Figure 4.2—Measurement and Analysis of Student Learning and Performance
Table III. Summary of Student Assessment Results for Majors and Emphases

Accounting Major Assessment

Learning Outcome 1 Students will demonstrate proficiency in business core and foundational courses.
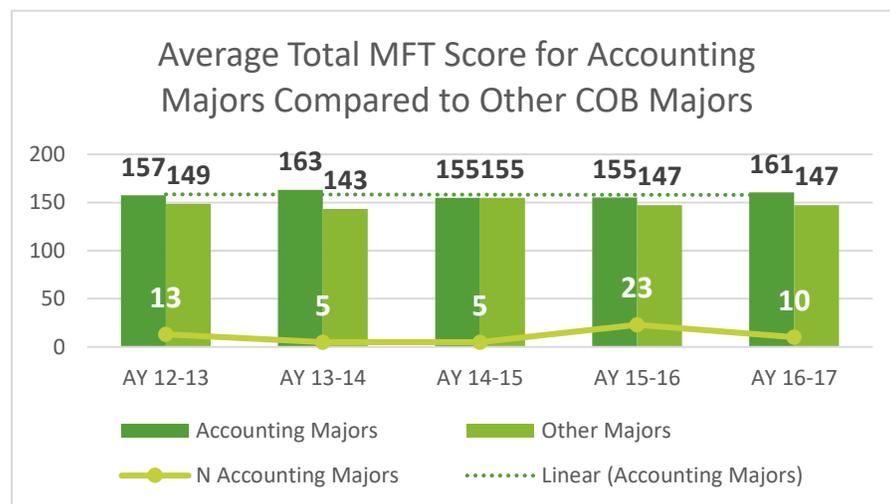
Performance Measures & Criteria

This is an external, summative, assessment that compares average MFT total scores for Accounting majors to scores earned by all other COB majors.

Criterion
Accounting majors are expected to achieve an average total score that is above, equal to or up to 5% below scores earned by other majors.

Results 1.

Average Total MFT Score for Accounting Majors Compared to Other COB Majors

	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Accounting Majors	157	163	155	155	161
Other Majors	149	143	155	147	147
N Accounting Majors	13	5	5	23	10

Legend: Accounting Majors, Other Majors, N Accounting Majors, Linear (Accounting Majors)

The trend for average MFT scores for accounting majors is **Relatively Level** with a standard deviation of **3.15**.

Analysis of Results Average total MFT scores earned by Accounting majors are above scores earned by other majors in four of the last five years. The scores were equal in the fifth year. The trend line does not indicate continuous improvement, though both the standard deviation and the number of Accounting majors that completed this assessment each year are too low for any type of statistical analysis.

Action(s) Taken There are no suggestions for changes at this point. The number of Accounting majors completing the MFT is expected to increase and this assessment will be continue to be reviewed every year.
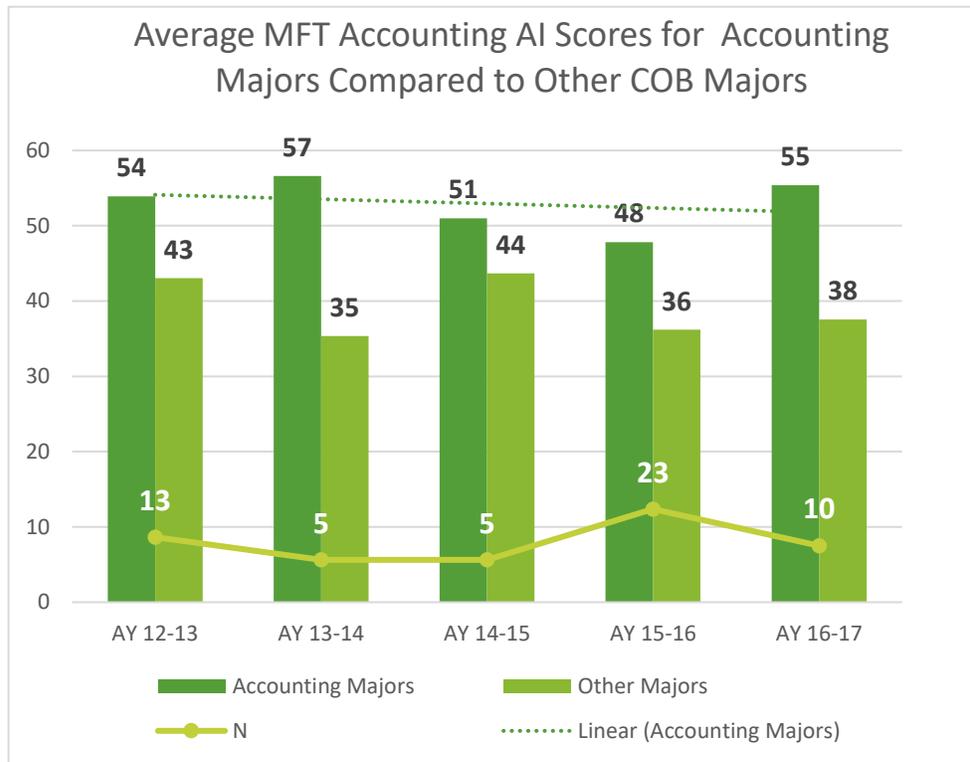
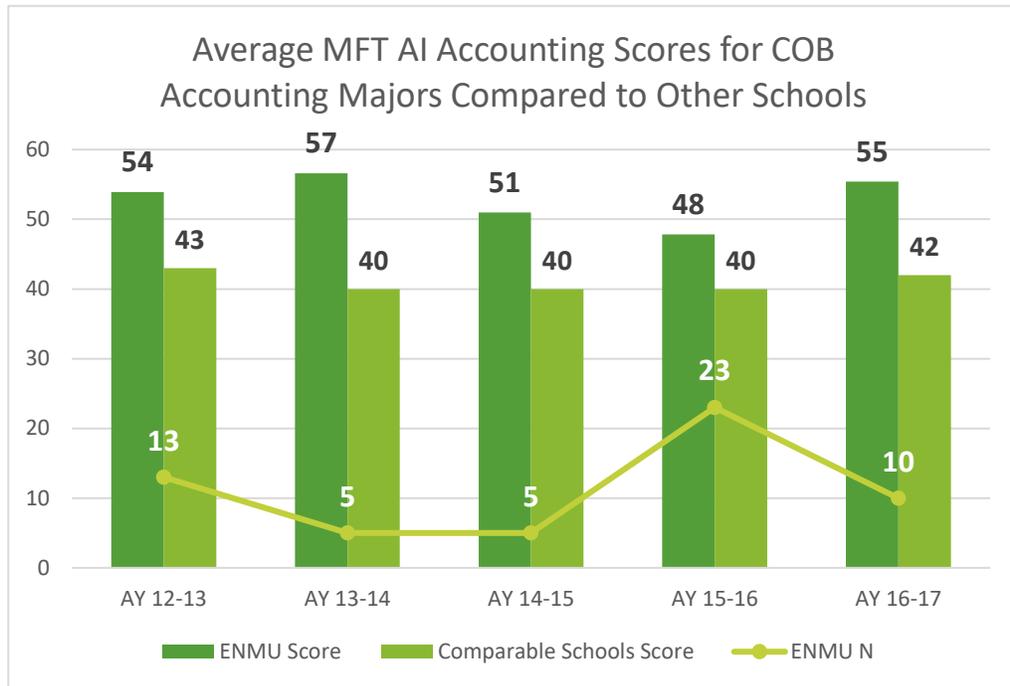| **Learning Outcome 2** Students will be able to identify the core concepts in financial accounting, tax, and audit.	
Performance Measures & Criteria **2a.** This is an external, summative, assessment that compares average MFT scores on the Accounting Assessment Indicator (AI) to scores earned by other COB majors. *Criteria* 1) Accounting majors earn at last fifty of the 100 points available on the Accounting AI 2) Accounting majors are expected to earn scores on this AI that are above scores earned by other majors.	**Results 2a.** The average MFT Accounting sub-scores for accounting majors trend is **Negative** with a standard deviation of **3.17.**
Analysis of Results In four of the five past years Account majors have met criterion 1 by earning scores above 50. In the fifth year the score was within one standard deviation. The trend was negative with a relatively low standard deviation. Criterion 2 was met every year as scores earned by Accounting majors were well above other COB majors.	**Action(s) Taken** At this point it is useful to continue this assessment every year. Accounting faculty in the COB will work with students to strive for continuous improvement by emphasizing the importance of strong performance on this test.

2b. This is an external, summative, assessment that compares MFT AI Accounting scores earned by COB Accounting majors to scores earned by students n the comparative schools.

Criterion Students are expected to earn scores on the Accounting AI that are above, equal to or up to 5% below the scores earned by students in the comparison institutions.

Results 2b.

