Assurance of Learning (AOL) Committee
Meeting Minutes – September 3, 2009
Secretary: J. Weisinger

Attendees: Kathy Brook, Roger Johns, Randy McFerrin, Sherry Mills, Jim Shannon, Kelly Tian and Judy Weisinger

Meeting was called to order at 9:05 am by Sherry Mills.

First order of business was to elect a chair. Randy McFerrin was nominated and unanimously elected to serve as committee chair.

Judy Weisinger volunteered to serve as committee secretary.

Sherry and Randy provided an overview of the charge of the AOL committee for the new members, and reviewed issues and tasks that need to be dealt with by the committee this year. The committee is charged with ensuring that the rubric and assignment/measure that is being used for each goal is aligned with the performance criteria set forth by the relevant curriculum committee (i.e., the Undergraduate Committee and the Graduate Committee).

It was agreed that we will decide on a goal by goal basis as to whether our assessment reporting for individual goals will occur each term or by some other period to time, such as yearly. At present, the plan is to report on assessment of each goal by term unless we feel that the performance criteria have been consistently reached.

A motion was made, and seconded, for the committee review existing rubrics and assessment instruments (both undergraduate and graduate) to see if they are aligned with each goal and its performance criteria. It was decided that we would begin this task with the undergraduate program.

Thus, it was agreed that the committee would begin its work for this academic year with the following tasks, to be completed at the next AOL meeting:

1. Review the BCIS 338 results from the pilot assessment process that occurred this past summer. Jim Shannon will bring in a summary for the committee’s consideration.
2. Examine the rubric being used to assess the critical thinking goal in FIN 341. Sherry will pull together information from the assessment report for this goal in this course. There are some concerns regarding the use of multiple choice questions to measure the goal.
3. Examine the rubric being used to assess the problem solving goal in ECON 304. There was some discussion regarding the differences between problem solving vs. critical thinking, and what is actually being assessed in both FIN 341 and in ECON 304.
4. Examine the rubric and assessment process being used in all other areas. Departmental coordinators will bring to the next meeting the assessment instrument and rubric being used in their departmental course(s), and discuss how assessment is taking place, in order for the committee to examine whether the rubric and assessment instrument are aligned with relevant performance criteria.
Sherry and Randy will follow up with Terry Adler regarding the graduate committee’s plans for the integration (INTEG) goal, and begin looking at goals, performance criteria and assessment alignment in the MBA program. It was suggested that the Graduate Committee begin developing the performance criteria for the integration goal ASAP. They will also follow up with the Comm 265 instructors to make sure that the goal, performance criteria, and rubric are aligned. (We may consider inviting a Comm 265 instructor to a future AOL meeting.)

The next meeting is scheduled for Thursday, September 17, 2009 at 9:00-10:00, location TBD.

Meeting was adjourned at 10:05.
Handouts follow

1. Fall 09 Convocation Handout-Overview
2. BBA MBA Assessment Plan 09-10 rev 8-12-09 final
3. Assessment Responsibilities Final All 6-12-09
NMSU – College of Business – Program-Level Learning Goals

Bachelor of Business Administration

Goal 1: Communication: Students are effective communicators.
  1a: Students can write effectively. (COMM write)
  1b: Students can make effective oral presentations. (COMM oral)

Goal 2: Diversity (DIVERSITY): Students can demonstrate knowledge of diversity.

Goal 3: Integration (INTEG): Students can recognize the interrelationships among business disciplines in creating value for the firm.

Goal 4: Information Technology (TECH): Students are effective users of information technology.

Goal 5: Critical Thinking: Students can solve problems and think critically.
  5a: Students can solve problems. (PROB SOLV)
  5b: Students can think critically. (THINK)

Goal 6: Legal and Ethical: Students can recognize legal and ethical issues.
  6a: Students can recognize legal issues. (LEGAL)
  6b: Students can recognize ethical issues. (ETHICS)

Master of Business Administration

Goal 1: Communication: Students can communicate effectively.
  1a: Students can write effectively. (COMM write)
  1b: Students can make a professional oral presentation. (COMM oral)

Goal 2: Critical Thinking (THINK): Students can think critically to solve problems

Goal 3: Quantitative Analysis (QUANT): Students can solve problems using quantitative information.

