

COLLEGE OF BUSINESS ADMINISTRATION AND ECONOMICS

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Memorandum

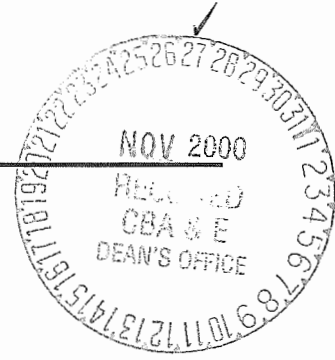
December 5, 2000

TO: John Owens
FROM: Kathy Brook *Kathy Brook*
SUBJECT: Outcomes Assessment Reports

Attached are the Outcomes Assessment Reports for the College of Business Administration and Economics. The Management Department has included the discussion of the Ph.D. program in the same report with its undergraduate program. The Marketing Department has submitted a separate report for its Ph.D. program. The report for the MBA program will be sent over as soon as it is available.

Please let me know if you have any questions.

NEW MEXICO STATE UNIVERSITY



DEPARTMENT OF ACCOUNTING AND BCS

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MEMORANDUM

TO: John Owens, Executive Vice President

THRU: Danny Arnold, Dean *DA*

FROM: Pete Dillaway, Department Head *Pete Dillaway*

RE: Outcomes Assessments of Student Academic Achievement

DATE: November 22, 2000

Attached please find the Annual Programs Report on Assessment of Student Learning Outcomes for the Department of Accounting & BCS.

If I can be of further assistance, you may reach me at x4901.

Is

Attachments

Summary of Assessment Results
Department of Accounting & BCS
1999-2000

1. Outcomes Assessment Plan

The Department of Accounting & BCS has adopted "Guidelines for Assessing a Broad Program Goal for Student Learning" (2-16-99, attached) and Assessment Guidelines (11-13-00, attached). We believe that these plans are transitory, and, in time, may require significant alteration to them to comply with our College's outcomes assessment plan, which is in development at this time.

2. Assessment Activities

During 1999-00, the following direct assessment activities will be undertaken:

- a. Undergraduate Competency Exams, Accounting.
- b. Undergraduate Competency Exams, BCS.
- c. Master of Accountancy Oral Exams.

The competency exams are 50-item, multiple-choice instruments designed to assess the major student learning objectives for each undergraduate major offered by us. These exams have been prepared by our faculty teaching the required courses in our two majors. They will be administered during the final exam period in BUSA 422, starting in December 2000. No results are available, as yet. When results are obtained, our faculty teams who designed each exam will analyze the success of each item. Based upon this, they will suggest changes in the major courses.

The Master of Accountancy Oral exam will continue to be administered at a unique time and place, as requested by the graduating student, during the last semester of study. Dr. Foster, the program director, will ask the chair of the exam to arrange for a series of questions to relate to the accounting core courses. The results of this questioning will be reported to Dr. Foster, who will pass the information to the core course instructors. The latter will then inform Dr. Foster of their changes for improvement in course delivery and content.

3. Learning from Assessment Activities (Program Changes and Planning Implications)

a. Course Evaluations.

Based on the available evidence, the level of satisfaction with teaching is very good. Students rated the overall quality of teaching for the Spring semester (2000), Fall semester (1999), and Spring Semester (1999) as follows (both graduate and undergraduate courses):

| | Accounting | | | | | | BCS | | | | | |
|------------------------|------------|-------|-------|--------|-------|-------|-------|-------|-------|--------|--------|-------|
| | % | | | Cum. % | | | % | | | Cum. % | | |
| | Sp 00 | Fa 99 | Sp 99 | Sp 00 | Fa 99 | Sp 99 | Sp 00 | Fa 99 | Sp 99 | Sp 99 | Fa 99 | Sp 99 |
| Truly outstanding | 41.6 | 39.7 | 43.0 | 41.6 | 39.7 | 43.0 | 35.9 | 44.3 | 36.0 | 35.9 | 44.3 | 36.0 |
| Very good | 31.2 | 28.2 | 31.7 | 72.8 | 67.9 | 74.7 | 40.8 | 36.7 | 35.7 | 76.8 | 81.0 | 71.6 |
| Good | 10.7 | 9.0 | 14.7 | 83.5 | 76.9 | 89.4 | 12.7 | 11.8 | 15.7 | 89.5 | 92.8 | 87.4 |
| Satisfactory | 8.6 | 8.7 | 5.9 | 92.1 | 85.6 | 95.3 | 7.5 | 5.1 | 7.9 | 97.1 | 97.9 | 95.2 |
| Less than satisfactory | 7.9 | 14.3 | 4.7 | 100.0 | 100.0 | 100.0 | 2.9 | 2.1 | 4.8 | 100.0 | 100.00 | 100.0 |

