New Mexico State University  
College of Business – Assessment Plan  
Master of Business Administration Program  
2009 – 2010

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 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 Master of Business Administration’s program 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. 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 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 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.

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

Goal 2: Critical Thinking (THINK): Students can think critically to solve problems.
   Objective 2a: Students can identify relevant information 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.

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 Graduate Committee 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 MBA program learning goals: High (H), Medium (M), or Low (L). Courses with high emphasis were eligible for
course-embedded assessment. As part of the process, a review of the Spring 2009 course syllabi provided the following map showing the emphasis placed on the program learning goals in the core courses offered for the MBA program.

<table>
<thead>
<tr>
<th>MBA</th>
<th>ACCT 503</th>
<th>BCIS 502</th>
<th>BLAW 502</th>
<th>ECON 503</th>
<th>FIN 503</th>
<th>MGT 502</th>
<th>MGT 503</th>
<th>MGT 512</th>
<th>MGT 503</th>
<th>MGT 590</th>
<th>BA 590</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a - COMM Write</td>
<td>H</td>
<td>H</td>
<td>L</td>
<td>X</td>
<td>X</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b - COMM oral</td>
<td>H</td>
<td>H</td>
<td>L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - THINK</td>
<td>H</td>
<td>M</td>
<td>X</td>
<td>M</td>
<td>X</td>
<td>X</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 - QUANT</td>
<td>H</td>
<td>K</td>
<td>H</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 - INTERPER</td>
<td>H</td>
<td>L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>H</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5a - ETHICS</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5b - LEGAL</td>
<td>L</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

H = High emphasis; M = Medium emphasis; L = Low emphasis; X = Covered in class

**Assessment Plan for 2009-2010**

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 assessment of each learning goal for two semesters is assisting the AOL committee in identifying learning goals where improvement in student achievement is necessary.

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Measurement Method</th>
<th>Expectations</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Communicate effectively</td>
<td>One page memo for a business plan project in ACCT 503</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>
<td>Assess each semester.</td>
</tr>
<tr>
<td>2 – Think critically to solve problems</td>
<td>Videotaped oral presentation of team project results in BA 590</td>
<td></td>
<td></td>
<td>Next assessment in Fall, 2010 in courses identified in column 2.</td>
</tr>
<tr>
<td>3 – Solve problems using quantitative information</td>
<td>Case analysis in MKT 503</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 – Interact effectively with others in a team environment</td>
<td>Financial quantitative decision on an exam in FIN 503</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 – Comprehend ethical and legal implications</td>
<td>Student and instructor evaluations of team interactions in BA 590</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Memo in response to an ethical dilemma in MGT503</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written assignment on a legal issue in BLAW 503</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>