

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 that prepares students to meet the challenges of both a domestic and globalized business environment."

### School of Business 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."

### School of Business Culture

"The School of Business recognizes, promotes and celebrate a diversified culture based on formal academic rigor and informal social networking."

### 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 open-minded 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  
Assessment Meeting #2 (November 11, 2023)  
*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.

### **Graduate Program Learning Outcomes**

Assessment Meeting #2 (November 11, 2023)

*Changes Approved in Department meeting Nov 2023*

#### **MBA Program Learning Outcomes (MBA-Accredited)**

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.
2. Exhibit leadership and team membership skills needed for coordinating and participating in business management activities.
3. Exhibit effective verbal and non-verbal communication skills at a graduate level.
4. Evaluate and integrate business ethics and corporate social responsibility in the context of a diverse, global/multi-cultural business environment.

## ASSOCIATE IN BUSINESS ADMINISTRATION (AS) PROGRAM LEARNING OUTCOMES

1. Analyze, interpret, and synthesize data to make business related 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 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.

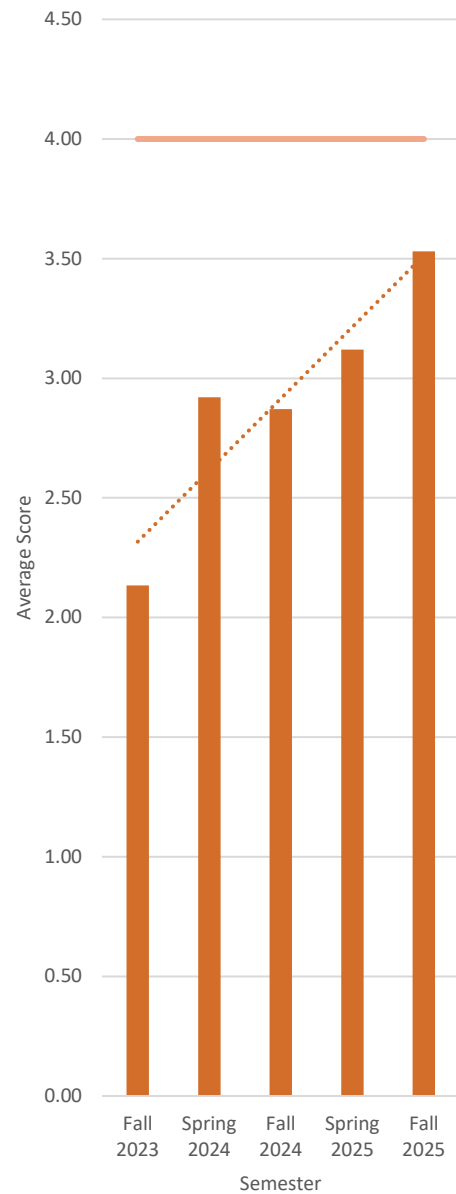


### Action Taken or Improvement made

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



1. Analyze, interpret, and synthesize data to make business related decisions.

Measurable goal	RESULTS												
<p>Students will score an average of 25% improvement (delta) or more, on the pre and post tests, deployed in the Introduction to Business Classes.</p> <p><b>What is your measurement instrument or process?</b>                      Direct, formative, internal, data is built into the curriculum map for the degree and deployed through the Canvas Learning Management System (LMS).</p>	<p>Associate In Business Administration PLO 1. Analyze, interpret, and synthesize data to make business related decisions. Introduction to Business Pre and Post Tests Delta Fall 2023-Fall 2025</p>												
<p><b>Current Results</b></p> <p>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.</p>	<table border="1"> <caption>Average % Change by Semester</caption> <thead> <tr> <th>Semester</th> <th>Average % Change</th> </tr> </thead> <tbody> <tr> <td>Fall 2023</td> <td>~24%</td> </tr> <tr> <td>Spring 2024</td> <td>~18%</td> </tr> <tr> <td>Fall 2024</td> <td>~31%</td> </tr> <tr> <td>Spring 2025</td> <td>~24%</td> </tr> <tr> <td>Fall 2025</td> <td>~23%</td> </tr> </tbody> </table>	Semester	Average % Change	Fall 2023	~24%	Spring 2024	~18%	Fall 2024	~31%	Spring 2025	~24%	Fall 2025	~23%
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<p><b>Analysis of Results</b></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><b>Action Taken or Improvement made</b></p> <p>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.</p>													

