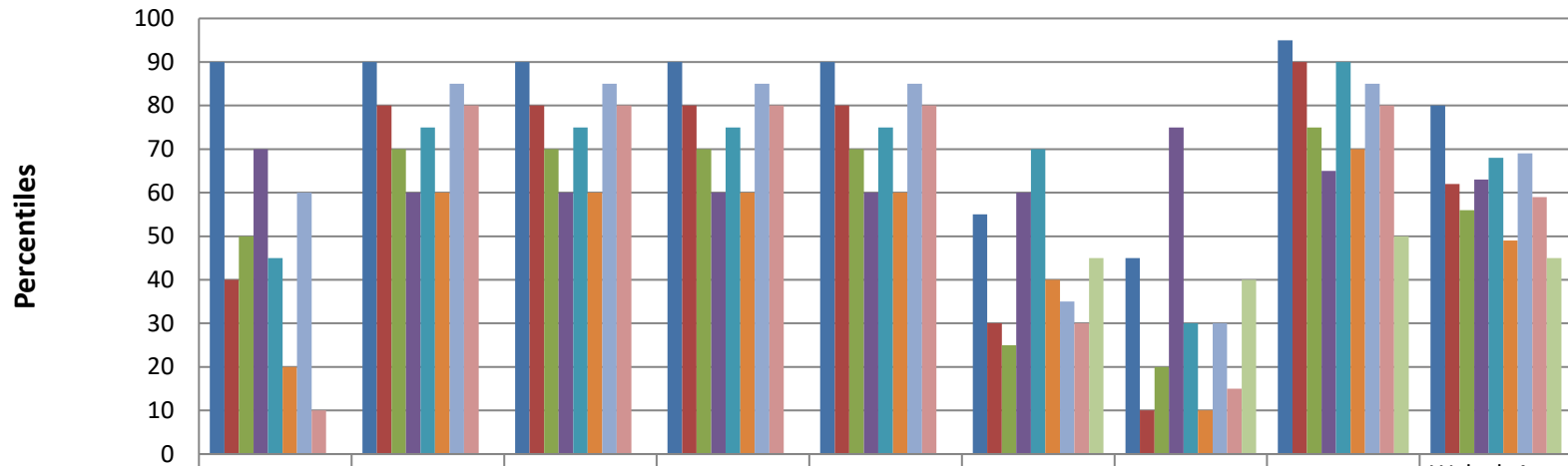
Outcomes for AY 07-08		AY 03-04	AY04-05	AY05-06	AY06-07	AY07-08
Learning Outcome #1	All BBA and BSIS students demonstrate a substantial understanding of business knowledge and business analytical skills.	M	M	M	M	M
Learning Outcome #2	All BBA and BSIS students demonstrate a substantial level of business professionalism and team problem-solving skills.					M
Learning Outcome #3	All Accounting major students demonstrate a substantial understanding of accounting knowledge and accounting analytical skills.				M	M
Learning Outcome #4	All BSIS students demonstrate a substantial understanding of information systems knowledge and analytical skills.					
Learning Outcome #5	All MBA students demonstrate a substantial understanding of business knowledge and business analytical skills.		M			M

APPENDIX A:



APPENDIX B:

Sub-Field Indicator Percentiles (2002 to 2008)



	Su 02	Sp 03	Sp 04	Sp 05	Sp 06	Sp 07	Fa 07	Sp 08	Wghtd. Ave. Percentile
Accounting	90	90	90	90	90	55	45	95	80
Economics	40	80	80	80	80	30	10	90	62
Management	50	70	70	70	70	25	20	75	56
Quantitative	70	60	60	60	60	60	75	65	63
Finance	45	75	75	75	75	70	30	90	68
Marketing	20	60	60	60	60	40	10	70	49
Legal/Social	60	85	85	85	85	35	30	85	69
International	10	80	80	80	80	30	15	80	59
Info Systems						45	40	50	45