Average MFT AI Accounting Scores for COB Accounting Majors Compared to Other Schools

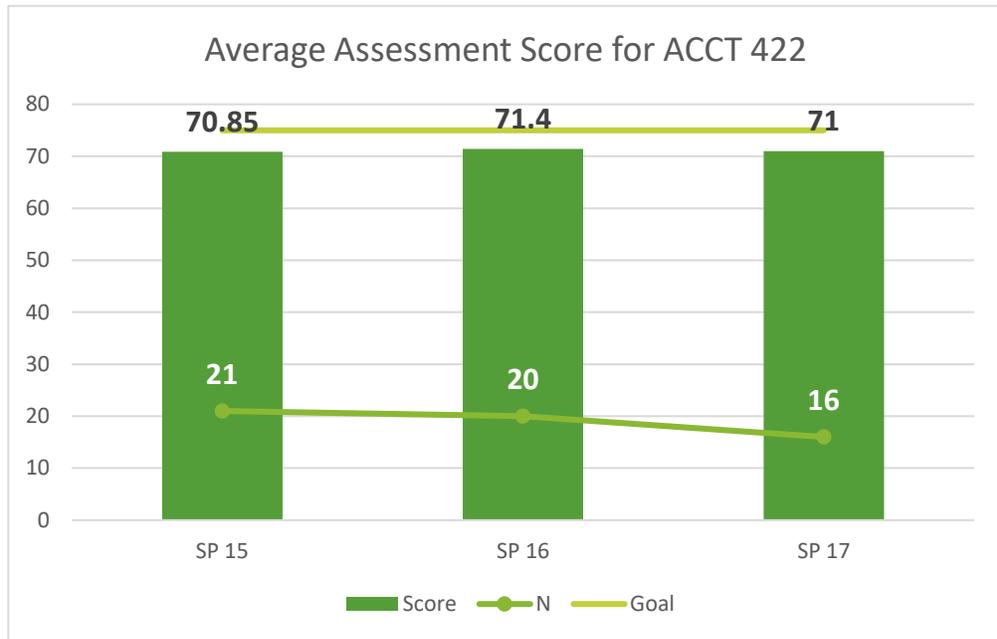|	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
ENMU Score	54	57	51	48	55
Comparable Schools Score	43	40	40	40	42
ENMU N	13	5	5	23	10

Analysis of Results In each of the past five years, COB Accounting majors did earn scores that were well-above scores earned by students in the comparison institutions.

Action(s) Taken No changes are suggested at this point. The numbers of COB Accounting students taking this test has been quite low each year. The number of Accounting majors who are graduating seniors is expected to increase over the next few semesters and it will be important to continue use of this assessment to track the progress of COB majors in comparison to other institutions.

2c. This is an internal, formative, assessment that consists of average scores earned on a 20-question, multiple-choice instrument designed by COB Accounting faculty to measure end-of-course skills in ACCT 422—Auditing.

Criterion Students are expected to achieve an average score of at least 75%.

Results 2c.

Average Assessment Score for ACCT 422

	SP 15	SP 16	SP 17
Score	70.85	71.4	71
N	21	20	16

Legend: ■ Score ─●─ N ── Goal

Analysis of Results The average score earned on the ACCT 422 assessment was 71% every year. This score falls short of the criterion. In addition, the number of students completing the assessment declined over the three years.	**Action(s) Taken** Accounting faculty have decided to change this assessment so that it is a pre- and post-test. This is to assure measurement of student improvement in the course.

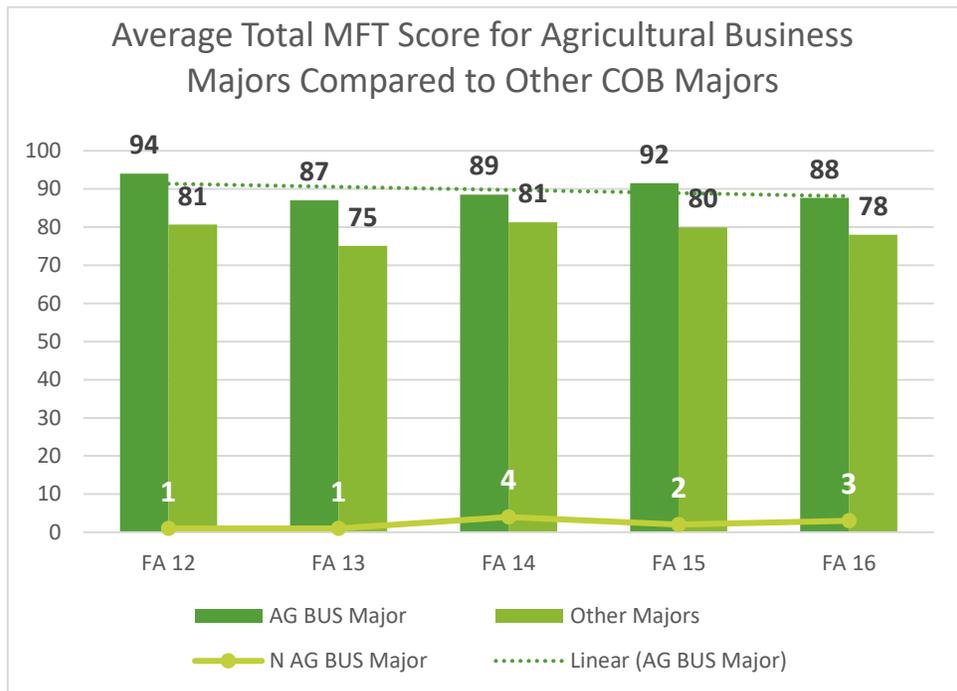| Agricultural Business Major Assessment |
|---|
| **Learning Outcome 1** Students demonstrate proficiency in business cores and foundational courses |

Performance Measures & Criteria	
1a. This is an external, summative, assessment in which average total MFT scores earned by Agricultural Business (Ag. Bus.) majors are compared to scores earned by all other students taking the test. ***Criterion*** Students are expected to achieve an average total score that is above, equal to or up to 5% of scores earned by other majors.	**Results 1.** **Average Total MFT Score for Agricultural Business Majors Compared to Other COB Majors** AG BUS Major values: FA 12: 94, FA 13: 87, FA 14: 89, FA 15: 92, FA 16: 88 Other Majors values: FA 12: 81, FA 13: 75, FA 14: 81, FA 15: 80, FA 16: 78 N AG BUS Major: FA 12: 1, FA 13: 1, FA 14: 4, FA 15: 2, FA 16: 3 Legend: AG BUS Major, Other Majors, N AG BUS Major, Linear (AG BUS Major) Agricultural Business Major Assessment scores' trend is **Negative** with a standard deviation of **2.63.**

| **Analysis of Results** There were very few Ag. Bus. Majors who completed the MFT at that was only during the semesters displayed above. In every semester, the score or average scores earned by these majors was substantially above | **Action(s) Taken** Graduating seniors that are Ag. Bus. majors earn scores on the MFT that indicate a good working knowledge of business. Due to the e relatively small number of these majors who graduate each year, required courses were |

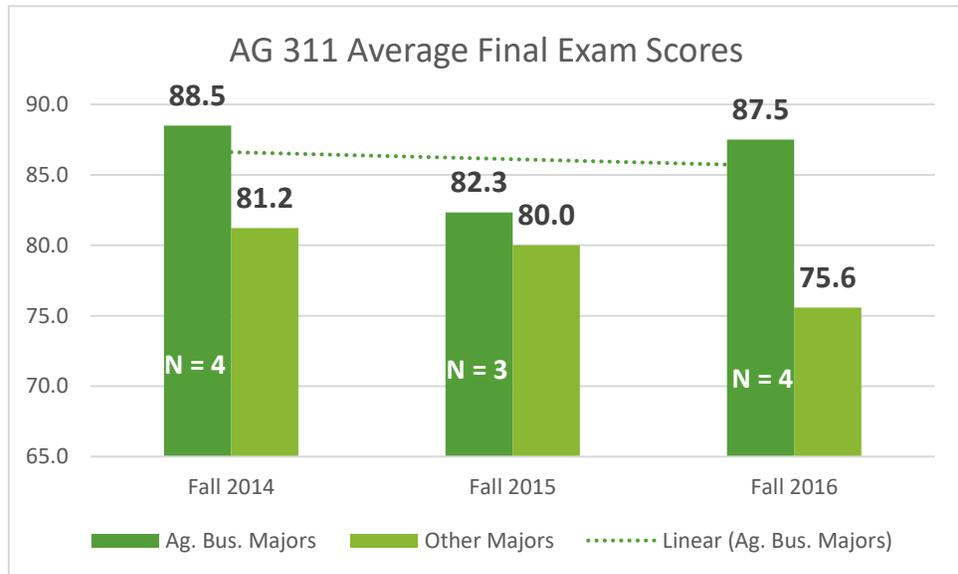|	
the averages earned by other majors and the criterion was met each year.	carefully reviewed and substantially changed in the 2017-2019 Undergraduate Catalog revision.

Performance Measures & Criteria	
1a. This is an internal, formative assessment that consists of final exam scores earned in AG 311—Farm Management and Record. *Criterion* Students are expected to achieve an average total score that is above, equal to or up to 5% below scores earned by other majors.	**Results 2.** The trend for Ag. Bus. Major Final Exam scores is **Negative** with a standard deviation of **2.63.**

Analysis of Results	Action(s) Taken
Analysis of Results On average, the few Ag. Bus. majors who took this course during the past three years do earn scores that are substantially above other students in this class that is required for both Ag. Bus. and Agriculture majors in the College of Education and Technology.	**Action(s) Taken** Although the number of Ag. Bus. majors taking this course is relatively small (total class enrollment was 18 each year), this indicator of strong performance led to keeping AG 311 as the only agriculture course in the revised degree program (2017-2019 Undergraduate Catalog). The other agriculture courses previously required seemed redundant and the major requirements were decreased from 21 to 18 hours.

Management Major Assessment

| **Learning Outcome 1** Students will demonstrate proficiency in business core and foundational courses. |
|---|

Performance Measures & Criteria

1a. This is an external, summative, assessment in which total average MFT scores earned by Management majors are compared to scores earned by all other students taking the test.

Criterion
Students are expected to achieve an average total score that is above, equal to or up to 5% of scores earned by other majors.

Results 1.