2. Synthesize information from Application Disciplines into Business Documents.

**Measurable goal** **RESULTS**

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

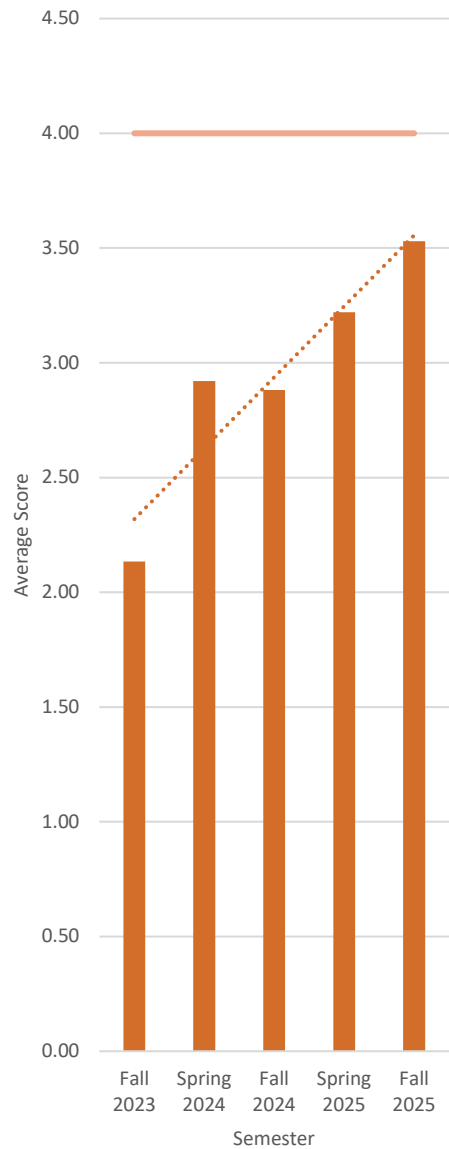
**Analysis of Results**

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.

**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 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 coaching the faculty and identifying courses that are missing assessments.

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



2. Synthesize information from Application Disciplines into Business Documents.

**Measurable goal** **RESULTS**

Students will score an average of 25% improvement (delta) or more, on the pre and post tests, deployed in the Principles of Management 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 to score 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 Principles of Management class met the goal in three out of five periods recorded (60%).

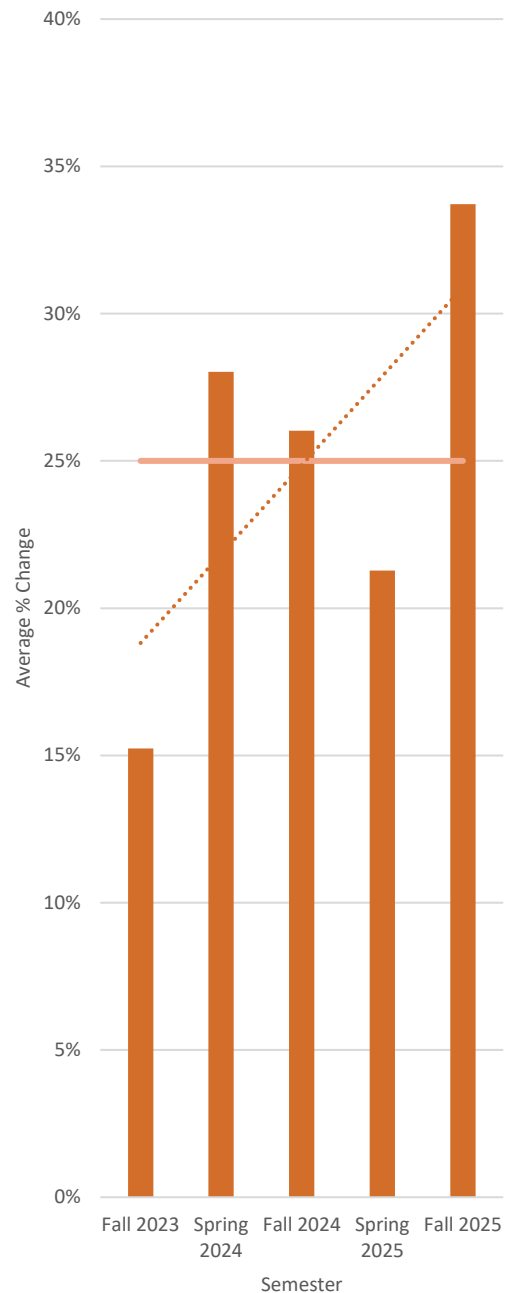
**Analysis of Results**

Students in the Principles of Management classes scored an average of 63% in the pre tests during the first two weeks of the class, and scored on average 89% 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.

Associate in Business Administration PLO  
2. Synthesize information from  
Application Disciplines into Business  
Documents Principles of Management  
Pre and Post Tests Delta Fall 2023-Fall  
2025



