New Mexico State University
College of Business
Assessment Plan for 2014-2016
Bachelor of Business Administration

Mission Statement

The College of Business serves the educational needs of New Mexico’s diverse population by providing high quality education, conducting research, and participating in service and outreach within the global community. (http://business.nmsu.edu/administration/mission-goals/)

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 part 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.

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. 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

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. (Note: The numbering of goals has been removed. Only a key word is used.)

Based on assessment data for the writing Undergraduate Committee recommended retiring the writing goal and the inclusion of required comprehensive yet concisely written recommendation as part of the critical thinking learning assessment activity (Undergrdaute Committee Report fo Spring 2014 College Convocation).

The Fall 2013 Convocation Report of the Undergradate Committee recommended adding a goal for fundamental knowledge of the functional areas of business and this was approved.

The BBA program provides opportunities for students to develop gain knowledge of the business disciplines and develop critical thinking skills while demonstrating knowledge of diversity and recognizing ethical issues.
Suspended: Goal [WRITE]: Communication: Students can write effectively.
Goal [DIVERSE]: Diversity: Students can demonstrate knowledge of diversity.
Goal [THINK]: Critical Thinking: Students can think critically.
Goal [ETHICS]: Ethical Thinking: Students can recognize ethical issues.
Goal [BUSINESS]: Business Knowledge: Students will graduate with fundamental knowledge of the functional areas of business including accounting, business law, economics, finance, information systems, management, and marketing.

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. The goal is to continuously improve the business curriculum. The assessment process will generally is:

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.

Assessment Plan for 2014-2016

A bi-annual assessment of each learning is planned unless circumstances warrant a change in the plan. The expectation is that 80% of students will meet or exceed expectations on each assessment.

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Measurement Method</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>[THINK] Critical Thinking</td>
<td>Case analysis in MGT 449</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>[BUSINESS] Business Knowledge • FIN 341 • ECON 252G • MKT 303</td>
<td>Method is being developed. The AOL committee is looking at discipline-based assessments already being done for the New Mexico’s Higher Learning Commission (HLC) to see if data from those assessment can be used.</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>[DIVERSE] Diversity</td>
<td>Written assignment in MGT 309</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>[ETHICS] Ethics</td>
<td>Written assignment in MGT 309</td>
<td>Fall 2015</td>
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<tr>
<td>[WRITE]</td>
<td></td>
<td>Suspended</td>
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