Average Total MFT Score for Managment Majors Compared to Other COB Majors
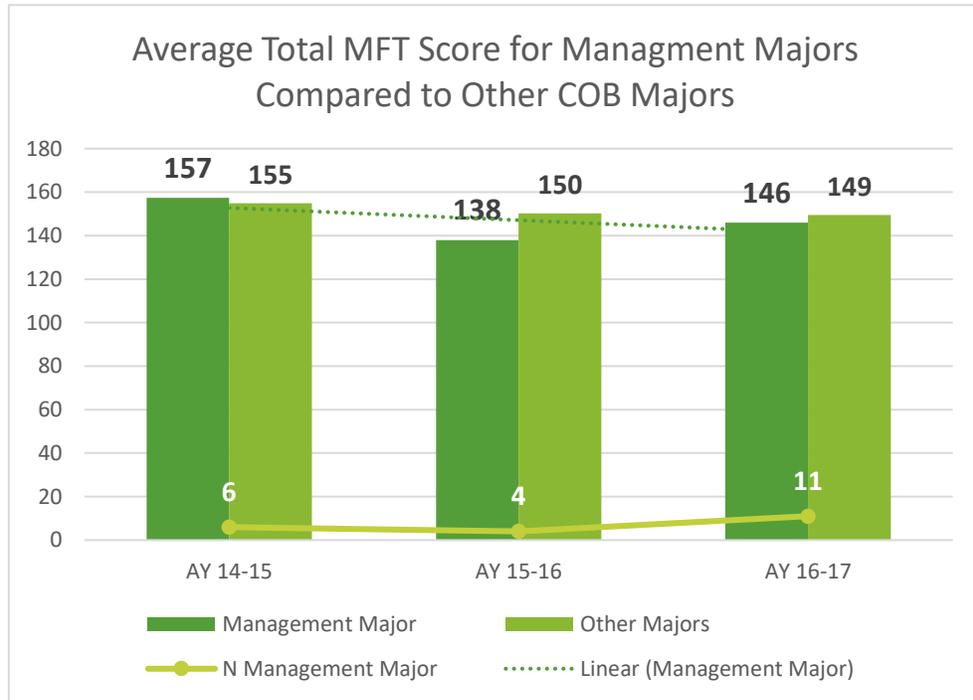
The trend for average MFT scores for Management Major is **Negative** with a standard deviation of **7.93**.

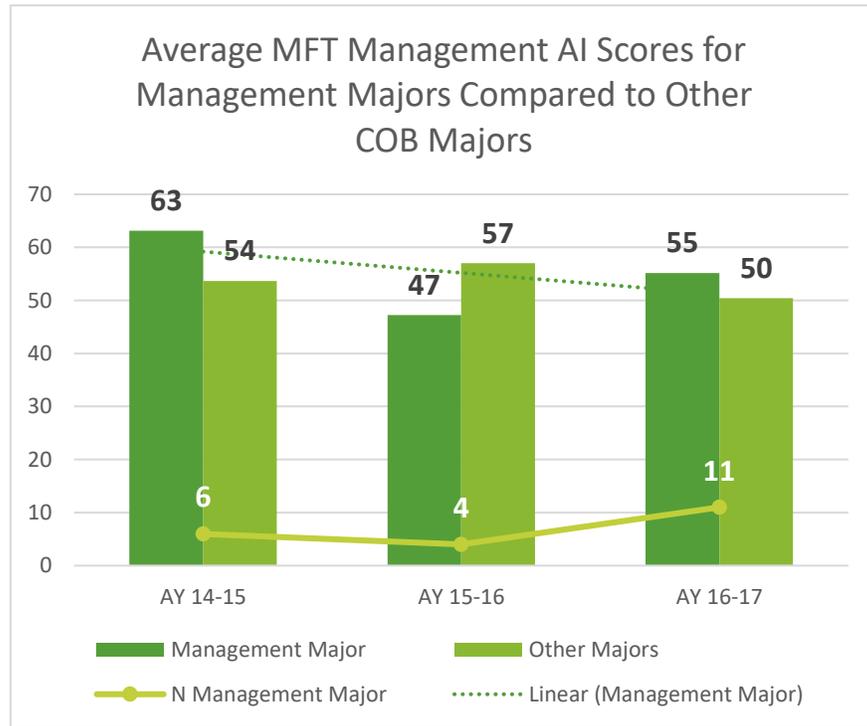| **Analysis of Results** The criterion was met in two of the past three years. The trend for Management majors is negative. Of concern is the relatively small number of Management majors who graduated in the first two years.	**Action(s) Taken** Requirements for the Management major were carefully reviewed and substantially revised in the 2017-2019 Undergraduate Catalog. In order to better meet the needs of COB students, the focus for this major was shifted to small-business entrepreneurship.

Learning Outcome 2 Students will enhance their ability to be effective managers by demonstrating continuous improvement in their ability to write clearly, coherently, and in an analytical manner.	
Performance Measures & Criteria **2a.** This is an external, summative, assessment that compares average scores earned by Management majors on the MFT Management AI to scores earned by all other COB majors. *Criterion* Students are expected to achieve an average total score that is above scores earned by other majors.	**Results 2a.** The trend for average MFT Management sub-scores for Management Majors is **Negative** with a standard deviation of **6.5.**
Analysis of Results The criterion was met in two of the three past years. Performance on this test by Management majors in AY 2015-2016 was particularly low, as was the number of students taking the test.	**Action(s) Taken** Overall, Management majors do seem to have a better understanding of the areas measured by this assessment than non-majors. Revisions made to the 2017-2019 catalog are expected to encourage more students to major in Management and help students improve their scores on this specialized assessment.

Performance Measures & Criteria

2b. This is an internal, formative assessment that was development by Management faculty during AY 2015-2016. The intent is to assess writing skills of Management majors in three required courses at the sophomore, junior and senior levels: MGT 201—Principles of Management, MGT 313—Organizational Behavior and MGT 475—Leadership and Organizational Change. The results of the first use of the rubric are presented here. Since there is only one data point, it is too soon to establish a criterion or to report on an analysis of the results. This assessment will be repeated each year.

Results 2b.

Fall 2016 & Spring 2017

Course	Number of Students	Skill Category	Assessment Level				Weighted Mean
			Proficient	Developing	Novice	Below Novice	
			4	**3**	**2**	**1**	
MGT 201	N = 5	A	2	8	5	0	3.0
		B	5	8	2	0	
		C	2	13	0	0	
		D	4	7	4	0	
		Total Counts	13	36	11	0	
MGT 313	N = 5	A	2	4	7	2	2.6
		B	3	6	3	2	
		C	2	6	7	1	
		D	2	9	3	0	
		Total Counts	9	25	20	5	
MGT 475	N = 5	A	7	5	3	0	3.3
		B	10	3	2	0	
		C	7	6	2	0	
		D	6	6	3	0	
		Total Counts	30	20	10	0	
Overall	N = 15	A	11	17	15	2	3.0
		B	18	17	7	2	
		C	11	25	9	1	
		D	12	22	10	0	
		Total Counts	52	81	41	5	

Applied Economics and Finance Emphasis Assessment

| **Learning Outcome 1** Students will demonstrate proficiency in business core and foundational courses. |
|---|

Performance Measures & Criteria

1. This is an external, summative, assessment that compares average MFT total scores for students completing the Applied Economics and Finance Emphasis (ECON & FIN) to scores earned by all other COB majors.

Criterion Students are expected to achieve an average total score that is above, equal to or within 5% below.

Results 1.

Average Total MFT Score Applied Economics & Finance Majors Compared to Other COB Majors
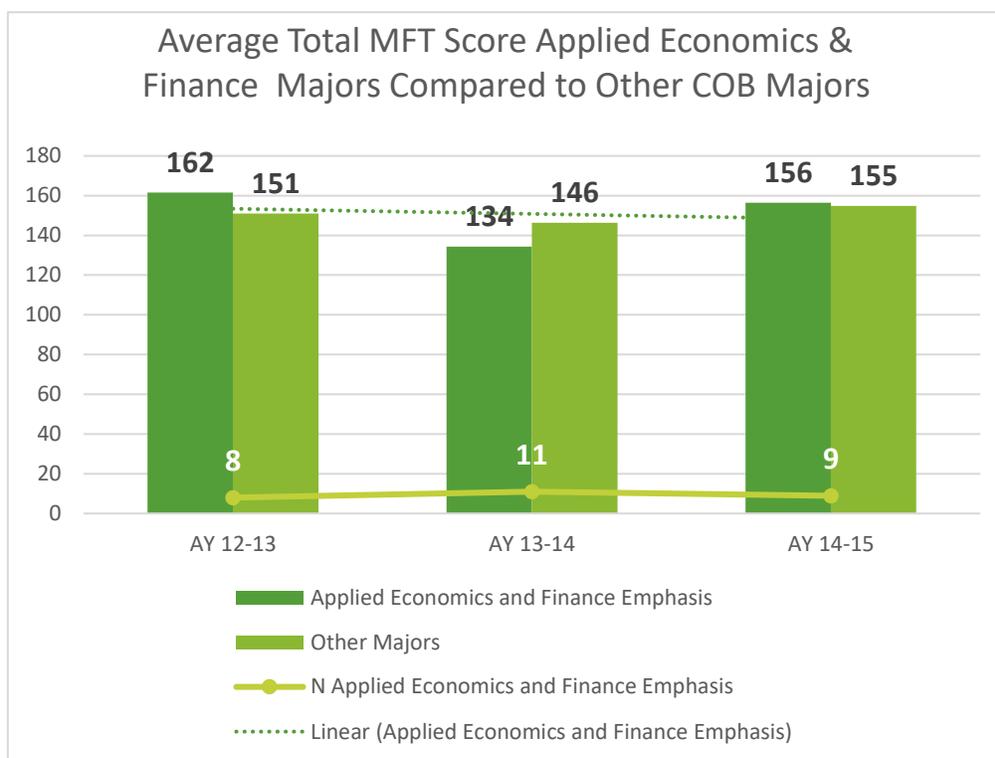
The trend in average MFT scores for Applied Economics and Finance Emphasis is **Relatively Level** with a standard deviation of **11.82.**

Analysis of Results The semesters illustrated are the latest for which the number of ECON & FIN students was sufficient for comparison. In 2015-2016 and 2016-2017, there were only 3 and 1 students respectively. The criterion was meet in two of three years. Overall the trend does not indicate continuous improvement.