Goal 4: Interpersonal Skills (INTERPER): Students can interact effectively with others in a team environment.

Goal 5: Ethical and Legal Issues: Students can comprehend ethical and legal implications in business.
  5a: Students can comprehend ethical implications in business (ETHICS)
  5b: Students can comprehend legal implications in business (LEGAL)

Course-embedded Assessment

- Assessing student coursework provides insights about student learning and achievement.
- Course content or instructional design may change to ensure student achievement of program learning goals.
- Assessment that is embedded in student coursework provides a structure to measure teaching and learning effectiveness.
- Information gathered from the assessment process helps faculty to evaluate instructional effectiveness and course design.
- The goal is to continuously improve the business curriculum.
### NMSU College of Business BBA Program Assessment Report – Brief Summary for year 2008-09

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Assessment Dates</th>
<th>Rubrics used to assess</th>
<th>Summary of Findings</th>
<th>Use of Findings for Program Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 COMM write</td>
<td>none</td>
<td></td>
<td></td>
<td>Course level: Assess writing in BCIS 338 project assignments in Fall, 2009</td>
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<tr>
<td>1 COMM oral</td>
<td>Fall 2008</td>
<td>Presentation of a persuasive speech prepared by 64 of the 85 business majors in COMM 265</td>
<td>Overall 91% of the business students performed satisfactorily or better.</td>
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<tr>
<td>2 DIVERSITY</td>
<td>Spring 2009</td>
<td>Open-ended questions after viewing two videos by 161 students in MGT 309</td>
<td>Overall 90% of students could identify stereotype, discern types, and provide strategies to counter negative influence.</td>
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<tr>
<td>3 INTEG</td>
<td>Last assessed in Fall, 2007</td>
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<td>Program level: Undergraduate committee currently reviewing goal.</td>
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<td>4 TECH</td>
<td>Fall, 2008</td>
<td>518 project grades in BCIS 338 (no rubric used)</td>
<td>51% of students scored 70% or better on project.</td>
<td>Course level: Determined that assessment method was not effective. Assess students in Fall 2009 using revised assessment tool and rubric.</td>
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<tr>
<td>5 PROB SOLV</td>
<td>Spring, 2009</td>
<td>A case study prepared by 87 students in ECON 304</td>
<td>85% of sample of 27 students could understand problem, 93% could identify relevant info, 30% could use appropriate economic principles and 30% could make a recommendation</td>
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<tr>
<td>5 THINK</td>
<td>Fall, 2008</td>
<td>Multiple choice questions answered by 154 students in FIN 341</td>
<td>95% of students scored 70% or better.</td>
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<tr>
<td>6 LEGAL</td>
<td>Fall, 2008</td>
<td>A 4-part project to locate current news article, identify and describe legal issue, and answer basic questions by 100 students in BLAW 316.</td>
<td>87% of students enrolled could recognize legal issues.</td>
<td>Course Level: AOL committee to work with BLAW faculty to redesign assessment tool and process, given some concerns about validity of results. Assess students in Fall 2009 using revised assessment tool and rubric.</td>
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<tr>
<td>6 ETHICS</td>
<td>Fall 2008</td>
<td>Exam questions of 20 situations with potentially unethical situation by 225 students in MKT 303.</td>
<td>76.2% of students correctly categorized whether or not 7 or more scenarios involved an ethical dilemma</td>
<td>Course Level: AOL committee will review assessment method and process. Assess students in Fall 2009 using revised assessment tool and rubric.</td>
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### NMSU College of Business MBA Program Assessment Report – Brief Summary for year 2008-09