It appears that approval of effectiveness in BCS courses has been stable over the last three semesters. Cumulative percent reporting “truly outstanding” and “very good” was 71.6% (Spring ‘99), 81.0% (Fall ‘99) and 76.8% (Spring ‘00). Approval for accounting courses has been more stable, but still represents a very high level of approval. Cumulative percent reporting “truly outstanding” and “very good” was 74.7% (Spring ‘99), 67.9% (Fall ‘99), and 72.8% (Spring ‘00). Faculty are urged to compare their individual course evaluations with prior periods and to consider the written comments provided by students. At the departmental level, we will compare each of the nine components in the student evaluation to spot trends, favorable or unfavorable. These will be publicized to our faculty.

b. Placement Survey for Graduates (Fall and Spring).

These are obtained from our graduating seniors and Master of Accountancy students. This survey questions the methods used to obtain employment (placement office, classified ads, independent contacts, employment agency, etc.) and questions the success achieved (office invites, offers, acceptance of employment, salary, type of employment, etc.). For the past year, the departmental results are as follows:

| | |
|--|-----|
| Number of responses | 52 |
| Number accepting employment or graduate school | 40 |
| Percent | 77% |

Compared to prior years, these results show a significant improvement in the number of students leaving campus with a job in hand. I believe this is due to improvement in overall economic conditions, resulting in a shortage of accounting and BCS graduates. The increase may also be a result of the Placement Center attempting to do more for our students. The value to our department of this placement survey lies in its information about how students found their jobs, how many offers they received, and how much their initial compensation amounted to. In short, we are able to assess the strength of the job market for our existing students.

c. Survey of Accounting Alumnae.

This survey has been taken once--during the Summer of 1995. We intend to reinstate it again if the College assessment does not supplant it. The questionnaire asks for twelve items of general information. Our results (out of 68 responses) showed the following:

- Average age--28.8 years
- Job experience while a student--34 (part time job)
- Preparation--17 “very prepared” and 50 “adequately prepared”
- CPA--20 (out of 68)

This survey is on hold while our college decides upon a common instrument for surveying alumni. A college committee has issued a report on this matter with recommendations. This report is going to be presented to the college faculty at a forum in the current semester. Presumably, common survey instruments will be for students, faculty, alumni and employers/recruiters.

4 & 5. Changes Anticipated and Communicating Results to Faculty.

Our outcomes assessment activities are just beginning to be implemented. We do not yet have any prior data to compare with results. However, this situation will change when the college assessment committee recommendations are implemented. The results of these surveys will be presented to our department at a faculty meeting dedicated to discussing their implications. Recommendations for change or for instituting new processes will be solicited at that time.

DEPARTMENT OF ACCOUNTING & BCS
ASSESSMENT GUIDELINES

See attached "Guidelines for Assessing a Broad Program Goal for Student Learning."

ASSESSMENT PLAN

The program assessment plan includes surveys of current students, alumni, and employers, cooperative education and internship reports, input from the accounting and BCS advisory boards, and input from the accounting and BCS faculty. The plan is outlined below.

PROGRAM ASSESSMENT PLAN
11/13/00

| Group Involved | Type of Assessment | Frequency | Administered By |
|--------------------|-------------------------------|--------------------------------|----------------------|
| Students | Course Evaluations | Fall/Spring | Department |
| Students | Placement Survey | Fall/Spring | Department |
| Students | Undergraduate competency exam | Fall/Spring | BUSA 422 instructors |
| Students | Master of Accountancy orals | Fall/Spring/Summer | Department |
| Alumni | Mail Survey | Biennially | Department |
| Employers | *Mail Survey | Biennially | Department |
| Faculty | *Communications Assessment | Fall/Spring | Department |
| Advisory Boards | *Discussions during meetings | When held | Department |
| Employers/Students | *Surveys and reports | Completion of co-op/internship | Department |

*not implemented yet

All assessments will be evaluated by the faculty during the fall semester of each year to determine whether program changes should be made.