Action(s) Taken This is a useful measurement and no changes are suggested at this time. The ECON & FIN team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to identify areas that might be roadblocks to graduation.

Learning Outcome 2 Students demonstrate proficiency in interpretation and application of basic macroeconomics and microeconomics models.	

Performance Measures & Criteria **2a.** This is an external, summative assessment that compares average scores earned by students in the ECON & FIN program to all other students taking the MFT Economics AI. *Criterion* Students are expected to achieve an average total scores that are above scores earned by other majors.	**Results 2a.** Average MFT Economics AI Scores for Applied Economics & Finance Majors Compared to Other COB Majors The average MFT Economics sub-scores for Applied Economics and Finance Emphasis trend is **Negative** with a standard deviation of **10.86.**

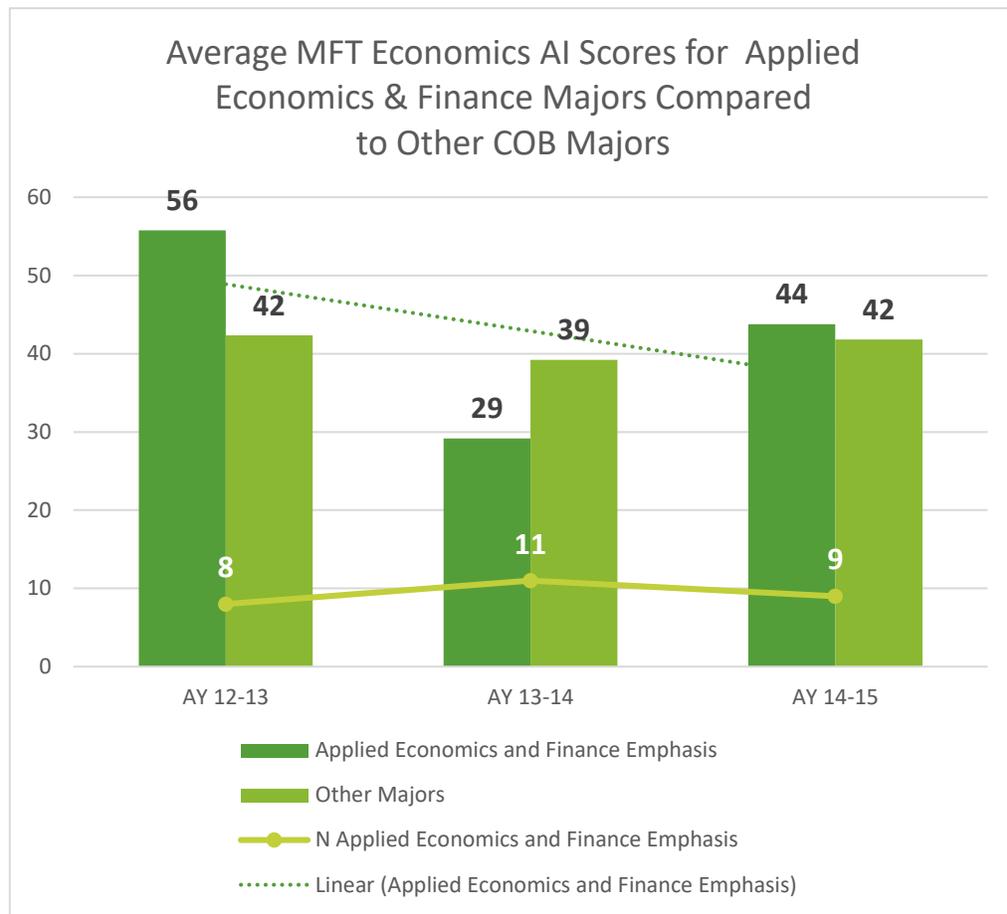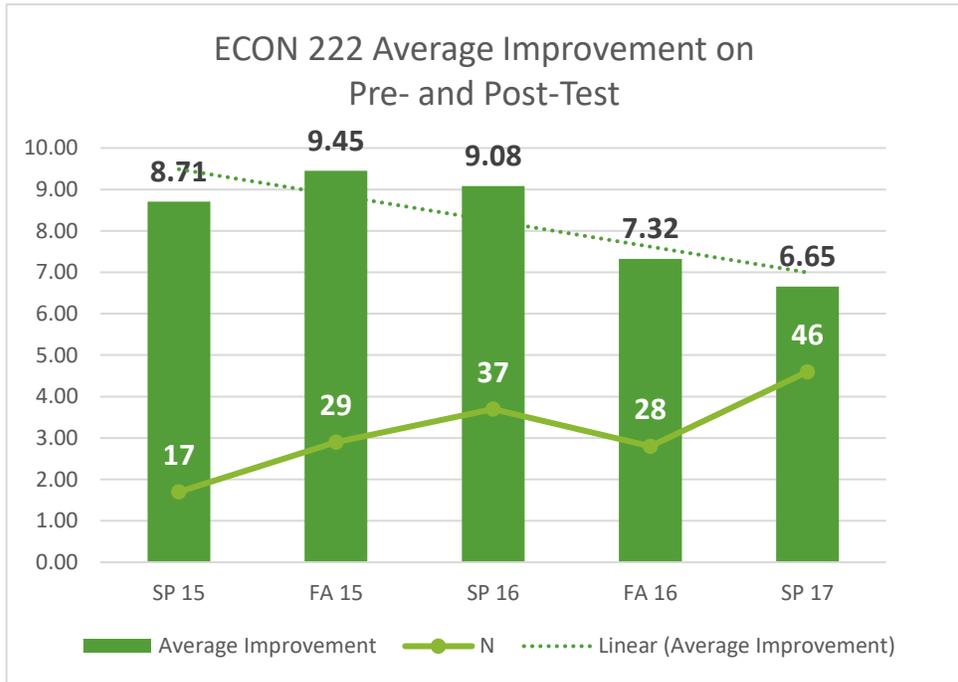| **Analysis of Results** The criterion was met in two of three years. Overall, the trend does not indicate continuous improvement.	**Action(s) Taken** This is a useful measurement and no changes are suggested at this time. The ECON & FIN team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to identify areas that might be roadblocks to graduation.

Performance Measures & Criteria	Results 2b.
2b. This is an internal, formative assessment that measures the average improvement on a multiple-choice instrument covering basic concepts in ECON 222—Principles of Micro-economics. *Criterion* The average difference between the pre- and post-test is expected to be positive and statistically significant.	**ECON 222 Average Improvement on Pre- and Post-Test** SP 15: 8.71, N 17 FA 15: 9.45, N 29 SP 16: 9.08, N 37 FA 16: 7.32, N 28 SP 17: 6.65, N 46 Legend: Average Improvement / N / Linear (Average Improvement) The trend for average improvement on ECON 222 on pre and post-test scores is **Negative** with a standard deviation of **1.07**.

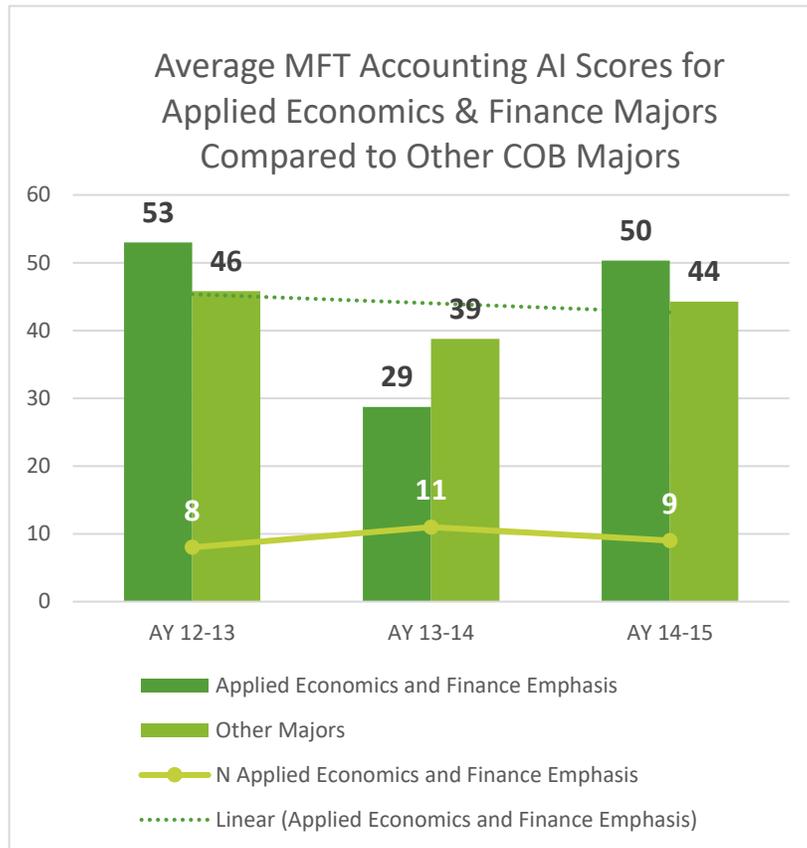| Analysis of Results	Action(s) Taken
Analysis of Results In each of the last five semesters, difference of means t-tests were statistically significant at the .001 level. The criterion was met every year.	**Action(s) Taken** This assessment is a good indicator that students in ECON 222, on average improve their knowledge of microeconomics. A concern, though, is that the trend is negative, especially for the last two semesters. The course instructor has completed an item analysis and will change some the wording of some questions so that they more closely match the terminology used in class.

