

ASSESSMENT REPORT Fall 2016

Business Graduate: Management Concentration
(Instructional Degree Program)

MBA
(Degree Level)

Program Mission:

New Mexico Highlands University's Department of Business Administration is committed to the success of our students and to the highest observance of our professional accreditation standards. Our mission is to become the best small school of business in the southwest and to prepare students to be confident, competent, ethical, and responsible business decision-makers, managers, leaders, and agents of economic and social betterment in today's changing global business environment.

Student Learning Outcome 1:

Management students examine the complexity of managing in diverse workplaces and are able to use management thought to develop a better understanding of motivation.

Traits Specifically Linked to Student Learning Outcome 1

- Mastery of content knowledge and skills
- Critical and reflective thinking skills
- Effective communication skills
- Team work
- Quantitative and qualitative analysis

First Means of Assessment for Outcome 1:

Scores on case studies in MGMT 664 Organizational Theory. Criterion Measure: 75% of students will score 80% or better = meets the outcome.

Summary of Data:

MGMT 664 (SLO1 MOA1) Data Points	Total Number of Students Assessed	Numbers of Students Meeting Criterion	Number of Students Not Meeting Criterion	% of Students Meeting Criterion
Spring 2015	12	12	0	100.0%
Fall 2015	9	9	0	100.0%
Fall 2016	19	17	2	89.5%

Second Means of Assessment for Outcome 1:

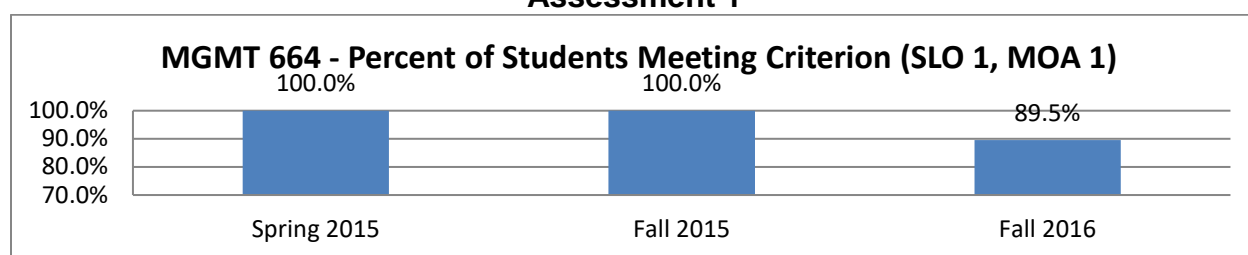
Scores on presentations in MGMT 553 Organizational Leadership. Criterion measure: 75% of students will score 80% or better = meets the outcome.

Summary of Data:

MGMT 553 (SLO1 MOA2) Data Points	Total Number of Students Assessed	Numbers of Students Meeting Criterion	Number of Students Not Meeting Criterion	% of Students Meeting Criterion
Fall 2015	19	17	2	89.5%
Spring 2016	4	4	0	100.0%
Summer 2016	7	4	3	57.1%
Fall 2016	1	1	0	100.0%

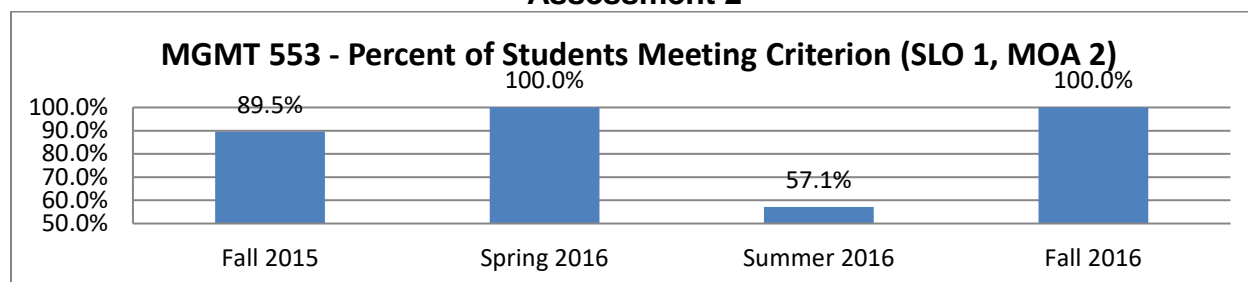
Interpretation of Results for Outcome 1:

Assessment 1



In the fall 2016, students enrolled in Organizational theory were exposed to ways managers attempt to increase organizational effectiveness. Organizations must constantly find ways to compete in the changing global business environment. In fall 2016, criterion was met but at a lower percentage than the 100% in prior semester. The decrease represents two students not meeting criterion. Overall students did very well on their case studies. Students used case study analysis to apply their analytical skills and to link theory to practice.

