

ASSESSMENT REPORT Fall 2016

Business Graduate: Common Outcomes

MBA

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:

MBA graduates are able to understand and can apply qualitative analysis to real-world business situations.

NMHU Traits Specifically Linked to Student Learning Outcome 1

Mastery of Content Knowledge and Skills
Critical and Reflective Thinking Skills
Effective use of Technology
Effective Communication skills

First Means of Assessment for Outcome 1:

Scores on exams in MKTG 684 Marketing Management. Criterion measure: 80% or better = meets the outcome.

Summary of Data:

MKTG 684 (SLO1 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	33	32	1	97.0%
Spring 2016	36	36	0	100.0%
Summer 2016	21	21	0	100.0%
Fall 2016	29	29	0	100.0%

Second Means of Assessment for Outcome 1:

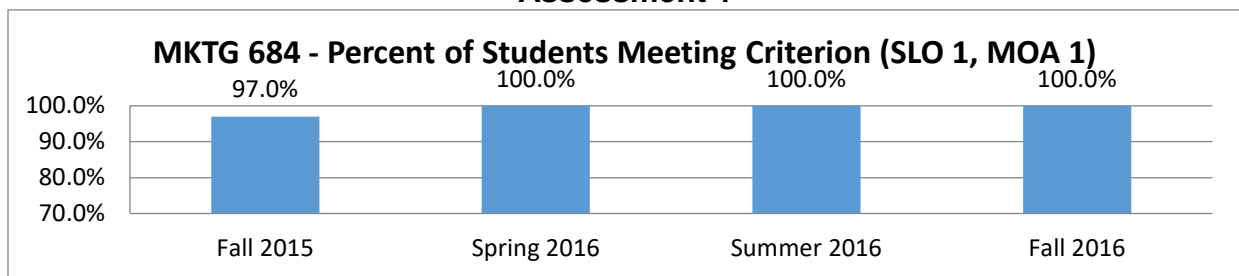
Scores on SWOT analysis and Porter's 5 Forces analysis in MGMT 689 Strategic Management. Criterion measure: 80% or better = meets the outcome.

Summary of Data:

MGMT 689 (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	16	15	1	93.8%
Spring 2016	28	23	5	82.1%
Summer 2016	16	15	1	93.8%
Fall 2016	21	20	1	95.2%

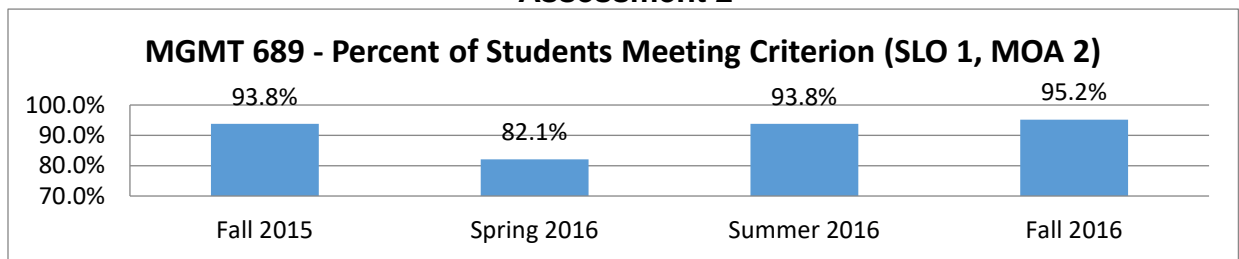
Interpretation of Results for Outcome 1:

Assessment 1



Percent of students meeting criterion increased from 97% fall 2015 to 100% in spring 2016, summer 2016 and fall 2016. All students met criterion the last three semesters which means that MBA students are able to apply qualitative analysis to business situations. Faculty will increase application type analysis on future exams.

Assessment 2



Percent of students meeting criterion decreased from 93.8% in fall 2015 to 82.1% in spring 2016 but increased to 93.8% summer 2016 and 95.1% fall 2016. MGMT 689 is taken in the last semester of the MBA program. The student learning outcome and specific traits have been covered in most business classes beginning with the Bachelor's degree. The results show that MBA graduates are able to understand and can apply qualitative analysis to real-world business situations. The criterion measure of 80% could probably be higher.

Student Learning Outcome 2:

MBA graduates are able to understand and can apply quantitative analysis to real-world business situations.