Learning Outcome 3 Students will interpret relationships between financial statements that include balance sheet, income statement, and statement of cash flow.	
Performance Measures & Criteria **2a.** This is an external, summative assessment that compares average scores earned by students in the ECON & FIN program to all other students taking the Accounting AI. *Criterion* Students are expected to achieve an average total score that is above, equal to or within 5% of scores earned by other majors.	**Results 3.** Average MFT Accounting AI Scores for Applied Economics & Finance Majors Compared to Other COB Majors The average MFT Accounting sub-scores for Applied Economics and Finance Emphasis trend is **Negative** with a standard deviation of **10.87.**

Average MFT Accounting AI Scores for Applied Economics & Finance Majors Compared to Other COB Majors

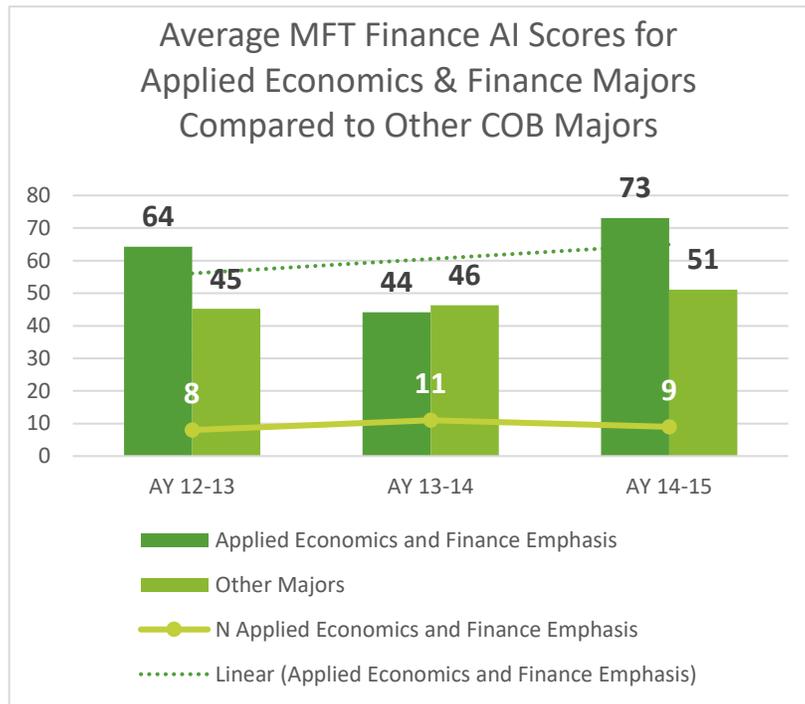| **Analysis of Results** The criterion was met in two of three years. Overall, the trend does not indicate continuous improvement.	**Action(s) Taken** This is a useful measurement and no changes are suggested at this time. The ECON & FIN team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to identify areas that might be roadblocks to graduation.

Learning Outcome 4 Students demonstrate proficiency in demonstration and application of basic concepts in finance.	
Performance Measures & Criteria **2a.** This is an external, summative assessment that compares average scores earned by students in the ECON & FIN program to all other students taking the Finance AI. ***Criterion*** Students are expected to achieve an average total scores that are above, scores earned by other majors.	**Results 4.** The average MFT Finance sub-scores for Applied Economics and Finance Emphasis trend is **Positive** with a standard deviation of **12.1.**

Analysis of Results The criterion was met in two of the past years. Average scores In the first and third years for ECON & FIN students are substantially higher than those of other students taking the text. The trend is not only positive, but also has a relatively high standard deviation.	**Action(s) Taken** This is a useful measurement and no changes are suggested at this time. When the faculty ECON & FIN team reviews the curriculum in FA 2018, this assessment indicates that student learning in the finance courses in the program is a strength.

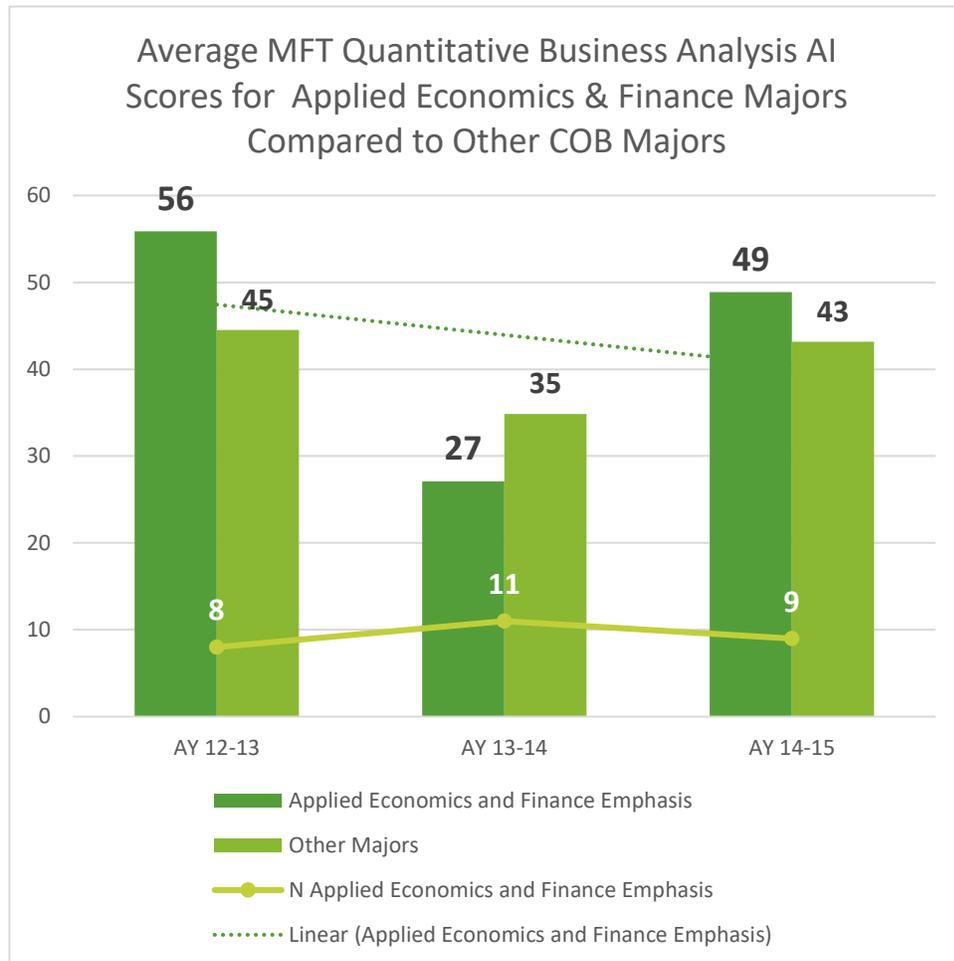| **Learning Outcome 5** Students demonstrate proficiency in application of quantitative analysis skills.	
Performance Measures & Criteria **5.** This is an external, summative assessment that compares average scores earned by students in the ECON & FIN program to all other students taking the Quantitative Business Analysis AI. *Criterion* Students are expected to achieve an average total score that is above, equal to or within 5% of scores earned by other majors.	**Results 5.** **Average MFT Quantitative Business Analysis AI Scores for Applied Economics & Finance Majors Compared to Other COB Majors** The average MFT Quantitative Business Analysis sub-scores for Applied Economics and Finance Emphasis trend is **Negative** with a standard deviation of **12.26.**

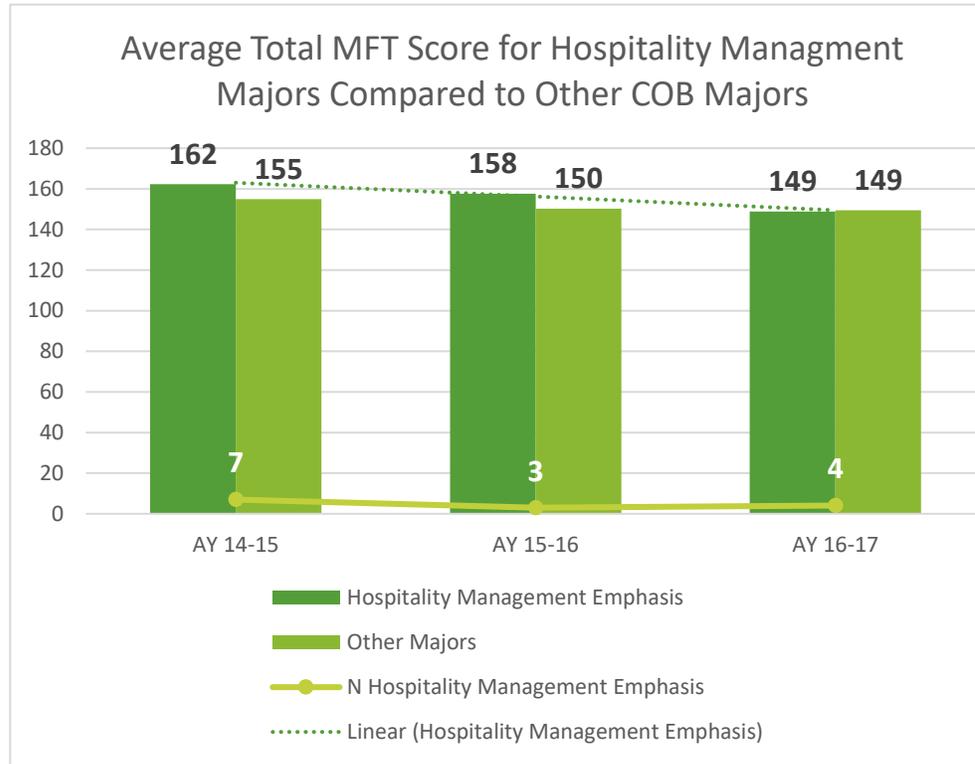| **Analysis of Results** The criterion was met in two of three years. Overall, the trend does not indicate continuous improvement.	**Action(s) Taken** This is a useful measurement and no changes are suggested at this time. The ECON & FIN team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to identify areas that might be roadblocks to graduation.