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<thead>
<tr>
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<th>Summary of Findings</th>
<th>Use of Findings for Program Improvement</th>
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</thead>
<tbody>
<tr>
<td>1 COMM write</td>
<td>Summer 2008, Fall 2008, Spring 2009</td>
<td>Formal presentations in BA 590 -- Professional Paper and Presentation by 15, 12, and 11 students respectively.</td>
<td>Overall, 73% in summer, 83% in fall, and 91% in spring were accomplished or better.</td>
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<td>1 COMM oral</td>
<td>Fall 2008, Spring 2009</td>
<td>Memo portion of business plan project for ACCT 503 by 47 and 31 students respectively.</td>
<td>Overall, 67% in fall 2008 and 80% in spring were competent or accomplished.</td>
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<td>2 THINK</td>
<td>Spring 2009</td>
<td>Student marketing case analysis by 29 students in MKT 503.</td>
<td>Overall, 86% were competent or outstanding.</td>
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<td>3 QUANT</td>
<td>Spring 2009</td>
<td>Fifty-eight student responses to an open-ended exam question in FIN 503. Students were asked to calculate an interest rate using the appropriate formula and provide an answer with support.</td>
<td>Overall 64% met or exceeded standards. Difficulties in all scoring traits: translate and apply (53%), analyze (52%), and communicate (42%). Also differences across sites overall – 72% of Main; 78% of LANL; 41% of SNL.</td>
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<td>4 INTERPER</td>
<td>Summer 2008</td>
<td>15 sets of student peer evaluations on each of their team members in BA 590</td>
<td>100% of students were competent.</td>
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<td>5 ETHICS</td>
<td>Will be assessed in 2009-10</td>
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<td>6 LEGAL</td>
<td>Fall 2008</td>
<td>Forty-four student submissions in BLAW 502 that identified a relevant legal issue from a self-selected article, discussed both sides of the issue, and reflected on the issue and provided a conclusion.</td>
<td>Overall, 95% of the students were competent or accomplished.</td>
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Map BBA and MBA program learning goals –
Syllabus Analysis -> Course Review -> Curriculum Map

NMSU – College of Business –BBA Program
Syllabus Analysis for courses offered in Spring 2009

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<th>BBA course</th>
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<th>ORAL</th>
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<th>INTEG</th>
<th>TECH</th>
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Orange – listed in course objective   Blue( X) – mentioned in other parts of syllabus
Percentages reflect portion of faculty showing information. Otherwise, assume 100%.

NMSU – College of Business –MBA Program
Syllabus Analysis for courses offered in Spring 2009

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<tr>
<th>MBA course</th>
<th>WRITE</th>
<th>ORAL COMM</th>
<th>THINK</th>
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Orange – listed in course objective   Blue (x) – mentioned in other parts of syllabus
Percentages reflect portion of faculty showing information. Otherwise, assume 100%.
New Mexico State University
College of Business – Assessment Plan –
Bachelor and Master of Business Administration Programs

Mission Statement
The mission of NMSU’s College of Business is to serve the educational needs of New Mexico’s diverse population through comprehensive programs of education, research, and public service.

Overview of the Assessment plan
The purpose of the NMSU College of Business Assessment Plan is to formalize a process to measure, document, evaluate, and continuously improve the performance of the various academic programs. The program learning outcomes reflect the mission of the college. As part of a land-grant university, the NMSU College of Business strives to meet the needs of students from the state and regional communities.

Often these students are first-generation college students who sometimes have important gaps in their educational background that might hinder them in the future if not rectified. Consistent with the mission of the College, the Bachelor and Master of Business Administration (BBA and MBA, respectively) learning outcomes were chosen to help address areas that will be most meaningful in preparing these students for their future careers. For example, the Undergraduate Committee chose effective writing as a learning outcome because this skill is important in business and many of our students might come into the program with less than optimal writing skills. Similarly, possession of information technology skills is a learning outcome for undergraduate students because these skills are necessary in analysis and decision making. Suggestions by representatives of companies recruiting our students, our alumni, and members of the Business Advisory Council influenced the selection of these learning outcomes.

