**Members:** Jennifer Kreie, Meghan Downes, Tim Query, Grace Ann Rosile, Mike Hyman  
(Liz Ellis, Ex-officio)

**Absent:**

**Guests:**

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**Chair:** Jennifer  
**Note taker:**

**AOL Committee Meeting Minutes**

**Date:** April 3, 2014  
**Location:** BC 134

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**Topics**

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<th>Approval of Minutes of March 18, 2014.</th>
<th>Minutes not available yet.</th>
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**Review data sheets from Fall 2013 assessments drafted by Grace Ann and Jennifer:**

| UG Critical Thinking (MGT 449) | For BBA [DIVERSE] instrument was a case example with matching and multiple choice. Every faculty received a copy and instructed to use as they saw fit with recommendation for appropriate chapters around mid-semester. The individual instructors administered the assignment and rated the student work according to rubric. It was pilot tested for two semesters and modified as a result of pilot testing. Grace Anne Rosile was instrumental, developed by management faculty and pilot tested during FA12 and SP13 by management faculty. Feedback from both students and management faculty developed and implemented the diversity assessment. Item 3 results might be related to the time of the assessment versus time during the course when covered, and the text only provides minimal coverage of this topic. We recommend the faculty work to increase coverage and review the diversity-related conflict material closer to assessment delivery. For Item 4, this is related to the issue in Item 3 and that these diversity issues are covered early in the course and the material is not heavily emphasized. Some indication that Item 4 may need to be reviewed in term of how it is written. While 75.9% is adequate, the AOL committee feels the diversity topic may need to be strengthened. For this assessment it was administered by faculty but scored by TAs. Most scoring was completed by graduate assistants according to the rubric developed by instructors. |
| UG Ethics (MGT 309) | BBA [THINK]: This assessment was a case study with a short essay. The instrument was developed by instructors (case study and rubric) of MGT449. All students in MGT449 were assessed. All sections in FA12 were assessed, one was face-to-face and one was online. Sam Grey and Terry Adler taught the courses during this assessment round. |
| UG Diversity (MGT 309) | BBA [ETHICS]: All sections, all students of MGT309 were assessed in the FA2013 semester. This assessment was an industry case example with short answer questions. The recommendation is that the assessment is to be given in the second half of the semester. The ethics assessment was scored by graduate assistants, but administered by faculty. According to Bloom's taxonomy, we are asking students to achieve the highest level of thinking category, and it may be that our expectations are unrealistic for an undergraduate course. |

(Note: Data needs to be differentiated between online and face-to-face going forward.)
Review information about discipline-based knowledge assessment done for HLC and possible use for AACSB requirements.

Can students be identified as business and non-business from the data as it is currently collected?

Liz: Draft of mapping of learning goals to assessment questions already given in FIN 341.

Michael: Present information, possibly the spreadsheet format currently used, for assessment done in MKT 303 in which 20 questions from a pool of roughly 150 questions.

Can we identify HLC assessments that can be used for AACSB assessments. Need a mapping between the assessment-levels to identify opportunities to streamline the processes. Liz will follow up.

We need to develop course-by-course instruction sheets on assessment that can be handed out at the beginning of each semester to ensure appropriate implementation of assessment tools and collecting the appropriate sample information for accurate reporting. To include differentiating sampling by major.

Mike was not in attendance regarding the MKT303. There is not a spreadsheet and there has to be some tweaking of the assessment data out of Canvas. Some IT issues made this problematic. We can do item analysis going forward using recent upgrades in Canvas. Needs to be reminded at the start of the next assessment cycle.

Assessment plan for 2014 UG goals
- Write effectively, done Fall 2012*
- Knowledge of diversity, done Fall 2013
- Think critically, done Fall 2012*
- Ethical issues, one Fall 2013

* See AOL Fall 2013 report

We have enough information from previous cycles to set up the next assessment cycle and which areas need to be assessed. For FY14 [Business Knowledge] needs to be assessed and writing will not be assessed, as that goal was previously met.

Consider using the ECON252G assessment for articulation. Meghan will follow up with Ben Widner on the possibility of using the 252G assessment on Business Knowledge. For the ECON assessment can we develop performance criteria easily from this assessment so that we can use also for AACSB Business Knowledge.

Will do Business Knowledge 2 areas and Critical Thinking again for FA14.

Other Business:

The MBA Ethics got 100% on all items and the committee needs to address this and understand why this occurred. Jim Bishop sent the responses, but the instrument used is still needed. Grace Ann will follow up.

Next Meeting Scheduled

April 10, 2014

Adjournment

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**Assurance of Learning Committee appointed**

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<td>Deans Office</td>
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