

Western New Mexico University
School of Business
Quality Assurance Report 2026



Overview

The Western New Mexico University's (WNMU) School of Business (SB) performs assessment on a continuous basis. This Quality Assurance Report 2026 provides an updated status of the School of Business academic and professional activities. The report provides measurements and analysis of student learning performances, program effectiveness information and stakeholder's satisfaction.

The 2026 report points toward progress to achieving the strategic goals in the School of Business. The tables and graphs included in the report summarize the results and trends resulting from activities initiated in the School of Business following the five-year strategic plan 2021-2026.

School of Business Vision

"The School of Business will be recognized as an academic institution dedicated to educational excellence and preparing students to meet the challenges of both a domestic and global business environment."

School of Business Mission

"The mission of the School of Business is to provide a learning environment that offers diverse opportunities for academic and experiential development."

School of Business Culture

"The School of Business recognizes, promotes and celebrate a diversified culture with formal academic rigor and informal social networking." Every program in the School of Business, promotes a culture of empathy and understanding, while reinforcing WNMU academic philosophies. The culture is rooted in comprehensive business and economic principles. These principles guide our actions.

School of Business Values

"The School of Business adheres to the highest ethical standards within a framework of integrity, honesty, accountability and respect for diversity." The School of Business honors and instill respect for education, open dialogs, commitment, and self-empowerment. The curriculum, encourages teamwork, stimulates progressive discussions, supports community goals, and seeks excellence and quality in every aspect. The School of Business and its Programs embrace the core values of multiple stakeholders.

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School of Business Structure/Academic Programs

TWO YEAR DEGREE

The ACBSP accredited Associate in Business Administration (AS) is a two-year academic degree that allows the students to complete their general education requirement and obtain a basic education in Business Administration. The degree is designed to provide the students with core business courses (27 credit hours), allowing them to have a basic understanding of business administration.

FOUR YEAR DEGREES

The School of Business offers professional degrees designed to prepare students at the entry level for careers in business accounting, marketing, and management through its ACBSP accredited Bachelor of Business Administration (B.B.A.) and a Bachelor of Applied Science in General Business (B.A.S). The B.B.A in accounting prepares students for entry into the accounting profession, where they can have a career in public accounting, private industry, and government and not for profit organizations. The B.B.A in Management prepares students with opportunities to expand managerial and business-related skills and knowledge. The B.B.A in Marketing prepares students for entry level marketing positions in public or private organizations. The B.A.S in General Business prepare students for entry level positions in any organization, public or private, as all organizations are run based on basic business principles.

GRADUATE DEGREE

The School of Business Master of Business Administration (MBA) is a 36-credit hour degree with four different specializations in International Business, Management Information Systems, Healthcare Management, and Instructional Technology and Design. The MBA is designed to serve students who wish to develop their skills to become managers within both public and private organizations. The program accepts students with or without an undergraduate degree in a business discipline.

Measure and Analysis of Student Learning and Performance

Program Learning Outcomes

Changes Approved in Department meeting Nov 2023

Associate Program Learning Outcomes (AS Accredited)

1. Analyze, interpret, and synthesize data to make business related decisions.
2. Synthesize information from applicable disciplines into business documents.
3. Exhibit effective oral and written communication skills related to business activities.

Accounting Program Learning Outcomes (BBA-Accredited)

1. Prepare professional accounting documents.
2. Analyze, interpret, and synthesize data to make accounting decisions.
3. Identify and apply accounting standards.
4. Apply accounting ethics and corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.
5. Exhibit effective oral and written communication skills related to accounting activities.
6. Demonstrate proficiency in the accounting process to include advance outcomes in Financial, Managerial, Tax, and Auditing.
7. Students will demonstrate proficiency using information technology.

General Business Program Learning Outcomes (BAS-Accredited)

1. Implement foundational concepts of general business to include accounting, legal environment, management, marketing, economics, and finance.
2. Analyze, interpret, and synthesize data to make general business decisions.
3. Apply business ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.
4. Exhibit effective oral and written communication skills related to general business activities.
5. Students will demonstrate proficiency using information technology.
6. Successfully utilize tools of creation, innovation, and improvement of entrepreneurial ideas.

Management Program Learning Outcomes (BBA-Accredited)

1. Implement foundational concepts of management and explain management roles, i.e., setting goals, objectives, and strategies to accomplish a purpose.
2. Analyze, interpret, and synthesize data to make managerial decisions.
3. Synthesize information from applicable disciplines into management concepts.
4. Apply management ethics and demonstrate understanding of corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.
5. Exhibit effective oral and written communication skills related to management activities.
6. Students will demonstrate proficiency using information technology.

Marketing Program Learning Outcomes (BBA-Accredited)

1. Implement foundational concepts of marketing and explain marketing functions (1. Segmentation, 2. Marketing mix, 3. External environment)
2. Analyze, interpret, and synthesize data to make marketing decisions.
3. Synthesize information from applicable disciplines into marketing concepts.
4. Apply marketing ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.
5. Exhibit effective oral and written communication skills related to marketing activities.
6. Students will demonstrate proficiency using information technology.

ASSOCIATE IN BUSINESS ADMINISTRATION (AS) PROGRAM LEARNING OUTCOMES

1. Ability to analyze, interpret, and synthesize data to make business decisions.



Measurable goal

Students will score four (4) or more, on various assignments in the business core principles courses.



What is your measurement instrument or process?

Direct, formative, internal, data is built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average of score of four (4) has not been met in any of the years. However, a positive trend shows towards achieving the goal.



Analysis of Results

The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is collected. The students in the principle’s courses are assessed specifically in these outcomes (Principles of Macroeconomics, Principles of Finance, Introduction to Business, etc.). Student data trend shows improvements.

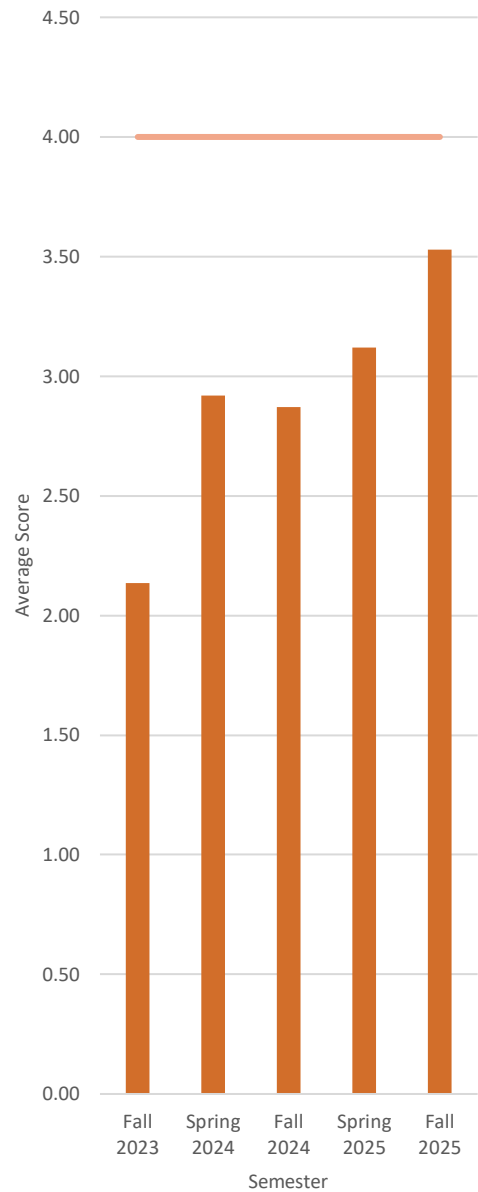


Action Taken or Improvement made

Among the actions taken in the last two years are to specifically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. The faculty member decides where and how to assess the PLO 1. Having a process that helps the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO. The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments.

RESULTS

Associate in Business Administration
PLO 1. Analyze, Interpret and
Synthesize Data to Make Business
Related Decision



ASSOCIATE IN BUSINESS ADMINISTRATION (AS) PROGRAM LEARNING OUTCOMES

1. Ability to analyze, interpret, and synthesize data to make business decisions.



Measurable goal

Students will score an average of 25% improvement (delta) or more, on the pre and post tests, deployed in the Introduction to Business Classes.



What is your measurement instrument or process?

Direct, formative, internal, data is built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal is scoring a delta of 25 % or higher (on average) when calculating the difference (Delta) between the pre and post test recorded in several principle courses (Introduction to Business). Students in the Introduction to Business class met the goal in two out of five periods recorded (40%).



Analysis of Results

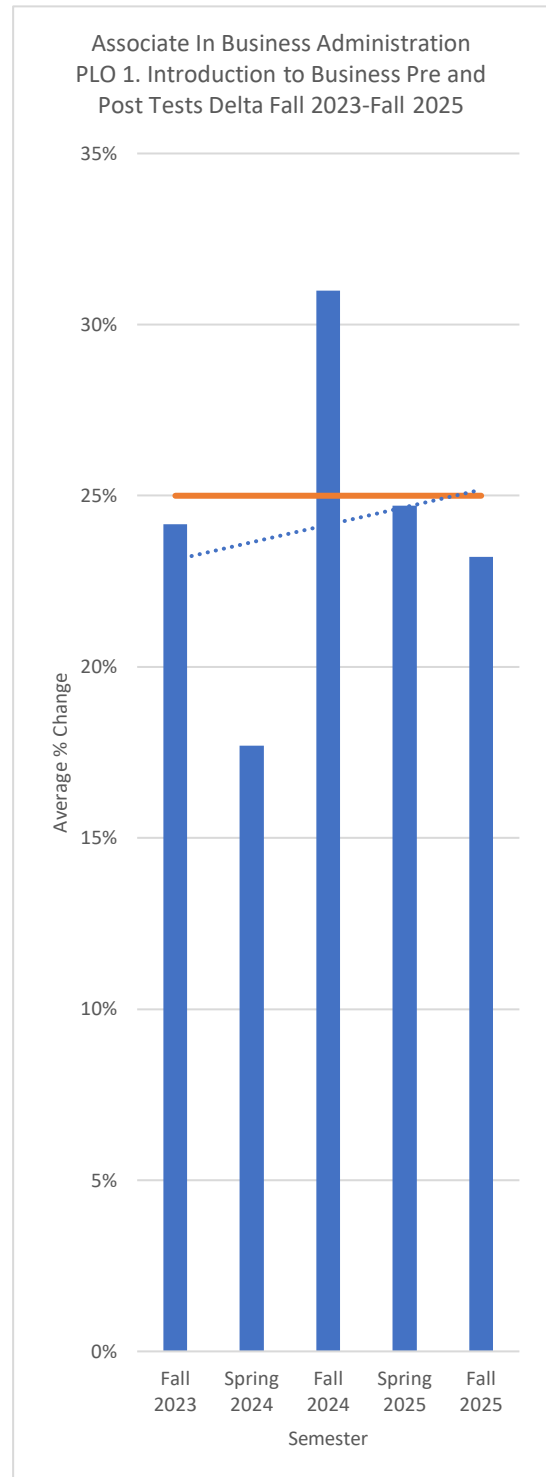
Students in the Introduction to Business classes scored an average of 63% in the pre tests during the first two weeks of the class, and scored on average 87% during the post test, in the last week of the semester. Students have shown, overall, significant improvements in their scores, with an average of 25% Delta in five periods of records.








Action Taken or Improvement made

Continue using the pre and post test as an internal tool to assess student learning in the courses. Integrate the pre and post test assessment in the intermediate courses. additionally, we strive to compare the delta between in person an online courses in the next QA Report. This is the first time reporting this assessment, and needs to be discussed and analyzed with the faculty to reach a better understanding of the results. The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities for improvement. The next step is to establish comparison measures such as online and face to face data.

RESULTS



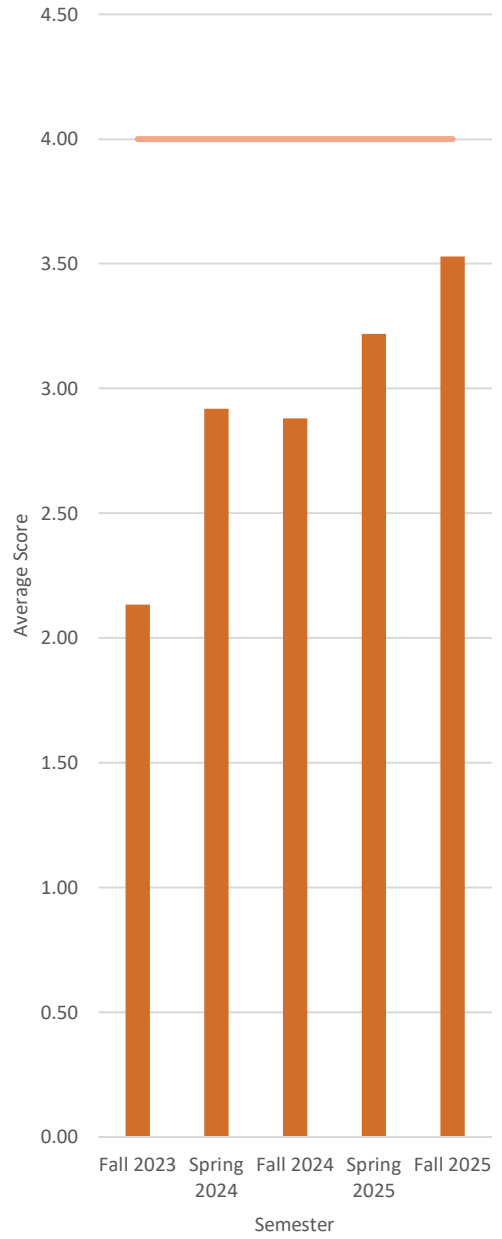
2. Ability to synthesize information from Application Disciplines into Business Documents.

 Measurable goal	RESULTS
<p>Students will score four (4) or more, on various assignments in the business core principles courses.</p> <p> What is your measurement instrument or process? Direct, formative, internal, data is built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).</p>	
<p> Current Results</p> <p>The goal of achieving an average score of four (4) has not been met in any of the years. However, a positive trend shows towards achieving the goal.</p>	
<p> Analysis of Results</p> <p>The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is collected. The students in the principle’s courses are assessed specifically in these outcomes (Principles of Macroeconomics, Principles of Finance, Introduction to Business, etc.). Student data trend shows improvements.</p>	
<p> Action Taken or Improvement made</p> <p>Among the actions taken in the last two years are to specifically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. The faculty member decides where and how to assess the PLO 2. Having a process that helps the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO. The Champion and Co-champion are constantly</p>	

School of Business WNMU Student Achievement Data 2026

coaching the faculty and identifying courses that are missing assessments.

Associate in Business Administration
PLO 2. Synthesize information from
applicable disciplines into business
document.



3. Exhibit effective oral and written communication skills related to management activities.



Measurable goal

Students will score four (4) or more, on various assignments in the business core principles courses.



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average of score of four (4) has not been met in any of the years. However, a positive trend shows towards achieving the goal.



Analysis of Results

The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is collected. The students in the principle’s courses are assessed specifically in these outcomes (Principles of Macroeconomics, Principles of Finance, Introduction to Business, etc.). Student data shows improvements on the right direction.

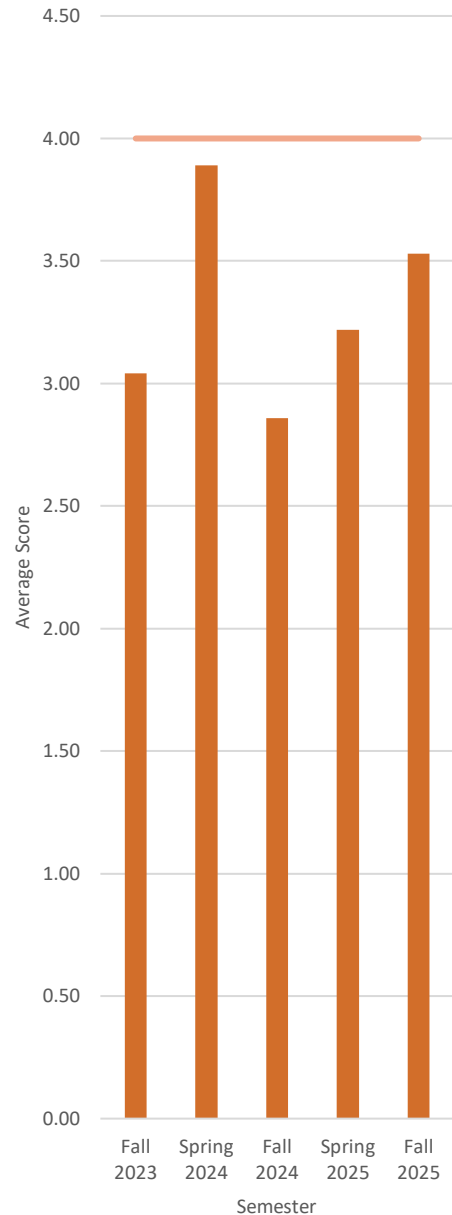


Action Taken or Improvement made

Among the actions taken in the last two years are to specifically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. The faculty member decides where and how to assess the PLO 3. Having a process that helps the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO. The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments.

RESULTS

Associate in Business Administration
 PLO 3. Exhibit Effective Oral and
 Written Communication Skills
 Related to Business Activities



ACCOUNTING BBA PROGRAM LEARNING OUTCOMES

1. Prepare professional accounting documents. (data trends in process of analysis)



Measurable goal

RESULTS

Prepare professional accounting documents. Students will score four (4) or more, on assignments that are used to enhance these skills in the Accounting and Business courses.



What is your measurement instrument or process?

Direct, Formative, Internal data obtained from the principles of accounting (ACCT 230/ACCT 231) Fraud Examination (ACTCT 336), Business Policies (BSAD 497) and other courses. Data are built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS)



Current Results

The goal of achieving an average of score of four (4) was met in two of the three periods recorded. The most recent period (Spring 2025) did not reach the goal.



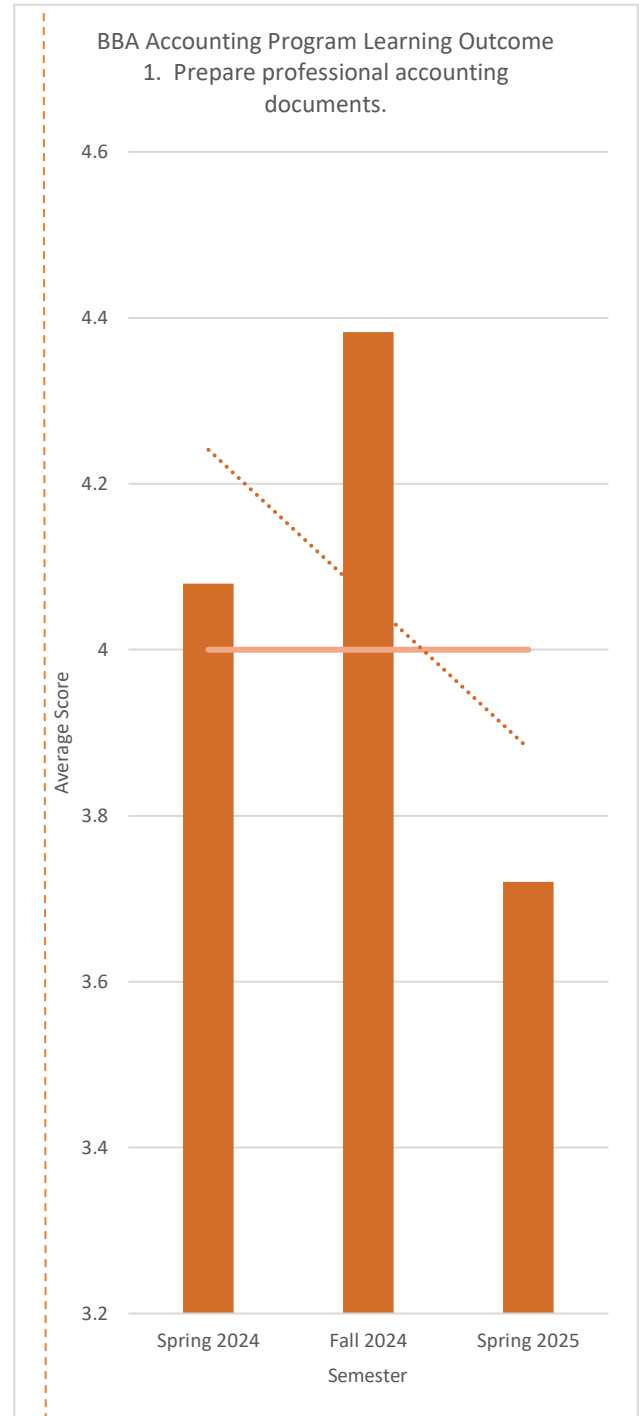
Analysis of Results

The average scores are trending down. Overall, there is an ongoing conversation with the faculty and the use of PLOs even outside of your field of expertise. If the lesson includes the concepts, it could be assessed in the class. The faculty have a positive attitude, indicating that they are using this (and other) PLO in more than only the accounting classes. There has been unusual turnover in the accounting department in the last 5 years.



Action Taken or Improvement made

More conversations and curriculum mapping meetings needs to be added during the semester. Faculty individual judgement is encouraged in adopting PLOs from different disciplines into their courses. As the faculty feels more comfortable using the PLO system integrated through Canvas, more data is collected and crosspollination happens. The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.



- Analyze, interpret, and synthesize data to make accounting decisions.



Measurable goal

Students will score four (4) or more, on various assignments in the accounting program core courses and Business.



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average score of four (4) was met in two of the four periods recorded. The most recent period (Fall 2025) did not reach the goal.



Analysis of Results

The average scores are trending down. Overall, there is an ongoing conversation with the faculty and the use of PLOs even outside of your field of expertise. If the lesson includes the concepts, it could be assessed in the class. The faculty positive attitude, indicates that they are using this (and other) PLO in more than only the accounting classes.