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

**Measurable goal** **RESULTS**

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

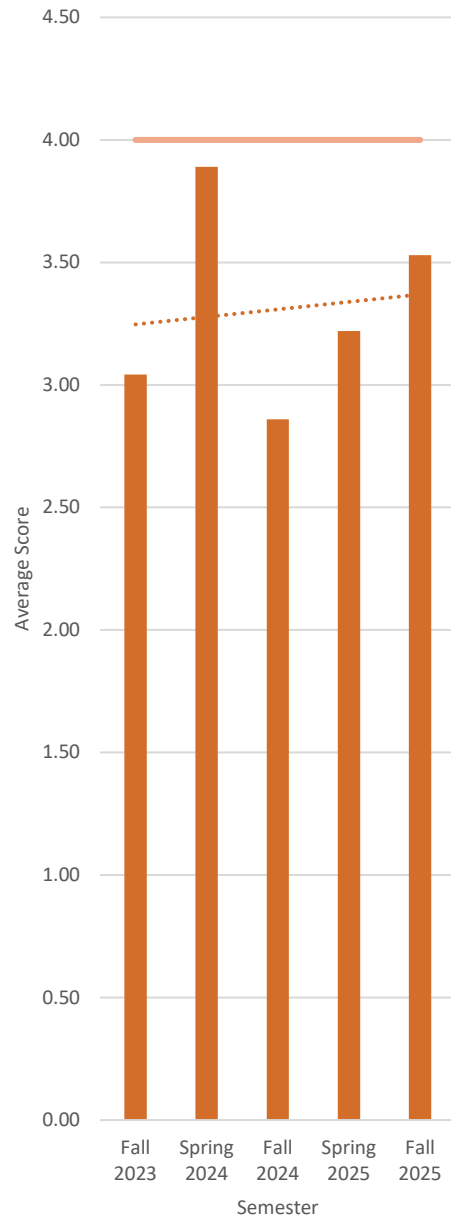
**Analysis of Results**

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 in 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.

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



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

**Measurable goal** **RESULTS**

Students will score an average of 25% improvement (delta) or more, on the pre and post tests, deployed in the Principles of Marketing Classes (Writing Intensive).



**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 to score 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 Principles of Marketing class met the goal in four out of five periods recorded (80%).



**Analysis of Results**

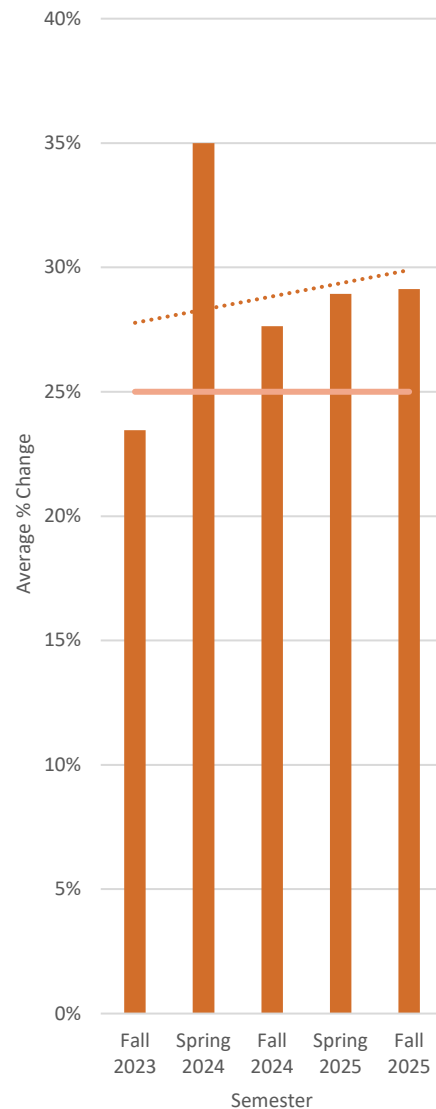
Students in the Principles of Marketing classes scored an average of 63% in the pre tests during the first two weeks of the class, and scored on average 92% during the post test, in the last week of the semester. Students have shown, overall, significant improvements in their scores, with an average of 29% 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.

Associate in Business Administration  
 PLO 3. Exhibit effective oral and written communication skills related to business activities. Principles of Marketing Pre and Post Tests Delta  
 Fall 2023-Fall 2025 (Writing Intensive Class)



## ACCOUNTING BBA PROGRAM LEARNING OUTCOMES

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



### Measurable goal

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 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 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.

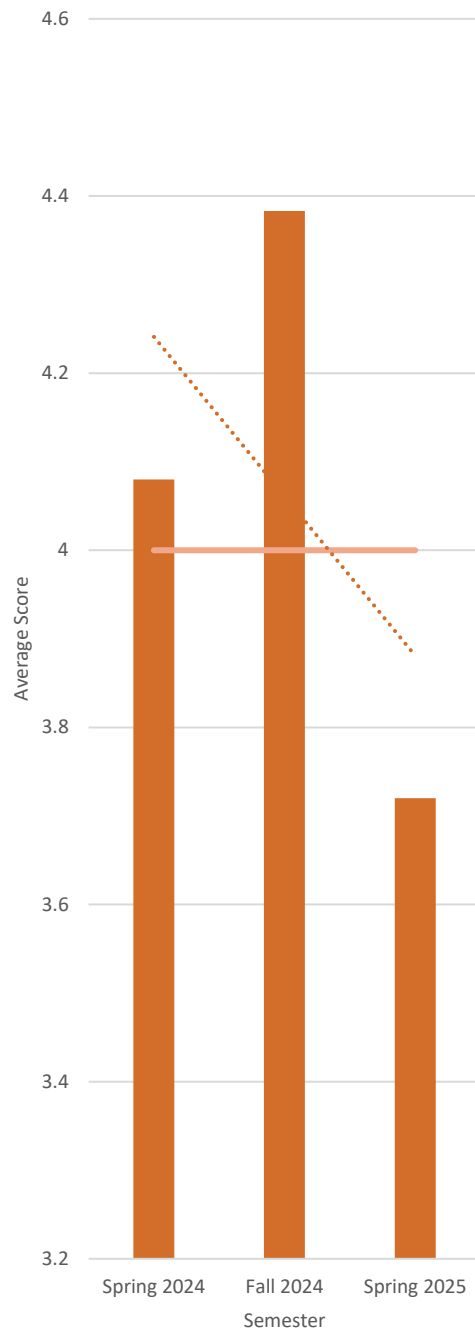


### Action Taken or Improvement made

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.