Hospitality Management Emphasis Assessment

Learning Outcome 1 Students will demonstrate proficiency in business core and foundational courses.

Performance Measures & Criteria	Results 1.
1. This is an external, summative, assessment that compares average MFT total scores for students completing the Hospitality Management emphasis to scores earned by all other COB students. ***Criterion*** Students are expected to achieve an average total score that is above, equal to or within 5% below.	Average Total MFT Score for Hospitality Managment Majors Compared to Other COB Majors AY 14-15: 162, 155, 7 AY 15-16: 158, 150, 3 AY 16-17: 149, 149, 4 ■ Hospitality Management Emphasis ■ Other Majors — N Hospitality Management Emphasis ······ Linear (Hospitality Management Emphasis) The trend for average MFT scores for Hospitality Management Emphasis trend is **Negative** with a standard deviation of **5.62.**

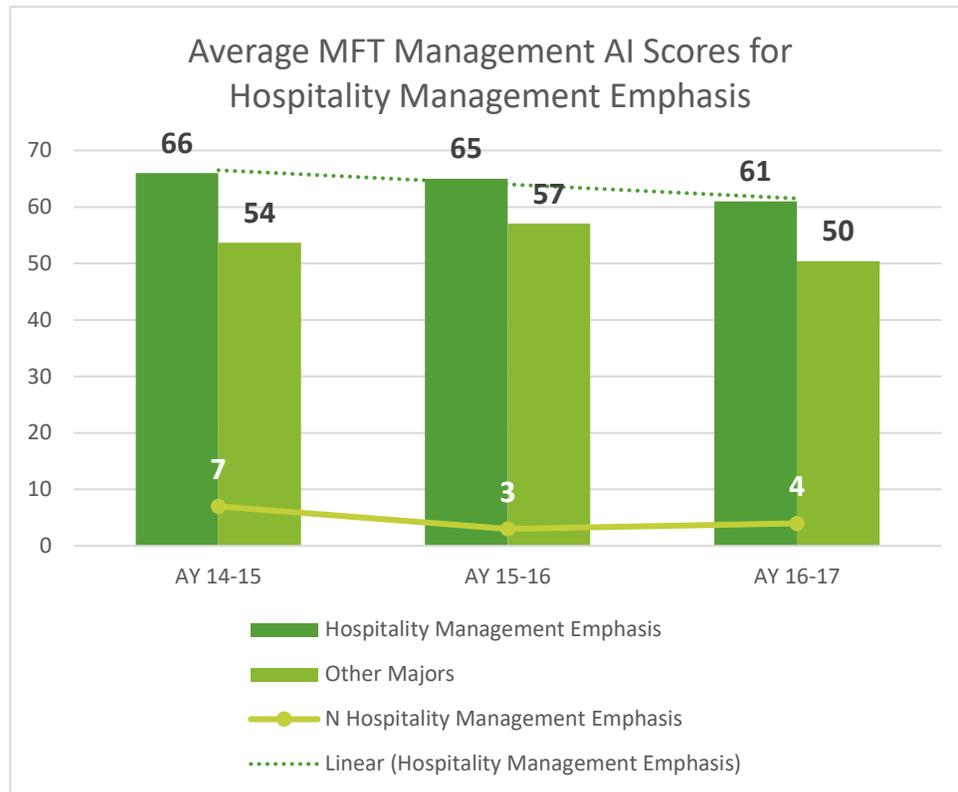| **Analysis of Results** The criterion was met in all of the past three years. The trend does not indicate continuous improvement. Of major concern is the small and decreasing number of students enrolled in the hospitality management emphasis who are in the BBA capstone course.	**Action(s) Taken** This is a useful measurement and no changes are suggested at this time. The Hospitality Management team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to identify areas that might be roadblocks to graduation

Learning Outcome 2 Students will demonstrate knowledge and skills to effectively manage a hospitality operation including the unique challenges and contexts pertaining to various segments of the industry using applicable theories from multiple business disciplines.

Measures & Criteria	Results 2.
2. This is an external, summative assessment that compares average scores earned by students in the Hospital Management program to all other students taking the Management AI. *Criterion* Students are expected to achieve an average score that is above, equal to or within 5% of scores earned by other majors.

Average MFT Management AI sub-scores for the Hospitality Management Emphasis trend is **Negative** with a standard deviation of **2.16.** |

Analysis of Results	Action(s) Taken
Analysis of Results The criterion was met in each of the past three years and scores earned by Hospitality Management students are substantially higher (greater than one standard deviation) than the average scores earned by other COB students. The results indicate that the few Hospitality Management students who were graduating seniors do have a good working knowledge of basic management concepts.	**Action(s) Taken** There are no suggestions for change at this point.

Performance Measures & Criteria	
2. This is an internal, formative assessment measured with a comparison of average grades earned on the Business Plan assignment in HRTM 420—Bar and Beverage Management by Hospitality Management students and other COB students who take this course as an upper-division elective. ***Criterion*** Hospitality Management emphasis students are expected to achieve an average total grade that is above, equal to or within 5% of grades earned by other majors.	**Results 2.** **Hospitality Management Average Business Plan Grades** SP 15: Hospitality Management 44, Other Majors 40, N 3 SP 16: Hospitality Management 45, Other Majors 40, N 4 SP 17: Hospitality Management 46, Other Majors 42, N 3 Legend: Hospitality Management; Other Majors; N; Linear (Hospitality Management) Hospitality Management average Business Plan grades' trend is **Positive** with a standard deviation of **0.68.**

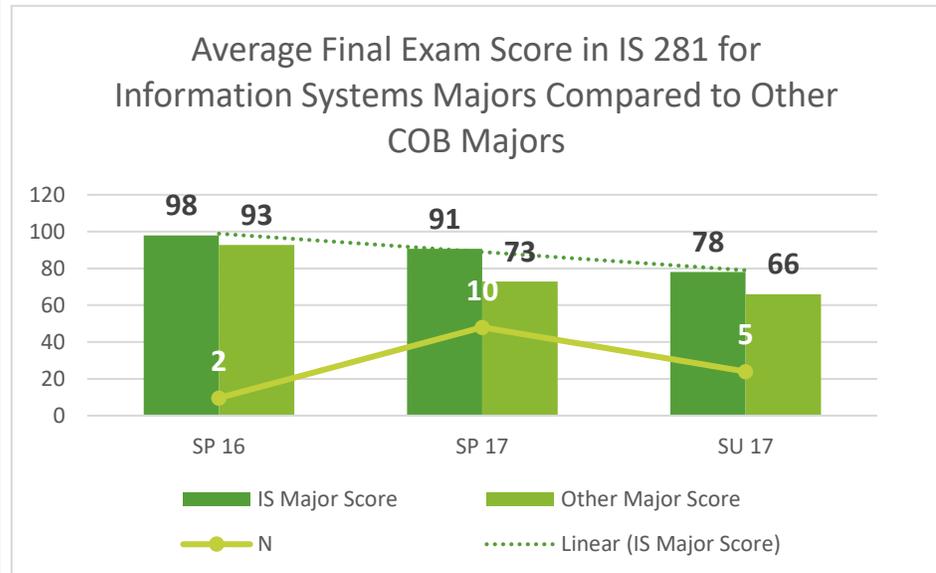| **Analysis of Results** The criterion was met in each of the past three semesters that the course was offered. The trend is positive though the standard deviation is quite small. An important concern is that there are so few Hospital Management students enrolled in this required course.	**Action(s) Taken** Hospitality Management student performance appears to be good, but the Hospitality Management faculty team will carefully review the curriculum during the fall 2018 Undergraduate catalog revision to identify ways to increase students in the emphasis.

Information Systems Emphasis Assessment

Learning Outcome 1 Students will demonstrate proficiency in business core and foundational courses.

Performance Measures & Criteria	
1. This is an internal, formative assessment that compares the average scores earned by students in the Information Systems (IS) emphasis on the final exam for IS 281—Spreadsheets and Data Analysis, to other students taking this exam. This lower-division course is required for all BBA students as part of the Business Foundation. ***Criterion*** Students are expected to achieve an average score that is above, equal to or within 5% below.	**Results 1a.** Average Final Exam Score in IS 281 for Information Systems Majors Compared to Other COB Majors SP 16: IS Major Score 98, Other Major Score 93, N 2 SP 17: IS Major Score 91, Other Major Score 73, N 10 SU 17: IS Major Score 78, Other Major Score 66, N 5 Legend: IS Major Score, Other Major Score, N, Linear (IS Major Score) The trend for the final exam score in IS 281 earned by IS majors is **negative** with a standard deviation of **8.22**.