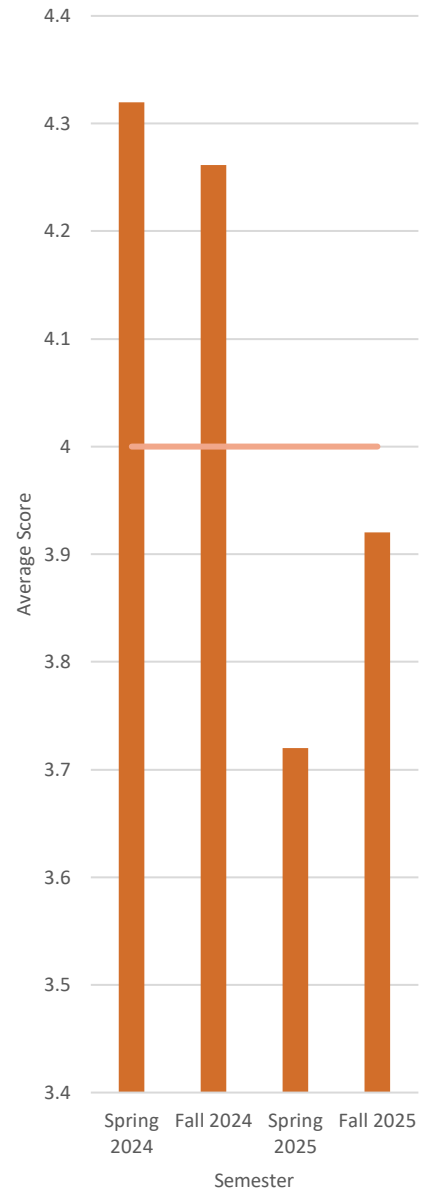


Action Taken or Improvement made

More conversations and curriculum mapping meetings needs to be added during the semester. Faculty individual judgement is encouraged in adopting PLOs from different disciplines into their courses. As the faculty feels more comfortable using the PLO system integrated through Canvas, more data is collected and knowledge sharing happens. The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

RESULTS

BBA Accounting Program Learning Outcome 2. Analyze, interpret, and synthesize data to make accounting decisions.



3. Identify and apply accounting standards and global guidelines.



Measurable goal

Accounting Students will score above an average of 70 in the accounting section of the Major Field Test provided by a third-party vendor (Peregrine).



What is your measurement instrument or process?

Direct, Summative, External data obtained from the third-party Major Field Test given at the Capstone course (BSAD 497).



Current Results

The goal of scoring 70 (average score) or higher in the accounting section has been achieved in every recorded period. Previous reports indicated students reached the goal in only three of the five semesters. The trend, however, is a decreasing one.



Analysis of Results

Student average score is 80, the highest two scores were obtained in Spring 2023 and Fall 2025. Review sessions may have not been performed during the semesters with lower scores, due to faculty turnover in the business unit.

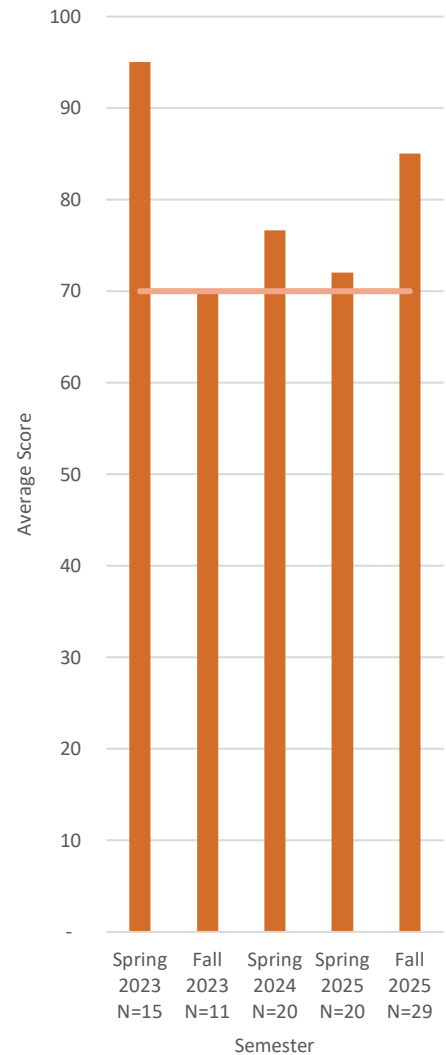


Action Taken or Improvement made

Continue using the Major Field Test and provide discipline specific reviews at the beginning and ending of the BSAD 497 class. Integrate the pre and posttest assessment in accounting courses and the Capstone. In 2020 the School of Business started a process of implementing an Entrance Exam, that will be used in combination with the Exit Exam. This tool is still to be fully understood and implemented. The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities for improvement.

RESULTS

BBA Accounting Program Learning Outcome 3. Peregrine Major Field Test Accounting Section (Accounting Majors Only)*No accounting graduates in Fall 2025



- Apply accounting ethics and corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.



Measurable goal

Students will score four (4) or more, on assignments that are used to enhance these skills in the Accounting courses.



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average of score of four (4) was met in four of the five periods recorded. The period of Spring 2025 did not reach the goal.



Analysis of Results

Although 4 of the five periods the goal was achieved, the trend seems to be downward. With the approval of requiring all students to take an Ethics class, the accounting department has the opportunity to join some activities to increase the awareness of the students in this subject.

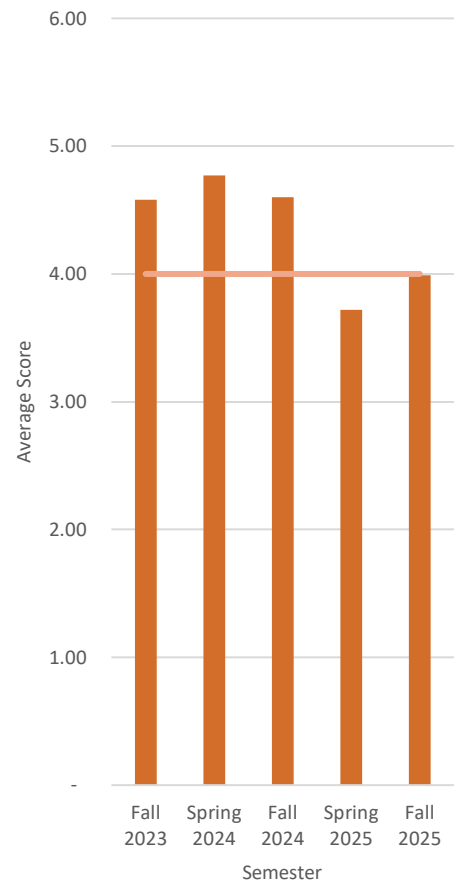


Action Taken or Improvement made

By constantly and systematically enhancing the conversations between the faculty teaching ethics and the faculty teaching accounting, the scores should increase and reach the goal. More conversations and curriculum mapping meetings needs to be added during the semester.

RESULTS

BBA Accounting Program Learning Outcome 4. Apply accounting ethics and corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.



5. Exhibit effective oral and written communication skills related to accounting activities.

Measurable goal **RESULTS**

Students will score four (4) or more, on assignments that are used to enhance these skills in the Accounting courses.



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average score of four (4) was met in two of the three periods recorded. The most recent period (Spring 2025) did not reach the goal.



Analysis of Results

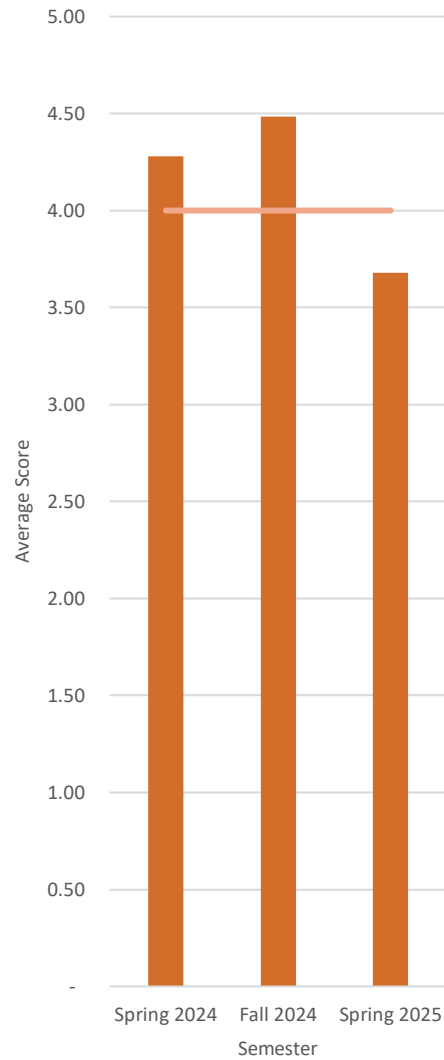
The average scores are trending down. Overall, there is an ongoing conversation, with the faculty and the use of PLOs outside of their field of expertise. If the lesson includes the concepts, it could be assessed in the class. The faculty positive attitude, indicates that they are using this (and other) PLO in more than only the accounting classes. There has been unusual turnover in the accounting department in the last 5 years.



Action Taken or Improvement made

More conversations and curriculum mapping meetings needs to be added during the semester. Faculty individual judgement is encouraged in adopting PLOs from different disciplines into their courses. As the faculty feels more comfortable using the PLO system integrated through Canvas, more data is collected and knowledge sharing happens. The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

BBA Accounting Program Learning Outcome 5. Exhibit effective oral and written communication skills related to accounting activities.



- Demonstrate proficiency in the accounting process to include Financial, Managerial, Tax, Auditing, and Fraud Detection Accounting.



Measurable goal

Students will score above an average of 70 on all sections of the Major Field Test provided by a third-party vendor (Peregrine).



What is your measurement instrument or process?

Direct, Summative, External data obtained from the third-party Major Field Test given during the Capstone course (BSAD 497).



Current Results

The goal of scoring 70 (average score) or higher on the accounting section of the Major Field Test was met three out of the five times. The accounting students average score was 73. The trend shows a slight decrease in the scores. However, the five-semester average score for accounting students is up from the previous report which was 67.



Analysis of Results

Students scored above the goal only 60% of the times, which is down from 80% in the previous QA Report. The School of Business uses the Major Field Test as one of the primary assessment tools. The School of Business must utilize Peregrine Outbound exam results in combination with the recently introduced entrance exam as well as with other methods of assessment to fully understand current student learning trends.

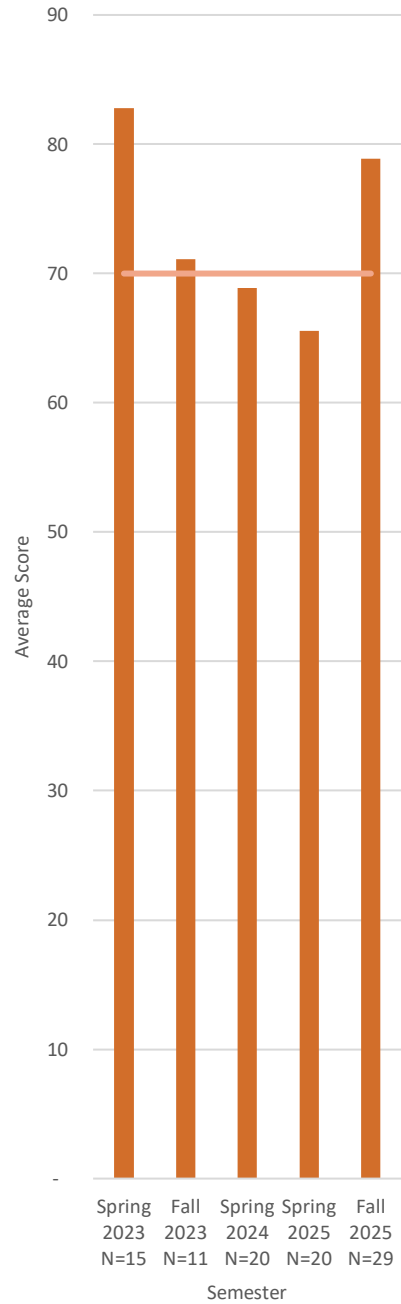


Action Taken or Improvement made

Continue using the Major Field Test and provide discipline specific reviews at the beginning and ending of the BSAD 497 class. Integrate the pre and post test assessment in accounting courses and the Capstone. In 2020 the School of Business started implementing an Entrance Exam, that will be used in combination with the Exit Exam. This tool is still to be fully understood and implemented. Finally, with the updating of the strategic plan in 2026, the School of Business must update its assessment plan to include updated processes and tools that has been implemented in recent years.

RESULTS

BBA Accounting Program
Learning Outcome 6. Total Score
Peregrine Major Field Test
(Accounting Majors Only) *No
accounting graduates in Fall 2025



GENERAL BUSINESS BAS PROGRAM LEARNING OUTCOMES

1. Implement foundational concepts of general business to include accounting, legal environment, management, marketing, economics, and finance.

Measurable goal **RESULTS**

Students will score four (4) or more, on assignments that are used to enhance these skills in the business courses.



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average of score of four (4) was not met in any of the periods recorded. The most recent period (Fall 2025) did not reach the goal and scored in the 3.6 like the previous 2 semesters. There is a positive trend towards reaching the goal.



Analysis of Results

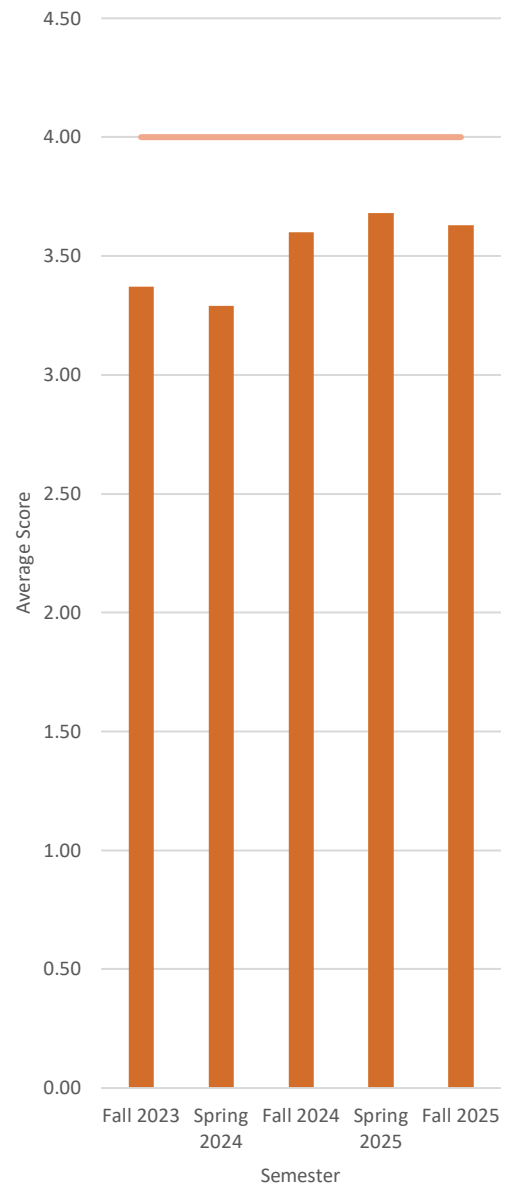
The positive trend in the outcomes indicate significant progress in systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is deployed. Student data shows improvements. With the establishment of multiple assessment tools under the direction of the General Business faculty, the data collection has improved.



Action Taken or Improvement made

Among the actions taken in the last two years are to systematically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. The general business faculty member has also taken a more prominent role in the accreditation (Co-champion) which indicate a more active role in recording the PLOs. Helping the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO. The Champion and Co-champion constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

BAS General Business. Program Learning Outcome 1. Implement foundational concepts of general business to include accounting, legal environment, management, marketing, economics, and finance.



- Analyze, interpret, and synthesize data to make general business decisions.



Measurable goal

Students will score four (4) or more, on assignments that are used to enhance these skills in the business courses.



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average score of four (4) was not met in any of the periods recorded. The most recent period (Fall 2025) did not reach the goal and was lower than the previous periods. There is a positive trend towards reaching the goal.



Analysis of Results

The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is deployed. Student data shows improvements. With the establishment of multiple assessment tools under the direction of the General Business faculty, the data collection has improved.



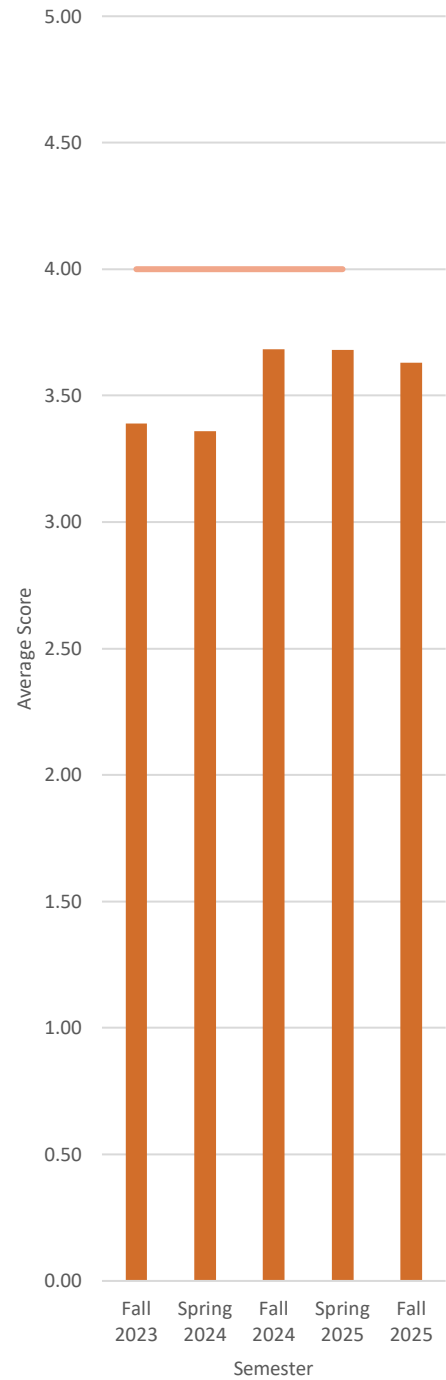
Action Taken or Improvement made

Among the actions taken in the last two years are to systematically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. The general business faculty member has also taken a more prominent role in the accreditation (Co-champion) which indicate a more active role in recording the PLOs.

Helping the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO. The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

RESULTS

BAS General Business. Program Learning Outcome 2 Analyze, interpret, and synthesize data to make general business decisions.



- Apply business ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.



Measurable goal

Students will score four (4) or more, on assignments that are used to enhance these skills in the business courses.



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average score of four (4) was not met in any of the periods recorded. The most recent period (Fall 2025) did not reach the goal and was lower than the previous periods. There is a positive trend towards reaching the goal.



Analysis of Results

The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is deployed. Student data shows improvements. With the establishment of multiple assessment tools under the direction of the General Business faculty, the data collection has improved.

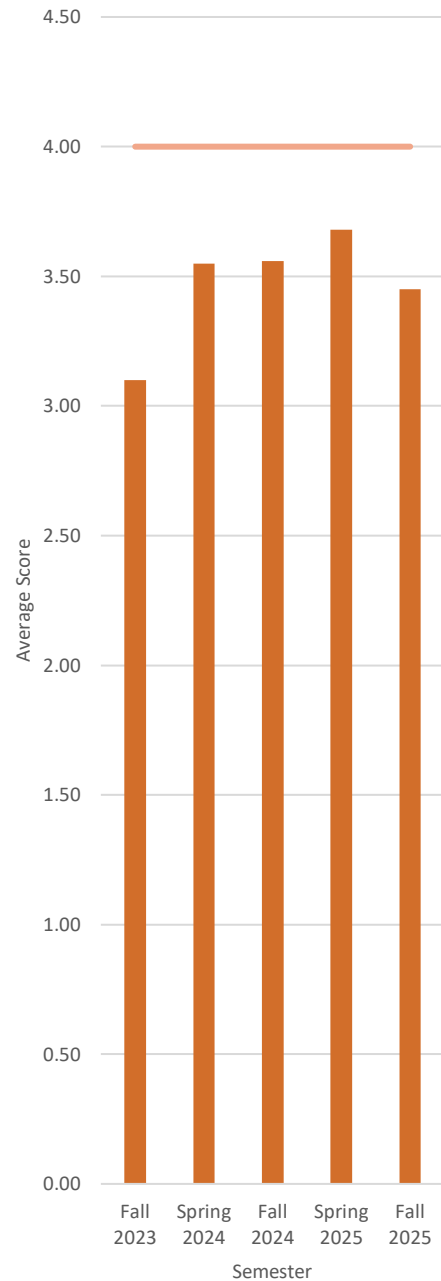


Action Taken or Improvement made

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RESULTS

BAS General Business. Program Learning Outcome 3. Apply business ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.



- Exhibit effective oral and written communication skills related to general business activities.



Measurable goal

Students will score four (4) or more, on assignments that are used to enhance these skills in the business courses.



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average of score of four (4) was not met in any of the periods recorded. The most recent period (Fall 2025) did not reach the goal and was lower than the previous periods. There is a positive trend towards reaching the goal that can be observed.



Analysis of Results

The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is deployed. Student data shows improvements. With the establishment of multiple assessment tools under the direction of the General Business faculty, the data collection has improved.

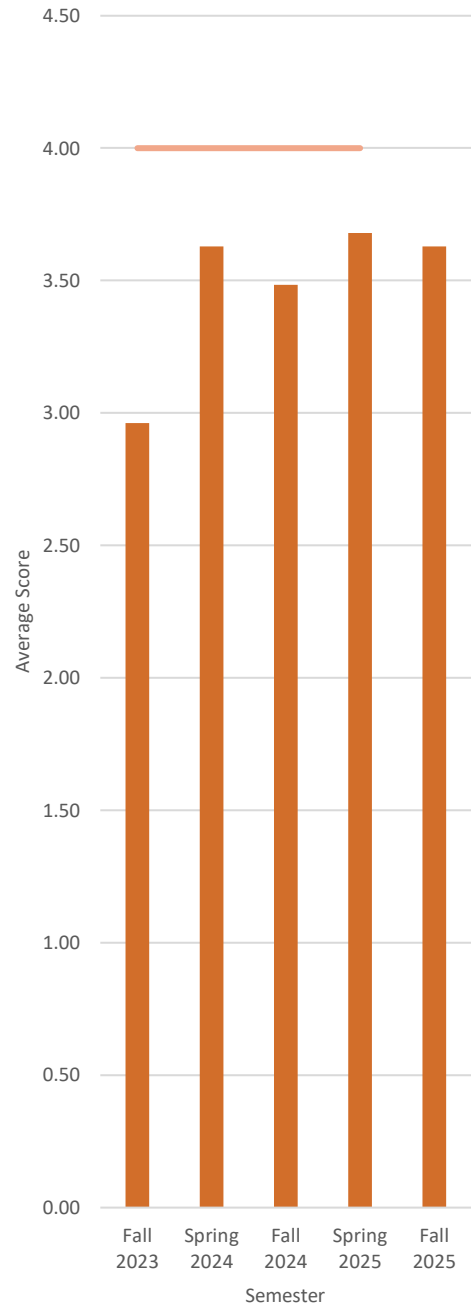


Action Taken or Improvement made

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RESULTS

BAS General Business. Program Learning Outcome 4. Exhibit effective oral and written communication skills related to general business activities.



- Students will demonstrate mastery using information technology.



Measurable goal

Students will score four (4) or more, on assignments that are used to enhance these skills in the business courses.



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average of score of four (4) was not met in any of the periods recorded. The most recent period (Fall 2025) did not reach the goal and was lower than the previous periods. There is a positive trend towards reaching the goal.



