Graduate Committee Annual Report  
Academic Year 2014-2015

**Members:** Richard Oliver (Chair), Benjamin Widner, Hari Sankaran, Robin Peterson, Philip Benson, Michael Maxfield (Student Representative), Kathy Brook (Ex-officio) and John Shonk, (Ex-officio).

The Graduate Committee was given three main charges this academic year. The first was to continue the COB’s review of the Master MBA Curriculum Map to confirm compliance with AACSB Standard 9. Secondly, the committee was asked to develop academic guidelines for the emerging cohort-based distance and principals MBA programs. Finally, the committee was charged with assessing two of the four COB Learning Goals. Significant progress was made with respect these charges. In this report, we present the highlights of this progress.

**MASTER MBA CURRICULUM MAP:**

The Master MBA Curriculum Map is used to demonstrate that the MBA programs are or are not in compliance with AACSB Standard 9. The April 8, 2013 Standards were updated January 31, 2015. The MBA faculty gathered on April 13, 2015 to discuss the updated standards and to determine if the MBA curriculum met Standard 9. Each of the standards were presented to the faculty to determine which courses included content relative to the standard and to clarify our collective understanding of how to apply the standards to our courses. AACSB Standard 9 is given in Appendix A. The updated Master MBA curriculum map is given in Appendix B.

Two questions were raised by the faculty which will require further clarification. 1) What is a reasonable definition of “generally accepted learning experiences in a multi-teacher and multi-section environment? And 2) What are reasonable metrics to measure students’ ability to do reflective thinking and ability to work in diverse and multicultural work environments? Because no clear metrics for this skill area were identified, the faculty concluded that skill area (diverse and multicultural work environments) was not adequately covered in our MBA curriculum. However, the faculty was confident that all other skill areas were adequately covered in our MBA curriculum. It was agreed that when the two open questions were answered, the MBA faculty would make appropriate adjustments to the curriculum for the two missing skill areas. The Graduate Committee will seek clarification of these in the Fall 2015 academic semester.

**ACADEMIC GUIDELINES FOR MBA PROGRAMS:**

The committee was asked to develop academic guidelines for a cohort-based distance MBA that was initially defined as a fully online curriculum that would be delivered using a variety of web-based communications tools. Students in the current cohorts from SNL and LANL will complete their studies in our current MBA course delivery format. The cohort-based distance MBA will be offered to any new SNL or LANL students and other students interested in a high quality and low cost MBA from NMSU. The conducts of the courses, including the delivery techniques, were to be determined by the course instructors. The Woodrow Wilson MBA Fellowship in Education Leadership Program (also called the principals MBA) was not well defined in August of 2014. As the requirements of the principals MBA became better defined, the committee was asked to work to combine the cohort-based distance MBA and the principals MBA. The two MBAs were aligned in terms of curriculum and delivery requirements. Thus, NMSU now supports the traditional classroom-based MBA, a cohort-based distance MBA and the principals MBA with common entry and curricular requirements with additional content for the principals MBA needed to meet the requirements of the Education Leadership Program.

In the Spring 2015 semester, the COB faculty voted to accept the following guidelines for the MBA programs:

Vote 1: All courses taught in the cohort-based distance MBA program will be Quality Matters (QM) reviewed before they are presented and will have the long term goal of QM recognition.
Please note the following two definitions:

- A **QM Review** can be done on any course to be delivered as a distance education course.
- **QM Recognition** means that the course has been certified to have met the QM rubrics with a score of 85% or higher.

Vote 2: At least 50% of the assessment of student learning in the cohort-based distance MBA courses will be proctored.

Vote 3: All prospective MBA students have 3 options to meet the background knowledge (BGK) requirements for the MBA, unless the student obtains explicit waivers or passes the challenge exam.

**Option 1 (Status quo)**
(Undergraduate courses)
Students need to satisfy all BGK requirements by taking undergraduate courses with grades of B- or better as is currently required. (Undergraduate courses listed below)

**Option 2 (500 level courses):**
Students can satisfy the BGK requirements by taking any combination of the undergraduate course and the one-credit-hour, condensed distance course (500 level) and obtain grades of B- or better. The Math and Stat requirement is rolled into one 500 level quantitative methods course. (5, one-credit, 500 level courses listed below)

**Option 3 (Boot camp)**
Students can satisfy all BGK requirements by completing a 5-day boot camp covering the content in the 5, one-credit, 500 level courses listed below and successfully passing the challenge exam in each course with grades of B- or better. The Math and Stat requirement is rolled into one 500 level quantitative methods course. (5, one-credit, 500 level courses listed below)