Assessment of learning outcomes generally occurs in the courses with the highest emphasis on the knowledge or skill area. Course embedded assessments directly assess student knowledge, skills, and abilities. Assessments this past year included exam questions, writing assignments, and oral presentations. Additional measures of the BBA and MBA program’s effectiveness include student satisfaction surveys, recruiter satisfaction surveys, student course evaluations, and alumni surveys. All of the information gathered from these assessment tools provides information for continuous improvement. The details of the assessment plan follow.

Program-Level Learning Goals
NMSU’s College of Business faculty are responsible for curriculum development. Faculty representatives across business disciplines serve on the Undergraduate and Graduate committees to develop or review the status of learning goals, learning objectives, and performance criteria by which to assess student achievement of program learning goals. These committees ensure that all learning goals are addressed in the curriculum and that at least two courses provide substantial coverage of each learning goal.
The BBA program provides opportunities for students to develop communication, information technology, and critical thinking skills while increasing awareness of business integration, legal, ethical, and diversity issues in the business environment. The MBA program affords students the opportunity to expand their development of critical thinking, quantitative analysis, interpersonal, writing and oral presentation skills while increasing comprehension of legal and ethical issues in the business environment.

Bachelor of Business Administration

Goal 1: Communication (COMM): Students are effective communicators.
   Objective 1a: Students can write effectively.
   Objective 1b: Students can make effective oral presentations.

Goal 2: Diversity (DIVERSITY): Students can demonstrate knowledge of diversity.
   Objective 2a: Students can identify stereotypes.
   Objective 2b: Students can discern between helpful and detrimental stereotypes.
   Objective 2c: Students can identify individual characteristics that affect social perception and strategies that counter negative influence on social perception.

Goal 3: Integration (INTEG): Students can recognize the interrelationships among business disciplines in creating value for the firm.

Goal 4: Information Technology (TECH): Students are effective users of information technology.
   Objective 4a: Students can acquire information using relevant information technologies.
   Objective 4b: Students can use information technology to manipulate information into a form usable in business decision making
   Objective 4c: Students can use information technology to disseminate information to others

Goal 5: Critical Thinking: Students can solve problems and think critically.
   Objective 5a: Students can solve problems. (PROB SOLV)
   Objective 5b: Students can think critically. (THINK)

Goal 6: Legal and Ethical: Students can recognize legal and ethical issues.
   Objective 6a: Students can recognize legal issues. (LEGAL)
   Objective 6b: Students can recognize ethical issues. (ETHICS)
Master of Business Administration

Goal 1: Communication (COMM): Students can communicate effectively.
   Objective 1a: Students can write effectively.
   Objective 1b: Students can make a professional oral presentation.

Goal 2: Critical Thinking (THINK): Students can think critically to solve problems
   Objective 2a: Students can identify relevant in a business setting.
   Objective 2b: Students can appropriately apply relevant business knowledge.
   Objective 2c: Students can use business knowledge to make appropriate decisions and draw relevant conclusions related to any problems and issues identified.

Goal 3: Quantitative Analysis (QUANT): Students can solve problems using quantitative information.
   Objective 3a: Students can solve problems using quantitative information.

Goal 4: Interpersonal Skills (INTERPER): Students can interact effectively with others in a team environment.