Analysis of Results

The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is deployed. Student data shows improvements. With the establishment of multiple assessment tools under the direction of the General Business faculty, the data collection has improved.

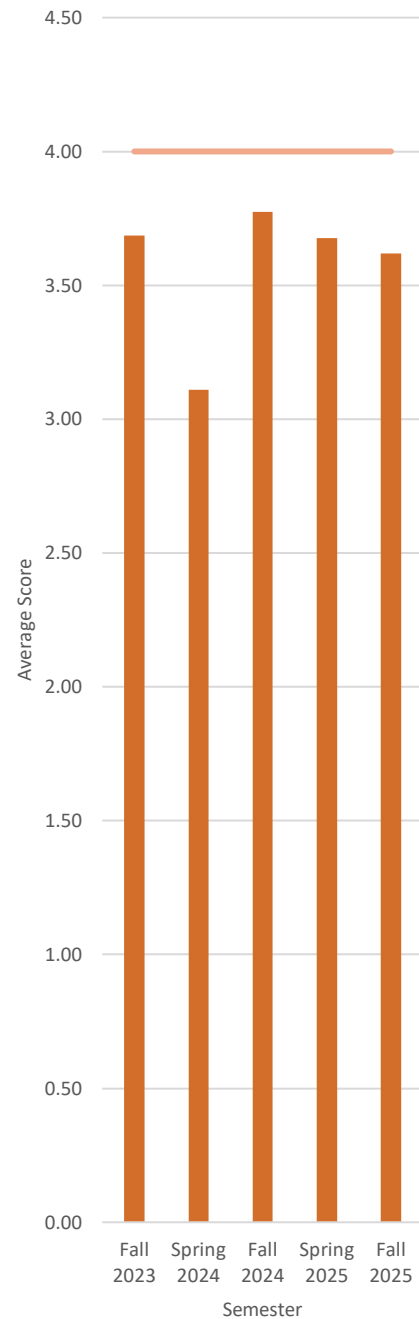


Action Taken or Improvement made

Among the actions taken in the last two years are to systematically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. The general business faculty member has also taken a more prominent role in the accreditation (Co-champion) which indicate a more active role in recording the PLOs. Helping the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO. The Champion and Co-champion constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

RESULTS

BAS General Business. Program Learning Outcome 5 Students will demonstrate proficiency using information technology.



BUSINESS MANAGEMENT BBA PROGRAM LEARNING OUTCOMES

1. Implement foundational concepts of management and explain management roles, i.e. setting goals, objectives, and strategies to accomplish a purpose.

Measurable goal **RESULTS**

Management majors will score above an average of 70 all areas on the Major Field Test by a third-party vendor (Peregrine).



What is your measurement instrument or process?

Direct, Summative, External data obtained from the third-party Major Field Test deployed at the Capstone course (BSAD 497).



Current Results

The goal of scoring 70 or higher on the total score for the Major Field Test was met in all five semesters (100%). In addition, the data shows an increasing trend in the scoring. The recent data is an improvement from the previous report when the goal was only met only 60% of the time. The current five semester average score for the business management students is 83, which is 5% higher than the previous report (79).



Analysis of Results

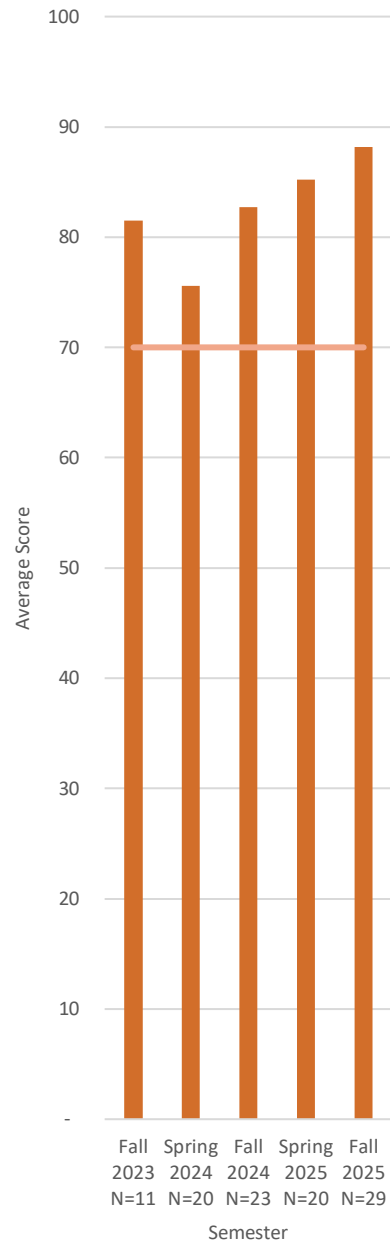
Management students reached the goal 100% of the time during the recorded periods. The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend needs to be observed longer for consistency, in the previous report the goal was missed 40% of the time. Since 2025, 4 new management specific classes were added to the management BBA. The results shown a positive effect in adding more specific coursework to the BBA.



Action Taken or Improvement made

Continue using the Major Field Test and provide discipline specific reviews at the beginning and ending of the BSAD 497 class. Integrate the pre and post test assessment in accounting courses and the Capstone. In 2020 the School of Business started implementing an Entrance Exam, that will be used in combination with the Exit Exam. This tool is still to be fully understood and implemented. Finally, with the updating of the strategic plan in 2026, the School of Business must update its assessment plan to include updated processes and tools that has been implemented in recent years.

BBA Management. Program Learning Outcome 1. Total Score Peregrine Major Field Test (Management Majors)



1. Implement foundational concepts of management and explain management roles, i.e. setting goals, objectives, and strategies to accomplish a purpose.



Measurable goal

Students will score four (4) or more, on assignments that are used to enhance these skills in the Management courses



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average of score of four (4) was met only in one (1) of the periods recorded. The most recent periods (Spring 2025 and Fall 2025) did not reach the goal but were close to the 4-points goal achieved in Spring 2025. There is a positive trend towards reaching the goal.



Analysis of Results

The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is deployed. Student data shows improvements. With the establishment of multiple assessment tools under the direction of the Management faculty, the data collection has improved.



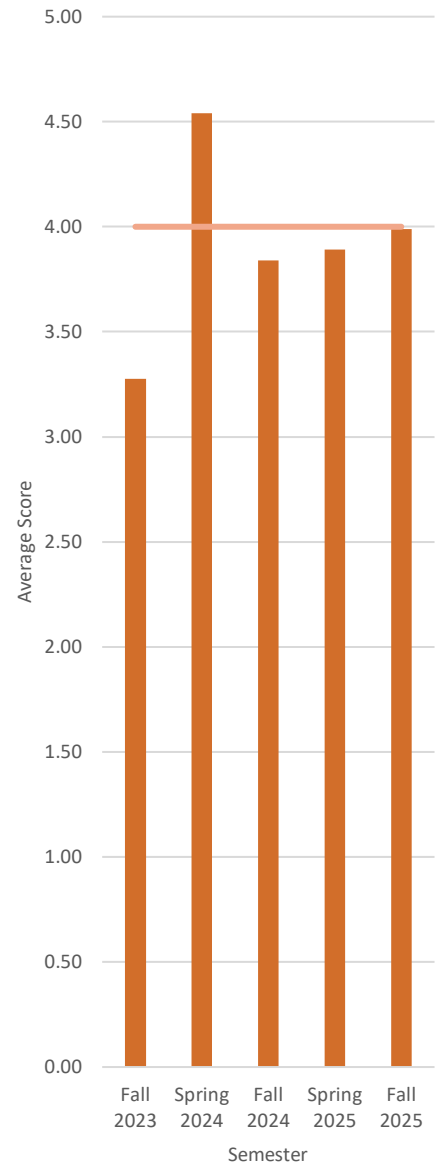
Action Taken or Improvement made

Among the actions taken in the last two years are to systematically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. Helping the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO (and all PLOs in general).

The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

RESULTS

BBA Management. Program Learning Outcome 1. Implement foundation concepts of management and explain management roles, i.e. setting goals, objectives, and strategies to accomplish a purpose.



- Analyze, interpret, and synthesize data to make managerial decisions.



Measurable goal

Management students will score above an average of 50 on the financial management section on a Business Simulation by a third-party vendor (McGraw Hill) (specifically in the Financial Management section).



What is your measurement instrument or process?

Direct, Summative, External data obtained from the Business Simulation assessment tool and deployed in the Capstone course (BSAD 497).



Current Results

The goal of scoring 50 (average score) or higher on in the financial management area was achieved only in one out of the recorded periods. The management students reached the goal once for a 33%, down from 80% achieved last QA Report. The average score for the management students is 46, down from 56, in the previous report.



Analysis of Results

There is a negative trend in the data. The trend needs to be observed longer, for consistency, since the results were better in the previous report. The results also need to be evaluated in the context of the assessment of other several areas, such as leadership skills, teamwork and analytical skills, for consistency in the courses and bettering of the scores.

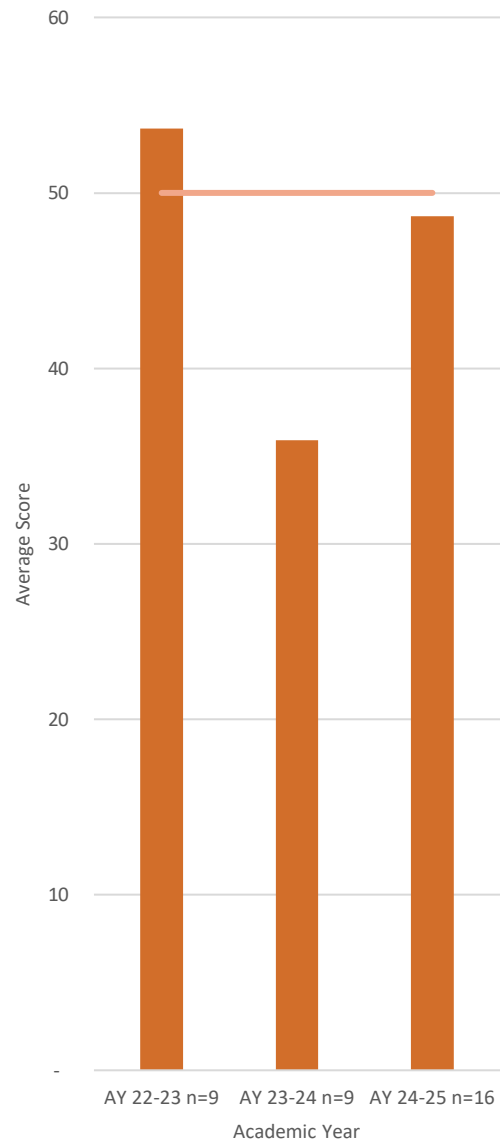


Action Taken or Improvement made

The School of Business need to evaluate provide more support to the simulation. The results need to be systematically explained and shared, for consistency in the courses and bettering of the scores. The School of Business must utilize the Business Simulation results in combination with other methods of assessment.

RESULTS

BBA Management. Program Learning Outcome 2. Financial Management Business Simulation (Management Majors)



- Analyze, interpret, and synthesize data to make managerial decisions.



Measurable goal

Students will score four (4) or more, on assignments that are used to enhance these skills in the Management courses



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average of score of four (4) was met only in one (1) of the periods recorded. The most recent period (Fall 2025) did not reach the goal but was close to the 4 points goal (3.99). There is a positive trend towards reaching the goal.



Analysis of Results

The positive trend in the outcomes indicate more efforts are needed in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is collected, to reach the goal and change the trend. Student data show mixed results with peaks and valleys. With the establishment of multiple assessment tools under the direction of the Management faculty, the data collection could be improved.

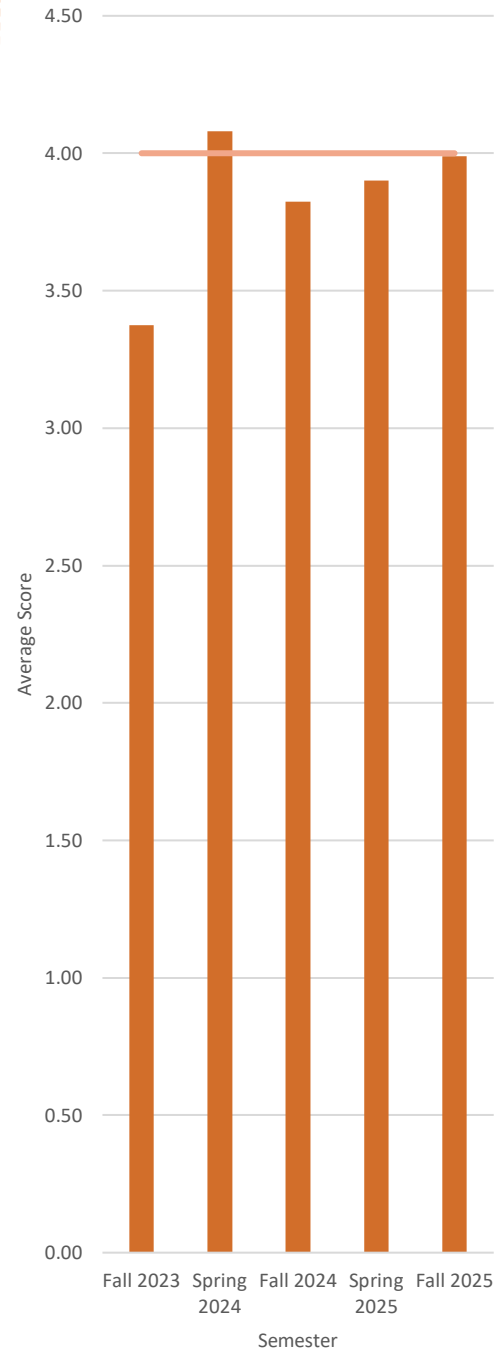


Action Taken or Improvement made

Among the actions taken in the last two years are to systematically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. Helping the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO (and all PLOs in general). The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

RESULTS

BBA Management. Program Learning Outcome 2. Analyze, interpret and synthesize data to make managerial decisions.



3. Synthesize information from applicable disciplines into management concepts.



Measurable goal

Management majors will score above an average of 70 in the business integration and strategic management areas of the Major Field Test provided by a third-party vendor (Peregrine).



What is your measurement instrument or process?

Direct, Summative, External data obtained from the third-party Major Field Test deployed at the Capstone course (BSAD 497).



Current Results

The goal of scoring 70 or higher on the total score for the Major Field Test was met in all five semesters. In addition, the data shows an increasing trend in the scoring. The recent data is an improvement from the previous report when the goal was only met only 80% of the time. The current five semester average score for the management students is 85, which is 9% higher than the previous report (78).



Analysis of Results

Management students reached the goal 100% of the time. The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend needs to be observed longer for consistency, since last QA report the goal was missed 20% of the time. Since 2025, 4 new management specific classes were added to the management BBA. The results shown a positive effect in adding more specific coursework to the BBA.

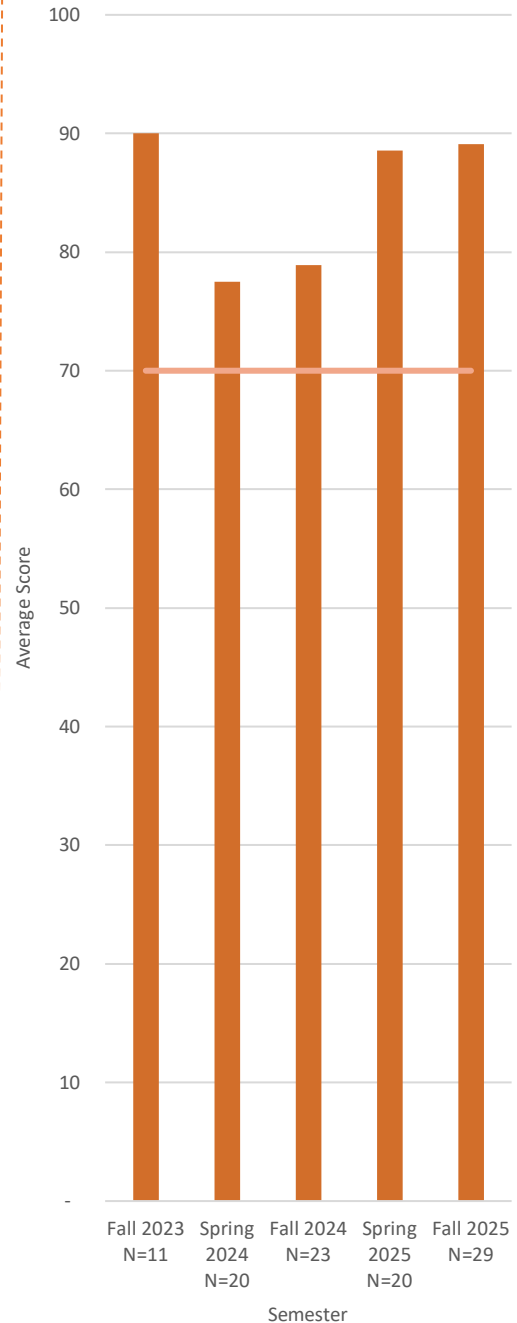


Action Taken or Improvement made

Continue using the Major Field Test and provide discipline specific reviews at the beginning and ending of the BSAD 497 class. Integrate the pre and post test assessment in accounting courses and the Capstone. In 2020 the School of Business started implementing an Entrance Exam, that will be used in combination with the Exit Exam. This tool is still to be fully understood and implemented. Finally, with the updating of the strategic plan in 2026, the School of Business must update its assessment plan to include updated processes and tools that has been implemented in recent years.

RESULTS

BBA Management. Program Learning Outcome 3 To synthesize information from applicable disciplines into management concepts. (Management Majors)



3. Synthesize information from applicable disciplines into management concepts.

Measurable goal **RESULTS**

Students will score four (4) or more, on assignments that are used to enhance these skills in the Management courses.

What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).

Current Results

The goal of achieving an average of score of four (4) was met only in one (1) of the periods recorded. The most recent periods (Fall 2025 and Spring 2025) did not reach the goal but were close to the 4-points goal achieved in Spring 2025. There is a positive trend towards reaching the goal.

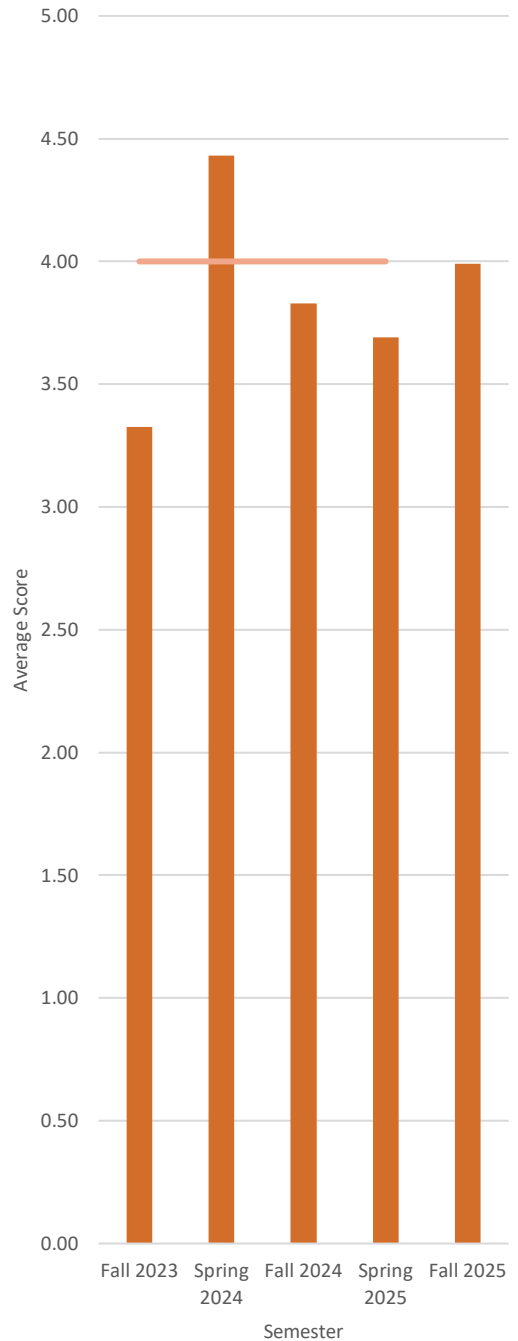
Analysis of Results

The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is deployed. Student data shows improvements on the right direction. With the establishment of multiple assessment tools under the direction of the Management faculty, the data collection has improved.

Action Taken or Improvement made

Among the actions taken in the last two years are to systematically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. Helping the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO (and all PLOs in general). The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

BBA Management. Program Learning Outcome 3. Synthesize Information From Application Disciplines Into Management Concepts.



4. Apply management ethics and demonstrate understanding of corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.



Measurable goal

Business Management students will score above an average of 50 on the Corporate Social Responsibility area in a Business Simulation by a third party vendor (McGraw Hill) (specifically in the Corporate Social Responsibility section).



What is your measurement instrument or process?

Direct, Summative, External data obtained from the Business Simulation assessment tool and deployed in the Capstone course (BSAD 497).



Current Results

The goal of scoring 50 (average score) or higher on the Corporate Social Responsibility area was achieved 100% of the time during the recorded periods. The management students reached the goal 100% up from 40% achieved last QA Report. The average score for the management students is 56, up 22% from 46, in the previous report.



Analysis of Results

There is a positive trend in the data. The trend needs to be observed longer, for consistency, the results were lower in the previous QA report, we want to make sure the data continues reaching the goal and that we can identify the specific improvements that makes it possible. The results also need to be evaluated in the context of the assessment of other several areas, such as leadership skills, teamwork and analytical skills, for consistency in the courses and bettering of the scores.

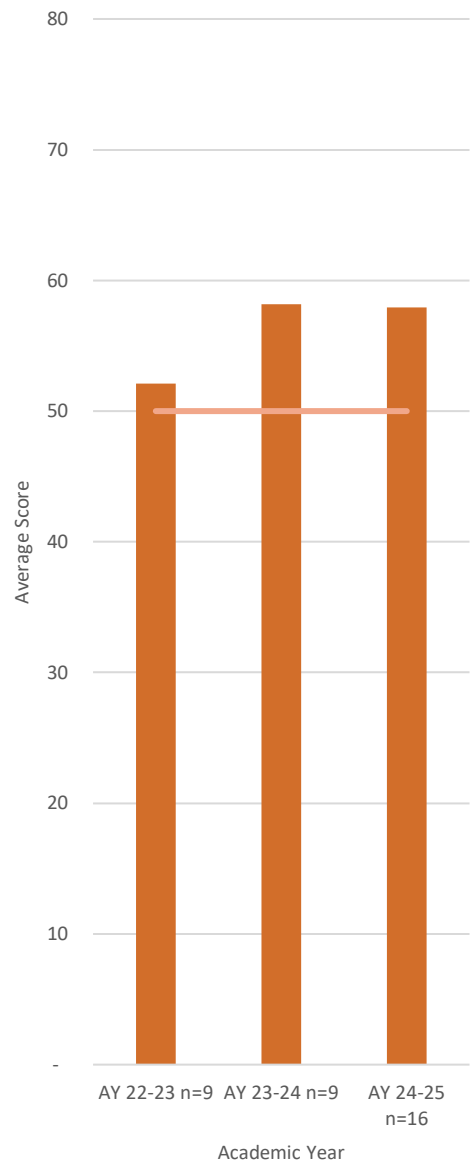


Action Taken or Improvement made

The School of Business need to evaluate provide more support to the simulation. The results need to be systematically explained and shared, for consistency in the courses and bettering of the scores. The School of Business must utilize the Business Simulation results in combination with other methods of assessment.

