Graduate Committee report for fall 2009 COB convocation.
One page plus two appendices

During the 2008-2009 academic year the Graduate Committee consisted of Rick Adkisson (Chair), Maria DeBoyrie (Recording Secretary), Phil Benson, Sherry Mills, Gerald Hampton, and Ryan Cruz (student member). Ex-Officio members were Kathy Brook and Bobbie Green.

The committee met approximately every two weeks for the year.

Three main things were accomplished over the year.

1. Revised the assurance of learning goals for the MBA (See Appendix 1)
2. Developed assurance of learning processes and assessed assurance of learning for four of the five MBA goals (goal 5 still to be completed).
3. Developed guidelines to help provide consistent delivery of the MBA capstone course, BA590. (See Appendix 2)

In addition the committee handled routine business such as reviewing course change forms. Elimination of the international business specialization for the MBA was discussed but no action was taken. Efforts at evaluating and revising MBA admissions criteria were undertaken but no action was taken. The committee worked with BCIS folks to revise the BCIS specialty in the MBA. More work is needed before approval.

Rick Adkisson, Chair
Graduate Committee
August 7, 2009
Appendix 1
Revised AOL Goals for MBA

1. Demonstrate well-developed oral and written communication skills
2. Demonstrate well-developed critical thinking skills
3. Demonstrate proficiency in quantitative analysis
4. Demonstrate well-developed interpersonal skills
5. Demonstrated proficiency in dealing with ethical and legal issues in business

Approved by faculty vote at the spring 2009 COB convocation
Appendix 2
Instruction Guidelines, BA590
Approved by the Graduate Committee, April 6, 2009

BA 590 – Professional Paper and Presentation – Instructor Guidelines
College of Business – New Mexico State University

Background: BA 590 replaces the MBA orals examination and ensures that students understand major concepts learned in the MBA program. Kevin Boberg taught the course exclusively for a number of years. Most of the student teams assisted Arrowhead Center clients with business and marketing plans. Valuable learning experiences have been gained through interaction with real business contexts. After carefully consideration of the content, the Graduate Committee agrees that the basic “Boberg” format of the course should continue even as the course is passed on to other instructors. The information below provides assistance to instructors of BA 590 when preparing and teaching the course consistent with the desires of the general faculty and the guidance of the Graduate Committee.

Course Objectives: Students will work in teams to study a problem or situation facing an organization and to use concepts and tools from courses in the MBA program. At the end of the course, the team will present projects in a written report and an oral presentation that should reflect
1. High quality written and oral presentation skills
2. Well developed team skills [interpersonal skills]
3. The proper application/integration of tools and concepts from multiple MBA courses.

Learning environment: Students will work in assigned teams and research an issue or problem identified for them by the instructor, the students, or managers of a participating company or organization. Options include

(1) Developing a business plan, marketing plan, marketing analysis, or feasibility study for an organization.
(2) Assisting organizations in business decision making issues, e.g., expanding facilities, budgeting for strategic planning, process improvements, etc.

Student work:
Teams should be required to demonstrate regular and substantial progress on their projects over the course of the term. For example they might be asked to submit a proposal, weekly progress reports, an early draft of the written portion of the project, a final written project, a CD/DVD of the oral presentation of the project, a reflection paper, etc. It is reasonable for students to expect timely feedback from the instructor on all materials. At term’s end each team will present their report to their faculty committee and other interested parties. Peer evaluations may be used during the term to ensure that team members are contributing quality work in a timely manner.

Grade Composition: Instructors will assign the final course grade. However, it is highly recommended that substantial grading weights be assigned to weekly progress reports, early drafts, etc
Instructor Expectations:

At a minimum, instructors are expected to accomplish the following during the course of the semester:

1. Prepare and distribute a syllabus to the students that clearly sets out his/her expectations including specific assignment due dates, grading criteria, presentation requirements, etc.

2. Collect and review all proposals and assignments for the semester and provide timely feedback to students/teams. Generally this means that the instructor will meet regularly with each team to address team concerns regarding content, focus, resources needed, deadlines, team member relations, or other challenges affecting the successful completion of the project.

3. Review and grade oral presentation. [Oral presentation skills will be assessed in this course. Use presentation rubric to score the presentation for assessment. Work with assessment coordinator to plan collection of assessment scores.] Presentations are to be video recorded. Please provide copies to the College of Business Assessment Coordinator.

4. Collect and grade written report work with the students/teams to assure that an electronic version of the report is provided to the College of Business Assessment Coordinator.

Supporting Materials: Supporting materials are available from the Graduate Committee (via Sherry Mills at this writing). The following information has been prepared and is available for the instructor’s use:

1. Syllabus
2. Weekly progress reports template
3. Peer evaluation template
4. Faculty team evaluation report
5. Oral presentation recording requirements
6. Guidelines for presenters when recording video
7. Oral project presentation rubric for assessment (may also be used for grading)
8. Writing requirements for paper
9. Writing skills rubric for assessment (may also be used for grading)
10. Nondisclosure agreement, when applicable.