

COLLEGE OF BUSINESS ADMINISTRATION AND ECONOMICS

Office of the Dean  
MSC 3AD  
New Mexico State University  
P.O. Box 30001  
Las Cruces, NM 88003-8001

Telephone: (505) 646-2821  
Fax: (505) 646-6155



*Memorandum*

November 29, 2001

TO: William Flores, Provost  
FROM: Kathy Brook, Associate Dean *Kathy Brook*  
SUBJECT: Outcomes Assessment Reports

Enclosed are the Outcomes Assessment Reports for the undergraduate and graduate programs in the College of Business Administration and Economics. Please let me know if you have questions or need additional information.



# NEW MEXICO STATE UNIVERSITY


## DEPARTMENT OF ACCOUNTING AND BCS

MSC 3DH BUSINESS COMPLEX ROOM 232  
LAS CRUCES, NEW MEXICO 88003-8001  
(505) 646-4901 FAX: (505) 646-1552

### MEMORANDUM

**TO:** Bill Flores, Provost

**THRU:** Danny Arnold, Dean

**FROM:** Pete Dillaway, Department Head 

**RE:** Outcomes Assessments of Student Academic Achievement, Undergraduate Programs

**DATE:** November 29, 2001

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

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

gps

Attachments

Summary of Assessment Results, Undergraduate Programs  
Department of Accounting & BCS  
2000-2001

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 comply with our College's outcomes assessment plan, which is in development at this time.

2. Assessment Activities: Direct Measures Of Learning Outcomes

During 2000-01, the following direct assessment activities will be undertaken:

- a. Undergraduate Competency Exams, Accounting.
- b. Undergraduate Competency Exams, BCS.

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. Each semester, when results are obtained, our faculty, who designed each exam, analyze the success of each item. Based upon this, they suggest changes in the content or pedagogy in our required major courses.

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 Fall semester (2000), Spring semester (2000), Fall semester (1999), and as follows (both graduate and undergraduate courses):

	Accounting						BCS					
	%			Cum. %			%			Cum. %		
	Fa 00	Sp 00	Fa 99	Fa 00	Sp 00	Fa 99	Fa 00	Sp 00	Fa 99	Fa 00	Sp 99	Fa 99
Truly outstanding	44.8	41.6	39.7	44.8	41.6	39.7	46.8	35.9	44.3	46.8	35.9	44.3
Very good	31.5	31.2	28.2	76.3	72.8	67.9	32.6	40.8	36.7	79.4	76.8	81.0
Good	11.3	10.7	9.0	87.6	83.5	76.9	12.8	12.7	11.8	92.2	89.5	92.8
Satisfactory	7.1	8.6	8.7	94.7	92.1	85.6	5.6	7.5	5.1	97.9	97.1	97.9
Less than satisfactory	5.3	7.9	14.3	100.00	100.00	100.00	2.2	2.9	2.1	100.00	100.00	100.00

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	61
Number accepting employment or graduate school	37
Percent	61%

Compared to prior years, these results do not 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. Many of the students who had not accepted employment when we surveyed were mulling over numerous offers. 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. It also provides the department with names and addresses to refer when job openings come to our attention.

c. Survey of Accounting Alumnae.

This survey has been taken once--during the Summer of 1995. We are mailing it out again in Fall 2001. 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 results are not yet complete for the fall, 2001, survey.

4. Changes Anticipated and Communicating Results to Faculty.

Our outcomes assessment activities are just beginning to be implemented. We have only two semesters to evaluate at this time. However, this situation will change with time. The results of these surveys were presented to our department at a faculty meeting dedicated to discussing their implications. Recommendations for change or for instituting new processes were solicited at that time. Subsequent changes in content and pedagogy have been made.

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

Department of Accounting and Business Computer Systems

Date 11-29-01

**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.

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 <sup>**</sup>
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

\*\*faculty advisors replaced BUSA 422 instructions in Fall, 2001

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


## DEPARTMENT OF ACCOUNTING AND BCS

MSC 3DH BUSINESS COMPLEX ROOM 232  
LAS CRUCES, NEW MEXICO 88003-8001  
(505) 646-4901 FAX: (505) 646-1552

### MEMORANDUM

**TO:** Bill Flores, Provost

**THRU:** Danny Arnold, Dean

**FROM:** Pete Dillaway, Department Head 

**RE:** Outcomes Assessments of Student Academic Achievement, Graduate Program

**DATE:** November 29, 2001

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

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

gps

Attachments

Summary of Assessment Results: Master of Accountancy Program  
 Department of Accounting & BCS  
 2000-2001

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).