RESULTS

BBA Management. Program Learning Outcome 4. Corporate Social Responsibility- Business Simulation (Management Majors)



4. Apply management ethics and demonstrate understanding of corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.



Measurable goal

Students will score four (4) or more, on assignments that are used to enhance these skills in the Management courses.



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average of score of four (4) was met only in one (1) of the periods recorded. The most recent periods (Fall 2025 and Spring 2025) did not reach the goal but were close to the 4-points goal achieved in Spring 2025. There is a positive trend towards reaching the goal.



Analysis of Results

The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is deployed. Student data shows improvements. With the establishment of multiple assessment tools under the direction of the Management faculty, the data collection has improved.

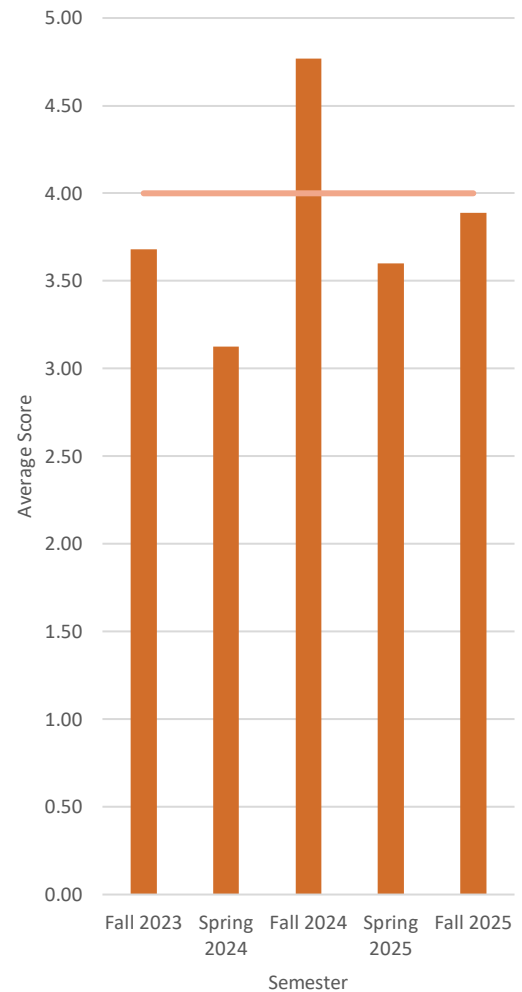


Action Taken or Improvement made



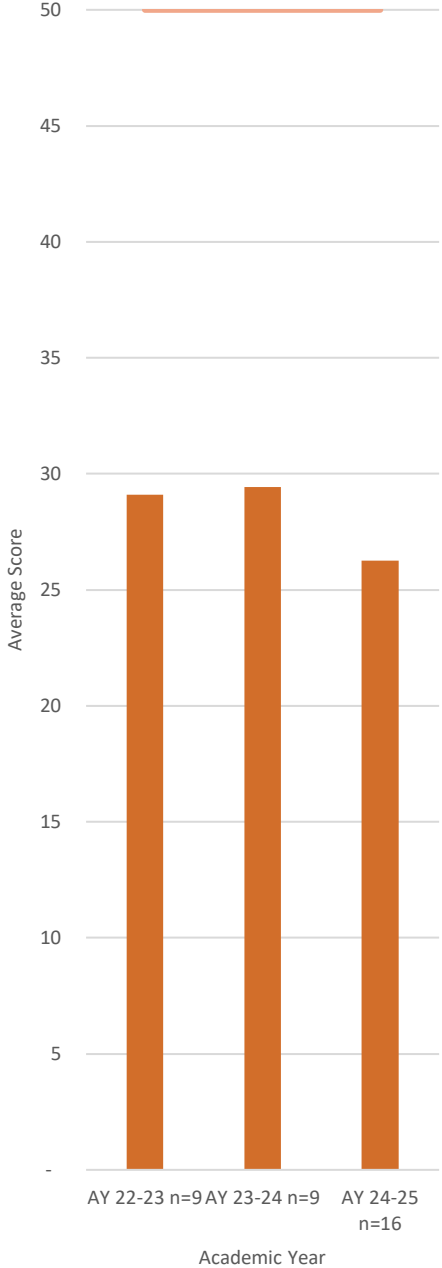



Among the actions taken in the last two years are to systematically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. Helping the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO (and all PLOs in general). The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

RESULTS

BBA Management. Program Learning Outcome 4. Apply Management Ethics And Demonstrate Understanding Of Corporate Social Responsibility, In The Context Of A Diverse, Global/Multi-Cultural Business Environment



- Exhibit effective oral and written communication skills related to management activities.

 Measurable goal	RESULTS
<p>Management students will score above an average of 50 on the Strategic Analysis & Planning area on a Business Simulation by a third-party vendor (McGraw Hill) (specifically in the Strategic Analysis and Planning section).</p>	<p>BBA Management. Program Learning Outcome 5.Strategic Analysis & Planning- Business Simulation (Management Majors)</p>
<p> What is your measurement instrument or process?</p> <p>Direct, Summative, External data obtained from the Business Simulation assessment tool and deployed in the Capstone course (BSAD 497).</p>	
<p> Current Results</p> <p>The goal of scoring 50 (average score) or higher was not met in any of the three academic years recorded. The management students exhibited a sharp decreasing trend in scoring with a low average of 28, which is very alarming. The student's three period average score was 55 in the previous QA Report. The previous report also showed a decreasing trend.</p>	
<p> Analysis of Results</p> <p>Students didn't score above the goal in any of the periods recorded. Moreover, there is a negative trend that has continued since fall 2019. This specific area in the management students' needs to see a strong improvement, due to been part of the core skills the students need to be successful.</p>	
<p> Action Taken or Improvement made</p> <p>The School of Business need to evaluate provide more support to the simulation. The results need to be systematically explained and shared, for consistency in the courses and bettering of the scores. The School of Business must utilize the Business Simulation results in combination with other methods of assessment.</p>	

5. Exhibit effective oral and written communication skills related to management activities.

Measurable goal **RESULTS**

Students will score four (4) or more, on assignments that are used to enhance these skills in the Management courses.

What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).

Current Results

The goal of achieving an average of score of four (4) was met only in one (1) of the periods recorded. The most recent periods (Fall 2025 and Spring 2025) did not reach the goal but were close to the 4-points goal achieved in Spring 2025. There is a positive trend towards reaching the goal.

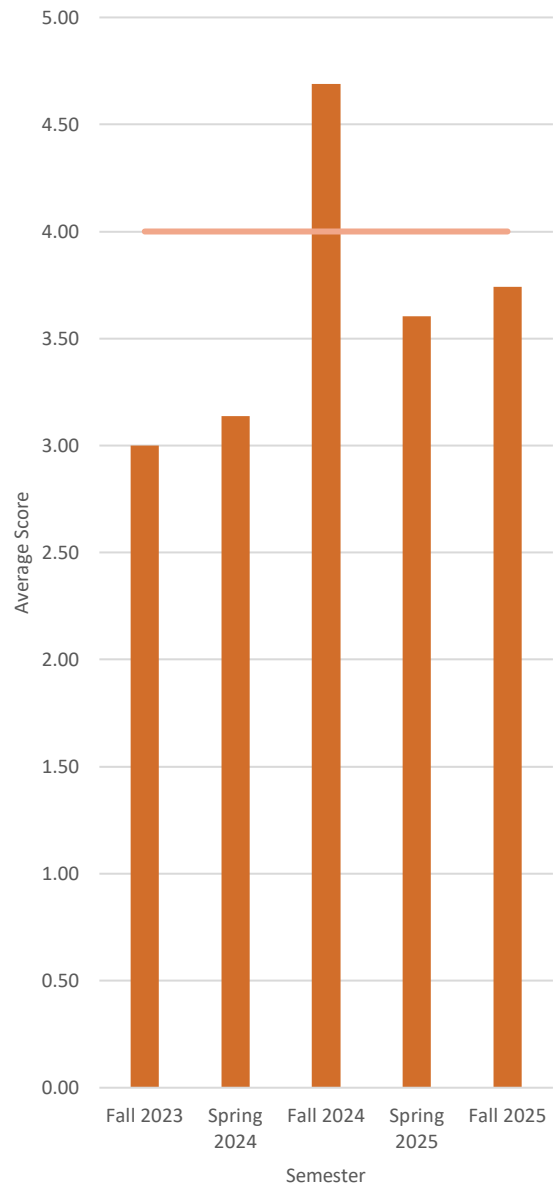
Analysis of Results

The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is deployed. Student data shows improvements. With the establishment of multiple assessment tools under the direction of the Management faculty, the data collection has improved.

Action Taken or Improvement made

Among the actions taken in the last two years are to systematically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. Helping the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO (and all PLOs in general). The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

BBA Management. Program Learning Outcome 5. Exhibit effective oral and written communication skills related to management activities



MARKETING BBA PROGRAM LEARNING OUTCOMES

1. Implement foundational concepts of marketing and explain marketing functions.

Measurable goal **RESULTS**

Marketing majors will score above an average of 70 on the Major Field Test by a third-party vendor (Peregrine).

What is your measurement instrument or process?

Direct, Summative, External data obtained from the third-party Major Field Test deployed at the Capstone course (BSAD 497).

Current Results

The goal of scoring 70 or higher on the total score for the Major Field Test was met in all five semesters. However, the data shows a decreasing trend in the scoring. The recent data is an improvement from the previous QA report when the goal was only met only 80% of the time. The current five semester average score for the business management students is 76, which is equal to the previous report average score (76), but differently, then the scoring trend was increasing.

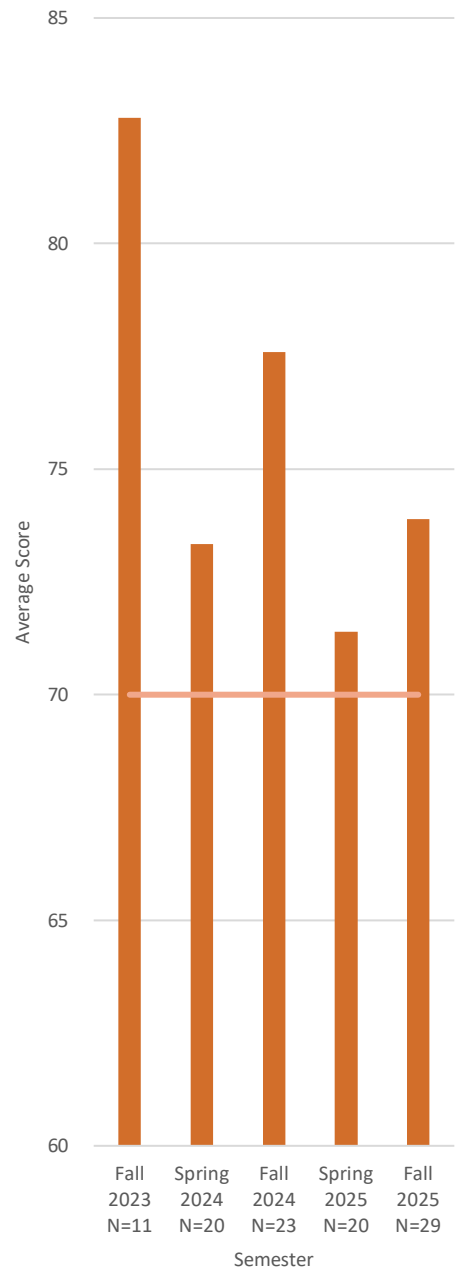
Analysis of Results

Marketing students reached the goal 100% of the time in this period. The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend needs to be observed longer for consistency, since last QA report the goal was missed 20% of the time. The marketing degree has shown an improvement in the recording of assessments, rubrics, and measurements.

Action Taken or Improvement made

Continue using the Major Field Test and provide discipline specific reviews at the beginning and ending of the BSAD 497 class. Integrate the pre and posttest assessment in accounting courses and the Capstone. In 2020 the School of Business started implementing an Entrance Exam, that will be used in combination with the Exit Exam. This tool is still to be fully understood and implemented. Finally, with the updating of the strategic plan in 2026, the School of Business must update its assessment plan to include updated processes and tools that has been implemented in recent years.

BBA Marketing. Program Learning Outcome 1. Implement foundational concepts of marketing and explain marketing functions.
Total Score-Peregrine Major Field Test (Marketing Majors)



1. Implement foundational concepts of marketing and explain marketing functions.



Measurable goal

Marketing students will score four (4) or more, on assignments that are used to enhance these skills in the marketing courses.



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average of score of four (4) was met only in one (1) of the periods recorded. The most recent period (Fall 2025) did not reach the goal but was close to the 4-points goal achieved in Fall 2025. There is a positive trend towards reaching the goal.



Analysis of Results

The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is deployed. Student data shows improvements. With the establishment of multiple assessment tools under the direction of the Marketing faculty, the data collection has improved.

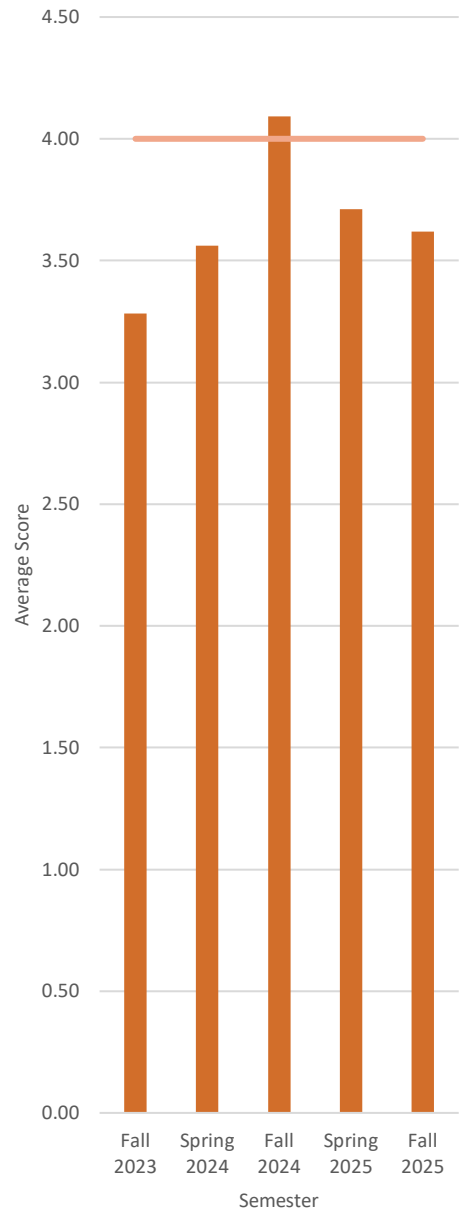


Action Taken or Improvement made

Among the actions taken in the last two years are to systematically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. Helping the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO (and all PLOs in general). The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

RESULTS

BBA Marketing. Program Learning Outcome 1. Implement foundational concepts of marketing and explain marketing functions.



- Analyze, interpret, and synthesize data to make marketing decisions.



Measurable goal

Marketing students will score above an average of 50 in the financial management area on a Business Simulation by a third-party vendor (McGraw Hill) (specifically in the Financial Analysis section).

RESULTS



What is your measurement instrument or process?

Direct, Summative, External data obtained from the Business Simulation assessment tool and deployed in the Capstone course (BSAD 497).



Current Results

The goal of scoring 50 (average score) or higher in the financial management area was achieved only in one out of the recorded periods. The marketing students reached the goal once for a 33%, down from 40% achieved last QA Report. The average score for the management students is 40, down from 49, in the previous report.



Analysis of Results

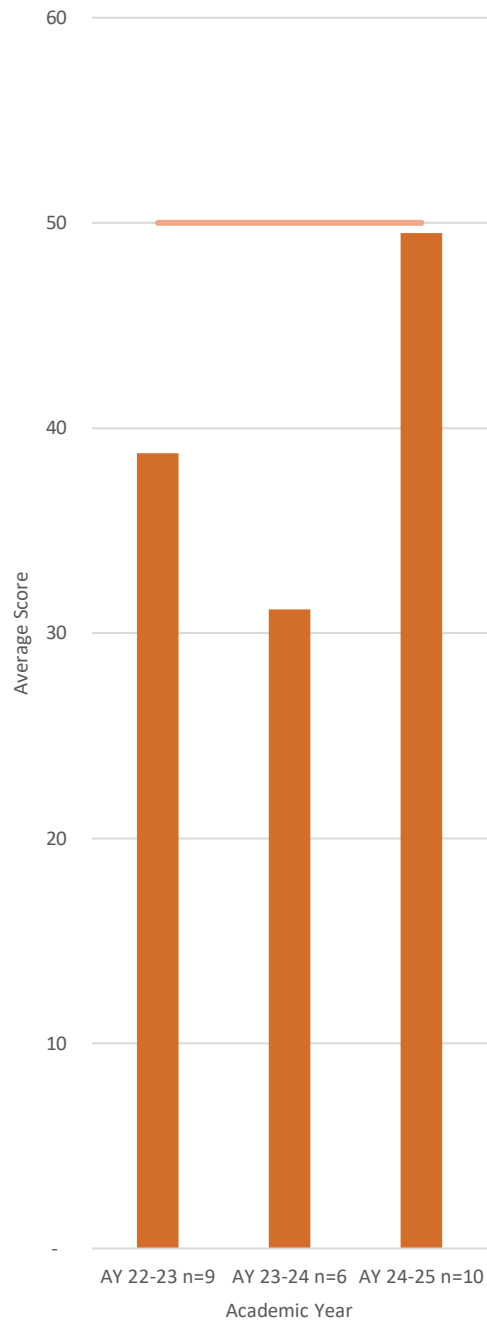
There is a positive trend in the data. The trend needs to be observed longer, for consistency, the results were better in the previous report, but the trend switched from negative (last report) to positive in the current report. The results also need to be evaluated in the context of the assessment of other several areas, such as leadership skills, teamwork and analytical skills, for consistency in the courses and bettering of the scores.



Action Taken or Improvement made

The School of Business need to evaluate provide more support to the simulation. The results need to be systematically explained and shared, for consistency in the courses and bettering of the scores. The School of Business must utilize the Business Simulation results in combination with other methods of assessment.

BBA Marketing. Program Learning Outcome 2. Financial Management-Business Simulation (Marketing Majors)



- Analyze, interpret, and synthesize data to make marketing decisions.



Measurable goal

Marketing students will score four (4) or more, on assignments that are used to enhance these skills in the marketing courses.



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average of score of four (4) was met only in one (1) of the periods recorded. The most recent period (Fall 2025) did not reach the goal and was lower when compared to the 4-points goal achieved in Fall 2025. There is a positive trend towards reaching the goal.



Analysis of Results

The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is deployed. Student data shows improvements. With the establishment of multiple assessment tools under the direction of the Marketing faculty, the data collection has improved.

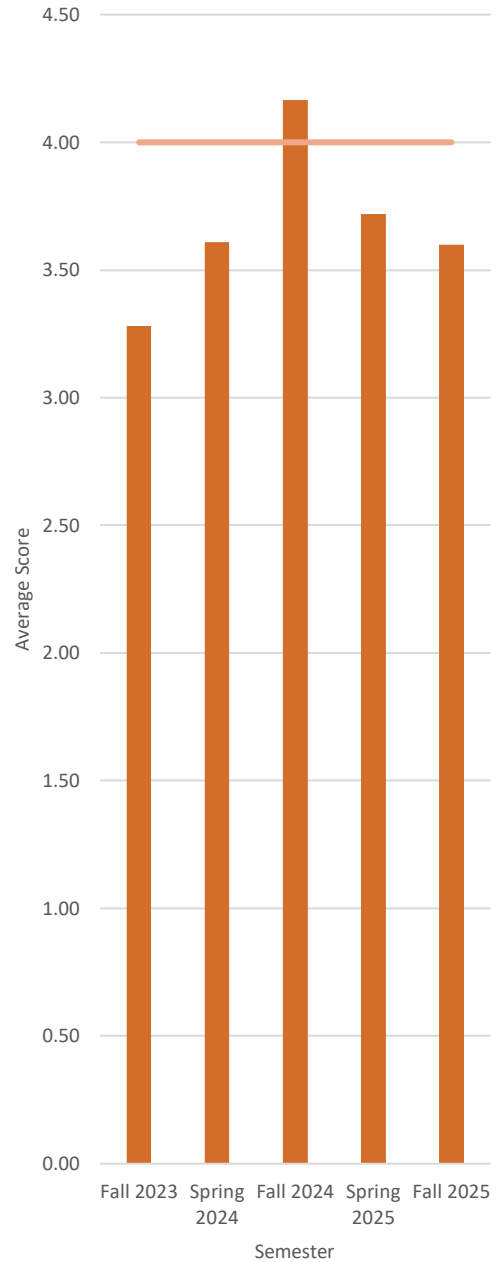


Action Taken or Improvement made

Among the actions taken in the last two years are to systematically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. Helping the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO (and all PLOs in general). The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

RESULTS

BBA Marketing. Program Learning Outcome 2. Analyze, interpret and synthesize data to make marketing decisions.



3. Synthesize information from applicable disciplines into marketing concepts.



Measurable goal

Marketing majors will score above an average of 70 in the marketing area of the Major Field Test by a third-party vendor (Peregrine).



What is your measurement instrument or process?

Direct, Summative, External data obtained from the third-party Major Field Test deployed at the Capstone course (BSAD 497).



Current Results

The goal of scoring 70 or higher in the marketing area for the Major Field Test was met in four out of the five semesters. However, the data shows a decreasing trend in the scoring. The recent data results are mixed when compared with the previous report. Both reports reached the goal 80% of the time. Both five semester average scores are 76. However, the trend in the data switched from positive to negative.



Analysis of Results

Marketing students reached the goal 80% of the time in this period. However, the trend in the data switched from positive to negative. The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend needs to be observed longer for consistency. The marketing degree has shown an improvement in the recording of assessments.