New Mexico State University
Guidelines for Assessing a Broad Program Goal for Student Learning

Department of Accounting and Business Computer Systems

Date 2-16-99

NMSU Mission and Institutional Purpose(s):

The mission of New Mexico State University is to benefit society through education, research, extension education, and public service.

Related Broad Program Goal:

Our department is committed to advance the goals of the college and university, both as a research institution committed to higher education and as a land grant institution committed to the people of New Mexico. We offer challenging educational programs that develop our students for professional, information management and analysis career paths in public accounting, industry, nonprofit organizations, and government. Our primary focus is student learning.

Assessment Standard and its Measurement:

1. Students completing the baccalaureate program in accounting/BCS or the Master of Accountancy program will be well equipped to adapt to a variety of entry-level positions in the field.

Assessment

- 1a. In a survey of first-year alums of our programs, eighty percent of respondents will "agree" or "strongly agree" with the statement, "I was well equipped to learn the responsibilities and perform the duties associated with my first position."
- 1b. In a survey of employers of our recent graduates, eighty percent will "agree" or "strongly agree" with the statement "Our recent accounting/BCS employees (NMSU grads) were well prepared to learn the responsibilities and perform the duties associated with their first position."
2. Graduates completing the B.Acc., M.Acc., or BBA/BCS programs will be technically proficient in accounting or BCS fundamentals.

Assessment

- 2a. Graduating seniors completing a competency test in their field will achieve an average score of seventy-five percent or better.
- 2b. In a survey of employers of our recent graduates, eighty percent will "agree" or "strongly agree" with the statement "Recent accounting/BCS employees (NMSU grads) met our expectations as to technical competence in their field."
- 2c. Master of Accountancy graduates will successfully pass an oral examination in their specialty.
3. Graduates will be able to communicate effectively both professionally and personally.

Program Assessment

- 3a. Ninety percent of accounting/BCS seniors will pass a two-part communication assessment (English and accounting/BCS related).
- 3b. In a survey of employers of our recent graduates, ninety percent will "agree" or "strongly agree" with the statement "Recent accounting/BCS employees (NMSU grads) demonstrated good professional and personal communications skills."
- 3c. Master of Accountancy candidates will all be required to pass a two-part communication assessment.
4. Graduates will find ready employment in their field.

Program Assessment

- 4a. From 50% to 80% of accounting and BCS graduates registered with the placement service each fall will have received a job offer by the close of the spring semester each year, depending on the business cycle.
- 4b. In a survey of first and second year alums of our program, eighty percent of respondents will indicate that they are employed in a position directly related to their major field.

Master of Business Administration Program

Report of Assessment Activities

1999-2000 Academic Year

The MBA Program has recently undergone a major restructuring, going from a 36-credit program with 15 credits of electives and an oral final exam, to a 30-credit program with no electives and a professional paper and oral presentation final exam. Because this new Program was implemented in the beginning of the Fall 2000 term of the 2000-2001 academic year, this report describes the process through which it was developed, efforts to assess the degree to which coursework in the newly implemented Program will meet student needs in the future, and plans to assess student outcomes under the new Program.

Program Restructuring Process

- During the Spring 1998 College of Business Administration and Economics Business Advisory Council meeting, the possible revision of the MBA Program was brought before the Council. Based on Council discussion and recommendations made during the meeting, it became evident that such a revision should be considered.
- Between that Spring 1998 Business Advisory Council meeting and its Fall 1998 meeting, the MBA Director, MBA Policy Committee and College Executive Committee worked to develop a number of MBA Program proposals. Those proposals were presented to the College faculty, MBA students who were in the Program at that time and, finally, to the Council for comment.
- The comments and discussions that resulted from those presentations were used by the Director, Policy Committee and College Executive Committee to select the Program proposal that was, with minor modifications, presented to the College faculty near the end of the Spring 1999 term for its approval. After receiving that approval, the Director and Policy Committee undertook the various administrative actions required to implement the new Program in the Fall 2000 term.