### RESULTS

BBA Accounting Program Learning Outcome 1. Prepare professional accounting documents.



- 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.

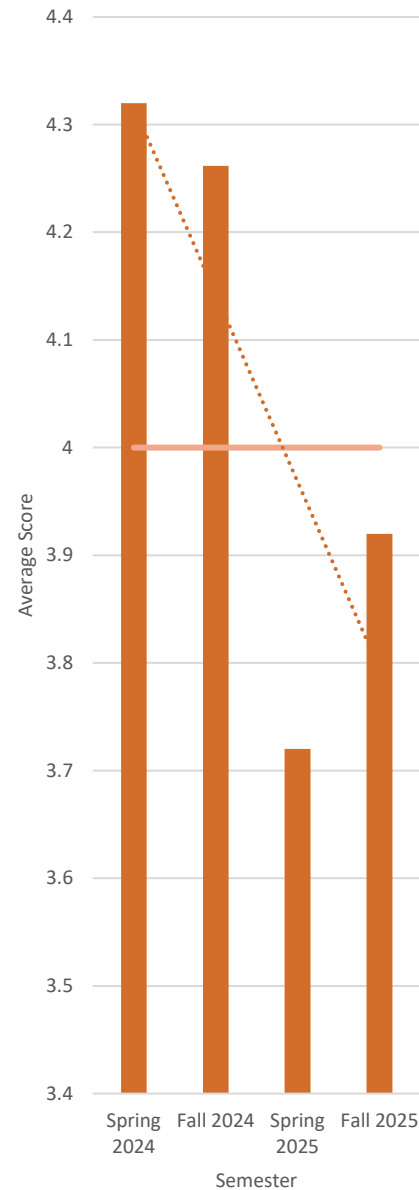


**Action Taken or Improvement made**

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.



**Measurable goal**

Accounting Students will score a delta of 15 % or higher (on average) in the Accounting section of the Major Field Test provided by a third-party vendor (Peregrine) compared to Region 6 ACBSP.



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

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



**Current Results**

The goal of scoring a delta of 15 % or higher (on average) in the Accounting section of the Major Field Test provided by a third-party vendor (Peregrine) compared to Region 6 ACBSP has been achieved in every recorded period. However, there is a negative trend.



**Analysis of Results**

Accounting student’s average delta in the accounting section, was the highest in Spring 2023 and Fall 2025. Review sessions may not have been performed during the semesters with lower scores, due to faculty turnover in the business unit. Average for ACBSP region 6 in the accounting section was 61 average score.

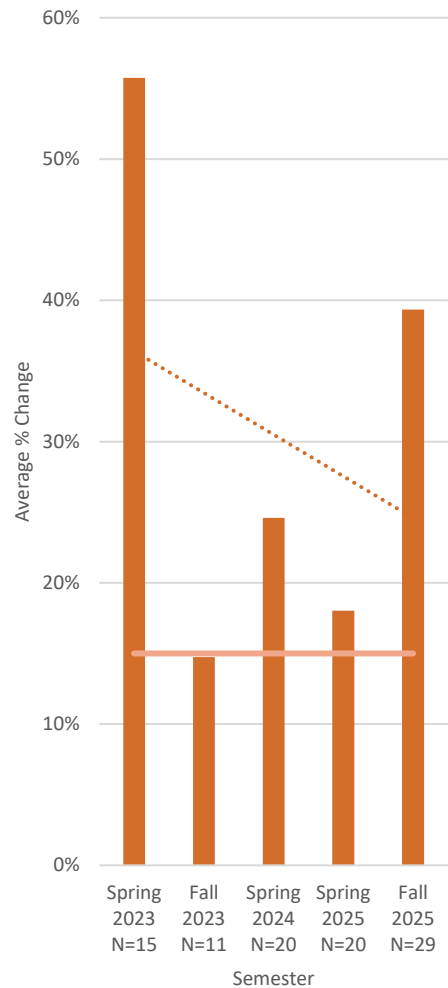


**Action Taken or Improvement made**

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. Exhibit effective oral and written communication skills related to business activities. Peregrine Major Field Test Accounting Section (Accounting Majors Only) and Compared to ACBSP Region 6. \*No accounting graduates in Fall 2024



3. Identify and apply accounting standards.

**Measurable goal** **RESULTS**

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.