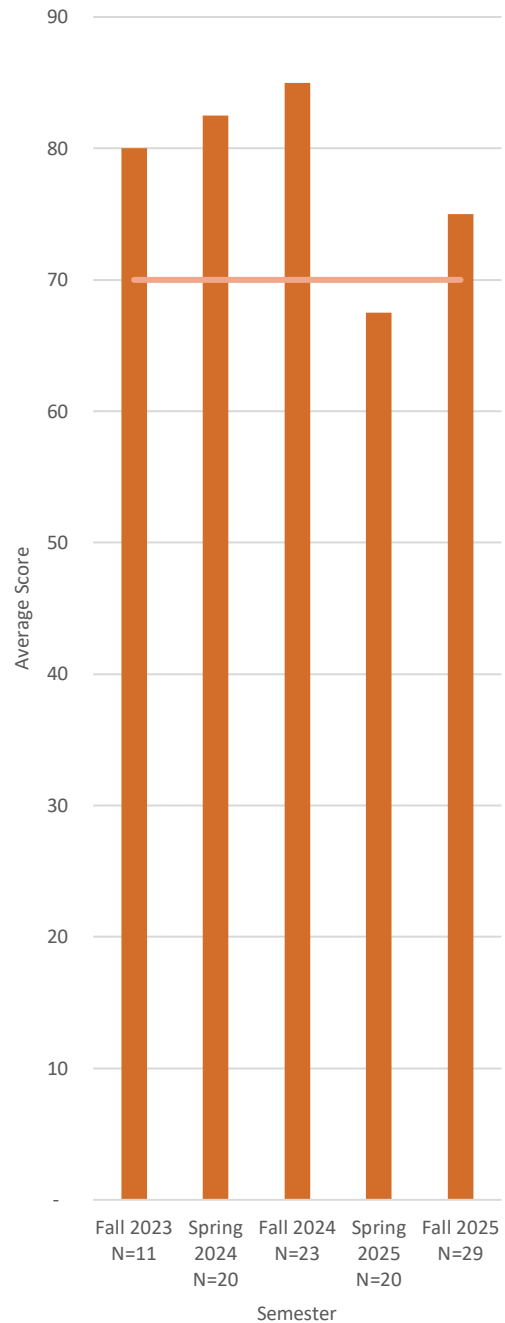


Action Taken or Improvement made

Continue using the Major Field Test and provide discipline specific reviews at the beginning and ending of the BSAD 497 class. Integrate the pre and post test assessment in accounting courses and the Capstone. In 2020 the School of Business started implementing an Entrance Exam, that will be used in combination with the Exit Exam. This tool is still to be fully understood and implemented. Finally, with the updating of the strategic plan in 2026, the School of Business must update its assessment plan to include updated processes and tools that has been implemented in recent years.

RESULTS

BBA Marketing. Program Learning Outcome 3. Marketing- Peregrine Major Field Test (Marketing Majors)



- Synthesize information from applicable disciplines into marketing concepts.



Measurable goal

Marketing students will score four (4) or more, on assignments that are used to enhance these skills in the marketing courses.



What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).



Current Results

The goal of achieving an average of score of four (4) was met 40% of the time (twice) in the periods recorded. There is a positive trend towards reaching the goal with Fall 2025 having the highest score recorded to date. This is a Fall Only Class.



Analysis of Results

The positive trend in the outcomes indicate progress in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is deployed. Student data shows improvements. With the establishment of multiple assessment tools under the direction of the Marketing faculty, the data collection has improved.

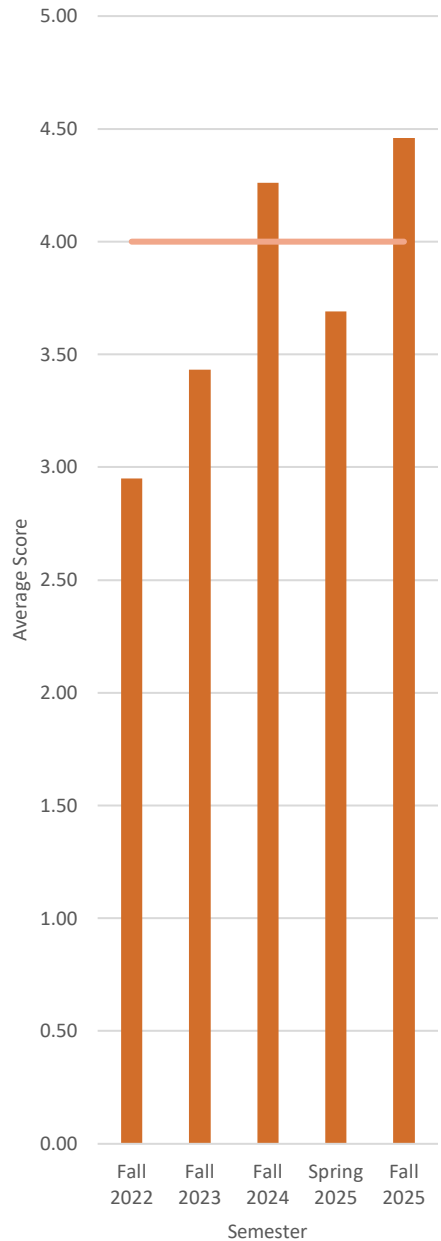


Action Taken or Improvement made


Among the actions taken in the last two years are to systematically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. Helping the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO (and all PLOs in general). The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

RESULTS


BBA Marketing. Program Learning Outcome 3- Synthesize Information from Applicable Disciplines Into Marketing Concepts



4. Apply marketing ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.

 **Measurable goal**


Marketing students will score above an average of 50 in the Corporate Social Responsibility section on a Business Simulation by a third-party vendor (McGraw Hill) (specifically in the Corporate Social Responsibility section).

 **What is your measurement instrument or process?**


Direct, Summative, External data obtained from the Business Simulation assessment tool and deployed in the Capstone course (BSAD 497).

 **Current Results**

The goal of scoring 50 (average score) or higher on the Corporate Social Responsibility area was achieved in two out of the recorded periods. The Marketing students reached the goal two of the three academic years of recorded data (66%), up from 40% achieved last QA Report. The average score for the marketing students is 52, up 10% from 47, in the previous report.

 **Analysis of Results**

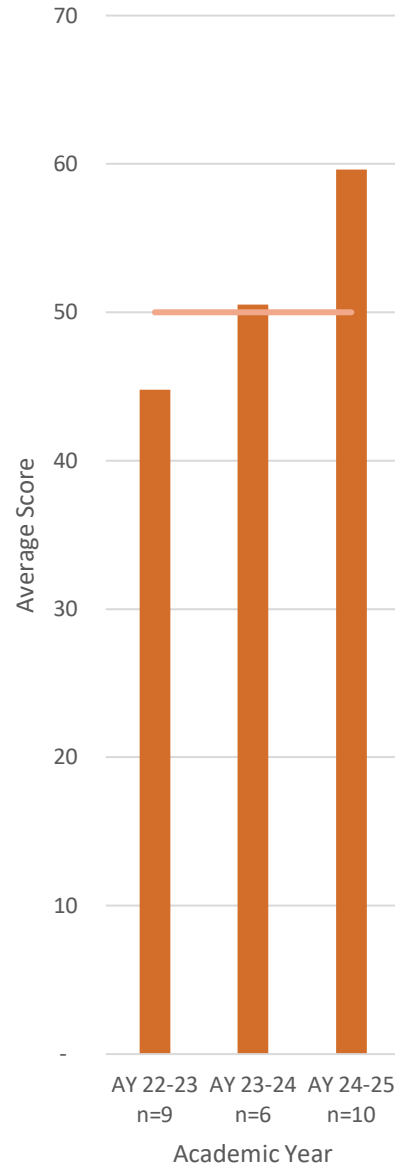
There is a positive trend in the data. The trend needs to be observed longer, for consistency, the result show improvements from the previous report, but still there was one period of not reaching out the goal. The results also need to be evaluated in the context of the assessment of other several areas, such as leadership skills, teamwork and analytical skills, for consistency in the courses and bettering of the scores.

 **Action Taken or Improvement made**



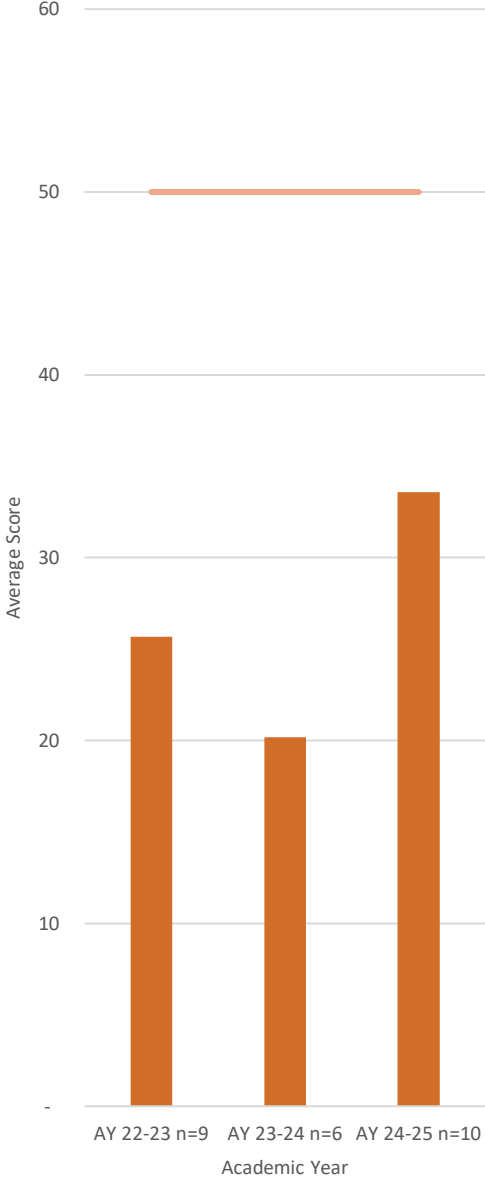



The School of Business need to evaluate provide more support to the simulation. The results need to be systematically explained and shared, for consistency in the courses and bettering of the scores. The School of Business must utilize the Business Simulation results in combination with other methods of assessment.

RESULTS

BBA Marketing. Program Learning Outcome 4. Corporate Social Responsibility Business Simulation (Marketing Majors)



5. Exhibit effective oral and written communication skills related to marketing activities.

 Measurable goal	RESULTS
<p>Marketing students will score above an average of 50 on a Business Simulation by a third-party vendor (McGraw Hill) (specifically in the Strategic Analysis and Planning section).</p>	<p>BBA Marketing. Program Learning Outcome 5. Strategic Analysis and Planning Business Simulation (Marketing Majors)</p>
<p> What is your measurement instrument or process?</p> <p>Direct, Summative, External data obtained from the Business Simulation assessment tool and deployed in the Capstone course (BSAD 497).</p>	
<p> Current Results</p> <p>The goal of scoring 50 (average score) or higher was not met in any of the three academic years recorded. The Marketing students exhibit an increasing trend in scoring with a low average of 20. However, the trend seems to have switched from a negative in the last QA report to positive. The student's three period average is 26 compared to 44 in the previous QA Report.</p>	
<p> Analysis of Results</p> <p>Students didn't score above the goal in any of the periods recorded. However, the trend seems to have switched from a negative trend in Fall 2019 to a positive one in Spring 2025. Marketing students should be performing better in this area and we need to see improvements.</p>	
<p> Action Taken or Improvement made</p> <p>The School of Business need to evaluate provide more support to the simulation. The results need to be systematically explained and shared, for consistency in the courses and bettering of the scores. The School of Business must utilize the Business Simulation results in combination with other methods of assessment.</p>	

6. Exhibit effective oral and written communication skills related to marketing activities.

Measurable goal **RESULTS**

Marketing students will score four (4) or more, on assignments that are used to enhance these skills in the marketing courses.

What is your measurement instrument or process?

Direct, formative, internal, data built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).

Current Results

The goal of achieving an average of score of four (4) was met only in two (2) of the periods recorded. The most recent period (Spring 2025) did not reach the goal but was close to the 4 points goal (3.89). There is a negative trend towards reaching the goal.

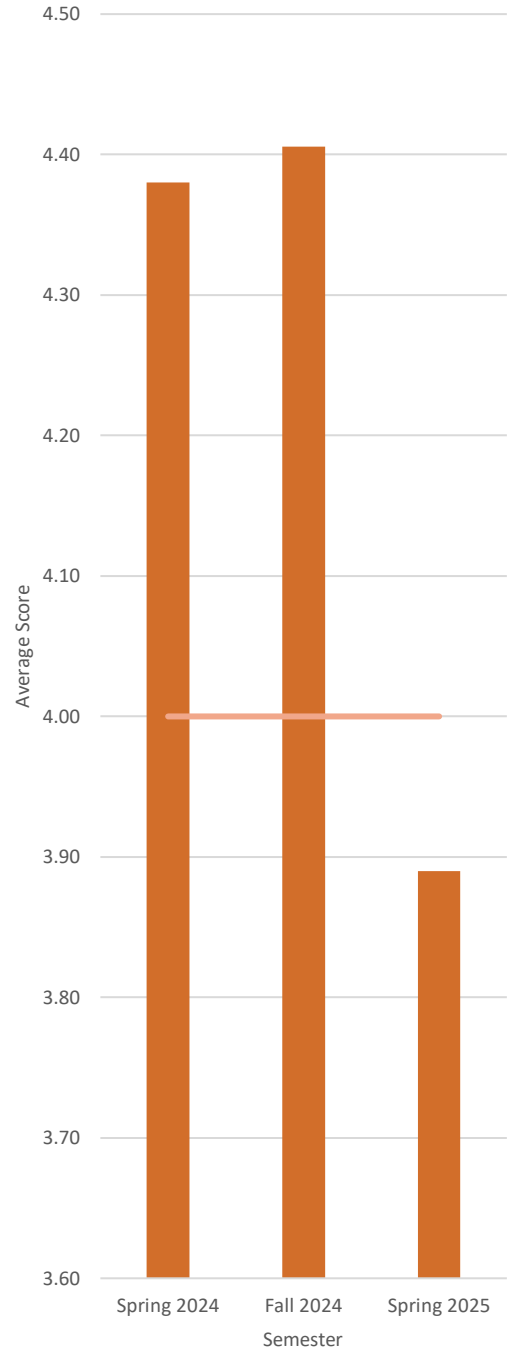
Analysis of Results

The negative trend in the outcomes indicate more efforts are needed in the systematic data collection, accuracy and focus of the faculty teaching the courses in which the PLO is deployed, to reach the goal and change the trend. Student data show mixed results with peaks and valleys. With the establishment of multiple assessment tools under the direction of the Marketing faculty, the data collection could be improved.

Action Taken or Improvement made

Among the actions taken in the last two years are to systematically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. Helping the faculty understand the importance of integrating the outcomes in their courses has allowed for an improvement in the scores due to increase in the number of assignments included in this PLO (and all PLOs in general). The Champion and Co-champion are constantly coaching the faculty and identifying courses that are missing assessments and opportunities to add these to their courses.

BBA Marketing. Program Learning Outcome 6. Students will demonstrate proficiency using information technology.



MASTER IN BUSINESS ADMINISTRATION (MBA) PROGRAM LEARNING OUTCOMES

1. Use analytical skills, synthesizing information from appropriate disciplines and applying business analysis, data management and diagnostic problem-solving skills to support business management decision-making.



Measurable goal

Students will score above an average of 50 on a Business Simulation by a third-party vendor (McGraw Hill) (Financial Management area). This business simulation is different from the business simulation used at the undergraduate level.



What is your measurement instrument or process?

Direct, Formative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 597).



Current Results

The goal of scoring 50 (average score) or higher was met four out of five times (80%). Graduate students have shown a decreasing trend in scores on the Financial Management area of the Business Simulation. The four-semester average score decreased from 69 to 67, or a -3%.



Analysis of Results

Students exceeded the goal average score four out of five times. However, the trend is a decreasing trend and has continued decreasing from the previous report. We have learned that the pure online modality seems to have a negative effect in the assessments and outcomes. In Spring 2026 the class will also be taught Face to face, and we plan to evaluate the assessment tools.

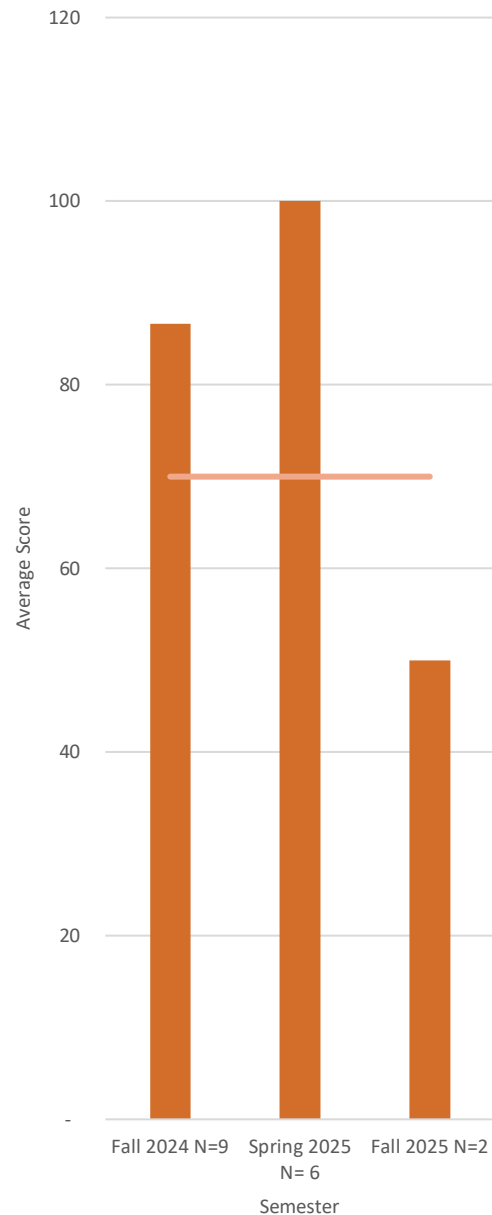


Action Taken or Improvement made

We will continue using the business simulation for BSAD 597. As we are encouraging the full-time faculty to teach these courses to set up the standards for the part time faculty, we want to use additional projects such as financial analysis, data management and cases. One of the changes still in process is to require the students to complete the 3-year Strategic Plan for the business simulation. The school of business have now implemented a Major Field Test requirement for the MBA students, and produced for the first time three data points for analysis.

RESULTS

MBA. Program Learning Outcome 1. Use analytical skills, synthesizing information from appropriate disciplines and applying business analysis, data management and diagnostic problem-solving skills to support business management decision-making.



- Exhibit the leadership and team membership skills needed for coordinating and participating in business management activities.



Measurable goal

Students will score above an average of 50 on a Business Simulation by a third-party vendor (McGraw Hill) (An average of the 3 managerial areas). The graduate business simulation is different from the business simulation used at the undergraduate level.



What is your measurement instrument or process?

Direct, Formative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 597).



Current Results

The goal of scoring 50 (average score) or higher was met 4 out of 5 times (80%). Graduate students have shown a steady trend in scores on the managerial areas of the Business Simulation, except for fall 2025. The five-semester average score saw an increase of 4%, from 49 to 51.



Analysis of Results

Students exceeded the goal average score four out of five times. The trend seems to be flat to positive, unchanged from the previous report. We have learned that the pure online modality seems to have a negative effect in the assessments and outcomes.

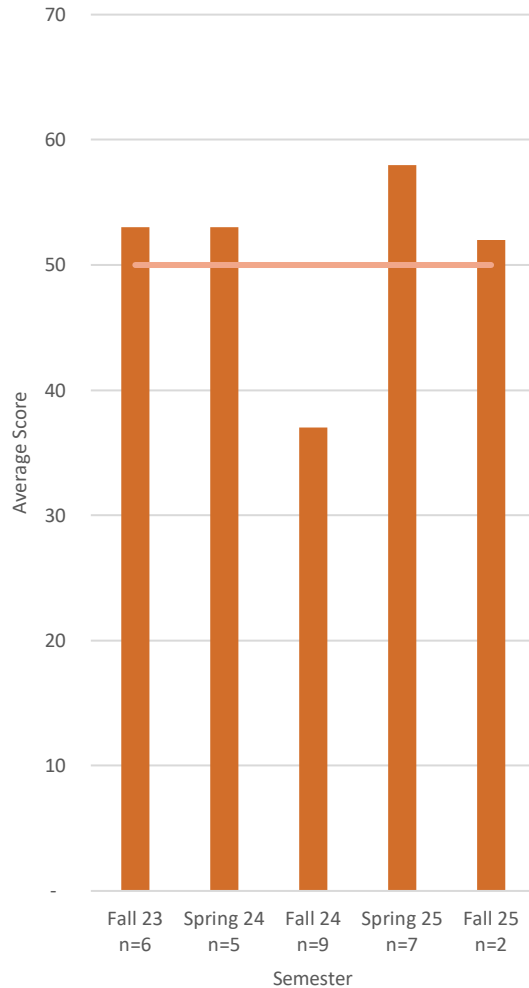


Action Taken or Improvement made

We will continue using the business simulation for BSAD 597. As we are encouraging the full-time faculty to teach these courses to set up the standards for the part time faculty, we want to use additional projects such as financial analysis, data management and cases. One of the changes still in process is to require the students to complete the 3-year Strategic Plan for the business simulation. The School of business have now implemented a Major Field Test requirement for the MBA students, and produced for the first time three data points for analysis.

RESULTS

MBA. Program Learning Outcome 2.
Average Score Managerial Areas-Business Simulation (MBA)



3. Exhibit effective verbal and non-verbal communication skills at a graduate level.

Measurable goal **RESULTS**

Graduate Students will score above an average of 50 on a Business Simulation by a third-party vendor (McGraw Hill) (total average). This business simulation is different from the business simulation used at the undergraduate level.

What is your measurement instrument or process?

Direct, Formative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 597).

Current Results

The goal of scoring 50 (average score) or higher was met 1 out of 5 times (20%). Graduate students have shown a steady and decreasing trend in scores on the total average of the Business Simulation, except for spring 2025. The five-semester average score saw a decrease of 4%, from 48 to 46.