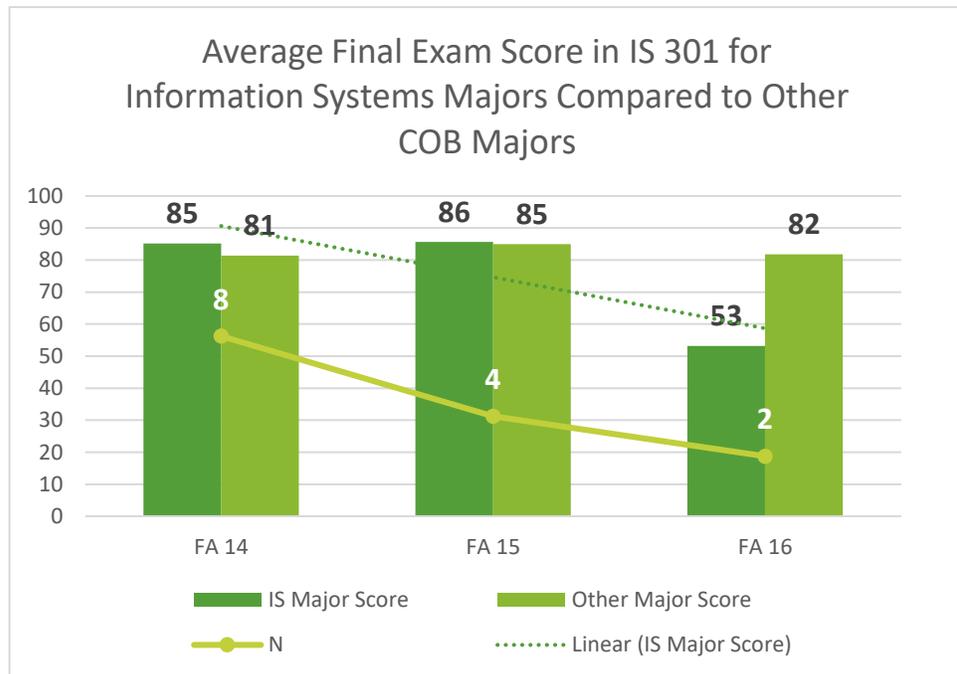| **Analysis of Results** The criterion was met for every semester in which there were IS majors taking this course. The trend does not indicate continuous improvement. Please note that the data includes only those sections of the course for which students in the new IS emphasis were enrolled. In addition, many students in the COB do not declare their specific majors or emphases until after they complete the Foundation coursework.	**Action(s) Taken** The IS emphasis is a new program and this is the first assessment comparing IS students to other COB students in this course. At this point, there are no suggestions for improvement. The IS faculty team will further review student performance as more IS students take this class.

Performance Measures & Criteria **1.** This is an internal, formative assessment that compares the average scores earned by IS students on the final exam for IS 301—Information Systems for Managers, to other students taking this exam. This upper-division course is required for all BBA students as part of the Business Core. *Criterion* Students are expected to achieve an average score that is above, equal to or within 5% below.	**Results 1b.** **Average Final Exam Score in IS 301 for Information Systems Majors Compared to Other COB Majors** The trend for average final exam scores for IS majors in IS 301 is **negative** with a standard deviation of **15.19.**

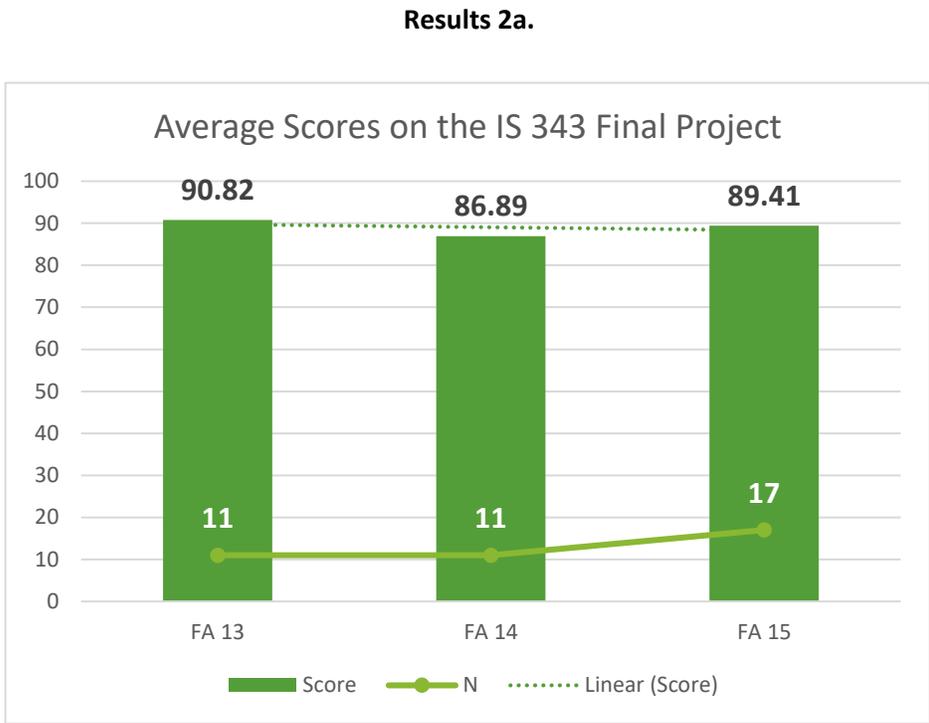|	
Analysis of Results This course is taught every semester, including during the summer, but two IS faculty members who taught the course left ENMU and it was not possible to assess all sections of the course. We consider the data presented to be a preliminary assessment of relative student performance. The IS majors for which we have scores in fall 2014 and fall 2015 did meet the criterion. The fall 2016 is skewed since only two IS students were in the course.	**Action(s) Taken** The IS emphasis is a new program and this is the first assessment comparing IS students to other COB students in this course. At this point, there are no suggestions for improvement. The IS faculty team will further review student performance as more IS students take this class.

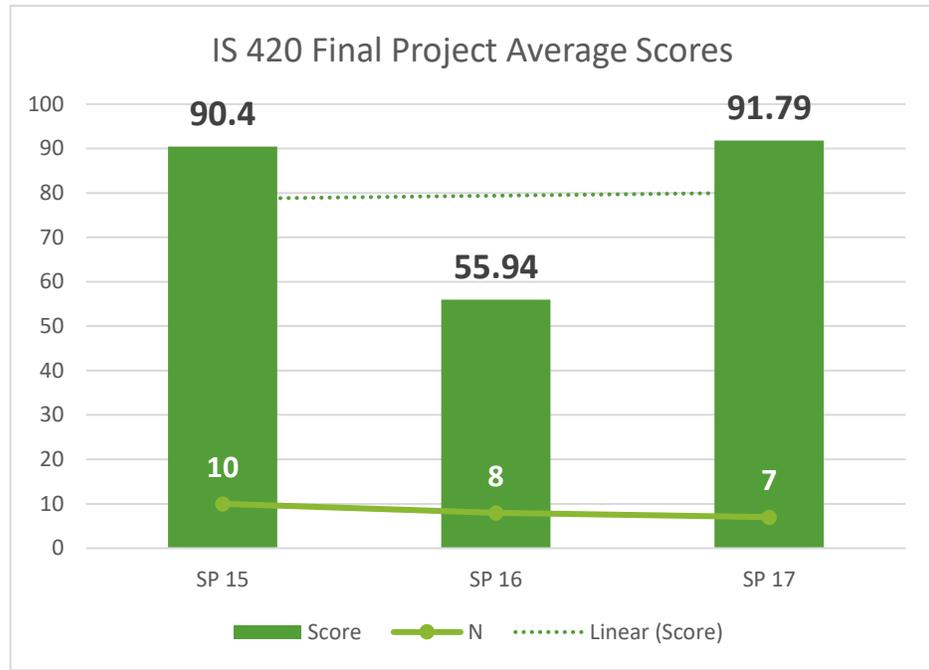| **Learning Outcome 2** Students apply knowledge and skills learned to facilitate the design, implementation, and management of IS.	
Performance Measures & Criteria **2a.**This is an internal, formative assessment that consists of average scores earned on the final project in IS 343—Database Management Systems. This junior-level course is required in the IS emphasis program of study and only IS students take the course. ***Criterion*** Students are expected to achieve an average score of at least 70%.	**Results 2a.** Average Scores on the IS 343 Final Project FA 13: 90.82, N=11 FA 14: 86.89, N=11 FA 15: 89.41, N=17 Legend: Score, N, Linear (Score) The trend for average scores on the final project in BIS 343 Student is **Relatively Flat** with a standard deviation of **1.63.**
Analysis of Results The criterion was met in each year for which data are available. Please note that the number of IS students in this course is increasing.	**Action(s) Taken** At this point in there are no suggestions for improvement.

|	
Performance Measures & Criteria **2b.** This is an internal, formative assessment that consists of average scores earned on the final project in IS 420—Systems Analysis and Design. This senior-level course is required in the IS emphasis program of study and only IS students take the course. *Criterion* Students are expected to achieve an average score of at least 70%.	**Results 2b.** **IS 420 Final Project Average Scores** **90.4**　　　　　　　　　　　　　　**91.79** **55.94** **10**　　　　　**8**　　　　　**7** SP 15　　　　　　SP 16　　　　　　SP 17 ■ Score　—●— N　········· Linear (Score) The trend for average scores on the final project in IS 420 is **Relatively Flat** with a standard deviation of **16.58.**

Analysis of Results The criterion was met in two of the last three spring semesters, when the course was taught. In spite of the low average scores in spring 2018, the trend is not negative. The number of students enrolled in the course shows a slight decrease.	**Action(s) Taken** At this point in there are no suggestions for improvement. The number of students taking this course is expected to increase and the IS Faculty team will closely monitor the assessment with the objective of continuous improvement in student performance.

Learning Outcome 3 Students demonstrate the ability to integrate high performance in design and implementation, along with strong business capabilities.	

3. This is an internal, summative assessment that consists of average scores earned on the final project in IS 460—Program Management. This senior-level course is required in the IS emphasis program of study and only IS students take the course. It is also the capstone course for the program.

Criterion Students are expected to achieve an average score of at least 70%.

Results 3.