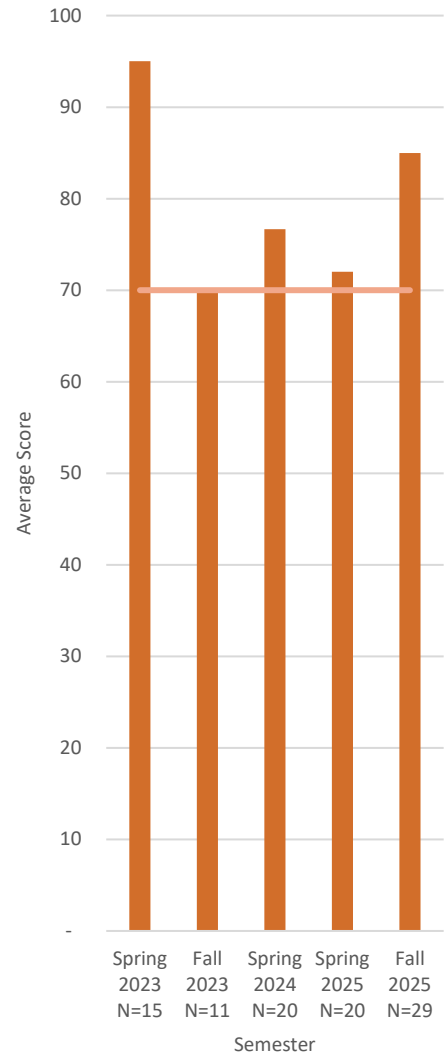
**Analysis of Results**

Student average score is 80, the highest two scores were obtained in Spring 2023 and Fall 2025. Review sessions may not have 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.

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 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.

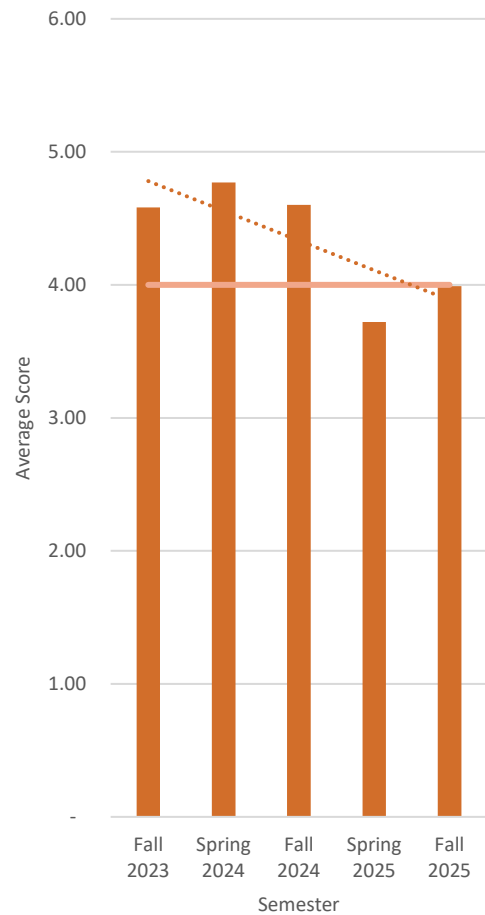


**Action Taken or Improvement made**

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.

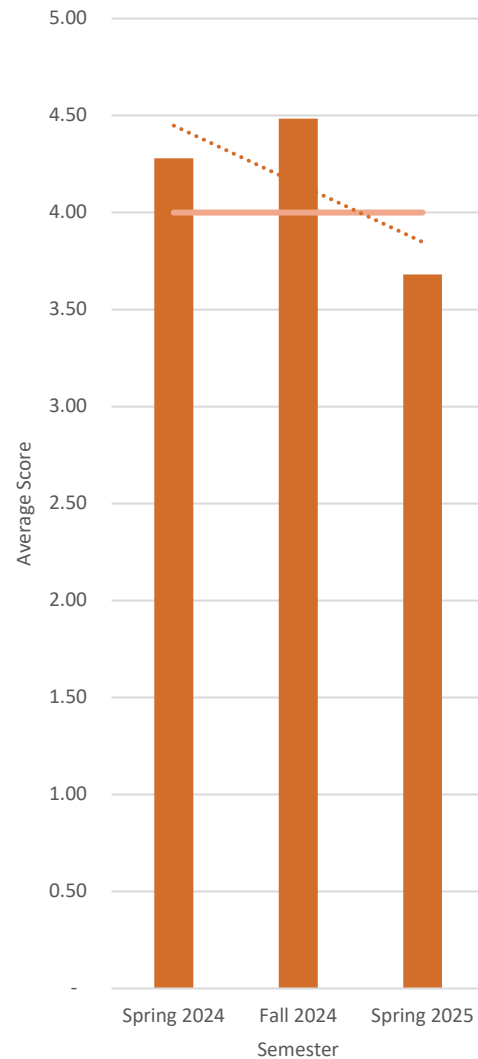
**Analysis of Results**

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.



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

**Measurable goal** **RESULTS**

Students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (specifically on the Strategic Analysis and Planning 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 or higher (average score) on the Strategic Analysis and Planning section was not reached in any of the three semesters of recorded data. The highest score was in the academic year 23-24 with an average score of 30.