Assessment 2



The majority of students met the expectations during fall 2015, spring 2016 and fall 2016 when course was taught in a 16 week semester. It is worth noting that MGMT 553 in the summer 2016 three-week intersession made the transfer of knowledge very challenging. In the future, MGMT 553 summer session will use the weekend time and asynchronous teaching methods so that class time is utilized for assessment of student presentation knowledge and transfer. Throughout the semester students were exposed to and assessed different leaders and their leadership style through a four frame model: structural, human resources, political, and symbolic. To culminate the course each student analyzed one leader. Students had to write a paper and conduct an oral presentation. The only graduate student enrolled in the course did an excellent job meeting and exceeding the expectations and did an excellent job on her oral

presentation. Room for improvement continues to be present in Organizational Leadership. Inviting a more diverse set of community and business leaders as guest speakers will help our students to better understand how practitioners apply the use of knowledge and use the in class theory and concepts in their everyday business life. In addition, exploring more business video presentations of global business leaders will help us to understand how they mesh theory and practice. Finally, preplanned questions of the students demonstrate if they can identify when to use a certain leadership style based on a situation.

Student Learning Outcome 2:

Management students understand how an organization acquires, rewards, motivates, uses, and manages its people effectively.

Traits Specifically Linked to Student Learning Outcome 2

- Mastery of content knowledge and skills
- Effective use of technology
- Effective communication skills
- Quantitative or qualitative analysis

First Means of Assessment for Outcome 2:

Scores on term paper in MGMT 687 Human Resource Management. Criterion measure: 75% of students will score 80% or better = meets the outcome.

Summary of Data:

MGMT 687 (SLO2 MOA1) Data Points	Total Number of Students Assessed	Numbers of Students Meeting Criterion	Number of Students Not Meeting Criterion	% of Students Meeting Criterion
AY 2014-2015	30	28	2	93.3%
Spring 2016	28	28	0	100.0%
Fall 2016	38	33	5	86.8%

Second Means of Assessment for Outcome 2:

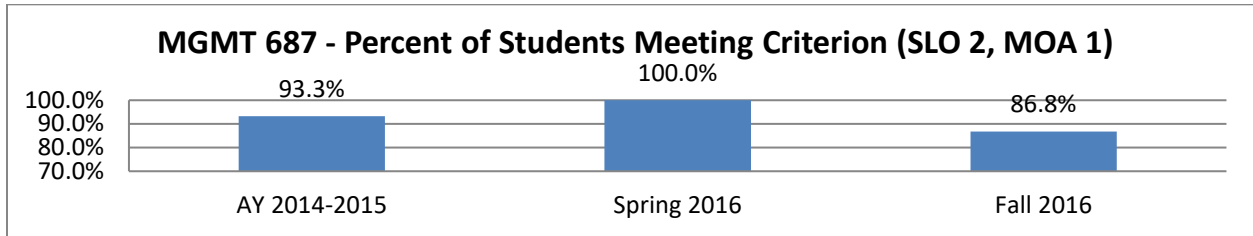
Scores on case studies in MGMT 664 Organizational Theory. Criterion measure: 75% of students will score 80% or better = meets the outcome.