IS 460 Final Project Average Scores
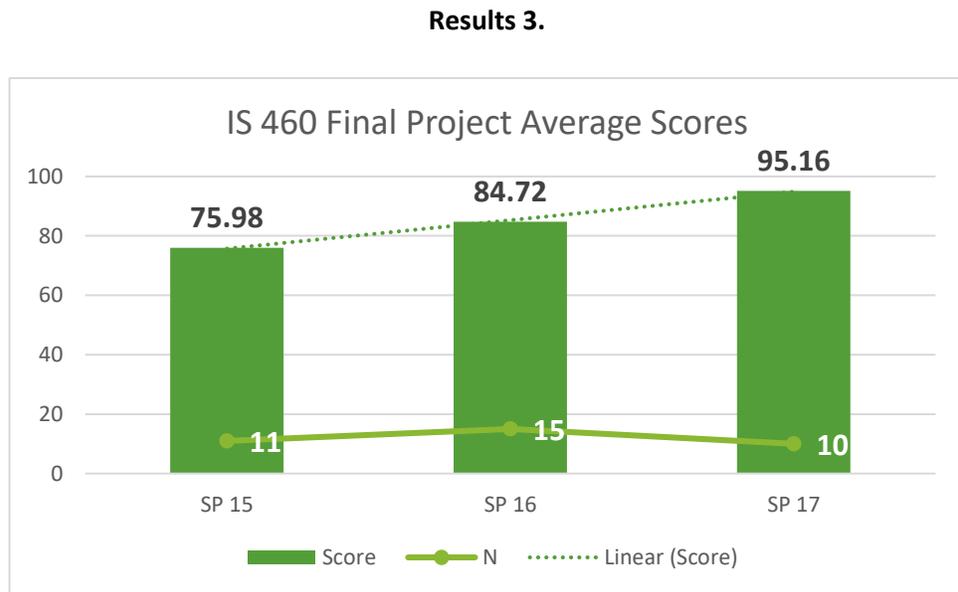
The trend for average scores on the final project in IS 420 is **Positive** with a standard deviation of **7.84.**

Analysis of Results The criterion was met in each of the last three semesters that the course was offered. In addition, the trend has been one of continuous improvement. The numbers of students taking the course indicates that more IS students will be graduating soon.

Action(s) Taken No changes are suggested at this time. The IS Faculty team will continue to monitor the trend in this course as an indicator of continuous improvement in student performance.

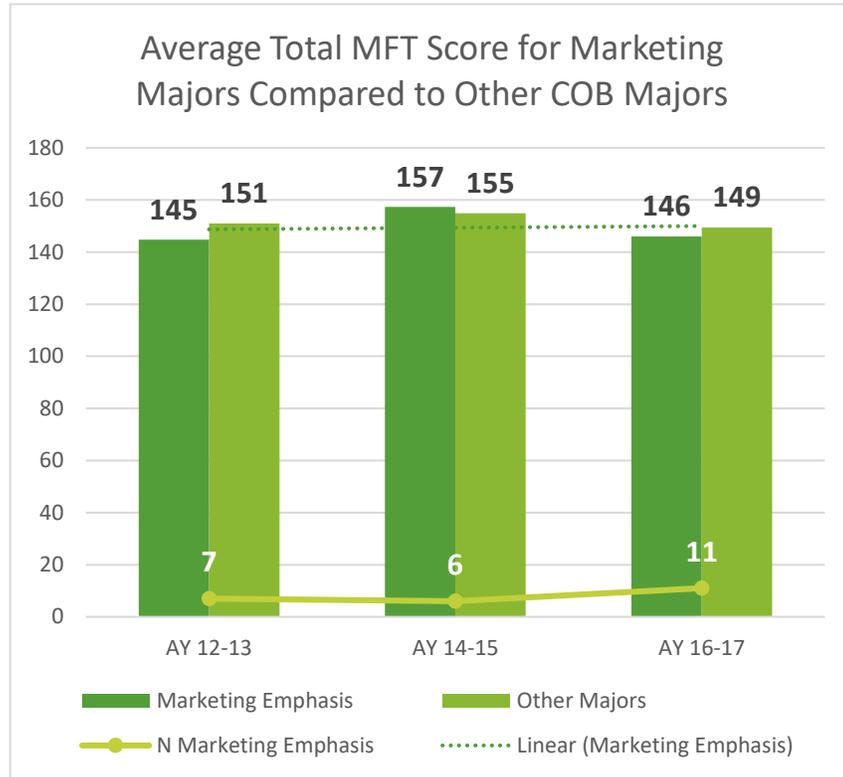| Marketing Emphasis Assessment	
Learning Outcome 1 Students will demonstrate proficiency in business core and foundational courses.	

Performance Measures & Criteria	Results 1.
1. This is an external, summative, assessment that compares average MFT total scores for students completing the Marketing emphasis to scores earned by all other COB students. *Criterion* Students are expected to achieve an average total score that is above scores earned by other COB majors.	Average Total MFT Score for Marketing Majors Compared to Other COB Majors The trend for average MFT scores for marketing emphasis students is **Relatively Level** with a standard deviation of **5.67.**

Analysis of Results	Action(s) Taken
Analysis of Results Although average total scores on the MFT was lower for students in the Marketing emphasis over the last three years, criterion was met every year as they were within 5% of the averages earned by all other COB majors. The number of Marketing students who were graduating seniors each year may be increasing.	**Action(s) Taken** No action is suggested at this point.

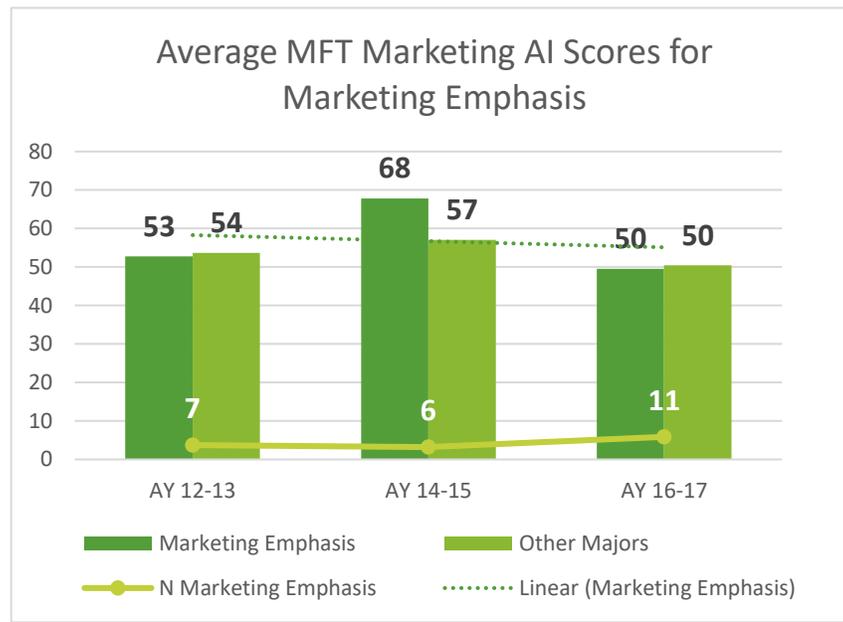| Measures & Criteria	
2a. This is an external, summative assessment that compares average scores earned by students in the Marketing program to all other students taking the Marketing AI. *Criterion* Students are expected to achieve average scores that are above scores earned by other majors.	**Results 2a** . The trend for average MFT Marketing sub-scores for Marketing Majors is **Negative** with a standard deviation of **7.98.**

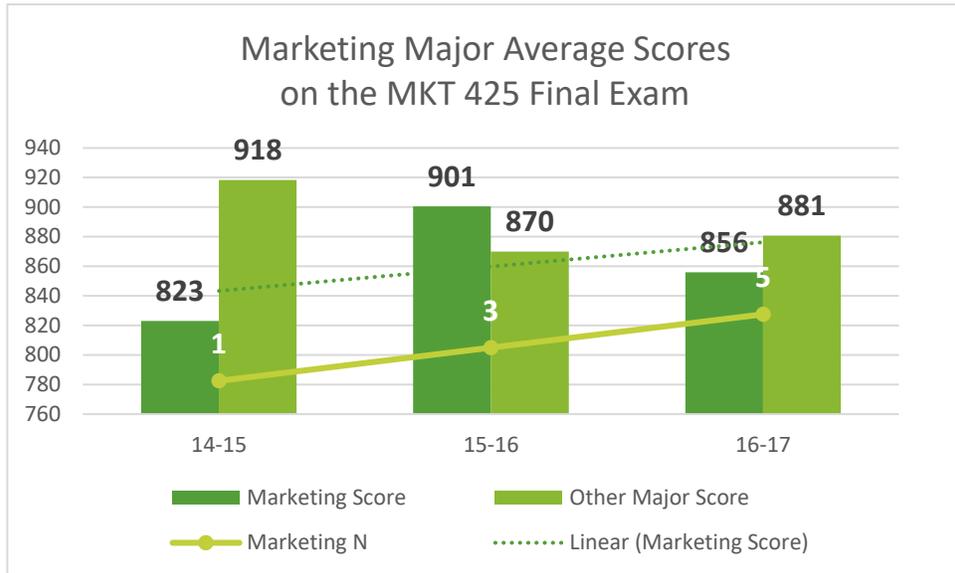| **Analysis of Results** Average scores earned by Marketing students on the Marketing AI test are above the scores earned by other COB majors in only one of the past three years. The trend does not indicate continuous improvement in student performance.	**Action(s) Taken** The Marketing team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to identify areas that can reinforce student learning in basic Marketing concepts.

Measures & Criteria	Results 2b.
2b. This is an internal, formative assessment that consists of average scores earned on the final exam in MKT 425—Marketing Management. This senior-level course is required in the BBA Core. *Criterion* Students in the Marketing emphasis are expected to earn higher scores on the final exam than other COB majors.	 Marketing Major Score on MKT 425 Final trend is **positive** with a standard deviation of **31.8.**

Analysis of Results	Action(s) Taken
Analysis of Results In only one of the past three years were average final exam scores higher than those of other COB majors. The trend is positive, but the primary concern is that very few Marketing majors are enrolled in the course.	**Action(s) Taken** The Marketing team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to find ways to increase the number of students in the Marketing emphasis.