Goal 5: Ethical and Legal Issues: Students can comprehend ethical and legal implications in business.
   Objective 5a: Students can comprehend ethical implications in business (ETHICS)
   Objective 5b: Students can comprehend legal implications in business (LEGAL)

Course-embedded Assessment Process

Assessing student coursework provides insights about student learning and achievement. Course content or instructional design may change to ensure student achievement of program learning goals. Assessment that is embedded in student coursework provides a structure to measure teaching and learning effectiveness. Information gathered from the assessment process helps faculty to evaluate instructional effectiveness and course design. The goal is to continuously improve the business curriculum. The course-embedded assessment process will generally involve the following steps:

1. Identify learning activities that will generate student work eligible for assessment.
2. Develop grading criteria (rubrics) for a particular assignment to assess the goal.
3. Choose a desirable student achievement level (e.g., % of students proficient or exceptional for a particular learning goal based on performance).
4. Distribute assignment and collect student artifacts.
5. Perform the assessment; summarize the assessment data, and analyze results; draw conclusions.
6. Present results to faculty and other stakeholders. Seek recommendations for improvement.
7. Use assessment information to monitor progress, evaluate success of curricula, and report curricula decisions. Review periodic assessment reports and make decisions regarding continuous improvement of the curriculum.
8. Maintain documentation of student work, rubrics, and analyses. Support assessment of individual goals with separate assessment reports. Prepare an annual assessment report
summarizing the assessment results of all learning goals and recommending changes to improve curriculum or student selection processes.
Mapping of program learning goals

The Undergraduate and Graduate Committees of NMSU’s College of Business is currently in the process of developing a curriculum map showing the emphasis each core business course places on achievement of BBA and MBA program learning goals. The Committees will discuss issues regarding the disclosure of program learning goals in course syllabi and developing curriculum map based on course faculty feedback.

NMSU – College of Business – BBA Program
Syllabus Analysis for courses offered in Spring 2009

<table>
<thead>
<tr>
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<th>WRITE</th>
<th>ORAL</th>
<th>DIVERSITY</th>
<th>INTEG</th>
<th>TECH</th>
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<td>MGT 470</td>
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<tr>
<td>MKT 303</td>
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</tr>
</tbody>
</table>

Orange – listed in course objective  
Blue – mentioned in other parts of syllabus  
Percentages reflect portion of syllabi reflecting goal in syllabus. Otherwise, assume 100%.

NMSU – College of Business – MBA Program
Syllabus Analysis for courses offered in Spring 2009

<table>
<thead>
<tr>
<th>MBA course</th>
<th>WRITE</th>
<th>ORAL</th>
<th>THINK</th>
<th>QUANT</th>
<th>INTERPER</th>
<th>LEGAL</th>
<th>ETHICS</th>
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</thead>
<tbody>
<tr>
<td>ACCT 503</td>
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<tr>
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<td>ECON 502</td>
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<tr>
<td>FIN 503</td>
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<td>X</td>
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<td>67%</td>
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<tr>
<td>MGT 503</td>
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<td>MKT 503</td>
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<td>MGT 590</td>
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<td>BA 590</td>
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</tr>
</tbody>
</table>

Orange – listed in course objective  
Blue (x) – mentioned in other parts of syllabus  
Percentages reflect portion of faculty showing information. Otherwise, assume 100%.

Assessment Plan for 2009-2010
### Bachelor of Business Administration Program Assessment Plan

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Measurement Method</th>
<th>Expectations</th>
<th>Responsibility/Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – COMM write Effective communicators</td>
<td>Written memos from mini projects in BCIS 338</td>
<td>80% of students will be proficient or exceptional overall and for each performance criteria of the learning goal.</td>
<td>College AOL Committee / Assessment coordinator</td>
</tr>
<tr>
<td>1 – COMM oral Effective communicators</td>
<td>Oral presentations in COMM 265</td>
<td>Not yet determined</td>
<td>Assess both semesters.</td>
</tr>
<tr>
<td>2 – DIVERSITY Demonstrate knowledge of diversity</td>
<td>Short answer questions based on a diversity-themed video in MGT 309</td>
<td>Not yet determined</td>
<td>All learning goals will be assessed in Fall, 2009 in courses identified in column 2, except for Goal 3 which is under development.</td>
</tr>
<tr>
<td>3 – INTEG Recognize interrelationships among business disciplines in creating value</td>
<td>Not yet determined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 – TECH Effective users of information technology</td>
<td>Mini projects applying skills in BCIS 338</td>
<td>80% of students will be proficient or exceptional overall and for each performance criteria of the learning goal.</td>
<td></td>
</tr>
<tr>
<td>5 – THINK Solve problems</td>
<td>Exam questions in FIN 341</td>
<td></td>
<td></td>
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<tr>
<td>Think critically</td>
<td>Exam questions from ECON 304</td>
<td></td>
<td></td>
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<tr>
<td>6 – ETHICS Recognize ethical issues</td>
<td>Exam questions in MKT 303</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEGAL Recognize legal issues</td>
<td>Written assignments in BLAW 316</td>
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</tbody>
</table>

