New Mexico State University
College of Business – Assessment Plan
Bachelor of Business Administration Program
2011 – 2012

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 goals reflect the mission of the college. As parts of a land-grant university, the NMSU College of Business strives to meet the needs of students from the state and regional community.

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 they are not rectified. Consistent with the mission of the College, the Bachelor of Business Administration learning goals were chosen to help address areas that will be most meaningful in preparing these students for their future careers. For example, effective writing was chosen as a learning goal both because of its importance in business and the fact that many of our students might come into the program with less than optimal writing skills. Similarly, possession of information technology skills was chosen as a learning goal for undergraduate students because of its importance in analysis and decision making. Suggestions by representatives of companies recruiting our students, and the Business Advisory Council influenced the selection of these learning goals by accounting faculty.

Assessment of program learning goals 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 business 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 Graduate committee to develop or review status of learning goals, learning objectives, and performance criteria by which to assess student achievement of program learning goals. This committee ensures that a sufficient number of courses address each learning goal and that at least two courses provide substantial coverage of each learning goal.
The BBA program provides opportunities for students to develop written communication and critical thinking skills while demonstrating knowledge of diversity and recognizing ethical issues.

**Goal 1: Communication (WRITE):** Students can write effectively.

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

**Goal 3: Critical Thinking (THINK):** Students can think critically.

**Goal 4: Ethical (ETHICS):** Students can recognize ethical issues.

**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 Committee of NMSU’s College of Business is revised the curriculum map showing the primary and secondary emphasis each core business course places on achievement of BBA program learning goals: Primary [P] and secondary [S] emphasis. Courses with primary emphasis were eligible for course-embedded assessment. As part of the process, a review of the spring and fall 2011 course syllabi provided information to develop the following map showing the emphasis placed on the program learning goals in the core courses offered for the BBA and MBA programs.
The assessment plan for NMSU’s BBA program follows. Exam questions, take-home assignments, and mini-projects from selected courses provide student artifacts for assessment. Student performance on each goal will be compared to a target of 80% of business students meeting or exceeding expectations. An annual assessment of each learning goal is sufficient to assess student achievement of program learning goals.

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<thead>
<tr>
<th>Learning Goal</th>
<th>Measurement Method</th>
<th>Expectations</th>
<th>Responsibility/Timeline</th>
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<tbody>
<tr>
<td>1 - Effective communicators</td>
<td>Written memos from mini projects in BCIS 338</td>
<td>80% of students will meet or exceed expectations for each performance criteria of the learning goal</td>
<td>College Assurance of Learning Committee / Assessment coordinator</td>
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<td></td>
<td>Oral presentations in MKT 303</td>
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<td>Assess in Fall 2011 semester.</td>
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<td>2 - Demonstrate knowledge of diversity</td>
<td>Short answer questions based on a diversity-themed video in MGT 309</td>
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<td>Next assessment in Spring, 2012.</td>
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<td>3 - Effective users of information technology</td>
<td>Mini projects applying skills in BCIS 338</td>
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<td>4 – Solve problems and think critically</td>
<td>Exam questions in FIN 341</td>
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<td>Exam questions from ECON 304</td>
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<td>5 - Recognize legal and ethical issues</td>
<td>Exam questions in MKT 303 / MGT 309</td>
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<td>Written assignments in BLAW 316</td>
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