Program Assessment - Current

- The Business Advisory Council reviews the curriculum at least annually, with items of interest being brought to its attention more often, as appropriate.
- In its continuing oversight role, the Policy Committee is developing guidelines for evaluating the content of all courses in the new curriculum to ensure that they are meeting, and will continue to meet, the objectives of the new Program.
- The Policy Committee is developing a mechanism for identifying the basic learning objectives of each of the courses in the new curriculum that will, in turn, be used to develop a set of questions for use in conducting student learning oriented outcomes assessment.
- Near the end of each semester, all graduating students are asked to complete a survey that solicits their views regarding their coursework, instructors, and Program administration, as well as job placement information. The results of this survey are compiled by the

Director and distributed to the members of the Policy Committee and the College Executive Committee.

Program Assessment - Future

- After the course content evaluation guidelines development effort noted above has been completed, the Policy Committee will begin a course-by-course evaluation of the new curriculum to ensure that it is meeting Program objectives. This evaluation process will continue on a rotational schedule.
- After the basic learning objectives for each of the courses in the new curriculum are identified, they will be used to develop a learning outcomes assessment instrument that will, in turn, be administered each Spring and Summer terms to students in the MGT 590-Strategic Management course.
- Every two years, a comprehensive survey will be sent to MBA Program alumni to elicit their perceptions of the degree to which their academic programs prepared them, particularly in comparison to their co-workers from other degree programs, and ask them to provide insights into changes in the marketplace that might suggest possible curriculum changes.
- Every two years, a comprehensive survey will be sent to employers of our alumni to elicit their perceptions of the degree to which our graduates are prepared to work in their organizations, and ask them to provide insights into changes in the marketplace that might suggest possible curriculum changes.
- Teacher evaluations administered in all required MBA courses will be reviewed by the Director, Dean and respective Department Heads to ensure that the highest quality teachers available are being assigned to teach MBA courses.
- Oral examinations will be administered to all MBA students in which they are questioned on both their coursework and the papers they write in fulfillment of the requirements of the BA 502 – Professional Paper and Presentation course.

Program Modification/Enhancement

- Periodic review of the curriculum by the Business Advisory Council, oversight and review activities of the MBA Policy Committee, and surveys of graduating students, alumni and employers will all be used to identify areas in which modification and/or enhancement of the overall MBA Program should be considered.
- Graduating student surveys and teacher evaluations will be used to identify areas in which teaching and/or administrative activities need to be improved or modified.
- Oral examinations and learning outcomes assessments will be used to identify specific learning objectives in the curriculum that are not being adequately addressed.

Master of Business Administration Program Assessment Plan

Assessment of the Master of Business Administration (MBA) Program involves:

- periodic reviews of the curriculum by the College of Business Administration and Economics Business Advisory Council, comprised of business leaders from Las Cruces, New Mexico and the southwest region,
- regular oversight and review of all aspects of the program by the MBA Policy Committee, comprised of College of Business Administration and Economics faculty members and administrators,
- surveys of all graduating students that cover various aspects of the MBA Program coursework and administration, as well as job placement considerations,
- regular teacher evaluations in all required courses,
- individual oral examinations administered to all MBA students in which they are questioned on both their coursework and the papers they write in fulfillment of the requirements of the BA 502 – Professional Paper and Presentation course,
- written examinations are administered to all MBA students enrolled in MGT 590- Strategic Management that covers the topic areas included in the required courses’ learning objectives,
- periodic surveys of alumni that cover their perceptions of the degree to which their academic programs prepared them, particularly in comparison to their co-workers from other degree programs, and ask them to provide insights into changes in the marketplace that might suggest possible curriculum changes, and
- periodic surveys of employers of our alumni that cover their perceptions of the degree to which our graduates are prepared to work in their organizations, and ask them to provide insights into changes in the marketplace that might suggest possible curriculum changes.

The schedule under which the above assessment activities take place is shown in the following table.

| Type of Assessment | Frequency | Group Involved | Administered by |
|---|----------------------|-----------------------|-------------------|
| Program/Curriculum Review ¹ | One meeting per year | Advisory Council | Dean & Director |
| Course Content Review | Rotational Schedule | Policy Committee | Committee Members |
| Course Learning Objectives | Rotational Schedule | Policy Committee | Committee Members |
| Program/Placement Survey ^{1,3} | Spring/Summer | Students - graduating | Director |
| Teacher Evaluation ^{1,2} | Fall/Spring/Summer | Students | Faculty |
| Oral Examination ^{1,3} | Spring/Summer | Students - graduating | Faculty |
| Learning Outcomes ³ | Spring/Summer | Students - graduating | Faculty |
| Mail Survey | Biennial | Alumni | Director |
| Mail Survey | Biennial | Employers | Director |