NMHU Traits Specifically Linked to Student Learning Outcome 2

Mastery of Content Knowledge and Skills
Critical and Reflective Thinking Skills
Effective use of Technology
Effective Communication skills

First Means of Assessment for Outcome 2:

Scores on exams in ACCT 605 Financial Accounting. Criterion measure: 75% of students will score 80% or better = meets the outcome.

Summary of Data:

ACCT 605 (SLO2 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	22	15	7	68.2%
Spring 2016	22	16	6	72.7%
Fall 2016	24	19	5	79.2%

Second Means of Assessment for Outcome 2:

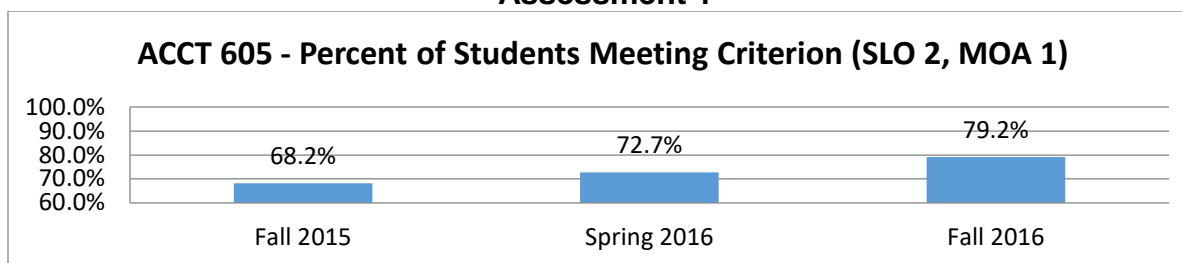
Score on capital budgeting process exam in FIN 607 Managerial Finance. Criterion measure: 80% or better = meets the outcome.

Summary of Data:

FIN 607 (SLO2 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	28	20	8	71.4%
Spring 2016	23	20	3	87.0%
Fall 2016	28	25	3	89.3%

Interpretation of Results for Outcome 2:

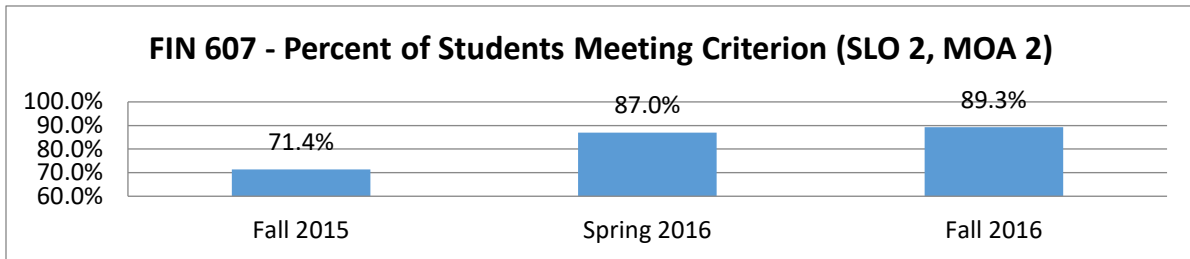
Assessment 1



Criterion outcome was not met in ACCT 605 but the percent of students meeting criterion has steadily increased during the last three semesters. Additional in class problem solving and timed exams were added to the course beginning spring 2016. Students continue to struggle with the financial accounting course. Faculty will select a new textbook that includes an online

learning environment so students are able to repeatedly solve similar problems with immediate feedback, watch short problem solving videos and take same quizzes.

Assessment 2



Percent of students meeting criterion increased significantly from fall 2015 to spring 2016 and then increased again slightly in fall 2016. Capital budgeting in FIN 607 is covered near the end of the semester and a few students don't do well because they have fallen behind and are unable to catch up. Allowing those students extra time to complete assignment is unfair to others. Preparing a capital budget is a painstaking process, with many assumptions and variables, and some students just give up. Faculty attributes the increase of students meeting criterion to the use of MyFinanceLab which was added to the course in spring 2016. In the future, beginning on the first day of class, faculty will stress the importance of meeting deadlines and not falling behind.

Student Learning Outcome 3:

MBA graduates have an understanding of legal rules and ethical constraints that impact businesses and can recognize practical applications in real-world situations.

NMHU Traits Specifically Linked to Student Learning Outcome 3

- Mastery of Content Knowledge and Skills
- Critical and Reflective Thinking Skills
- Effective use of Technology
- Effective Communication skills

First Means of Assessment for Outcome 3:

Scores on final exams in BLAW 639 Law and Ethics in Business. Criterion measure: 80% or better = meets the outcome.