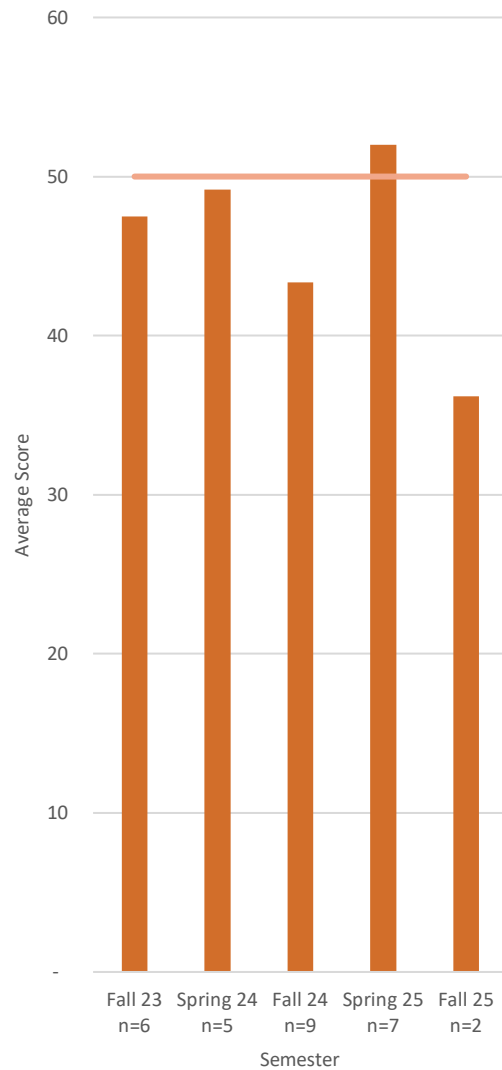
Analysis of Results

Students underperformed the goal average score four out of five times. The trend seems to be flat to negative, this is consistent with a sharp decline (-13%) in the previous report. We have learned that the pure online modality seems to have a negative effect in the assessments and outcomes.

Action Taken or Improvement made

We will continue using the business simulation for BSAD 597. As we are encouraging the full-time faculty to teach these courses to set up the standards for the part time faculty, we want to use additional projects such as financial analysis, data management and cases. One of the changes still in process is to require the students to complete the 3-year Strategic Plan for the business simulation. The school of business have now implemented a Major Field Test requirement for the MBA students, and produced for the first time three data points for analysis.

MBA. Program Learning Outcome 3. Total Average-Business Simulation (MBA)



4. Evaluate and integrate business ethics and corporate social responsibility in the context of a diverse, global/multi-cultural business environment.



Measurable goal

Students will score above an average of 50 on a Business Simulation by a third-party vendor (McGraw Hill) (corporate social responsibility area). This business simulation is different from the business simulation used at the undergraduate level.



What is your measurement instrument or process?

Direct, Formative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 597).



Current Results

The goal of scoring 50 (average score) or higher was reached 3 out of 5 times (60%). Graduate students have shown a steady trend in scores on corporate social responsibility area of the Business Simulation, except for a sharp decline in Fall 2025. The five-semester average score saw an increase of 30+ %, from 40 to 55.



Analysis of Results

Students exceeded the goal average score three out of five times. The trend seems to be flat to negative, this contrast with a sharp decline in the trend in the previous report. We have learned that the pure online modality seems to have a negative effect in the assessments and outcomes. However, a recent increase in activities for ethics and social responsibility, including competitions at the regional level, may have contributed to the increase in scores during the fall 24 and spring 25.

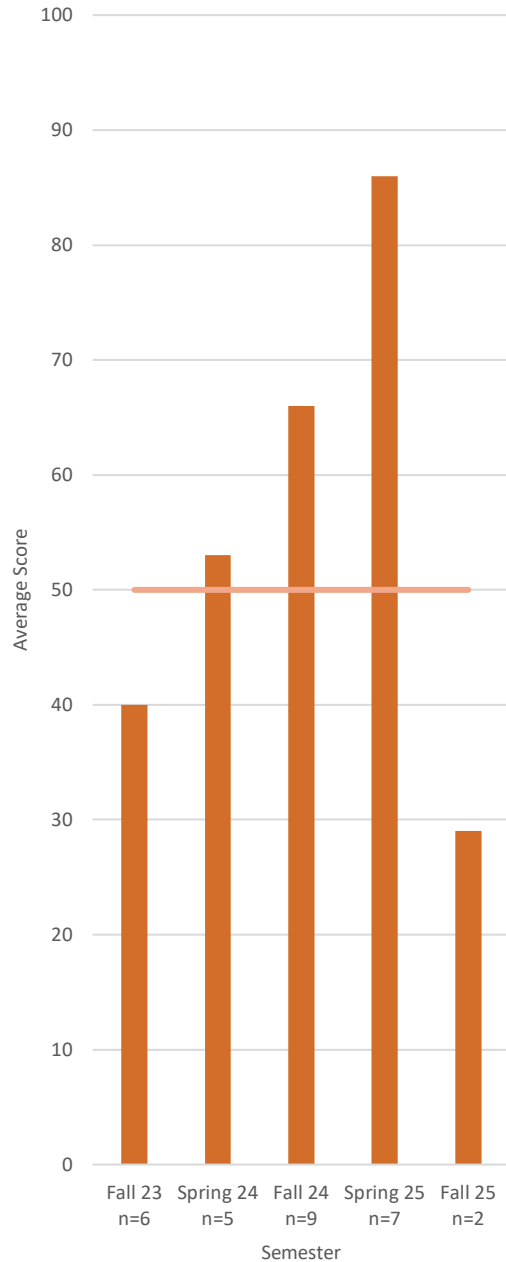


Action Taken or Improvement made

We will continue using the business simulation for BSAD 597. As we are encouraging the full-time faculty to teach these courses to set up the standards for the part time faculty, we want to use additional projects such as financial analysis, data management and cases. One of the changes still in process is to require the students to complete the 3-year Strategic Plan for the business simulation. The school of business have now implemented a Major Field Test requirement for the MBA students, and produced for the first time three data points for analysis. Competitions, and systematic conversations on ethics, seems to have helped with the surge in performance in the spring of 2025.

RESULTS

MBA. Program Learning Outcome 4. Corporate Social Responsibility-Business Simulation (MBA)



Demographics and Achievements (CHEA)

ACBSP Accredited - Program Performance - School of Business Western New Mexico University

Mission: The mission of the School of Business is to provide a learning environment offering diverse opportunities for academic and experiential development of all interested stakeholders.

Degree Offerings by WNMU School of Business:

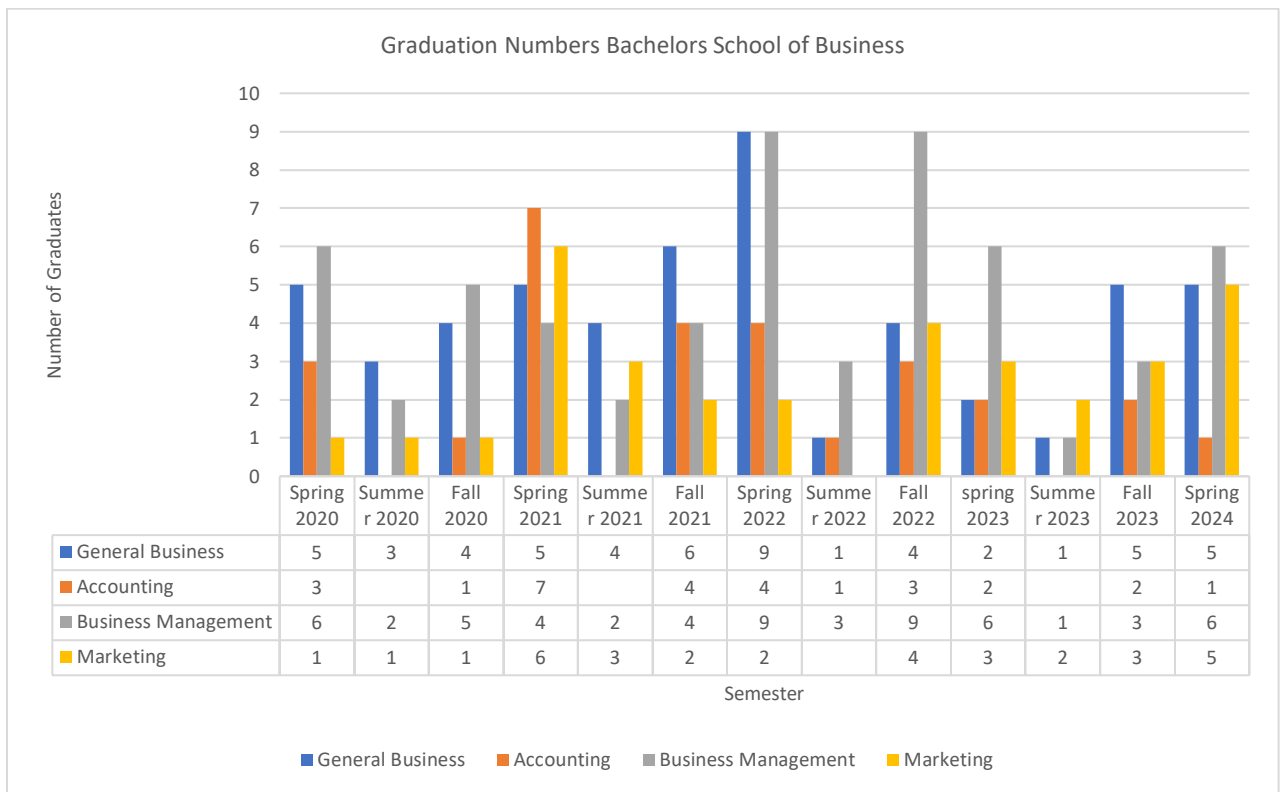
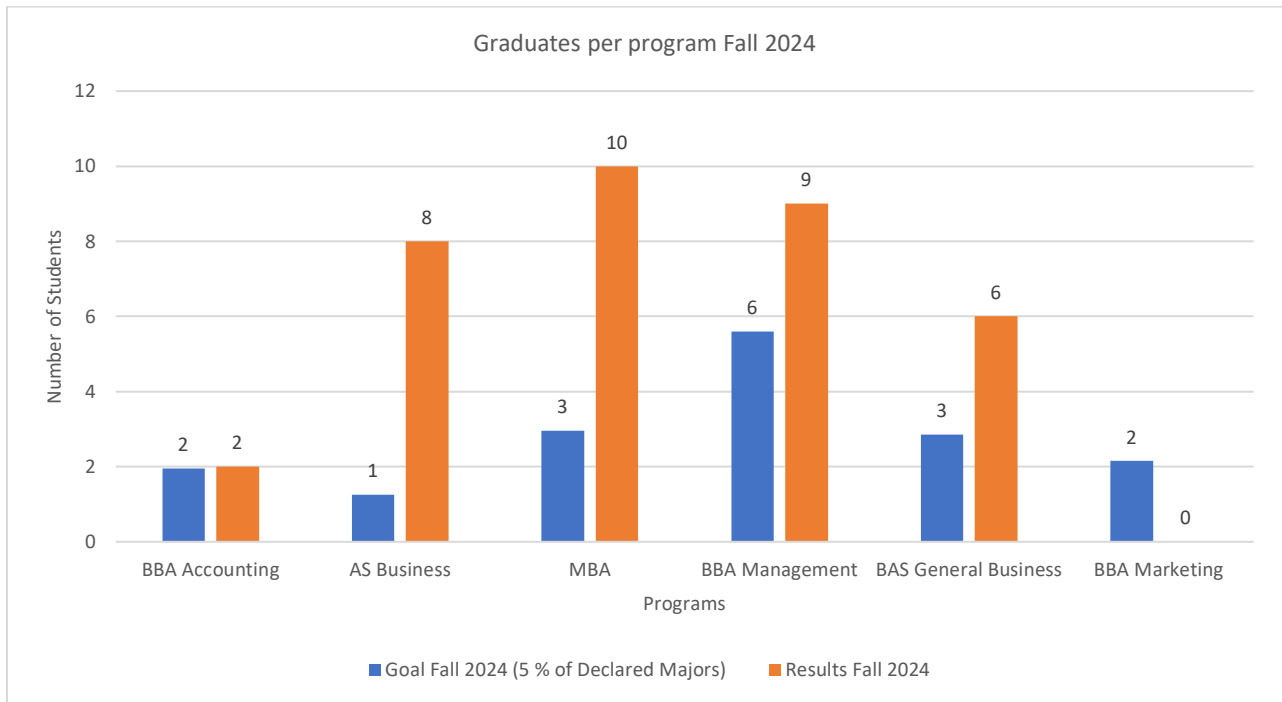
Undergraduate:

1. AS Business Administration – accredited
2. BAS General Business – accredited
3. BBA Accounting - accredited
4. BBA Business Management- accredited
5. BBA Marketing – accredited

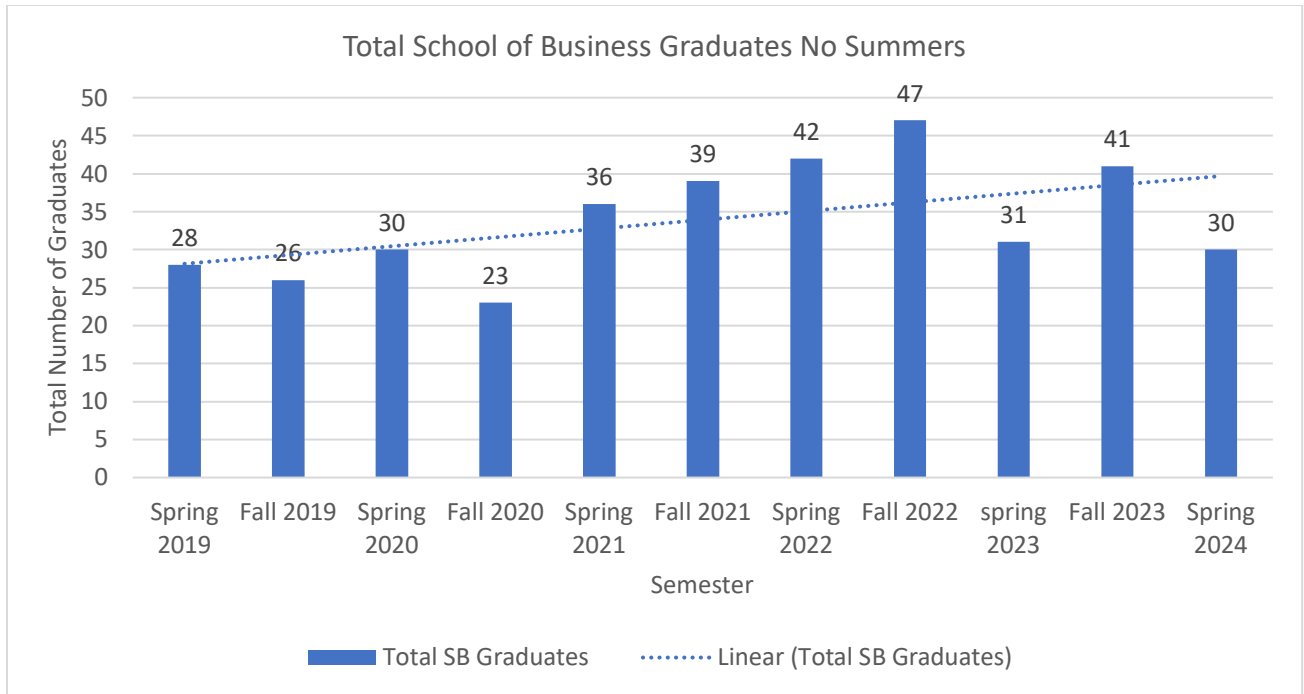
Graduate:

1. MBA - accredited

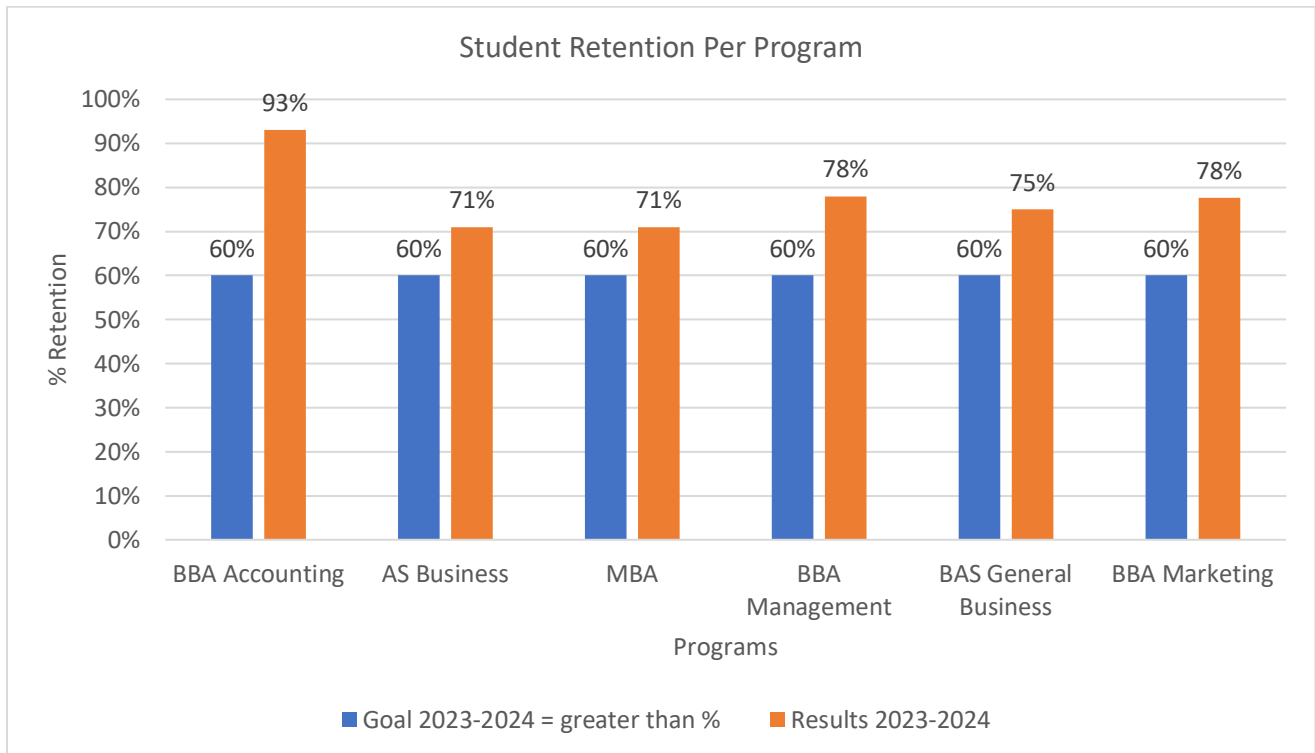
WNMU-School of Business Accredited Programs Graduation Data



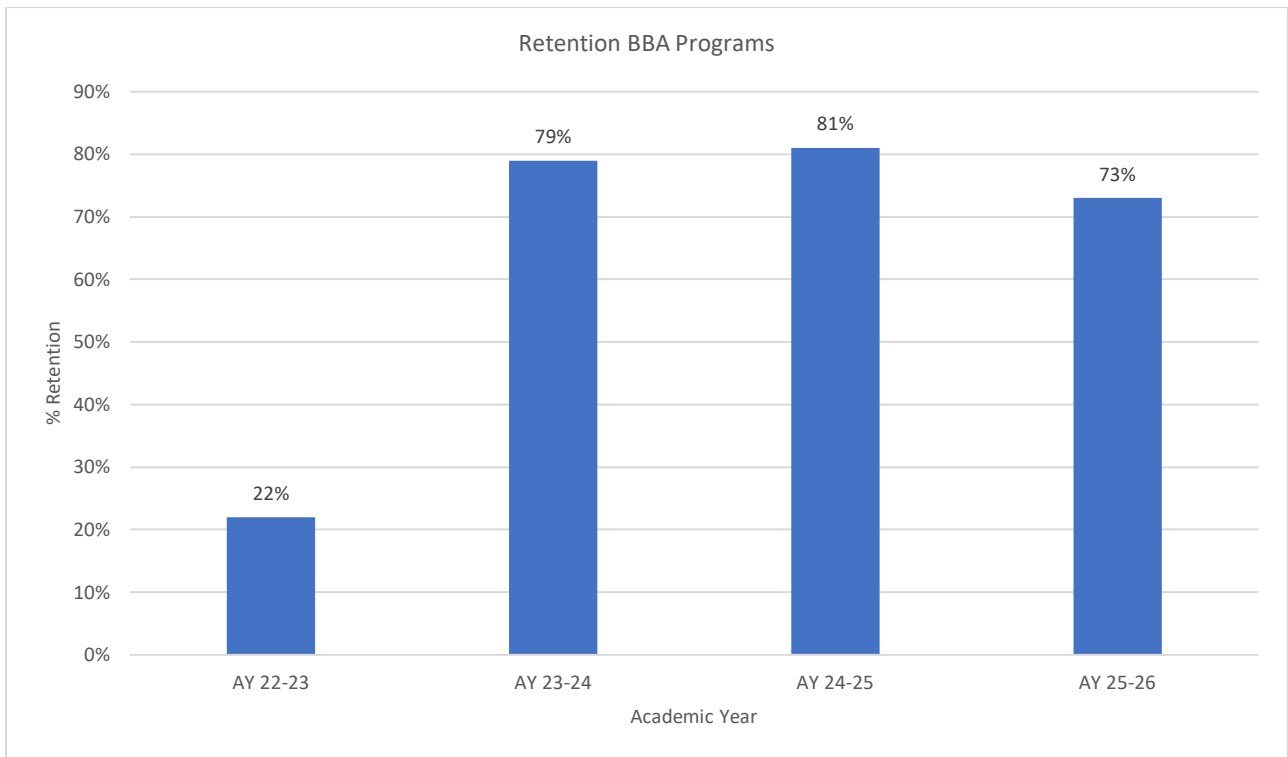
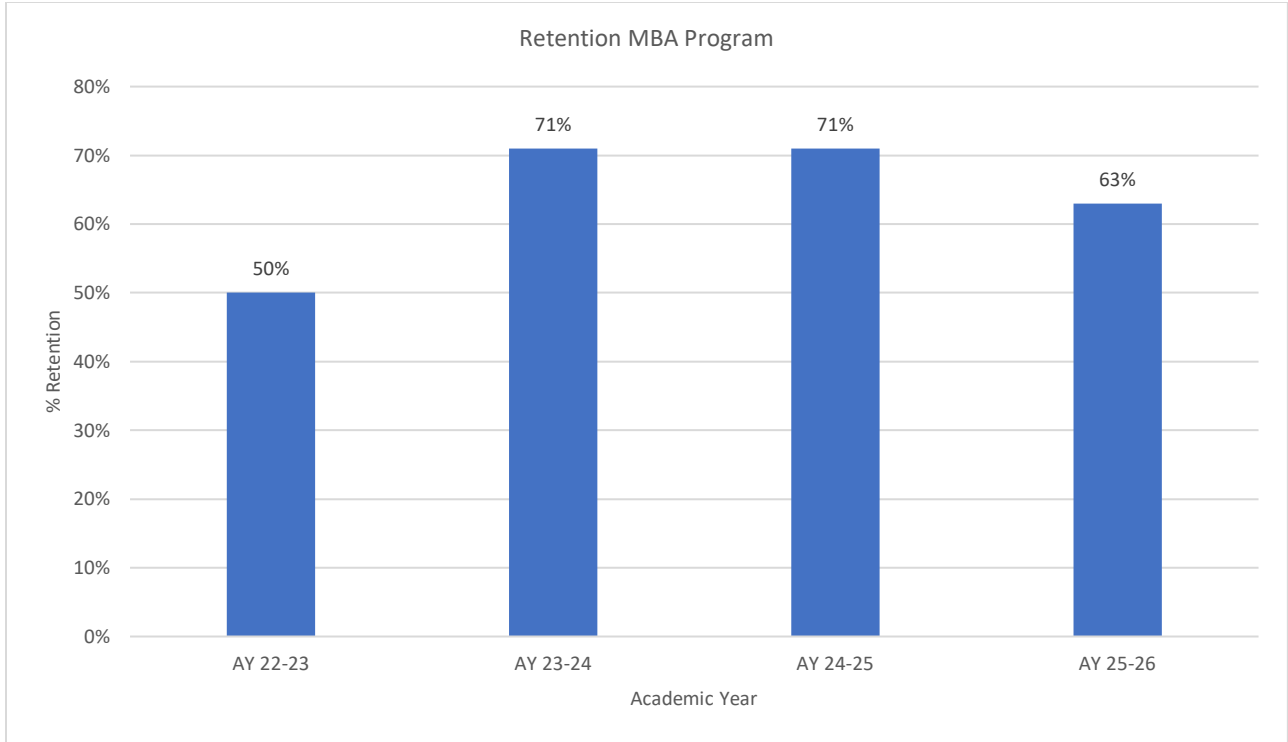
School of Business WNMU Student Achievement Data 2026