**Analysis of Results**

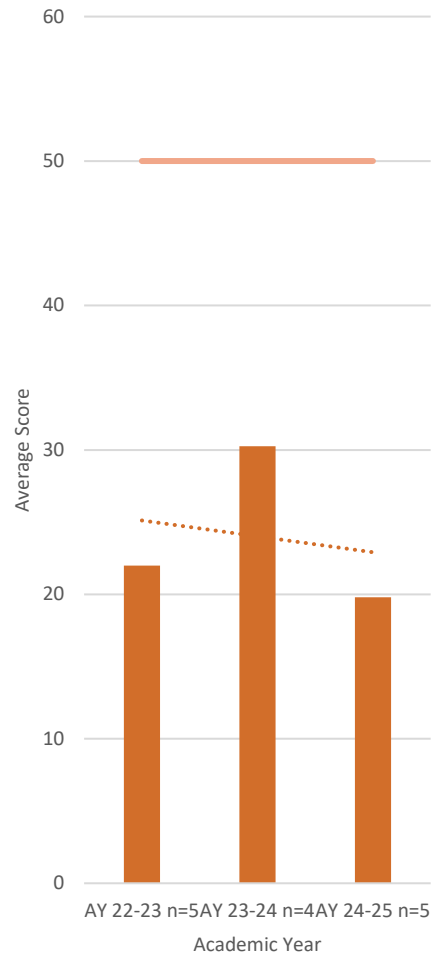
Students did not reach the goal and there is a negative trend with the results. The scores in most recent three semesters show uneven results, with some semester having zero accounting students graduating. This caused the merging of the semesters into academic years, to give continuity to the data points.



**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 Accounting Program Learning Outcome 5. Strategic Analysis and Planning Business Simulation (Accounting Majors)



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



**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.

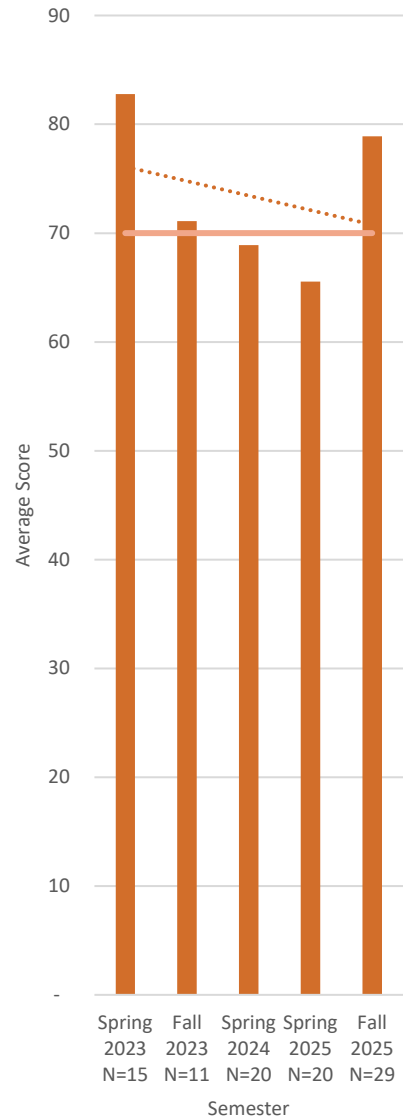


**Action Taken or Improvement made**

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 have 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

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 scored 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.

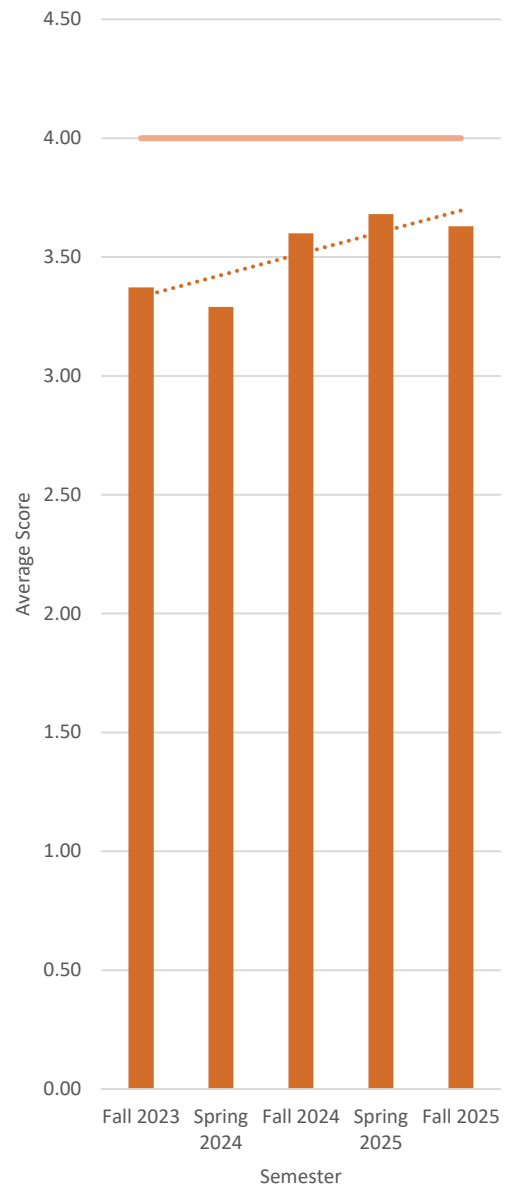


### Action Taken or Improvement made

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



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



**Measurable goal**

General Business Students will score a delta of 15 % or higher (on average) in the final score section of the Major Field Test provided by a third-party vendor (Peregrine) compared to Region 6 ACBSP.