2. Assessment Activities: Master of Accountancy Program

During 2000-01, the direct assessment of learning outcomes for Master of Accountancy was an oral final examination.

The Master of Accountancy Oral exam, is 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 require questions that relate to the accounting core courses. The results of this questioning are reported to Dr. Foster, who passes the information to the core course instructors. The latter 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 Fall semester (2000), Spring semester (2000), Fall semester (1999), and as follows (both graduate and undergraduate courses):

	Accounting						BCS					
	%			Cum. %			%			Cum. %		
	Fa 00	Sp 00	Fa 99	Fa 00	Sp 00	Fa 99	Fa 00	Sp 00	Fa 99	Fa 00	Sp 99	Fa 99
Truly outstanding	44.8	41.6	39.7	44.8	41.6	39.7	46.8	35.9	44.3	46.8	35.9	44.3
Very good	31.5	31.2	28.2	76.3	72.8	67.9	32.6	40.8	36.7	79.4	76.8	81.0
Good	11.3	10.7	9.0	87.6	83.5	76.9	12.8	12.7	11.8	92.2	89.5	92.8
Satisfactory	7.1	8.6	8.7	94.7	92.1	85.6	5.6	7.5	5.1	97.9	97.1	97.9
Less than satisfactory	5.3	7.9	14.3	100.00	100.00	100.00	2.2	2.9	2.1	100.00	100.00	100.00

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 81.0% (Fall ‘99), 76.8% (Spring ‘00), and 79.4% (Fall ‘00). Approval for accounting courses has been more volatile but still represents a very high level of approval. Cumulative percent reporting “truly outstanding” and “very good” was 67.9% (Fall ‘99), 72.8% (Spring ‘00), and 76.3% (Fall ‘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	61
Number accepting employment or graduate school	37
Percent	61%

Compared to prior years, these results do not 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. Many of the students who had not accepted employment when we surveyed were mulling over numerous offers. 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. It also provides the department with names and addresses to refer when job openings come to our attention.

c. Survey of Accounting Alumnae.

This survey has been taken once--during the Summer of 1995. We are mailing it out again in Fall 2001. 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 results are not yet complete for the fall, 2001, semester.

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

Department of Accounting and Business Computer Systems

Date 11-29-01

**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.

**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

<b>Group Involved</b>	<b>Type of Assessment</b>	<b>Frequency</b>	<b>Administered By</b>
Students	Course Evaluations	Fall/Spring	Department
Students	Placement Survey	Fall/Spring	Department
Students	Undergraduate competency exam	Fall/Spring	BUSA 422 instructors <sup>**</sup>
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

\*\*faculty advisors replaced BUSA 422 instructions in Fall, 2001

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

COLLEGE OF BUSINESS ADMINISTRATION AND ECONOMICS

Department of Economics/International Business  
and University Statistics Center  
MSC 3CQ  
New Mexico State University  
P.O. Box 30001  
Las Cruces, NM 88003-8001  
Telephone: (505) 646-2113 Fax: (505) 646-1915



# NEW MEXICO STATE UNIVERSITY

## College of Business Administration and Economics

### MEMORANDUM

#### Department of Economics and International Business and University Statistics Center

**DATE:** November 29, 2001

**TO:** William V. Flores, Provost

**THROUGH:** Kathleen Brook, Associate Dean

**FROM:** Michael G. Ellis, Department Head *MGE*

**SUBJECT:** Assessment of Student Learning Report, Fall 2001

Attached are the Assessment of Student Learning Reports for the Department of Economics and International Business.

DEPARTMENT OF ECONOMICS/INTERNATIONAL BUSINESS/EXPERIMENTAL STATISTICS

Assessment of Student Learning Report, Fall 2001

Bachelor or Arts in Economics, Bachelor of Business Administration in Economics,

Bachelor of Business Administration in International Business

Bachelor of Arts in Economics through the College of Arts & Sciences

1. Outcomes assessment plan

The Department of Economics offers four undergraduate degrees. Within the College of Business Administration and Economics we offer a BA in Economics, a Bachelor of Business Administration in Economics and a Bachelor of Business Administration in International Business. In collaboration with the College of Arts and Sciences, we offer a BA in Economics granted within that college. At the graduate level, we offer a Master of Arts in Economics and a Master of Science in Statistics.