### Masters of Business Administration Program Assessment Plan

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Measurement Method</th>
<th>Expectations</th>
<th>Responsibility/Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – COMM write Communicate effectively</td>
<td>One page memo for business plan project in ACCT 503</td>
<td>80% of students will be proficient or exceptional overall and for each performance criteria of the learning goal.</td>
<td>College AOL Committee / Assessment coordinator</td>
</tr>
<tr>
<td>1 – COMM oral Communicate effectively</td>
<td>Videotaped oral presentation of team project results in BA 590</td>
<td></td>
<td>Assess both semesters.</td>
</tr>
<tr>
<td>2 – THINK Think critically to solve problems</td>
<td>Case analysis in MKT 503</td>
<td></td>
<td>Next assessment in Fall, 2009 in courses identified in column 2.</td>
</tr>
<tr>
<td>3 – QUANT Solve problems using quantitative information</td>
<td>Open-ended exam financial decision question in FIN 503</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 – INTERPER Interact effectively with others in a team environment</td>
<td>Student and instructor evaluations of team interactions in BA 590</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 – ETHICS Comprehend ethical implications</td>
<td>Memo in response to an ethical dilemma in ACCT 503</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEGAL Comprehend legal implications</td>
<td>Written assignment on a legal issue in BLAW 503</td>
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</tbody>
</table>
Kathy, do we have any other information? Surveys from graduating seniors, alumni, and/or employers? We need to modify course evaluations to see if specific program goals have been addressed effectively in relevant courses.
OVERVIEW OF ASSESSMENT RESPONSIBILITIES  
NMSU College of Business

Undergraduate and Graduate Committee Responsibilities

1. Develop or review status of learning goals.
2. Decide or review decision about courses that address the learning goals within degree curricula and courses selected for assessment.
3. Develop or review status of student learning objectives.
4. Use assessment information to monitor progress, evaluate success of curricula, and report curricula decisions.

Assurance of Learning Committee Responsibilities

1. For each learning goal,
   a. Identify or review approaches to directly assess student learning.
   b. Develop or review status of assessment instruments and assessment rubrics.
   c. Assess student performance using rubric or other measure. (AOL committee members are responsible for finding qualified individuals to assess a learning goal)
   d. Review the assessment results in the goal’s assessment report (prepared by Assessment Coordinator (AC)) to consider changes in the assessment process.
2. Assist in documenting the assessment process in a systematic, ongoing basis.

Assessment Coordinator Responsibilities

1. Act as a resource for assessment information.
2. Maintain the data gathering process (with the assistance of the AOL committee)
   a. Identify the learning goal(s) to be assessed in a particular semester.
   b. Ensure that an assignment and rubric have been developed.
   c. Collect all of the student artifacts from the course instructors for distribution to assessors.
   d. Ensure AOL committee recruits individuals to assess student artifacts.
   e. Oversee the scoring process.
   f. Prepare assessment analysis.
3. Communicate and document the assessment process in a systematic, ongoing basis.
   a. Prepare an assessment report for each goal assessed in a semester.
   b. Prepare an annual program assessment report.
   c. Update website to reflect assessment activity and changes to curriculum or assessment process.
   d. Store assessment reports and supporting documentation.