The table below shows the correlation between the existing courses used for the BGK and the one hour condensed 500 level courses to be created.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Undergraduate Course</th>
<th>Condensed 500 level</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>Acct 221 and Acct 222</td>
<td>Acct 500</td>
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<tr>
<td>Economics</td>
<td>Econ 251</td>
<td>Econ 500</td>
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<td>Finance</td>
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<tr>
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<td>Mktg 303</td>
<td>Mktg 500</td>
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<tr>
<td>Math</td>
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<td>XXX 500</td>
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<tr>
<td>Statistics</td>
<td>A ST 251 or A ST 311 or Stat 251</td>
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The content of the condensed Math/Stat 500 level course content and the topics covered in Math 142 and A ST 311.
Vote 4: Students entering the cohort-based distance MBA program will be required to attend a 2-3 day weekend orientation session before the start of their first semester. The first day will be an orientation to the program. Content on days 2 and 3 could include some course material related to the early courses to be offered to the cohort group.

Electronic voting was offered to the 65 members of the MBA faculty. There were 51 responses. The results of the vote:

1. All courses taught in the cohort-based distance MBA program will be Quality Matters (QM) reviewed...

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
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<tr>
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<td>36</td>
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<td>Total</td>
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<td>51</td>
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2. At least 50% of the assessment of student learning in the cohort-based distance MBA courses will...

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>39</td>
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<td>2</td>
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<tr>
<td>Total</td>
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<td>51</td>
<td>100%</td>
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</table>
ASSESSMENT OF COB LEARNING GOALS:

The committee worked with the AOL committee to continue to assess the four COB Learning Goals. Two goals (Decision Making Under Uncertainty and Globalization) were assessed in the 2014-2015 academic year. The committee recommended that the assessment be done in the capstone courses to reinforce program level assessment rather than course embedded assessment. The committee recommended that the scheduling be adjusted such that one Learning Goal would be assessed each semester in a rotating manner. Additional assessments were actually done to facilitate the move toward program assessment. The list below is the current schedule for assessment of COB Learning Goals through Spring 2017:

**Fall 2014:** Students will make sound business decisions and exercise good judgment under uncertainty. Students can:
   - Objective 1: Understand the problem as external or internal or both and whether the problem is cyclical or permanent.
   - Objective 2: Evaluate available resources and the operating environment to formulate actions.
   - Objective 3: Provide corrective actions and/or new strategic initiatives based on the identified problem(s) and available resources.

**Spring 2015:** Students understand how globalization affects organizations and their environment. Students can:
   - Objective 1: Analyze the opportunities and threats in the environments associated with managing organizations internationally.
   - Objective 2: Demonstrate the rationale for developing global brands or global brand positioning.
   - Objective 3: Identify and explain the key legal issues associated with operating a business globally. Change is being discussed
   - Objective 4: Identify and describe financial issues relating to investing or operating a business in another country.

**Fall 2015:** Students can comprehend ethical implications of business. Students can:
   - Objective 1: Describe alternative ethical perspectives.
   - Objective 2: Identify the relevant stakeholders affected by this decision.
Objective 3: Identify alternative solutions to the ethical issue.
Objective 4: Explain alternatives using appropriate ethical perspectives.

**Spring 2016**: Students will make sound business decisions and exercise good judgment under uncertainty.
Students can:
- Objective 1: Understand the problem as external or internal or both and whether the problem is cyclical or permanent.
- Objective 2: Evaluate available resources and the operating environment to formulate actions.
- Objective 3: Provide corrective actions and/or new strategic initiatives based on the identified problem(s) and available resources.

**Fall 2016**: Students can think critically to solve problems.
Students can:
- Objective 1: Describe the problem(s) and related issues and describe their importance
- Objective 2: Use, acquire, and identify business tools and concepts to address the problem or related issues.
- Objective 3: Correctly interpret the information to address the problem or related issue.
- Objective 4: Apply relevant business tools and concepts to propose and evaluate alternatives
- Objective 5: Choose the most appropriate alternative.
- Objective 6: Support their decisions with appropriate business concepts and tools, and draw relevant conclusions based on the selected decisions.

**Spring 2017**: Students understand how globalization affects organizations and their environment.
Students can:
- Objective 1: Analyze the opportunities and threats in the environments associated with managing organizations internationally.
- Objective 2: Demonstrate the rationale for developing global brands or global brand positioning.
- Objective 3: Identify and explain the key legal issues associated with operating a business globally. Change is being discussed
- Objective 4: Identify and describe financial issues relating to investing or operating a business in another country.