For the three Economics undergraduate degrees we administered the national exam "The Test of Understanding College Economics" to graduating seniors. We tested them in the spring of 1998, 1999, and 2000. As of the spring 1999, we also have administered a similar test to selected portions of our sophomore level Principles of Economics classes. The objective is to measure the extent of learning from the beginning class in economics at the principles level to the achieved level in the senior year. For the past two years, we have been testing Economics majors within the senior level BUSA courses (the integrated business courses). We have recently decided to stop this particular mode of testing as all the individual departments within the College have decided to test students on their own, outside of the integrated BUSA courses. We have therefore begun offering two capstone courses. One is within the International Business core, and the other for Economics majors. IB 389 and Econ 389 are those courses. In those courses, multiple research papers, standardized tests, presentations to faculty panels and student interview can directly measure student learning just before graduation.

Each semester the faculty as a whole meet to discuss the results of the direct learning measures and to recommend any changes in course work.

2. Outline of direct measurement of learning process

Fall semester

- a. First faculty meeting of semester, faculty review results of previous springs testing. Changes in testing procedures and course work to achieve desired goals are discussed.
- b. Testing in principles of economics classes administered.
- c. Final exams in all classes
- b. Research projects evaluated by faculty

Spring semester

- a. Faculty committee reviews fall semester measurement findings
- b. Capstone courses are offered
- c. BUSA courses give exit exams (past two years only)

1. What have we learned?

- a. We have learned that students continue to be insufficiently trained in quantitative skills.
- b. Students writing abilities vary widely and their capacities to communicate economic ideas are impaired when their writing skills are lacking.

- c. Students tend to learn specific topics within economics, but have difficulty in “putting it all together” to form a big picture.

We have used this information to change our advising program to direct Economics majors toward more quantitative courses such as Mathematical Economics 457 and Economic Statistics 405. We have also discussed the use of more extensive research and writing assignments to be used in the capstone courses that would facilitate a more complete understanding and communication of economic theory and policy.

4. Changes in outcomes assessment activities

- a. We switched from giving the exit exams in the BUSA courses to our own capstone courses.
- b. We are including a multi-faceted approach to direct measurement of learning outcomes in the capstone courses. They include traditional testing, plus faculty mentored research projects, presentations in front of faculty panels, and student interviews with faculty.

5. How do we communicate the results of our outcomes assessment?

Those faculty involved with the capstone courses as either the main professor, or faculty mentor, or faculty panelist during presentations and interviews, will already have first hand knowledge of our progress. The rest of the faculty will be informed in a formal way the first faculty meeting of each semester when those results are presented to the faculty as a whole and we discuss ways to improve both the performance of the students and the assessment process itself.

DEPARTMENT OF ECONOMICS/ INTERNATIONAL BUSINESS  
Assessment of Student Learning Report Fall 2001  
Master of Arts in Economics

1 Outcomes Assessment Plan

- a. Comprehensive final exams in all graduate level courses
- b. Individual mentoring by faculty committees during programs to focus student strengths and address weaknesses.
- c. Masters oral exams taken before faculty committee
- d. Attempt to channel students to take the Advanced Graduate Record Exam as a direct measure of student performance relative to a national standard.

2. Outline of the assessment activities in 2000-2001

- a. First faculty meeting of the fall semester, graduate assistants are paired with faculty mentors and the performance of the students in the previous spring is reviewed. Any shortcomings noted in either the classroom performance or the Masters Oral exams performances of the students are discussed and changes are incorporated in the coming years classes.
- b. Comprehensive final exams are administered in each graduate level class.
- c. Masters Oral exams are administered when the student's faculty chairman believes the student is ready. Course work is covered in the exam as well as any research projects completed by the student and the faculty mentor.
- d. In the specific case of those students taking the option in Regulatory Economics, a ten week internship is arranged in the industry itself. There the students are directly evaluated by their superiors who report back to the Department of Economics and relevant faculty regrading the performance of the student interns.
- e. It is recommended that the student take the Advanced Graduate Record Exam. This is particularly important if the student intends to continue on for PhD work.

3. What have we learned from assessment activities?

Given the placement of our students with governmental agencies such as the Environmental Protection Agency, the Federal Reserve System, state level agencies, and regulated utilities, the direct feedback we receive indicates that our efforts to create academic performance and directly measure it are paying off. The quantitative skills we built into the program as a result of previous measurement efforts have allowed students to be successful analysts in a variety of different industries. This is the essence of Stage III planning since we used the results of previous testing to adjust our program offerings.

4. What changes do we anticipate in our outcomes assessment activities?

We are positioned at Stage III planning now. We feel our direct measurement techniques are accurate and continue to give us feedback regarding the Masters program. We therefore do not anticipate any change in the form of our assessment activities.