1 – accomplished for the OLD curriculum

2 – accomplished for the NEW curriculum

3 – no students enrolled in the NEW curriculum have graduated


COLLEGE OF BUSINESS ADMINISTRATION AND ECONOMICS

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MEMORANDUM

December 4, 2000

To: John Owens, Executive Vice-President
Thru: Danny Arnold, Dean
From: Kenneth Nowotny, Department Head 
Subject: Assessment of Student Learning Outcomes

1. *Department Mission Statement*

Consistent with the missions of the University and the College, the department seeks to provide students at New Mexico State University with the best possible undergraduate and graduate economics and statistics education corresponding to the needs and realities of the labor market. It is dedicated to the land grant missions of the University and College and seeks to actively participate in off-campus instructional and service programs. Research is aimed at addressing questions related to effective teaching as well as to issues of concern to the citizens of New Mexico, the nation, and the world.

Departmental Objectives

The department strives to provide formal and informal educational experiences in economics, international business and statistics, and to equip our students for additional graduate or professional education, for entry into professions, or for other endeavors, both domestic and international. The program will afford undergraduate students considering graduate education in economics the opportunity to acquire excellent preparation for entry into highly competitive graduate programs.

Students completing the bachelor's degree in economics or international business and seeking employment in the field will be well prepared for their first position in their field.

The objective of the M.A. in Economics is to educate students for economic analysis positions in business, industry and government and to provide a strong academic background to those students interested in enrolling in a Ph.D. or other graduate program.

The objective of the Experimental Statistics M.S. program is to educate students for statistical

analysis and statistical consulting positions in business, industry, government and academia. The program will provide applied statistical skills, computational skills, and interpersonal skills to enable the student to function in either the analyst role or the consultant role.

There are several measures of success in preparing students in economics, experimental statistics, and international business: how students rate the teachers in the classroom, how the students fare in the marketplace for jobs after graduation, their success in graduate schools or other professional schools, how they perceive their education after they have graduated, or how they score on a particular standardized test relative to students at other universities.

Our plan was to administer the national exam "The Test of Understanding College Economics" to undergraduate seniors this past fall. This was undertaken in the spring of 1998, 1999, 2000 and will again be administered in the fall of 2000 and in the spring of 2001. The exam gives us a relevant measure of how economics majors at NMSU stack up against economics majors nationwide. This information is utilized as we examine the major curriculum each spring. Our assessment criterion is that 80% of the students taking the exam will score in the 80 percentile or better. We have been very close to this goal each spring. Economics is a paradigm, and it is important that students understand this paradigm by the time they graduate. Due to the scores we have observed, we have modified the major, adding required courses, including a senior capstone course. We administer the test annually to determine if our corrective efforts are appropriate.

As for International Business majors, the very general nature of the degree makes specific learning outcomes assessment very difficult. Moreover, there are very few such majors at the undergraduate level in the US, and this makes it difficult to baseline; there is no standard. The outcome we have identified is that these students will be well prepared for a professional career. We will survey graduates of the program to determine if they are obtaining the jobs they expected and if they feel that they were adequately prepared by the program of training at NMSU. We expect that 80% will feel that they have been so prepared. If this is not so, we will review the program and modify it in the direction indicated. The International Business major has been reviewed and substantially modified due to a questionnaire and exam administered by the International Business Association during the past three spring semesters. It will be necessary to wait until we have full implementation of the new program to determine the success of these modifications. The exam will be administered in the fall of 2000 and again in the spring of 2001.

On the question, "How do you rate the overall quality of teaching of this course?", all the departmental faculty receive scores of 80% to 90% either excellent or above average. Two current faculty have received NMSU's Roush Award for teaching. All of the faculty, and in particular the department head, continually hear from students volunteering that so-and-so was just an excellent teacher. Therefore, in terms of current student satisfaction, the departmental faculty are doing a very good job.

In addition, an exit essay exam has been constructed by departmental faculty and a sample of graduating seniors take this exam each spring. The exam is graded by several IB faculty. The goal is that **all** those taking the exam would qualify for a "B" or better

All recent graduates of the MA in Economics, Regulatory Option, were either offered a job with a regulatory commission, a public utility or an office of consumer counsel or moved into a PhD program in economics. The Public Policy Option has just had its first graduate and its second graduate will finish in May. Most other masters graduates were either offered a job in a related field, or entered a PhD program. All recent graduates of the Master of Science in Experimental Statistics were either employed or enrolled in a Ph.D. program. The goal (above) of these graduate programs was to prepare students for a professional career or further graduate work.