Summary of Data:

BLAW 639 (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	21	21	0	100.0%
Spring 2016	27	26	1	96.3%
Summer 2016	24	24	0	100.0%
Fall 2016	22	21	1	95.5%

Second Means of Assessment for Outcome 3:

Year to date score in year 18 of Business Strategy Game in MGMT 689. Criterion measure:

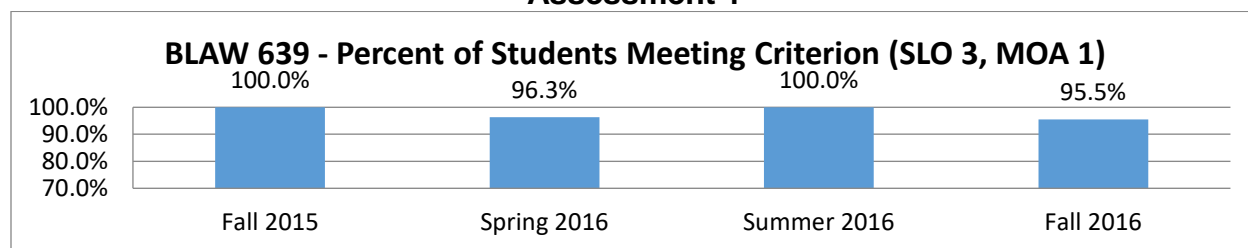
75% of students will score 80% or better = meets the outcome.

Summary of Data:

MGMT 689 (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 2015	16	15	1	93.8%
Spring 2016	28	24	4	85.7%
Summer 2016	16	15	1	93.8%
Fall 2016	21	19	2	90.5%

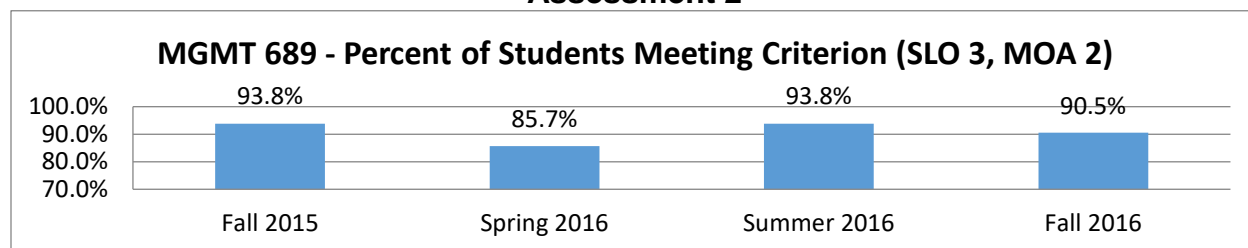
Interpretation of Results for Outcome 3:

Assessment 1



All students met criterion at the four data points except one student in spring 2016 and one student fall 2016. The results show that MBA students are able to apply legal rules and ethical constraints that effect businesses to applications in real-world situations. The student not meeting criterion in spring 2016 obtained a new job and did not have enough time to devote to the class. In some situations such as this, we must accept the fact that we may be unable to change the outcomes. Faculty feel the outcome is appropriate and suggest the assessment be kept for a few more semesters.

Assessment 2



Student results in the Business Strategy Game in MGMT 689 continued meet criterion and to show a significant increase over AY 2014-2015, in which most students failed to meet the criterion (59.3%). Prior to this year, the game was played in BUS 696, a one-credit stand alone class. In the two years prior, 154 students played the game with 129 meeting criterion, or 84.4%. It is hard to identify why scores dropped so precipitously in AY 2014-2015 but several factors come to mind. First, a group of students with lesser ability. This would be unlikely given the large number of students playing the game (65). Second, students enrolled in class who should not have been taking the course at the time they did. This has been addressed by adding prerequisites to MGMT 689 so students will have had the necessary coursework to play

the game. Third, students not realizing that the game was a significant part of their grade in MGMT 689. This was addressed by the instructor emphasizing that the game was a major part of their grade. Numbers for summer and fall 2016 show improvement. This is possibly because of more emphasis being placed on the means of assessment counting as a fairly significant part of the student's class grade. Care will need to be taken to make sure that these gains continue. The numbers for this outcome show how NMHU students compare with all students worldwide who are playing the game. The numbers will need to be monitored and instruction adjusted throughout the program should they fall in relation to the world scores.

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.