5. How do you communicate results of assessment activities?

There are sixteen faculty members in the Economics section of this department. Not all of them teach in the graduate program. However we hold regular faculty meetings in which the performance of the graduate students is discussed. The masters oral exams also offer a venue for information regarding assessment to be distributed. Those performances are viewed by faculty committees and other interested faculty.

## 2001 Report on Outcomes Assessment for Masters in Experimental Statistics, Nov 28, 2001

1. Context of degree program: The Experimental Statistics program has only a two-year masters program that is designed to produce graduates who are proficient in current practices in statistics and are able to enter directly into positions in industry, government or private business as statistical consultants or data analysts. Graduates will have requisite skills to help researchers outside statistics execute data analyses, design experiments, and/or plan and analyze biological or mail/phone surveys. Graduates will be familiar with major statistical packages. Students will receive instruction in both the theory and application of statistics, oriented strongly towards linear models and sampling, as well as extensive training and experience in statistical consulting.

Outcomes assessment plan: The Experimental Statistics faculty have prepared a test that measures learning on several relevant dimensions, including experimental design, sampling, statistical analysis. For a particular two-year cohort, this test is administered as a pre-test early in the first Fall semester for that cohort, in the course E ST 551 (Introduction to Statistical Consulting), which is required of all Experimental Statistics majors. The same test is then administered as a post-test in the cohort's fourth (i.e., last Spring) semester, in the course EST 553 (Practicum in Statistical Consulting), also a required course for all majors. Results of the pre-test/post-test are used to evaluate course content.

2. Outline of 2001-2002 assessment activities:

1. The pre-test was administered in August 2001 to the first-year cohort in EST 551. The post-test will be administered to this cohort in May 2003.
2. The post-test will be administered to the second-year cohort in May, 2002, in EST 553 and will then be compared to the pre-test administered to that cohort in August 2000.

3. Information from the pre-test/post-test has been used in formal curriculum modification over the last few years for the applications courses EST 505, 503, 506, 504 and informally for changes to the consulting classes (EST 551-553) and the theory classes (EST 565-568). In summer 2001, EST 507 (Advanced Regression) course content was modified and reorganized. Results from this will be evaluated in Spring 2002 and later. The next course planned for evaluation is EST 508 (Advanced Experimental Design).

4. The Experimental Statistics masters program is at Stage 3. We anticipate no major changes to our outcomes assessment activities.

5. There are only 7 tenured/tenure-track faculty and one College Assistant Professor in the Experimental Statistics group. All faculty are informed about outcomes assessments issues and participate in discussions regarding curriculum modifications in regular faculty meetings.

# **OUTCOME ASSESSMENT REPORT**

## **Department of Finance**

### **MEASURES OF LEARNING ASSESSMENT**

1. The Finance Department implements a major field test for all graduating seniors. This examination covers basic finance topics that all finance students should be familiar with upon obtaining a finance degree. The examination is normally conducted during finals' week.
2. Exit interviews are given to all finance graduating seniors.
3. Follow-up interviews are conducted approximately six months after graduation.
4. Employers of New Mexico State University finance graduates have been contacted as to whether our students were prepared for the jobs assigned and how students compared with students from other educational institutions.

### **RESULTS**

The major's test revealed deficiencies in the regulatory environment of financial institutions as well as a lack of understanding how various sectors of the economy relate to changes in interest rates.

The exit interviews indicated that those students who opted for internships were pleased with their learning experience while those who failed to take advantage of internships were in retrospect, sorry they had not taken advantage of the same.

The exit interviews also indicated that having taken Finance 460 (Financial Information Technology) was a decided advantage in other finance courses as well as in securing employment in the finance area.

Employers, for the most part, have indicated that our students were prepared and compared favorably to graduates from other business colleges.

### **USE OF ASSESSMENT RESULTS**

The test results were shared with the finance faculty. It was agreed that all faculty involved in Finance 385 (Analysis of Financial Markets and Institutions) and Finance 480 (Management of Financial Institutions) would devote more classroom time and assign additional readings on the regulation of Financial Institutions.

Because of the success of Finance 460 (Financial Information Technology), the Finance Department will recommend the course be required for all majors rather than as an elective to the

College Curriculum Committee.

Further, those faculty involved in Finance 341 (financial Analysis and Markets) and Finance 385 (Analysis of Financial Markets and Institutions) agreed to place added emphasis on interest rate movements and their implication for various sectors of the economy.

It is anticipated that in the future the department may implement additional measures of learning assessment such as a portfolio of the students work.