Each fall and each spring graduating MA in Economics students take the Economics special exam of the Graduate Record Exam. The goal is that all of the students will rank in the 75 percentile or better. This would place these students within the group entering PhD programs in Economics in the United States. Thus far we have met or exceeded this goal.

Each entering co-hort in Statistics is given an entry exam to determine the extent to which the group has a fundamental understanding of statistics. The group is then given the exam again as an exit exam in their final semester. The goal is that all students will have substantially improved their score as a result of their experience in graduate school.

2. Beginning spring 1999 undergraduate majors in Economics and International Business have been tested as proposed in the Assessment plan, as were Graduate majors in Economics and Statistics.

3. It was determined that undergraduate majors in Economics do not have the desired level of quantitative skills, nor a broad view perspective on the profession. Changes in the undergraduate major were, as a result, proposed and adopted.

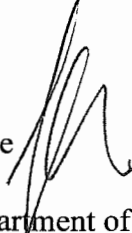
Likewise, the undergraduate major in International Business was substantially revised to improve each major's skill level in a specific business discipline. The number of hours in IB courses was reduced, while a requirement of 15 hours in a specific business discipline was added, as well as a capstone course in IB. The overall course requirement for an IB major was increased to 30 hours, as compared with 24 for most business majors. Also the level of language achievement required was raised. Rather than requiring a specified number of courses, the language requirement is now one of competence, not course work.

4. No changes are anticipated.

5. Assessment activities are full discussed in Departmental meetings.

September 4, 2000

TO: Dean Danny Arnold

FROM: Samuel Goldman, Head, Department of Finance 

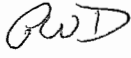
SUBJECT: Outcome Assessment Report for 1999-00, Department of Finance

The outcomes assessment of student academic achievements in the Department of Finance for 1999-00 follows:

1. Over the years, it has been the college's and department's policy to evaluate faculty performance at the end of each semester. These evaluations are an essential part of the faculty review process and are utilized to encourage change where necessary. Further, these evaluations are taken into account when determining merit increase for faculty.
2. Last year the department instituted exit interviews for all graduating seniors. The purpose of these interviews was to determine the students perception of the courses offered, the effectiveness of teaching, their preparedness for the job market and what the students perceived as necessary improvements. One of the most glaring revelations from these interviews was the subject of internships. Those students who had not availed themselves of internships said they regretted not having taken same. Accordingly, we have incorporated internships in our new banking program. We are also lining up local and non local businesses as potential internships participants. We are also emphasizing internships in our counseling activities.
3. We have ongoing discussion with employers and alumni as to ways to improve our course offerings in order to make our students stand out in the marketplace. These discussions have led to the introduction of new courses and programs. The Financial Information Technology course has been well received by both students and industry. Several employers upon learning of the course and the course's content have requested lists of all the students that have taken the courses for the purpose of recruiting the same. Perceiving a need in the banking community for a concentration in banking we have developed the banking program. We have recently graduated its first students. They appear to be highly sought after by that industry.
4. Beginning in December 2000, all graduating Finance seniors will be taking a comprehensive examination in Finance. The results will be utilized in our ongoing evaluation of learning and for improvement in our course offerings.

November 27, 2000

TO: Dean Danny Arnold

FROM: Dr. P.W. Dorfman, Department Head, Management Department 

SUBJECT: Outcome Assessment Report for 1999-00, Department of Management

The following information describes the outcomes assessment of student academic achievements in the Management Department of the College of Business Administration and Economics during 1999-00.

Program Assessment Activities during 1999-2000

1. Undergraduate Assessment Activities:

A) The strategic management capstone course (BUSA 421) continues to be a primary mechanism for our department's outcomes assessment of undergraduate student learning. This course requires an integration of all business disciplines through case analysis, demonstration of presentation skills, and thorough examination process. An analysis of the projects completed during the capstone course revealed student deficiencies in the following areas:

- 1) Use of software skills in project analysis.
- 2) Written skills including: creating a persuasive document using appendices to provide support; good transitions/sentence writing skills; citing sources of information used.
- 3) Research skills including how to determine trends in general environment and economic conditions. Financial analysis skills especially presentation of analyses and summary reports.
- 4) Oral presentation skills including how to obtain information (i.e., interview skills as interviewer); how to persuasively present information based on research analysis.