Summary of Data:

MGMT 664 (SLO2 MOA2) Data Points	Total Number of Students Assessed	Numbers of Students Meeting Criterion	Number of Students Not Meeting Criterion	% of Students Meeting Criterion
Spring 2015	12	12	0	100.0%
Fall 2015	9	9	0	100.0%
Fall 2016	19	17	2	89.5%

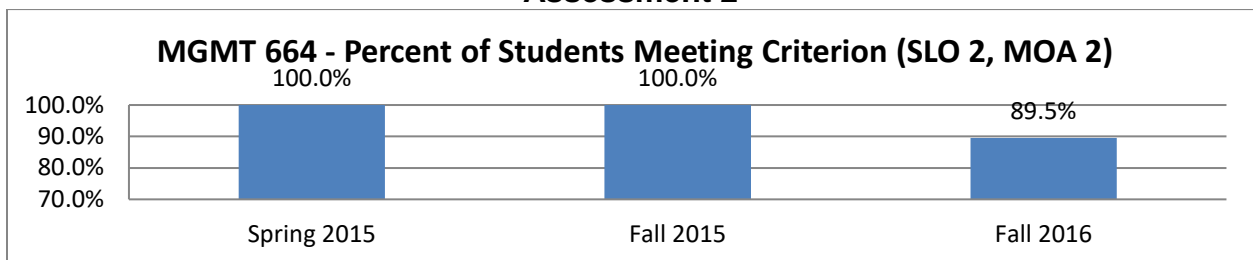
Interpretation of Results for Outcome 2:

Assessment 1



MGMT 687 results are mixed. The criterion was met but the fall 2016 results show that there is definitely room for improvement as five out of 38 students failed to meet the criterion. Students were able to examine a Human Resource Management topic in depth and apply it to a “real world” situation. We will continue to require students write extensively in this course. More emphasis on just what is required in a term paper and identification of weaknesses in writing mechanics and corrective action being taken earlier in the class.

Assessment 2



In the fall 2016, students enrolled in Organizational theory were exposed to way managers attempt to increase organizational effectiveness. Organizations must constantly find ways to compete in the changing global business environment. In fall 2016, criterion was met but at a lower percentage that the 100% in prior semester. The decrease represents two students not meeting criterion. Overall students did very well on their case studies. MBA students continued to use case study analysis to apply their analytical skills and continued to link theory to practice.

Student Learning Outcome 3:

Management students understand how to work with moral and ethical dilemmas and make decisions using critical thinking.

Traits Specifically Linked to Student Learning Outcome 3

- Mastery of content knowledge and skills
- Critical and reflective thinking skills
- Effective communication skills
- Team work
- Quantitative or qualitative analysis

First Means of Assessment for Outcome 3:

Scores on exams in MGMT 553 Organizational Leadership. Criterion measure: 75% of students will score 80% or better = meets the outcome.

Summary of Data:

MGMT 553 (SLO3 MOA1) Data Points	Total Number of Students Assessed	Numbers of Students Meeting Criterion	Number of Students Not Meeting Criterion	% of Students Meeting Criterion
Fall 2015	19	17	2	89.5%
Spring 2016	4	4	0	100.0%
Summer 2016	7	7	0	100.0%
Fall 2016	1	1	0	100.0%

Second Means of Assessment for Outcome 3:

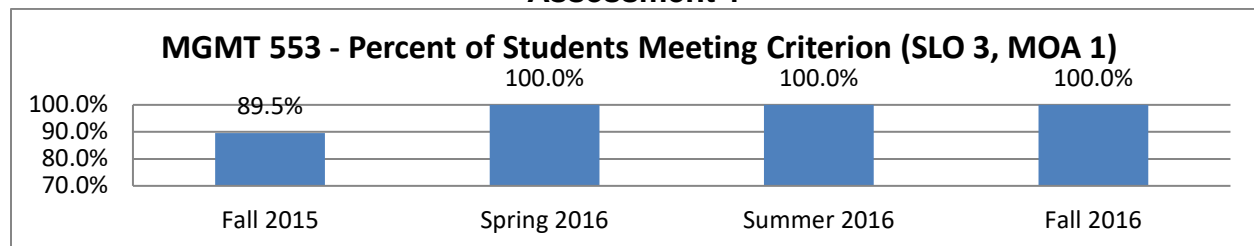
Scores on Ethical topics presentation in MGMT 621 Business and Society. Criterion measure: 75% of students will score 80% or better = meets the outcome.