November 29, 2001

TO: Dean Danny Arnold

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

PWD

SUBJECT: Outcome Assessment Report for 2000-01, Department of Management Undergraduate Level

The following information describes the Management Department's 2000-01 outcomes assessment of student academic achievements in the College of Business Administration and Economics. We have made a number of changes based upon last year's outcomes assessment (1999-2000). **This revised assessment report clearly indicates that a variety of changes were made in our department as a result of direct and indirect outcome measures (see Undergraduate Assessment Activities: A2, C2, and E2). Many other changes have been implemented due to using results from and normal discussion among faculty as we strive to improve the quality of our curricula. Each subsection (e.g., A1) presents the assessment activities directly followed by a corresponding subsection describing relevant changes (e.g., A2).**

Program Assessment Activities during 1999-2000 and 2000-2001

**Undergraduate Assessment Activities:**

- A1. The primary mechanism for our department's outcomes assessment of undergraduate student learning is the strategic management capstone course (BUSA 421). 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: **(Direct measure)**
- a) Use of software skills in project analysis.
  - b) Written skills including: creating a persuasive document using appendices to provide support; good transitions/sentence writing skills; citing sources of information used.
  - c) Research skills including how to determine trends in general environment and economic conditions. Financial analysis skills especially presentation of analyses and summary reports.
  - d) Oral presentation skills including how to obtain information (i.e., interview skills as interviewer); how to persuasively present information based on research analysis.

A2. Each BUSA 421 instructor now conducts a student review of the necessary software skills for project analysis prior to project completion.

Research skills are developed during the semester. Particularly relevant skills are those related to economic and financial trend analysis.

A short oral presentation tutorial is given to students prior to oral presentation of project.

B1. A survey of graduating seniors and CBA&E alumni indicated that the advising process should be improved. **(Indirect measure)**

B2. Less than adequate academic and career advising has been addressed by the following. All seniors will meet with their advisor or department head prior to graduating to ensure that career guidance is provided and students have a completed resume. (Fully implemented for 2001-2002 graduates)

C1. The Management Department had implemented a major field test for all graduating seniors. This exam covered basic management topics that all management students should be familiar with upon attaining a management degree. The exam was given during finals week (December 2000 and May 2001). **(Direct measure)**

C2. For the management majors, the primary area lacking in successful completion of majors test has been the POM area. The specific areas necessary to improve are now emphasized within the new BUSA 361/362 course curriculum. Upon further investigation we determined that part of the problem with low POM scores occurred because of the curriculum transition from Mgt. 344 to an integrated BUSA 361/362 sequence.

D1. Exit interviews are given to a large sample of management graduates. As a result of both written questionnaire data and informal discussion, the Management Department has revised our advising procedure.

D2. See B2 above. In addition, the college has implemented a "question and answer" format advising process on the web. **(Indirect measure)**

E1. Poor student performance on semester term papers and exams for Mgt. 315G. This is the G course, "Human Relations in Organizations," taught for non-business majors. **(Direct measure)**

E2. Based on poor student performance on semester papers, Dr. Howell arranged for a research librarian to meet with students. She demonstrated and coached them in finding current sources for their papers using the computerized search engines available in the library. He also provided examples of model papers for students to emulate in terms of structure and writing styles and explained to them

what a well structured paper would look like. The quality of papers improved considerably after implementing these activities. **(Direct)**

He has also started conducting "topic reviews" before each exam to help students focus their studying efforts. Test graduates improved an average of 2-3 points per exam.

### **Continuing Activities**

The Department of Management is continuing our attention to the outcome assessment process. All Management faculty are required to complete an outcomes assessment of at least one class they teach. For each class there will be documentation of the issues and problems that surfaced, and the specific changes made as a result of the assessment. For example, in some cases the quality of student projects will be assessed (e.g., BUSA 421, 422), in other cases the student simulation of an 8-hour workshop on leadership will be assessed (e.g., Mgt. 453). Each faculty member has indicated to me what they plan to do and how they plan to use the results. Thus, it will be required for each faculty member to "close the loop." Our past efforts should result in being considered a Level III assessment. We will continue this year to improve our programs through the assessment process.