Administrator Responsibilities

- recognize and reward those who take the lead in assessment
- encourage faculty and staff collaboration to promote and improve educational effectiveness
- ensure that assessment is integrated into the culture of the college
- allocate resources necessary for assessment and for faculty and staff development
- support the dissemination of assessment findings and provide the resources required for closing the loop
- gather indirect measures of assessment of program outcomes

**Faculty Member Responsibilities**

- clearly state course objectives in the course syllabi, including program level goals
- use assignments and grading to motivate students and to provide formative feedback to students relevant to learning goals
- monitor and improve the day-to-day operation of courses taught
- communicate with the Assessment Coordinator requests for changes in program learning goals, assessment of those goals, or rubrics used in the assessment of those goals
- collect assessment data, assess student work, and/or provide information about the course, assignment, or findings as needed to meet the obligations of program assessment
- improve/enhance the course content and/or the faculty member’s facilitation of the course in response to changes approved by Undergraduate or Graduate committees

Assessment Coordinator is the first line of contact for faculty members who have questions or concerns about assessment.

**Student Responsibilities**

- articulate learning goals
- help faculty ensure that students see learning goals as important and valuable
- review results of assessment, discuss their implications, and suggest improvements in pedagogy, assignments, or course content
Undergraduate and Graduate Committee Responsibilities (Curriculum)

1. Develop or review status of learning goals.
   a. Learning goals for a degree translate the more general statement of the College’s mission into educational accomplishments of the graduates [AACSB, 2008, p.60]
   b. Learning goals focus on student learning to obtain a degree, rather than student learning to achieve a course grade.
   c. Product: List of learning goals [external and internal document]

2. Decide or review decision about courses that address the learning goals within degree curricula and select courses for assessment.
   a. Goals may be course specific or spread throughout curriculum.
   b. To ensure student achievement of learning goals, a curriculum will reinforce a learning goal in several courses.
      1 A course alignment matrix identifies where a learning objective is introduced, practiced, or where students demonstrate mastery.
      2 A curriculum map shows the emphasis each course places on a particular goal.
      3 A hybrid of the two tools may be developed to select course that reflects the level of mastery desired as well as the degree to which emphasis is placed or should be placed on achievement of learning outcome.
   c. Select courses for assessment.
   d. Regularly review course syllabi, examinations, and projects to see that learning experience are included in courses. Process must be regular, systematic, and sustained. [AACSB, 2008, p. 63]
   e. Product: Committee minutes reflecting process and decisions made as a result. Course alignment matrix (or hybrid including curriculum matrix) [external and internal document]

3. Develop or review status of learning objectives.
   a. Learning objectives describe the measurable attribute of the overall learning goal.
   b. Develop or review status of performance criteria for each objective. These performance criteria will help to create scoring traits for assessment rubrics.
   c. Product: List of learning objectives [external and internal document] and list of performance criteria for each objective [internal document].

4. Use assessment information to monitor progress, evaluate success of curricula, and report curricula decisions. Review periodic assessment reports and make decisions regarding continuous improvement of the curriculum. Send to AC an assessment process sheet (standard form) with excerpts from relevant committee minutes showing changes in
   a. Learning goals
   b. Learning objectives
   c. Course alignment matrix and/or curriculum map
   d. Course for assessment of a particular learning goal
   e. A target goal for student performance of a learning goal.
   f. Curriculum design based on review of assessment reports.