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

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



**Current Results**

The goal of scoring a delta of 15 % or higher (on average) in the final score section of the Major Field Test provided by a third-party vendor (Peregrine) compared to Region 6 ACBSP has been achieved 80% of the time. However, there is a negative trend.



**Analysis of Results**

General Business student’s average delta in the final score section was the highest in Spring 2023 and Spring 2025. Total average over five semesters was 17%. Review sessions may not have been performed during the semesters with lower scores, due to faculty turnover in the business unit. Average scores were 64 for ACBSP region 6 during these semesters.

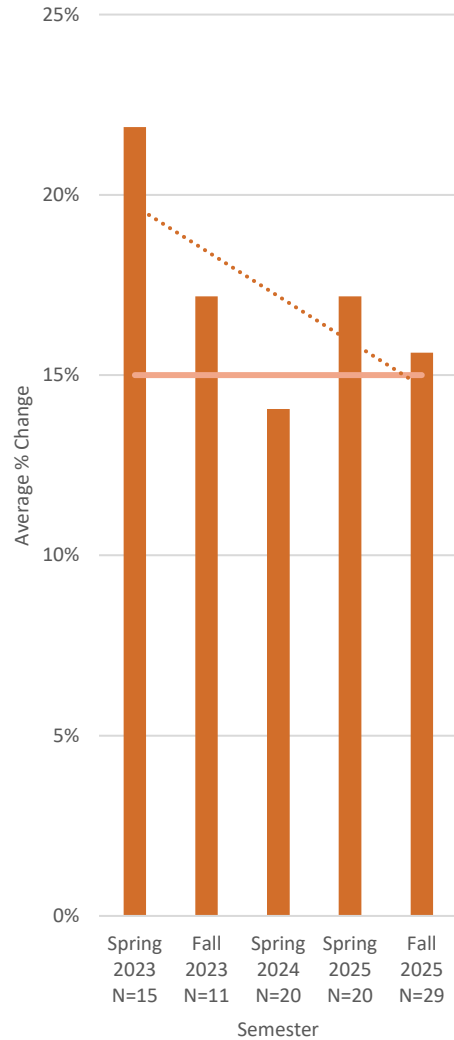


**Action Taken or Improvement made**

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 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**

BAS General Business Program Learning Outcome 1. Peregrine Major Field Test Final Score (General Business Majors Only) Compared to ACBSP Region 6.



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



**Measurable goal**

General Business 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 during the Capstone course (BSAD 497).



**Current Results**

The goal of scoring 70 (average score) or higher was achieved in every semester recorded (100% of the time). The General Business students' results are up from the previous QA Report (80% of the time). However, the average score trend is a decreasing one. The five-semester average score for General Business students is 75, which remains unchanged from the previous QA Report.



**Analysis of Results**

General Business majors, scored above the goal 100% of the time, which is up from the previous QA Report (80%). The School of Business uses the Major Field Tests one of the primary assessment tools. With the systematic engagement shown by the faculty leading the General Business degree we have noticed improvement and consistency in the results from the students. 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.

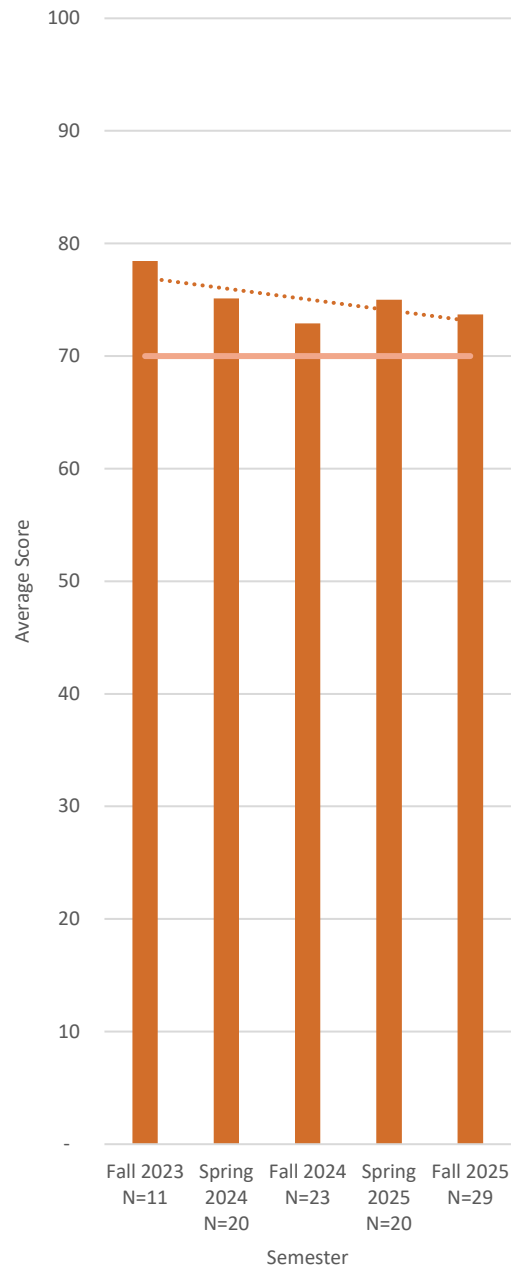


**Action Taken or Improvement made**

Continue using the Major Field Test and provide discipline specific reviews at the beginning and ending of the BSAD 497 class. A full-time faculty for the General Business program was hired in Spring 2022, and continues to work in the business unit, now as co-champion for accreditation. This engagement may be part of the improvements in the student scores. Outbound exam results need to be used, in combination with the recently introduced entrance exam, as well as with other methods of assessment. 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**