November 29, 2001

TO: Dean Danny Arnold

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

SUBJECT: Outcome Assessment Report for 2000-01, Department of Management Graduate Level

The following information describes the Management Department's 2000-01 outcomes assessment of student academic achievements in the College of Business Administration and Economics. We made a significant curriculum change last year based upon last year's outcomes assessment (1999-2000). **This assessment report indicates several changes that were made in our department as a result of both direct and indirect outcome measures (see Graduate Outcomes Assessment: A2, B 2 and C2). Each subsection (e.g., A1) presents the assessment activities directly followed by a corresponding subsection describing relevant changes (e.g., A2).**

Program Assessment Activities during 1999-2000 and 2000-2001

**Graduate Assessment Activities:**

A1. Six doctoral students successfully defended their dissertation during 1999-2000 and four students during 2000-2001. The Ph.D. comprehensive exam was passed by three doctoral students. These exams are extensive in nature and require students to demonstrate both breadth and depth in specific areas of management. We believe that our doctoral students were slow in putting a committee together and developing a viable dissertation proposal. **(Direct measure)**

A2. To assist students in preparing to complete a dissertation, the department now provides each doctoral student with an excellent resource guide titled "Dissertations and Theses From Start to Finish." This guide is used in at least two doctoral courses to engage the students early in their career on how to master the dissertation process.

B1. All first year Ph.D. students completed an assessment process that constituted their qualifying exam. Career development and helpful direction of students during their first year appears to be a problem. Until a student took a particular course with a doctoral faculty member, often students and faculty alike did not

have an adequate opportunity to know the kind of research activities that our faculty members were engaged in. **(Direct measure and indirect measure)**

B2. Starting Spring 2001, the department will implement a new procedure to acquaint new doctoral students with all faculty engaged in research. Each faculty member will present an introduction of his/her research during the first 4 weeks of the semester in a required student/faculty seminar.

C1. 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. **(Indirect measure)**

C2. 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 most importantly, we developed and now require a doctoral course (Management 640, Instructional Development for Teaching Business) that assists students in developing their teaching skills.**

D1. With one exception, we have placed 100% of our PhD graduates in appropriate academic institutions (or business organizations for those who wish to practice in industry). The one student who has not been placed is currently assessing alternative career opportunities. **(Direct measure)**

D2. No action taken. However, we need to do much more to assist our doctoral students in finding suitable placement. We are going to work on something to implement at the next Academy of Management meeting.

### **Continuing Activities**

The Department of Management is continuing our attention to the outcome assessment process. All Management faculty will be required to complete an outcomes assessment of at least one class they teach. Doctoral teaching faculty will also complete an outcomes assessment of the doctoral class they teach. For each class there will be documentation of the issues and problems that surfaced, and the specific changes made as a result of the assessment. Each faculty member has indicated to me what they plan to do and how they plan to use the results. For instance, in a doctoral class such as Management 661 (Qualitative Research Methods), the quality of student projects will be used to refine the handout which was designed last year to assist students in completing the class project. Thus, it will be required for each faculty member to "close the loop"—feedback then change.

**To: Dr. Bill Flores, Provost**

**From: Robin Peterson, Acting Department Head  
Department of Marketing**

**Subject: Annual Progress Report on Assessing the Learning Outcomes of Student Majors**

This report sets forth the documentation on the assessment of student learning outcomes for the Department of Marketing for 2000-2001. A copy of the Outcomes Assessment Plan is attached.

### Undergraduate Marketing Majors

#### Assessment Activities

1. Marketing students in BUSA 422--Integrated Business Concepts II--Implementing Strategies (Required of all marketing majors) took a comprehensive examination covering the major functional and technical aspects of marketing. In turn, this assessment provided a composite measure of student achievement and pointed out areas in which more thorough instruction would be beneficial. This examination revealed that students could benefit from more thorough instruction in:

- A. Conceptual understanding
- B. Utilization of primary marketing tools, such as market segmentation
- C. Skills in conceptualizing and implementing problem areas in marketing

Emphasis will be placed on these fields in marketing classes in the future.

The examination will be given again this semester in Marketing 489 (Marketing Management) which is required of all majors. Again, the result of this examination will be assessed for possible improvement of instruction in the department.

#### **Direct measure**

2. Questionnaires were given to recruiters who were on campus to interview marketing students seeking employment. The measuring instruments contained questions asking for the recruiters' perceptions as to the knowledge of students pertaining to more important aspects of marketing theory and practice. In short, knowledge was sought as to the degree to which students were prepared. The questionnaires revealed that most recruiters were impressed with the program. Areas in which they suggested further improvement were:

- A. Implementing marketing programs

## B. Strategic use of marketing resources

Emphasis will be placed on these fields in marketing classes in the future

### **Direct measure**

3. A number of recent alumni were interviewed to determine how well their education prepared them for their present position. Generally, the results were favorable. A number of suggestions were generated and passed on to faculty members teaching undergraduate courses

### **Indirect measure**

4. Departmental members have conferred with marketing professors and administrators in the United States, Germany, Thailand, India, and Nepal to determine how the marketing program is aligned with other professional programs. Insights were gained as to curriculum and the conduct of classes, and these insights will be employed to further structure our program.