Summary of Data:

MGMT 621 (INTB440) (SLO3 MOA2) Data Points	Total Number of Students Assessed	Numbers of Students Meeting Criterion	Number of Students Not Meeting Criterion	% of Students Meeting Criterion
Fall 2013 (INTB 640)	8	8	0	100.0%
Fall 2014 (INTB 640)	5	5	0	100.0%
Spring 2016 (MGMT 621)	21	21	0	100.0%

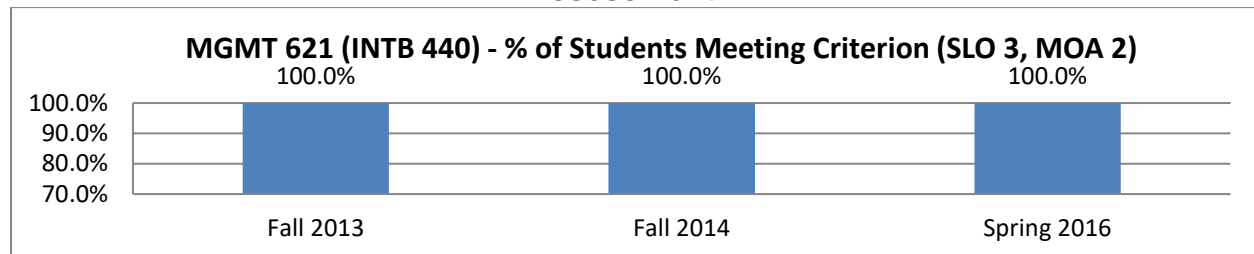
Interpretation of Results for Outcome 3:

Assessment 1



Student evaluated several ethical dilemmas throughout the semester and posted responses through a discussion board. Then students were evaluated through a test on understanding of a four frame model: structural, human resources, political, and symbolic. The students met the expectations. One way to improve this course is increase rigor for graduate students.

Assessment 2



INTB 640 was the assessed course prior to Fall 2015. Changed to MGMT 621 in fall 2015. Students did extremely well on the ethical topic presentation with 100% meeting criterion. This is an increase from 88% meeting criterion previous to fall 2013. Students are required to select their presentation topic earlier in the semester so they have adequate time to prepare. This gives students time to request assistance and make changes. Faculty will continue with this requirement which seems to work.

Utilization of Results:

The Department of Business Administration reviews outcome assessment results every semester. Outcomes assessment results have been utilized to improve student learning in a variety of ways including improvements to course content and delivery, an increased emphasis on ethics and globalization, changes and improvements in the business administration curriculum. Based on the reviews the Department's outcomes assessment plans were revised in fall semester 2012, fall semester 2015, and again in spring semester 2017. Importantly, revisions included changes based on prior outcomes assessment results.

Changes to Program Based on Results:

During the fall semester 2016 the Department conducted a comprehensive review of its curriculum for the MBA concentrations. The purpose of the review was to align the program's requirements with the university's overall graduation and ACBSP requirements, to provide greater flexibility for students in pursuing courses of interest, and to align the curriculum with the Department's capacity to dependably and regularly deliver the curriculum, all of which benefit student learning. The revised curriculum increased emphasis on ethics and globalization.

Improvements in course content and delivery: Faculty has made modifications to individual course requirements and means of assessments in several courses based on outcomes assessment results.

The Department is using the worldwide Business Strategy Game as a means of external assessment in the MBA capstone course. Means of assessment was changed to assess the year-to-date score in year 18 (final year students play game). Prerequisites were added to the MBA capstone course so students have a stronger foundation in business principles before competing in the Business Strategy Game. With a stronger foundation in business principles students complete the Business Strategy Game with a higher success rate.

Increased availability of tutoring services: The Department's faculty and graduate assistants provide students with tutoring support.

The Department requires use of Desire2Learn, the University's online course learning management system, by all faculty for all course, whether traditional, hybrid or online.

Retention Strategies:

Continue utilizing outcomes assessment results as a means of improving student learning and the quality of education in the Department of Business Administration.

The Department of Business faculty will respond to student email and phone messages within 24 hours during the work week. Email and phone messages received on weekends and holidays will be returned the next work day.

Department of Business faculty will effectively advise students toward degree completion. Students are assigned an academic advisor in their chosen concentration area. By 9th week of the semester, advisees are contacted by academic advisor.

Department of Business faculty will participate in university activities and programs aimed at increasing retention.

Department of Business faculty and staff will provide excellent customer service to all students.

In spring 2017, monthly "Coffee with the Dean" hour for students was established and "Welcome Back Student BBQ" was reinstated. Both were a huge success and will continue. Having regular informal meetings with students leads to shared information and sense of being valued and belonging.