(Direct measure)

B) A survey for undergraduate students was developed to assess outcomes for graduating department majors and recent alumni. However, the college's decision to develop a college-wide procedure through a college committee necessitated delay in implementing the "formal" department specific assessment. Instead, I

used the e-mail process in communicating with undergraduate students regarding placement opportunities, course offerings, and pre-requisites for classes.

(Indirect measure)

- C) The Management Department will implement a major field test for all graduating seniors. This exam covers basic management topics that all management students should be familiar with upon attaining a management degree. The exam will be given during finals week (December 11-16). **(Direct measure)**
- D) Exit interviews are given to all management graduates. As a result of both written questionnaire data and informal discussion, the Management Department plans to revise our advising procedure. In addition, the Management Department has significantly revised the requirements for all the undergraduate options in the department. Greater flexibility has been achieved in allowing students to tailor their program within the college. In addition, we reduced unnecessary pre-requisites and unnecessary sequencing that impeded graduation in a timely manner. We also have been actively encouraging students to minor in management by increasing the flexibility in several college courses that now meet the standards for a minor in management. **(Indirect measure)**
- E) As part of the human resource management capstone course, Mgt. 465, an exam has been given each year (with some exceptions), from 1990 on. This particular exam contains sample questions taken from the HRM certification exam. We have not formally tracked results of the exam but data indicate that certain core HRM areas are not being covered in enough detail. This is due primarily to our eliminating one core course previously required for majors. **(Direct measure)**

2. Graduate Assessment Activities:


- A) Six doctoral students successfully defended their dissertation. In addition, the Ph.D. comprehensive exam was passed by one doctoral student. These exams are extensive in nature and require students to demonstrate both breadth and depth in specific areas of management. **(Direct measure)**
- B) All first year Ph.D. students completed an assessment process that constituted their qualifying exam. **(Indirect measure and direct measure)**
- C) A survey, including both structured and open-ended questions, was developed and implemented for past doctoral students to assess the quality of our doctoral program. The survey resulted in changes in the doctoral program regarding doctoral course requirements and the implementation of a course specifically designed to assist doctoral students in preparation for a teaching role in the college. This was completed two years ago and as a result we developed a new course on instructional development at the doctoral level. We also developed and offered a doctoral seminar in Strategic Management and another doctoral course in Quality Management. The former course, Strategic Management was

specifically listed by more than 75% of the alumni as being critical for future success in the academic field at their institutions. Perhaps as important, we developed and offered a required doctoral course that assists doctoral students in developing their teaching skills. **(Indirect measure)**

- D) We continue to place 100% of our PhD graduates in appropriate academic institutions (or business organizations for those who wish to practice in industry) . **(Direct measure)**

MEMORANDUM

To: Dean Brook

From: Gerald M. Hampton 

Subject: Outcomes Assessments of Student Academic Achievement:
Undergraduate Program

Date: December 1, 2000

In response to the request for outcomes assessment of student academic achievement, please entertain the following:

1. A copy of the department's outcomes assessment plan [see attached].
2. Outline of program assessment activities in 2000
 - a) Faculty members are to be evaluated in 2000 to determine how their performance meets standards for teaching, research and service.
 - b) Develop a test bank from which a comprehensive examination will be administered to marketing majors enrolled in the BUSA 422. This exam will be used to establish a benchmark to evaluate student learning.
3. A description of what you have learned from these and other assessment activities.
 - a) Has information led to changes in your program? Over the past five years the entire marketing major has been restructured to give students more choice in what courses to take. This change is based on student surveys and informal student discussions. At present, there are indications, based on student learning, a need to include Marketing 303, the principles course, as part of the marketing major since this course is no longer required as part of the core for business majors.
 - b) How will you use this information in your short-term and long-term planning? The exam results will be used to monitor, review and re-structure the marketing course for marketing majors.

4. A description of any changes you anticipate in your outcomes assessment activities as a result of the past year's experience?

a) Based on our assessment activities, the department plans to evaluate the principles marketing course and create a comprehensive examination for all marketing majors.

b) The department anticipates establishing a benchmark to assess learning over an extended time period.