### **Indirect measure**

5. Each faculty member was evaluating on his/her teaching effectiveness, based upon student evaluations and other relevant teaching/ learning information. The criteria for evaluation included:
  - A. 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?
  - B. Standards
    - a. Are 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 objectives and outcome measures)
  - C. 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?

#### D. Student Teacher Evaluations

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

Composite scores were derived for each faculty and these were reported to the faculty to suggest areas of improvement in instruction. In turn, faculty members utilized the inputs as means of improving instruction.

#### **Direct measure**

##### What has been learned

The faculty has gained considerable insights as a result of the assessment activities. Our efforts have revealed that more stress should be placed upon certain marketing concepts and analytical tools, such as market segmentation and marketing problem solving. We have learned that some pedagogical tools such as case analysis and experiential exercises can be used to a larger degree than in the past. We have become more aware of the need for developing student skills in oral and written communication and in the utilization of computers. We have developed understandings on how to structure academic and career advising so that it is in the best interests of the student.

##### Anticipated Changes in the Outcomes Assessment Activities

We expect to more fully implement the Outcomes Assessment plan, so that it is more comprehensive and includes more activities. The measurement devices which were used in the past will be more fully refined and sharpened.

##### Communication of Results

The results of the outcomes assessment are communicated to the faculty at large in periodic meetings, memos, and messages via the internet. Individual faculty meet on a periodic basis with the department head for inputs. Further, departmental committees discuss planning and implementation activities in their meetings.

**To: Dr. Bill Flores, Provost**

**From: Robin Peterson, Acting Department Head  
Department of Marketing**

**Subject: Annual Progress Report on Assessing the Learning Outcomes of Student Majors**

This report sets forth the documentation on the assessment of student learning outcomes for the Department of Marketing for 2000-2001. A copy of the Outcomes Assessment Plan is attached.

Ph.D. Students

1. Written and oral examinations were given to Ph.D. students who desired to be admitted into candidacy. The department faculty graded the examinations and discussed the results with others in group meetings. The ensuing discussions provided numerous insights on the strengths and weaknesses of the students and how the program could be improved in the future through the modification of requirements and specific courses.

**Direct measure**

2. Each Ph.D. student was evaluated during the year by an assigned professor on his or her progress in the program, strengths and weaknesses, and areas for needed improvement. The department members discussed each evaluation and examined its implications for potential changes in the program.

**Direct measure**

3. All of the Ph.D. students submitted written papers to professional meeting and journals in marketing, under the supervision of a professor. The quality of the manuscripts was assessed and evaluated to determine areas of strength and weakness in the program.

**Indirect measure**

4. Most of the Ph.D. candidates taught a course in marketing, under the supervision of a professor. The teaching effectiveness was assessed by the professor and feedback provided to the student as to areas of improvement.

#### **Indirect measure**

5. Students are expected to find applicable employment or a post-doctoral position within one year of graduation. All of our candidates accomplished this goal.

#### **Direct measure**

#### What has been learned

The assessment activities have been of major value to the department in its activities designed to monitor and improve the Ph.D. program. Our efforts have revealed that more stress should be placed upon certain marketing concepts, analytical tools, and research methods. We have learned that some pedagogical tools such as computer simulation, experiential exercises, and problem-solving exercises can be used to a larger degree than was the case in the past. We have become more aware of the need for developing student skills in teaching and research, especially the latter, which is subject to continual change.. We have developed understandings on how to structure academic and career advising so that it is in the best interests of the student.

#### Anticipated Changes in the Outcomes Assessment Activities

We expect to more fully implement the Outcomes Assessment plan, so that it is more comprehensive and includes more activities. The measurement devices which were used in the past will be more fully refined and sharpened.

#### Communication of Results

The results of the outcomes assessment are communicated to the faculty at large in periodic meetings, memos, and messages via the internet. Individual faculty meet on a periodic basis with the department head for inputs. Further, departmental committees discuss planning and implementation activities in their meetings. Informal communication among faculty members provides a useful vehicle for information dissemination.

# Master of Business Administration Program

## Report of Assessment Activities

### 2000-2001 Academic Year

Because the Master of Business Administration (MBA) Program has recently undergone a major restructuring, there are two degree programs currently being assessed. Student outcomes related to the 36-credit program, with 15 credits of electives and an oral final exam, are being assessed through the administration and evaluation of the oral final exam. Those related to the 30-credit program, with no electives and a professional paper and oral presentation final exam, are being assessed through an evaluation of the professional paper and the administration and evaluation of the oral presentation final exam.