APPENDIX C:

Comp-XM Individual Simulation Performance (2007 to 2008)

Fall 2007

Student	Scorecard Percentile
1	12
2	15
3	20
4	24
5	28
6	30
7	32
8	35
9	36
10	37
11	40
12	41
13	41
14	42
15	43
16	43
17	44
18	45
19	48
20	51
21	51
22	55
23	56
24	58
25	60
26	73
27	81
28	94
29	99

Category	National Student Average	ENMU Class Average
Accounting	61.0	44.9
Finance	68.6	58.1
HRM	71.4	62.2
Marketing	70.9	56.0
Other Business	65.0	50.0
Production	54.0	39.5
Strategy	69.5	67.8

Number of students	29
Class average percentile	46

Spring 2008

Student	Scorecard Percentile
1	!
2	!
3	8
4	10
5	11
6	16
7	26
8	26
9	29
10	33
11	36
12	38
13	40
14	42
15	46
16	50
17	62
18	64
19	68
20	72
21	73
22	73
23	76
24	81
25	82
26	86
27	88
28	91
29	92
30	95

Category	National Student Average	ENMU Class Average
Accounting	64.40	58.57
Finance	72.18	69.09
HRM	74.20	63.00
Marketing	72.40	66.14
Other Business	66.00	53.50
Production	58.50	52.25
Strategy	71.00	69.60

Number of students	28
Class average percentile	54

!= did not complete all five rounds of the exam

APPENDIX D:

Capstone Team Presentation Evaluations (2008)

Spring 2008 Capstone Presentations

Average Score Per Item

Items	Anderws	Baldwin	Chester	Digby	Erie	Ferris	Item Average
A.1.	4	3	3	3	4	2	3
A.2.	4	3	3	3	4	2	3
A.3.	4	3	3	3	4	2	3
A.4.	4	3	2	3	4	2	3
A.5.	4	3	2	3	4	2	3
A.6.	4	3	2	3	4	2	3
A.7.	4	3	2	3	4	3	3
B.1.	5	3	4	4	4	4	4
B.2.	5	4	3	4	4	3	4
B.3.	4	3	4	3	4	4	4
B.4.	4	3	3	3	4	3	3
B.5.	4	3	3	4	5	3	4
Team Average	4	3	3	3	4	3	