5. A description of how you communicate the results of outcomes assessments to all faculty in your department.

a) First, the outcomes procedures are developed by the entire marketing faculty.

b) Second, the results are presented to the faculty at department meetings.

MEMORANDUM

To: Dean Brook

From: Gerald M. Hampton 

Subject: Outcomes Assessments of Student Academic Achievement: Ph.D. Program

Date: December 1, 2000

In response to the request for outcomes assessment of student academic achievement, please find the following:

1. A copy of the department's outcomes assessment plan [see attached].
2. Outline of program assessment activities in 2000
 - a) Faculty members are to be evaluated in 2000 to determine how their performance meets standards for teaching, research and service.
 - b) Ph.D. comprehensive exams were completed in Summer 2000 for one student.
 - c) A Ph.D. student had her final defense and examination in Fall 2000.
 - d) All Ph.D. students were evaluated by the Marketing Faculty in Fall Semester based on their progress in the program.
3. A description of what you have learned from these and other assessment activities.
 - a) Has information led to changes in your program? Over the past two years the Ph.D. marketing curriculum was revised to reflect a broader coverage in marketing knowledge and research methods, especially the introduction of the structural equation modeling course.
 - b) How will you use this information in your short-term and long-term planning? The Ph.D. student reviews, written and oral comprehensive exams are the basis for assessing student learning in the program.

4. A description of any changes you anticipate in your outcomes assessment activities as a result of the past year's experience?

Based on our outcomes of comprehensive examinations and Ph.D. student reviews, the faculty anticipate emphasizing student research and publishing efforts in the next academic year.

5. A description of how you communicate the results of outcomes assessments to all faculty in your department.
 - a) First, the outcomes procedures are developed by the entire marketing faculty.
 - b) Second, the results are presented to the faculty at department meetings.

Department of Marketing and
General Business

Assessment Plan

2000

New Mexico State University: Department of Marketing & General Business Outcomes Assessment Plan

Assessment of student learning requires a comprehensive examination of students and an evaluation of faculty teaching. The major aspects of the assessment plan are:

1. The Marketing Department will examine undergraduate majors to determine their familiarity with key marketing knowledge areas (general marketing exam for students in BUSA 422).
2. The Marketing Department will survey current students enrolled in marketing to determine how well they perceive the quality of the education in the Department of Marketing [Spring 2001].
4. Each faculty member will be evaluated on his\her teaching effectiveness using student evaluations and other relevant teaching\learning information. Criteria for evaluation include:

[1] Class outline or course content

- a. Are learning objectives clearly defined and stated?
- b. Are learning outcomes implied in stated objectives?
- c. Are materials used current and up-to-date?

[2] Standards

- a. Are the course requirements [objectives and outcomes] sufficient for this level?
- b. Is the course intellectually demanding?
- c. Are tests and evaluations appropriate and demanding?
- d. Are learning objectives achieved - meaning, are outcome measures appropriate?
- e. Are there appropriate written assignments?
- f. Do grades reflect what students learn [related to learning objective and outcomes measures]?

[3] Innovation and Technology

- a. Are innovative teaching methods used?
- b. Is the professor willing to experiment?
- c. Is appropriate computer assisted learning used?
- d. Did the faculty member conduct a teaching workshop during the academic year?

[4] Student-Teacher Evaluations

- a. What are student-teacher ratings?
- b. What is the meaning of general student comments?

[5] Student Learning and Others Aspects

Department of Marketing and
General Business

Assessment Plan

Ph.D. Program

2000

New Mexico State University: Department of Marketing
Special Program Assessment: Ph.D. In Marketing

- 1a. Written and oral comprehensive examinations are used to assess the competency of all Ph.D. students prior to their beginning the dissertation.
- 1b. Students are formally evaluated each year by the marketing faculty as to their progress in the program, their strengths and weakness, as well as, areas for needed improvement.
- 2a. Students are expected to effectively teach a number of different undergraduate marketing courses during their course of study.
- 2b. Students submit written papers to professional meetings and journals in marketing. Graduating students should have at least two referred publications in either proceedings or journals.
- 2c. Students are required to complete an original research-based dissertation.
3. Students are expected to find applicable employment (primarily at regional universities and colleges) or a post-doctoral position within one year of graduation.