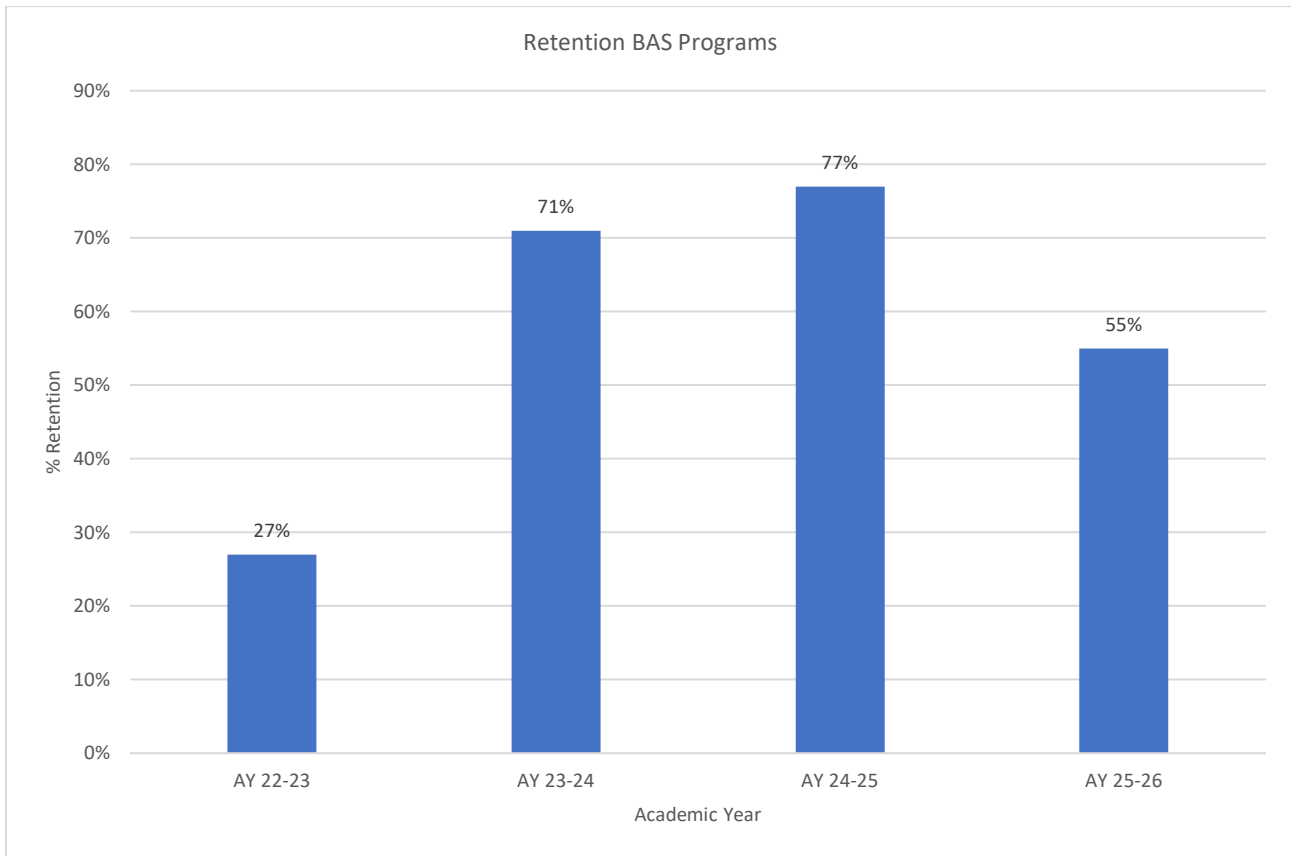
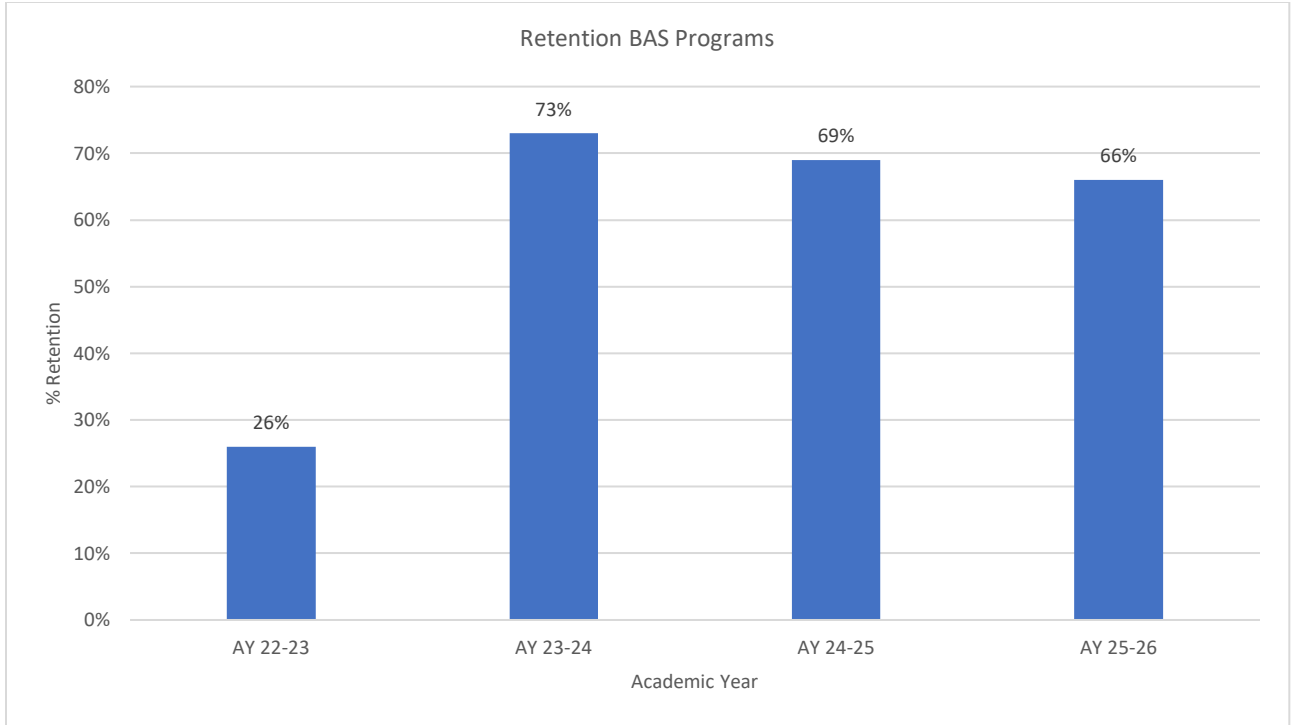
WNMU-School of Business Accredited Programs Retention Data



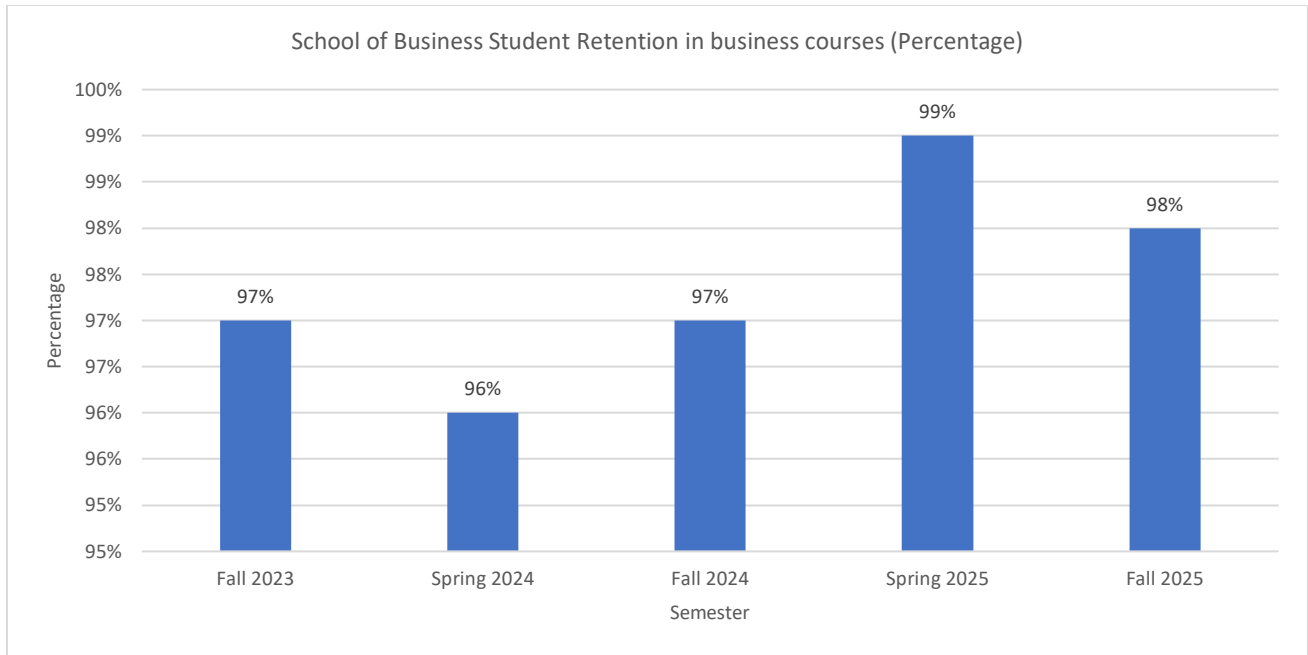
School of Business WNMU Student Achievement Data 2026



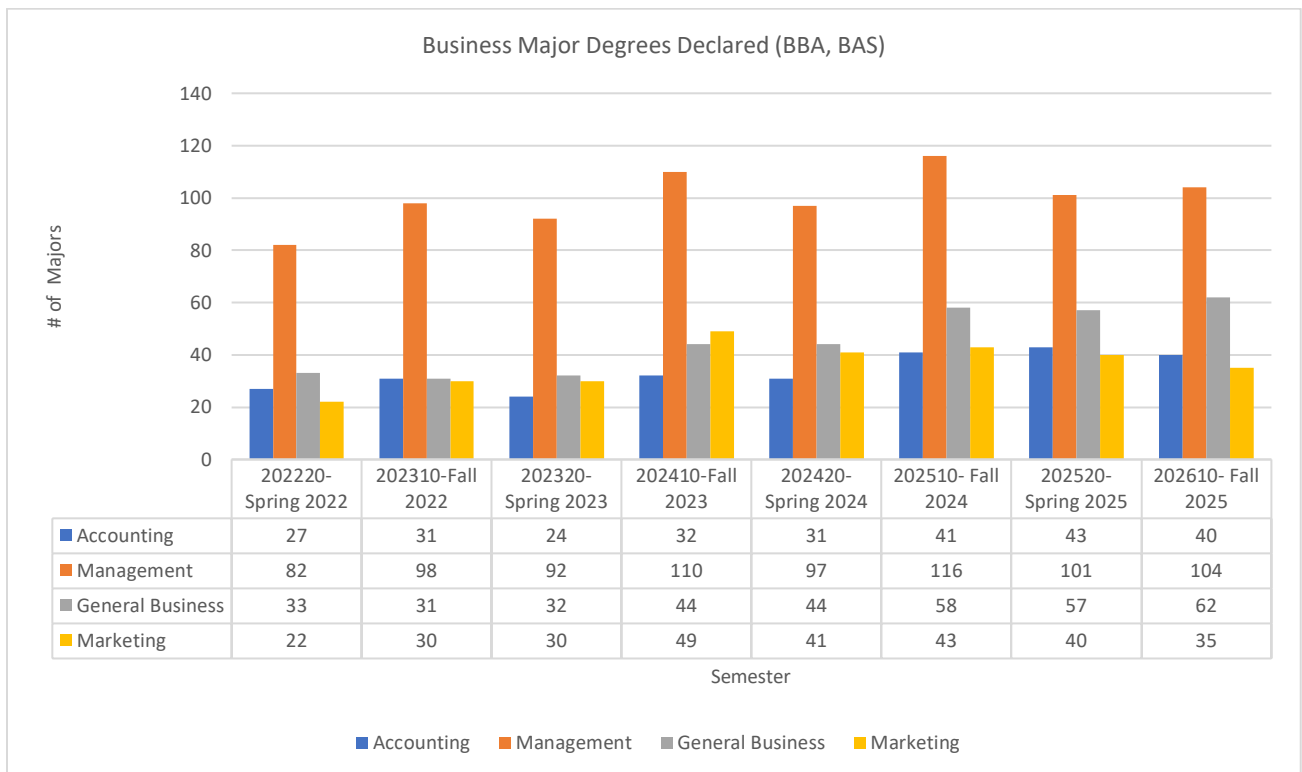
School of Business WNMU Student Achievement Data 2026



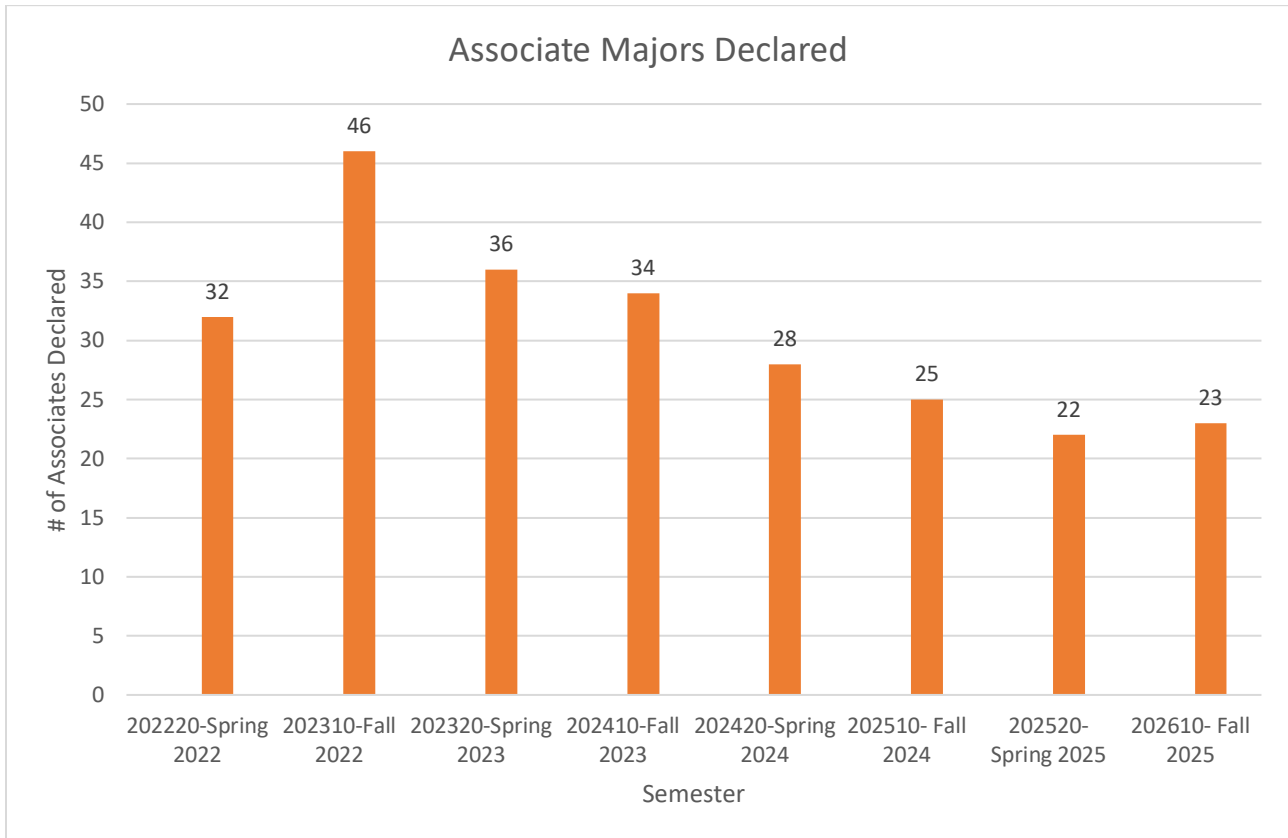
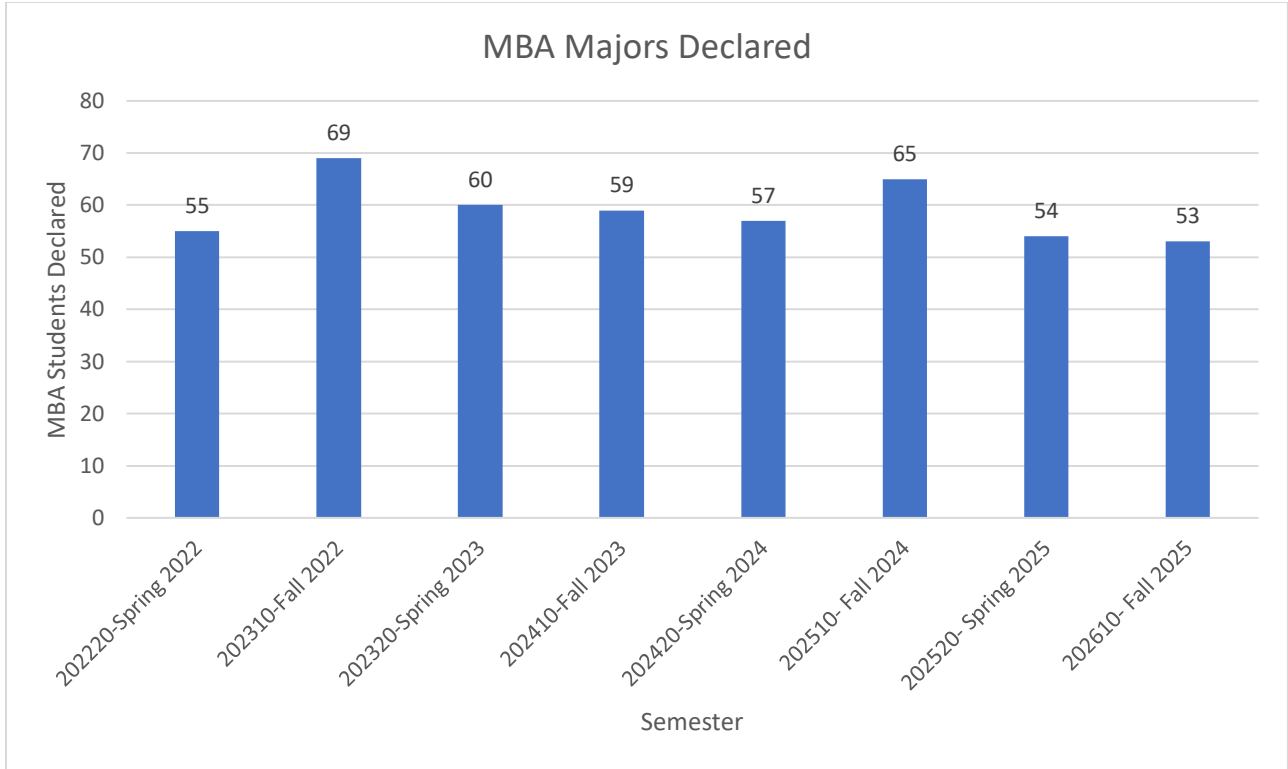
School of Business WNMU Student Achievement Data 2026