Overall Class Average 3.3

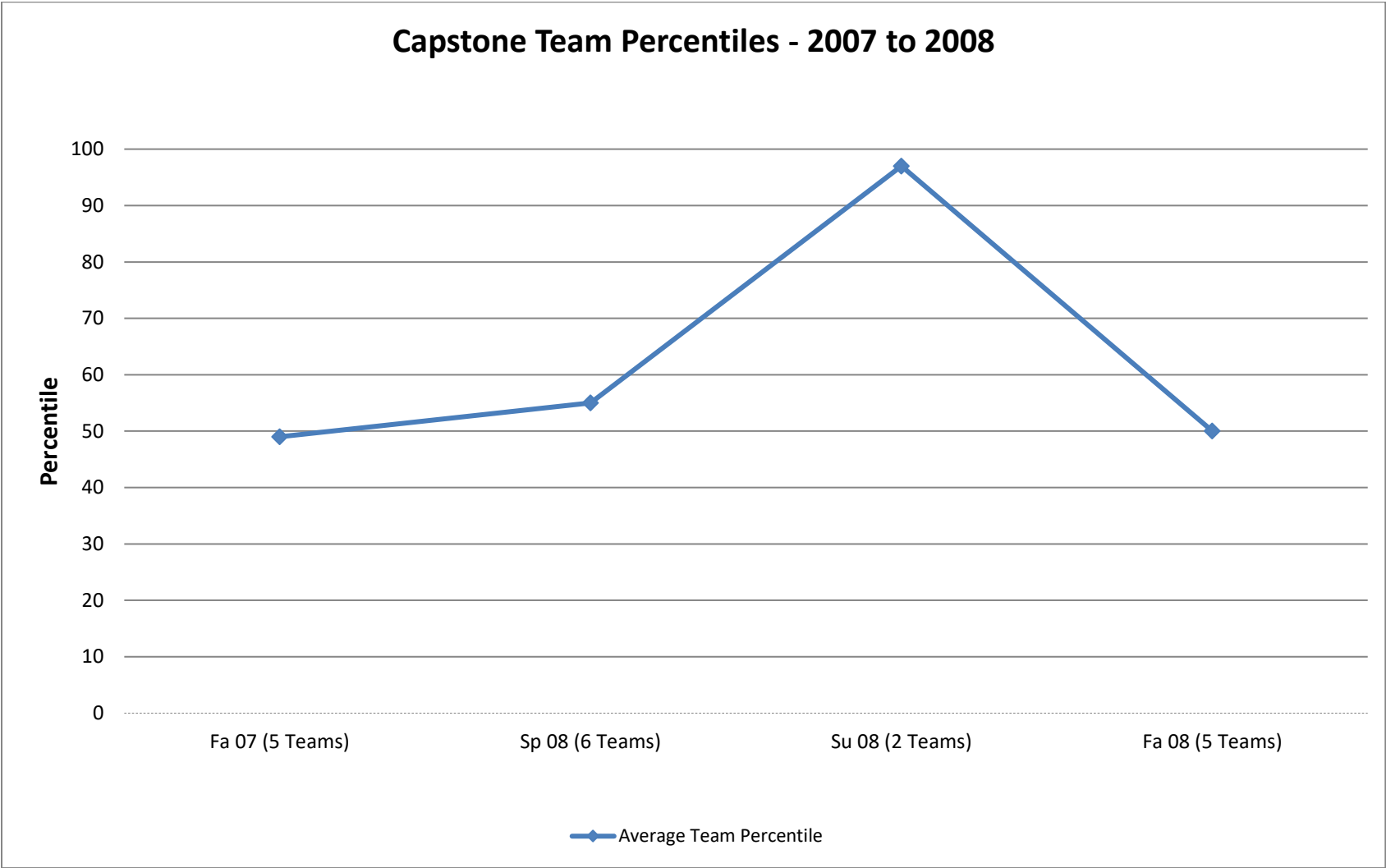
Summer 2008 Capstone Presentations

Average Score Per Item

Items	Anderws	Baldwin					Item Average
A.1.	4	3					3
A.2.	4	3					4
A.3.	3	3					3
A.4.	3	3					3
A.5.	3	3					3
A.6.	4	3					4
A.7.	4	4					4
B.1.	5	4					4
B.2.	4	4					4
B.3.	4	4					4
B.4.	4	3					4
B.5.	5	3					4
Team Average	4	3					

Overall Class Average 3.6

APPENDIX E:



APPENDIX F:

Capstone Team Evaluation

Rating System

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

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

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

APPENDIX G:

Accounting Comprehensive Exams (2007 to 2008)

Spring 2007

Student	Percent Correct
1	86
2	84
3	82
4	80
5	80
6	76
7	75
8	72
9	71
10	56
11	49
12	45
13	42
14	39
15	38

Average Percent Correct	69
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Area Breakdown	Percent Correct
Financial Accounting	76
Managerial Accounting	72
Advance Accounting	49
Tax	62
Auditing	81

Spring 2008

Student	Percent Correct
1	37
2	78
3	27
4	60
5	82
6	50
7	57
8	60
9	87
10	67
11	82
12	27
13	85
14	80
15	63
16	22
17	80
18	57
19	72
20	60
21	80
22	40

Average Percent Correct	61
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Area Breakdown	Percent Correct
Financial Accounting	70
Managerial Accounting	65
Advance Accounting	31
Tax	55
Auditing	76