Note that information relevant to the AOL committee and the AC needs to be communicated on a timely basis.
Assurance of Learning Committee (AOL) Responsibilities

1. For each learning goal in the BBA and MBA programs,
   a. Identify or review approaches to directly assess student learning. Approaches include
      process of selecting students into program (e.g., written materials with application to
      measure writing skills), embedding assessment in courses, or requiring students to
      complete stand-alone testing or demonstrate performance (performed in last semester).
      [AACSB, 2008, 65-67]
   
   b. Develop or review status of assessment instruments and assessment rubrics.
      i. Review appropriateness of assessment instruments or tools, such as exam questions,
         essay, formal presentation. These may be selected from existing course requirements.
         Work with course faculty to ensure that assessment tool will successfully measure the
         learning goal.
      ii. Using the performance criterion, develop assessment rubrics, where appropriate, to
         assess student work. Work with course faculty to ensure that rubric will successfully
         measure the learning goal.
   
   c. Assess student performance using rubric or other measure.
      i. AOL committee members will work with AC to perform assessments.
      ii. Members of AOL committee will find individuals to assess student artifacts. Faculty
          teaching the course, AOL committee members, faculty members familiar with work
          assessed, grad students, alumni, and/or members from business community may be
          involved.
      iii. Review artifacts and identify examples of various performance levels for inclusion in the
           goal’s assessment report.
      iv. Review the assessment results in the goal’s assessment report (prepared by AC) to
          consider changes in the assessment process.

2. Assist in documenting the assessment process in a systematic, ongoing basis. For each
   assessment of a student learning goal, complete an assessment process sheet (standard form)
   and collect the following information for each goal’s assessment report to be sent to AC:
   a. student assignment and assessment rubric,
   b. 2 examples each of poor, adequate, and excellent student performance drawn from
      student artifacts,
   c. scores obtained from individuals performing assessment summarized on scoring
      sheets/excel spreadsheets prepared by AOL committee members., and
   d. committee comments on review process reported in committee minutes.

Note that information relevant to the UG and Grad committees or the AC needs to be
communicated on a timely basis.
Assessment Coordinator Responsibilities

1. Act as a resource for assessment information
   a. Review relevant materials and update knowledge regarding assessment practice in general and in field
   b. Gather resources, bibliographic materials and examples of assessment material
   c. Identify instruments already in use by faculty
   d. Consult faculty colleagues, staff, and outside experts with relevant expertise

2. Maintain the data gathering process (with the assistance of the AOL committee)
   a. Identify the learning goal(s) to be assessed in a particular semester.
   b. Ensure that appropriate assignment and rubric have been developed for each learning goal.
   c. Collect all of the student artifacts from the course instructors for distribution to assessors.
      Prepare artifacts for assessment. Store artifacts.
   d. Obtain information regarding the population and sample sizes and target goal.
   e. Ensure the AOL committee recruits individuals to assess student artifacts.
   f. Oversee the scoring process where appropriate. Arrange meeting with individuals performing the assessment to discuss the assignment and rubric, compare scorings on a sample of student artifacts (intrarater reliability), and distribute student artifacts for assessment.
   g. Prepare assessment analysis. Accumulate scores from each individual performing the assessment, prepare worksheets listing assessment scores for each assessor, intrarater reliability, and calculate the results of the assessment, and analyze the results.

3. Document the assessment process and communicate assessment results in a systematic, ongoing basis.
   a. Prepare an assessment report for each goal assessed in a semester.
      i. Disseminate assessment report to
         a) AOL committee to review results and to consider the impact of the results on assessment process.
         b) Undergraduate and Graduate committees to review results and to consider the impact of the results on curriculum.
         c) Associate Dean and Department Heads.
      ii. Document: Assessment report [internal document]
      iii. Timing: After results of the assessment have been reviewed and changes recommended/made by the Undergraduate/Graduate committee and the AOL committee.
   b. Prepare a program assessment report
      i. Disseminate to all faculty, department heads, and post to website for students, alumni and other interested parties.
      iii. Timing: Once a semester or once a year.
   c. Update website to reflect assessment activity and changes to curriculum or assessment process.
   d. Store assessment reports and supporting documentation.
Note that information relevant to the UG, Grad, or AOL committees needs to be communicated on a timely basis.