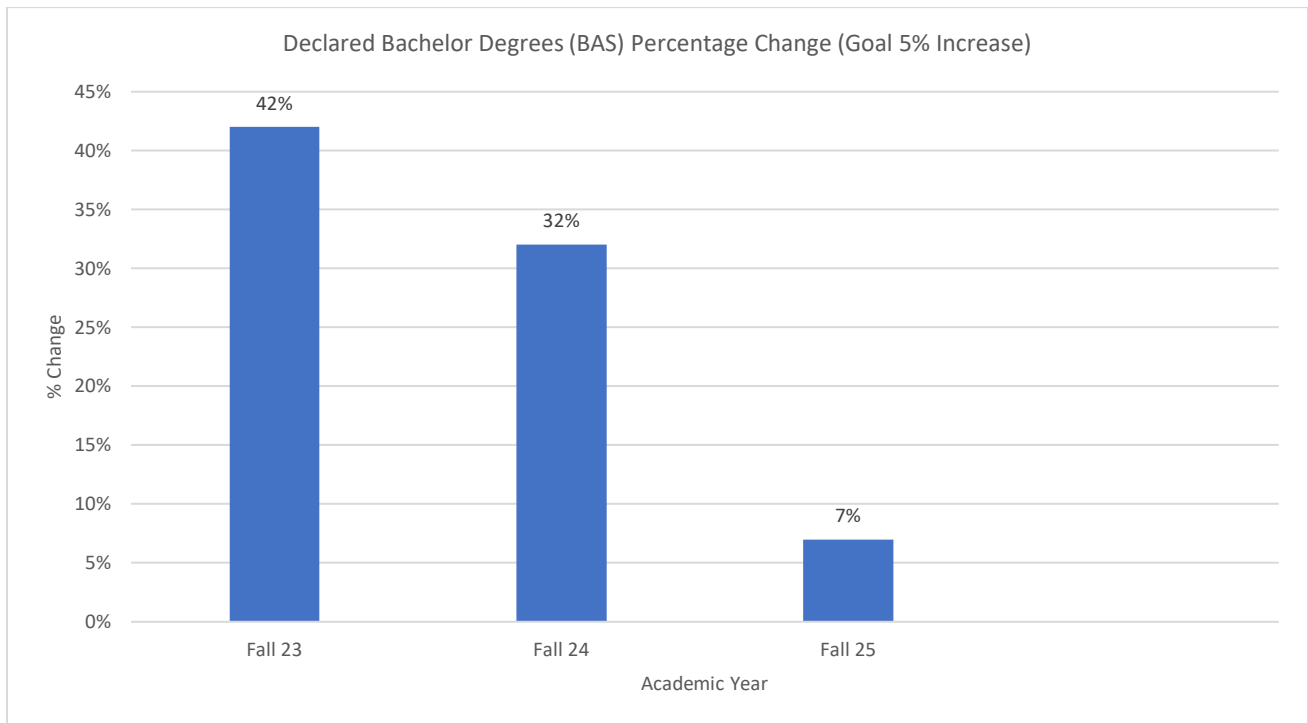
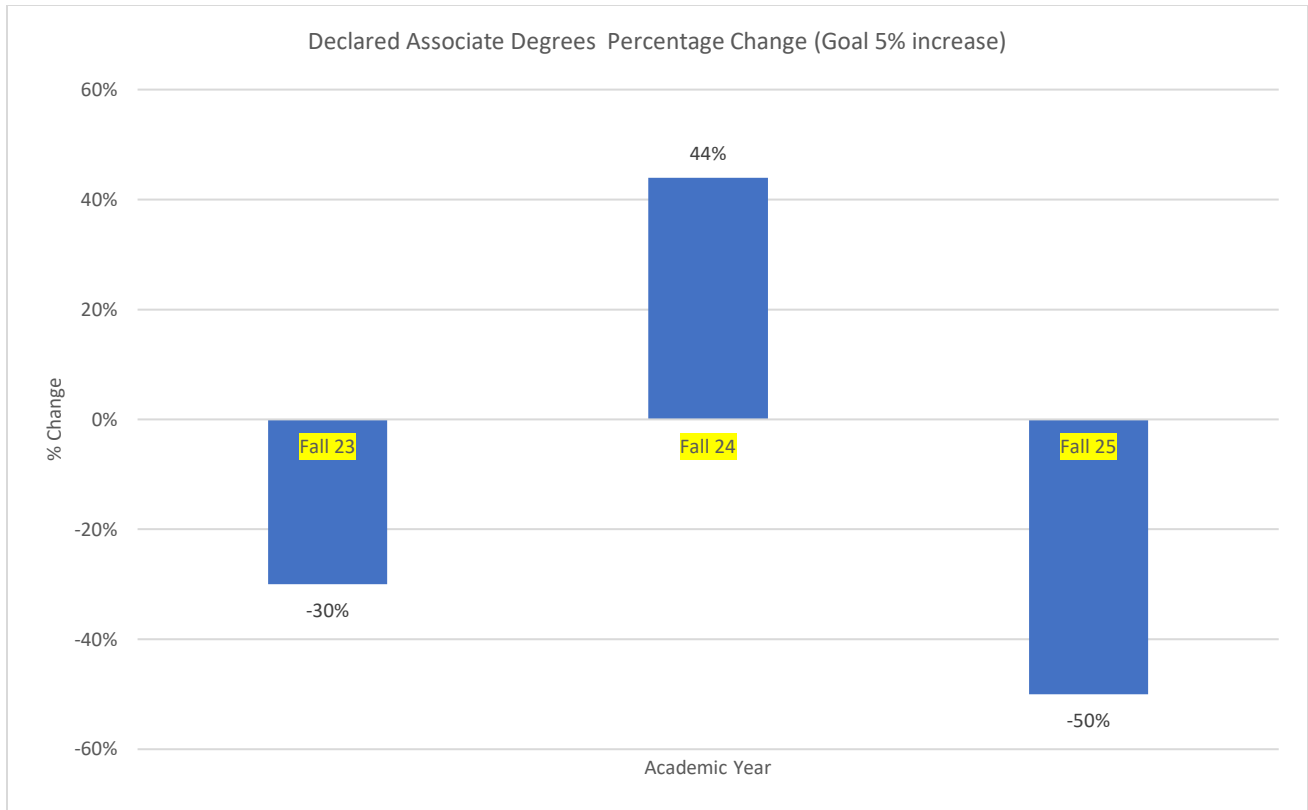
WNMU-School of Business Accredited Programs Enrollment Data



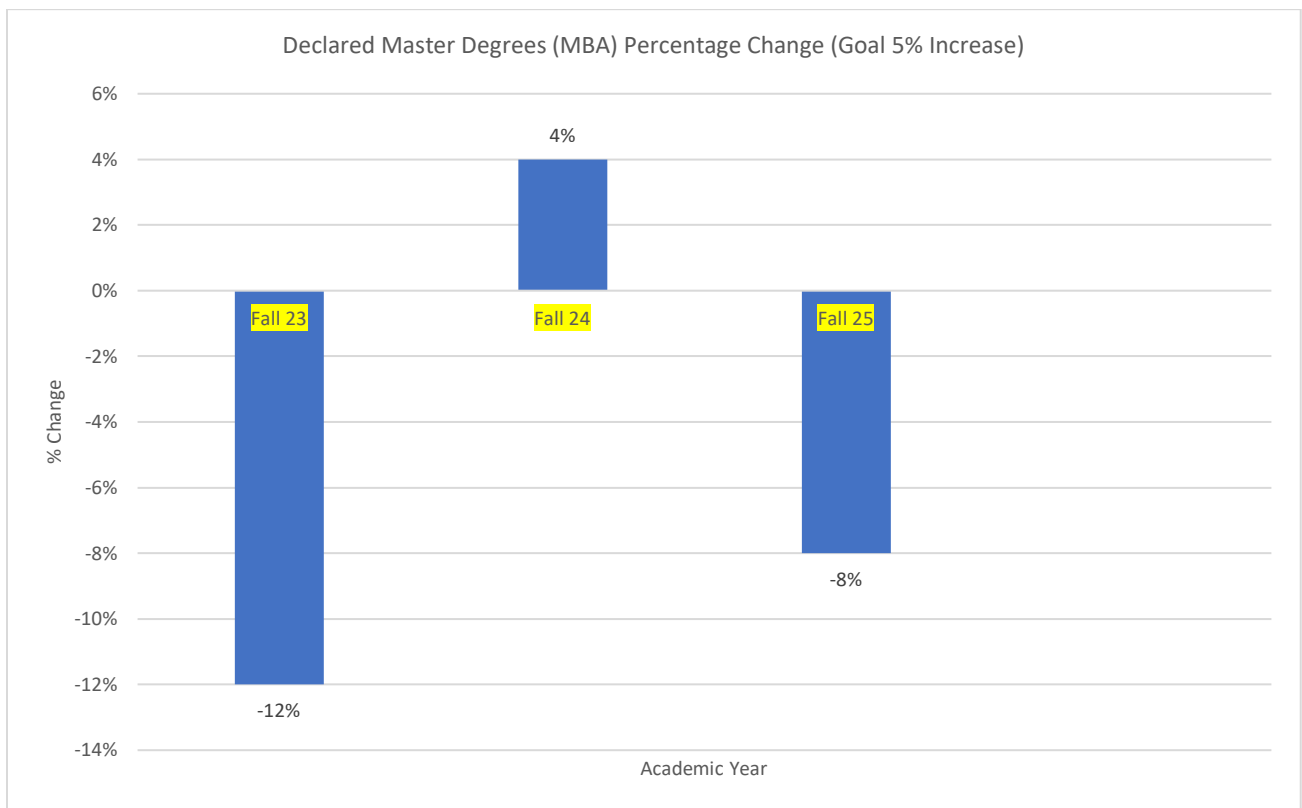
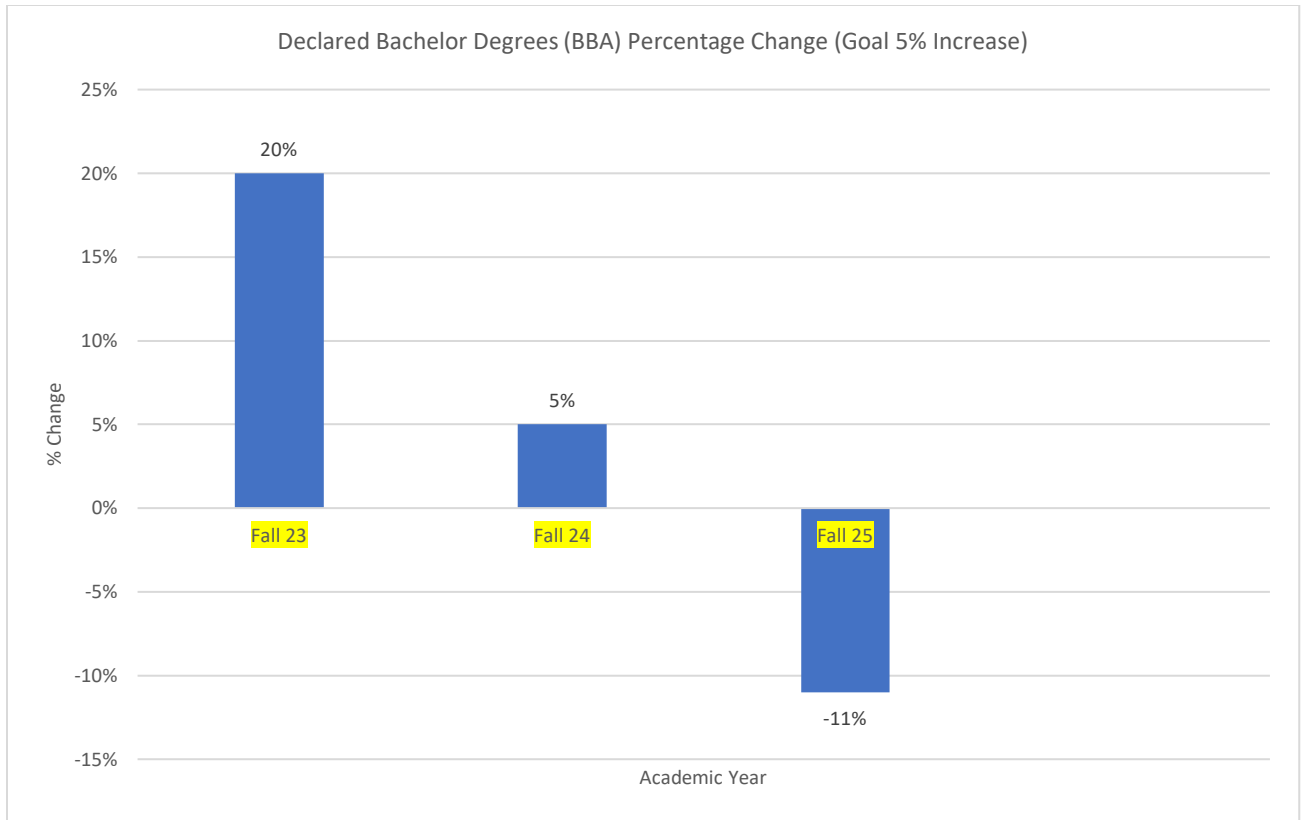
School of Business WNMU Student Achievement Data 2026



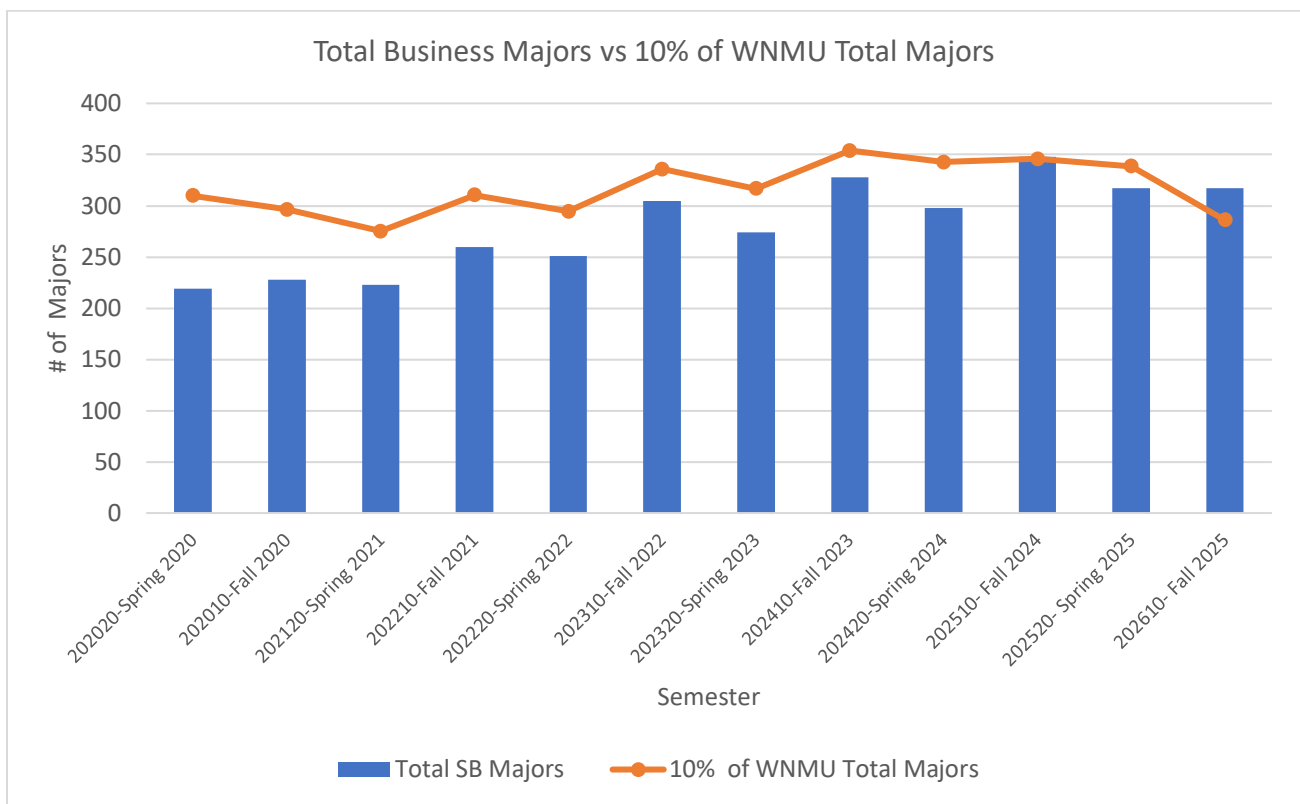
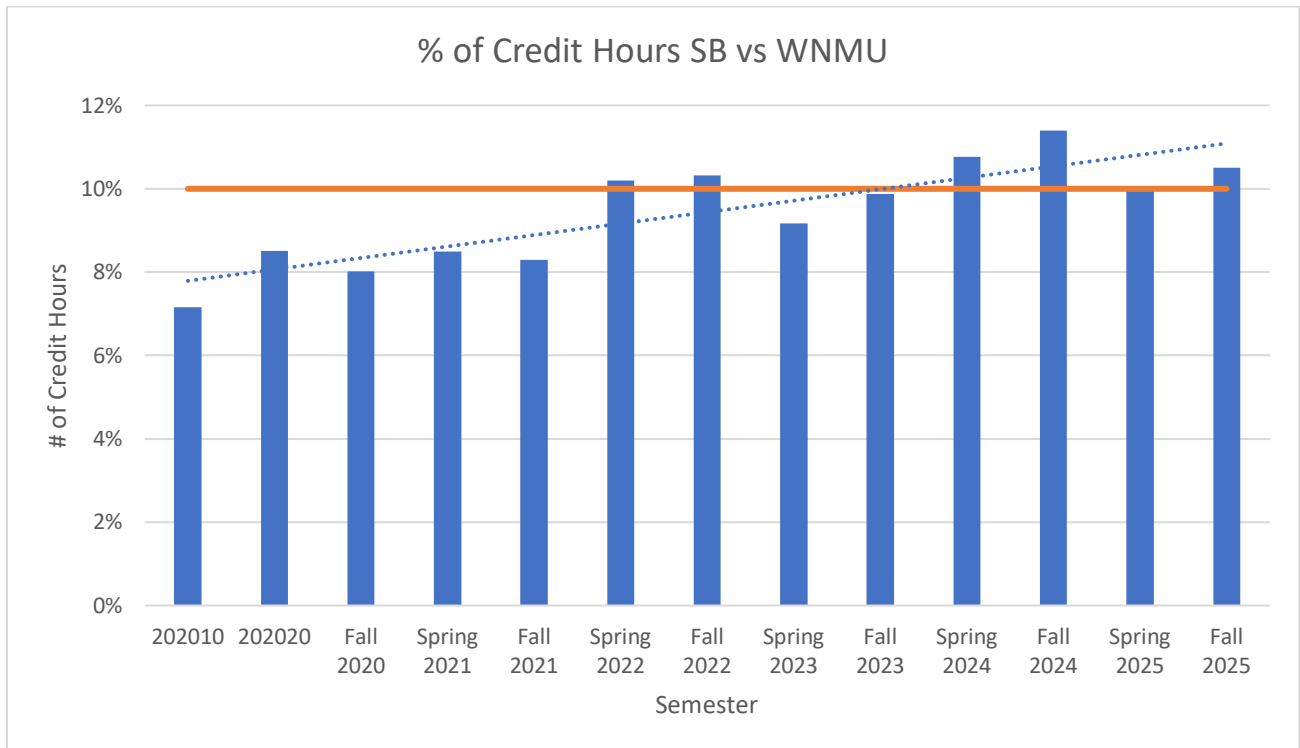
School of Business WNMU Student Achievement Data 2026



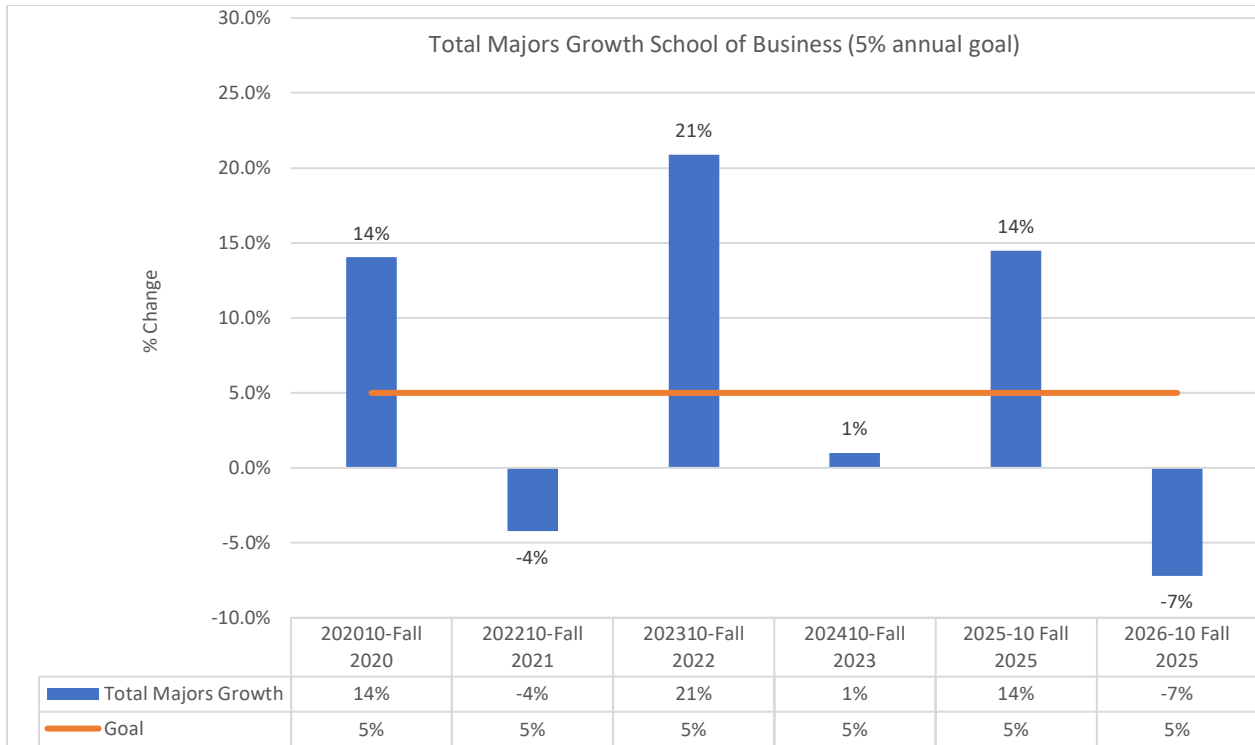
School of Business WNMU Student Achievement Data 2026



WNMU-School of Business Accredited Programs Comparative Data



School of Business WNMU Student Achievement Data 2026



External Analysis Comparison

WNMU- School of Business/ Region 6 Totals

Major Field Test- External Analysis Comparison WNMU- School of Business/ Region 6 Totals	FALL 2022 N=20		SPRING 2023 N=15		FALL 2023 N=10		Spring 24 N=20	FALL 2024 N=23		SPRING 2025 N=20		FALL 2025 N=29		
	WNMU	ACBSP Region 6	WNMU	ACBSP Region 6	WNMU	ACBSP Region 6	WNMU	ACBSP Region 6	WNMU	ACBSP Region 6	WNMU	ACBSP Region 6	WNMU	ACBSP Region 6
Total	71	62	71	64	79	64	74	64	78	64	74	64	80	65
Accounting	65	60	64	61	79	61	73	61	77	61	73	61	83	61
Business Ethics	72	61	71	64	75	64	71	64	76	64	71	64	73	64
Business Finance	77	57	72	60	85	60	81	60	71	60	81	60	81	61
Business Integration and Strategic Management	71	66	75	68	83	67	77	68	76	67	77	68	83	67
Economics	69	58	70	60	74	61	73	60	82	61	73	60	86	63
Economics: Macroeconomics	65	58	71	60	73	60	74	60	83	60	74	60	85	62
Economics: Microeconomics	72	59	69	61	75	62	71	61	81	62	71	61	86	64
Global Dimensions of Business	69	58	68	59	79	60	73	59	81	60	73	59	77	62
Legal Environment of Business	70	65	76	66	83	66	66	66	80	66	66	66	78	65
Management	68	62	71	65	75	65	76	65	78	65	76	65	73	65
Management: Human Resource Management	68	66	68	69	84	70	67	69	87	70	67	69	77	69
Management: Operations/Production Management	66	59	73	62	63	63	82	62	74	63	82	62	68	63
Management: Organizational Behavior	70	61	72	64	78	64	77	64	71	64	77	64	73	63
Marketing	76	65	75	67	82	67	79	67	82	67	79	67	83	68