In the 2013-2014 academic year, two goals (globalization and ethics) were assessed. The result of those assessments were compiled by the AOL committee and reported to the Graduate Committee. These results helped the committee identify some specific situations which need to be considered in future assessment activities: 1) assessing of courses delivered in non-traditional manners, specifically distance education courses, 2) the use of case studies developed locally versus cases from well-known sources (Richard Ivey School of Business, Harvard Business School) and 3) assessment must be done at the program level and not at the course level. The recommendations of the Graduate Committee reported to the MBA faculty are given in Appendix C and Appendix D.

**GRADUATE COMMITTEE MEMBERS TERMS OF APPOINTMENT**

<table>
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<tr>
<th>Graduate Committee</th>
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<th>2016</th>
<th>1st</th>
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<tr>
<td>ACCT/IS</td>
<td>Richard Oliver</td>
<td><a href="mailto:roliver@nmsu.edu">roliver@nmsu.edu</a></td>
<td></td>
<td>2014 2016</td>
</tr>
<tr>
<td>EASIB</td>
<td>Ben Widner*</td>
<td><a href="mailto:bwidner@nmsu.edu">bwidner@nmsu.edu</a></td>
<td>2013</td>
<td>2015</td>
</tr>
<tr>
<td>FIN/BLAW</td>
<td>Hari Sankaran*</td>
<td><a href="mailto:sankaran@nmsu.edu">sankaran@nmsu.edu</a></td>
<td>2014</td>
<td>2016</td>
</tr>
<tr>
<td>MGT</td>
<td>Philip Benson*</td>
<td><a href="mailto:pbenson@nmsu.edu">pbenson@nmsu.edu</a></td>
<td>2014</td>
<td>2016</td>
</tr>
<tr>
<td>MKTG</td>
<td>Robin Peterson*</td>
<td><a href="mailto:ropeters@nmsu.edu">ropeters@nmsu.edu</a></td>
<td>2011</td>
<td>2015</td>
</tr>
<tr>
<td>MBA Student</td>
<td>Micheal Maxfield</td>
<td><a href="mailto:mikemax@nmsu.edu">mikemax@nmsu.edu</a></td>
<td></td>
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<tr>
<td>Deans Office</td>
<td>Kathy Brook, Ex-officio*</td>
<td><a href="mailto:kbrook@nmsu.edu">kbrook@nmsu.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>John Shonk, Ex-officio</td>
<td><a href="mailto:jshonk@nmsu.edu">jshonk@nmsu.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Appendix A

AACSB Standard 9 Updated January 31, 2015

AACSB Standard 9.pdf
Appendix B

Updated Master MBA Map
Appendix C:
Assessment of Ethics (2013-2014)

Graduate Committee's Recommendations

Student Objectives:

Objective 1: Describe alternative ethical perspectives.
Objective 2: Identify the relevant stakeholders affected by this decision.
Objective 3: Identify alternative solutions to the ethical issue.
Objective 4: Explain alternatives using appropriate ethical perspectives.

Actions taken:

The Graduate Committee reviewed the data from [term] and determined that the exercise used was not sufficient to our needs to assess learning outcomes. Specifically, the case given to the students was very short and simple in its content, and thus failed to properly challenge the students to demonstrate actual levels of learning. For this reason, it was determined that a stronger case would be selected and would be used during the 2015-2016 academic year to reassess this set of learning objectives.

A stronger case from either Ivey or Harvard will be selected for use, and given to students to analyze in class. The course in which this evaluation will be done is MGT590, Strategy, as a change from MGT503, Organizational Behavior and Management Processes.

Assessment modification:

Premise: The assessment of learning objectives is to be conducted at program level and not within a discipline-specific course. The intent of the assessment should be to determine whether a student is able to appreciate the complexity of the ethical issues that are confronted in business setting and to assess if he or she is able to articulate how different stakeholders and alternative actions must be considered in framing responses to ethical dilemmas.

Instrument: The instrument that facilitates the type of program level assessment mentioned above should be overarching and encompass the issues that relate to the all learning objectives. The assessment questions should aim to elicit responses from students in a manner that requires them to associate the discipline-specific material they might have learned in the program within the context of the instrument. Specifically, the assessment questions should allow the students to use their discretion in making the connection between the discipline-specific knowledge and the context posed by the instrument. Since the instrument is not biased towards a specific discipline, it accommodates a variety of student dispositions. Such an instrument should be implemented in a capstone course.