#### **36-Credit MBA Degree Program**

##### Program Assessment

- An oral examination is administered to all graduating MBA students in which they are questioned relative to the learning objectives of the required courses and to the integration of topic areas covered in those courses. The results of the examinations are compiled by the MBA Program Director and distributed to members of the MBA Policy Committee and the College Executive Committee.
- 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 MBA Program Director and distributed to members of the MBA Policy Committee and the College Executive Committee.
- In its continuing oversight and review role, the MBA Policy Committee evaluates the content of all required (core) courses in the curriculum to ensure that they are meeting, and will continue to meet, the objectives of the Program.
- Periodic review of the curriculum by the Business Advisory Council and surveys of graduating students, alumni and employers are used to identify areas in which modification and/or enhancement of the overall MBA Program should be considered.

##### Program Modification/Enhancement

- As a result of the evaluation of the oral examination outcomes, feedback compiled from graduating student surveys, informal surveys of employers and current students, and the Business Advisory Council's review of the curriculum, the MBA Policy Committee undertook a major reengineering of the MBA curriculum. The reengineering effort is described below.
- Program Reengineering Process
  - An outline of the revisions to the MBA curriculum that, based on the evaluation of the oral examination outcomes, appeared to be needed was developed.
  - During the Spring 1998 College of Business Administration and Economics (NMSU*Business*) Business Advisory Council meeting, these proposed revisions of

the MBA Program was brought before the Council. Based on Council discussion and recommendations made during the meeting, it became evident that major revisions should be considered.

- Between that Spring 1998 Business Advisory Council meeting and its Fall 1998 meeting, the MBA Policy Committee worked to develop a number of MBA Program proposals for review by the College Executive Committee. Those proposals were presented to the NMSU *Business* 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 MBA Policy Committee and College Executive Committee to select the Program proposal that was, with minor modifications, presented to the NMSU *Business* faculty near the end of the Spring 1999 term for its approval. After receiving that approval, the MBA Program Director and MBA Policy Committee undertook the various administrative actions required to implement the new Program in the Fall 2000 term.
- The 36-credit MBA Degree Program is now being phased out as those students who are enrolled in it graduate.

### **30-Credit MBA Degree Program**

#### Program Assessment

- Learning outcomes assessment is being accomplished in the context of the oral examination that is being administered to all graduating 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, including the integration of topic areas covered in the coursework. The results of these examinations are compiled by the MBA Program Director and the BA 502 course instructor, and then distributed to members of the MBA Policy Committee and the College Executive Committee.
- 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 MBA Program Director and distributed to members of the MBA Policy Committee and the College Executive Committee.
- Because the Program was implemented in the Fall 2000 term, the MBA Policy Committee is just beginning to evaluate individual course learning objectives to ensure that the courses are meeting Program objectives. This course-by-course evaluation of the new curriculum will continue on a rotational schedule.
- After evaluating the basic course learning objectives, they will be used to develop a second learning outcomes assessment instrument that will, in turn, be administered to students who are enrolled 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.

#### Program Modification/Enhancement

- Although the results of the oral examinations and graduating student surveys are being compiled and reviewed by the MBA Policy Committee, only six students have graduated under the new curriculum. Therefore, no modifications or enhancements have yet been made to the Program.
- 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:

- oral examinations administered to all graduating 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, including the integration of topic areas covered in the coursework,
- surveys of all graduating students that cover various aspects of the MBA Program coursework and administration, as well as job placement considerations,
- regular course content and learning objectives oversight and review by the MBA Policy Committee, comprised of NMSU *Business* faculty members and administrators,
- 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,
- 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, and
- periodic program/curriculum reviews by the NMSU *Business* Business Advisory Council, comprised of business leaders from Las Cruces, New Mexico and the southwest region.

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 <sup>1</sup>	One meeting per year	Advisory Council	Dean & Director
Course Content Review <sup>1,2</sup>	Rotational Schedule	Policy Committee	Committee Members
Course Learning Objectives <sup>1,2</sup>	Rotational Schedule	Policy Committee	Committee Members
Program/Placement Survey <sup>1,2</sup>	Spring/Summer	Students - graduating	Director
Oral Examination <sup>1,2</sup>	Spring/Summer	Students - graduating	Faculty
Mail Survey <sup>3</sup>	Biennial	Alumni	Director
Mail Survey <sup>3</sup>	Biennial	Employers	Director

1 – accomplished for the 36-credit curriculum

2 – accomplished for the 30-credit curriculum

3 – will be accomplished for the 30-credit curriculum