Instrument Results: The results from such an instrument would indicate whether students are able to think critically and if they are able to employ the discipline-specific knowledge in confronting an ethical issue in a business context. If, on average, results indicate that students are lack the ability to apply discipline specific knowledge from one or more disciplines, it gives us direction to address such inadequacies by making curriculum changes within those specific
Appendix D:

Assessment of Globalization (2013-2014)

Graduate Committee’s Recommendations

Student Objectives:

Objective 1: Analyze the opportunities and threats in the environments associated with managing organizations internationally.

Objective 2: Demonstrate the rationale for developing global brands or global brand positioning.

Objective 3: Identify and explain the key legal issues associated with operating a business globally.

Objective 4: Identify and describe financial issues relating to investing or operating a business in another country.

Actions taken:

The data provided indicated a lack of student ability in objective 3 and 4. The actions taken to address this result are two fold. First the data suggested the legal and financial aspects were focused at the discipline level and not the program level. Therefore the chair and MBA faculty held a discussion to incorporate the learning objectives in their courses where applicable. Second a new instrument was developed to better assess the learning objectives at a program level and not a discipline-specific course. The discussion of the assessment modification is described below.

The results of objective 1 and 2 indicate acceptable performance and obtainment of the goal for these two objectives. Before declaring victory on this goal the committee suggests we assess objective 1 and 2 using the modified instrument. The committee expects to see the same success with the new instrument discussed below and will replace objective 1 and 2 with alternative objectives at the following iteration.

Assessment modification:

Premise: The assessment of learning objectives is to be conducted at program level and not within a discipline-specific course. The intent of the assessment should be to determine whether a student is able to appreciate the complexity of the global environment in which businesses operate and if he/she is able to articulate how different functional areas of a business interact in a global setting.

Instrument: The instrument that facilitates the type of program level assessment mentioned above should be overarching and encompass the issues that relate to the all learning objectives. The assessment questions should aim to elicit responses from students in a manner that requires them to associate the discipline-specific material they might have learnt in the program within the context of the instrument. Specifically, the assessment questions should allow the students to use their discretion in making the connection between the discipline-specific knowledge and the context posed by the instrument. Since the instrument is not biased towards a specific discipline, it accommodates a variety of student dispositions. Such an instrument should be implemented in a capstone course.

Instrument Results: The results from such an instrument would indicate whether students are able to think critically and if they are able to employ the discipline-specific knowledge in a global business environment. If, on average, the results indicate that students are lacking in their ability to apply discipline specific knowledge from one or more disciplines, it gives us direction to address such inadequacies by making curriculum changes within those specific discipline(s).
Appendix E:

Minutes of Graduate Committee Meetings

- GRADCom minutes 25-Sept-14.docx
- GRADCom minutes 7-Oct-14.docx
- GRADCom minutes 21-Oct-14 (kb edits).doc
- GRADCom minutes 18-Nov-14.docx

- GRADCom minutes 9-Dec-14.docx
- GRADCom minutes 26-Jan-15.docx
- GRADCom minutes 23-Feb-15.docx
- GRADCom minutes 30-Mar-15.docx
Appendix F:

Supporting Documents

1. Approved CAF ECDV 694.

2. Selected recipient for the Sepich scholarship in the MBA program. 17 applications were received from female students in the program. After an initial screening by the Dean’s office, the below list was considered by the full committee. The committee’s choice was Florence Kone.

3. Approved the Sustainability Graduate Certificate Program for post-baccalaureate students pursuing a career in sustainability.

4. The committee reviewed and endorsed the MBA Assessment Report compiled by the Associate Dean.

5. The Graduate Committee submitted the following report in December of 2014.

6. The committee produced and circulated numerous drafts of proposed online MBA policies. This is the draft version of the MBA Handbook as of December of 2014.

7. The committee solicited and compiled the list of topics to be included in the COB Bootcamp. The rough drafts are included below.

8. In January 2015, the Graduate Committee sponsored a vote by the MBA faculty on the following policies in support of the Cohort-Based Distance MBA program.
9. The following clarification was sent to the committee after a particularly spirited discussion where the many conflicting needs of the MBA programs were discussed. This is included for completeness and to add to the understanding of how the policies were formed.

RE Option 2.msg

10. The committee sent the following to the AOL committee as the assessment of globalization in the Spring 2015 semester.

Globalization2015.zip

11. The committee sent the following to the AOL committee as an assessment of ethics in the Spring 2015 semester.

EthicsSpring2015.zip

12. The committee sent the following to the AOL committee as an assessment of marketing in the Spring 2015 semester.

MarketingFall2014.zip

13. The committee sent the following to the AOL committee as an assessment of uncertainty in the Spring 2015 semester.

UncertaintyFall2014.zip