BAS General Business. Program Learning Outcome 1. Total Score Peregrine Major Field Test (General Business Majors)



- 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.



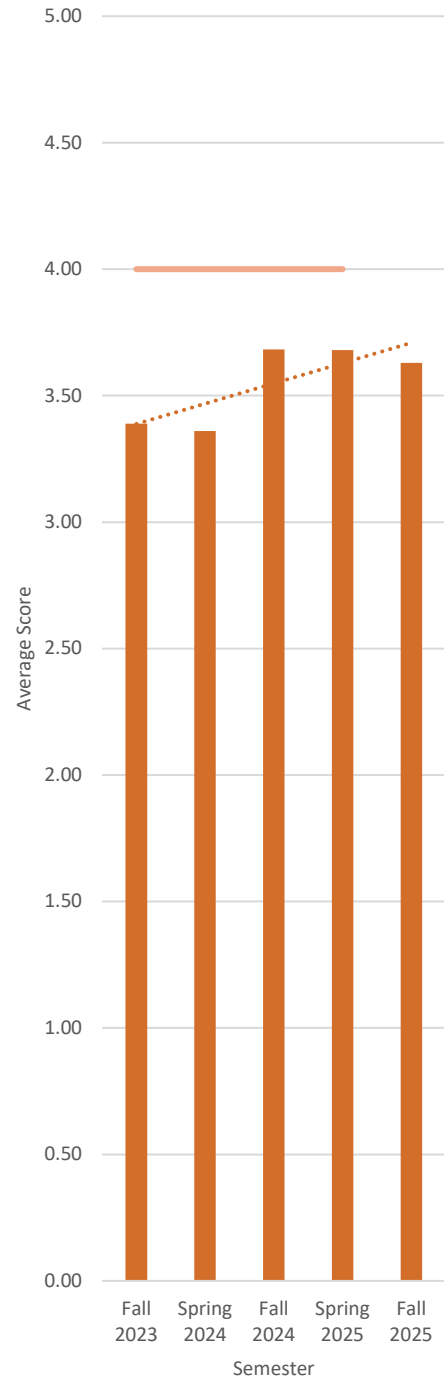
**Action Taken or Improvement made**

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.



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



**Measurable goal**

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



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

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



**Current Results**

The goal of scoring 50 (average score) or higher was not met in any of the three academic years recorded. The General Business students exhibit a rising trend in scoring but remain on an average of 38 average score. The student's four semester average score was 54 in the previous QA Report.



**Analysis of Results**

Students didn't score above the goal in any of the periods recorded, however there is a positive trend with the most recent reaching 49 average score.

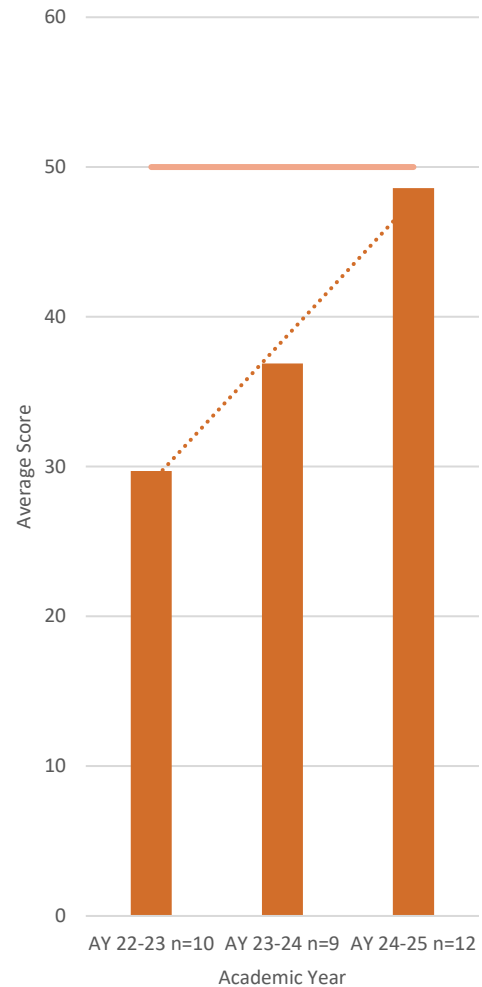


**Action Taken or Improvement made**

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**

BAS General Business. Program Learning Outcome 2. Financial Management Section - Business Simulation (General Business Majors)



- 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.

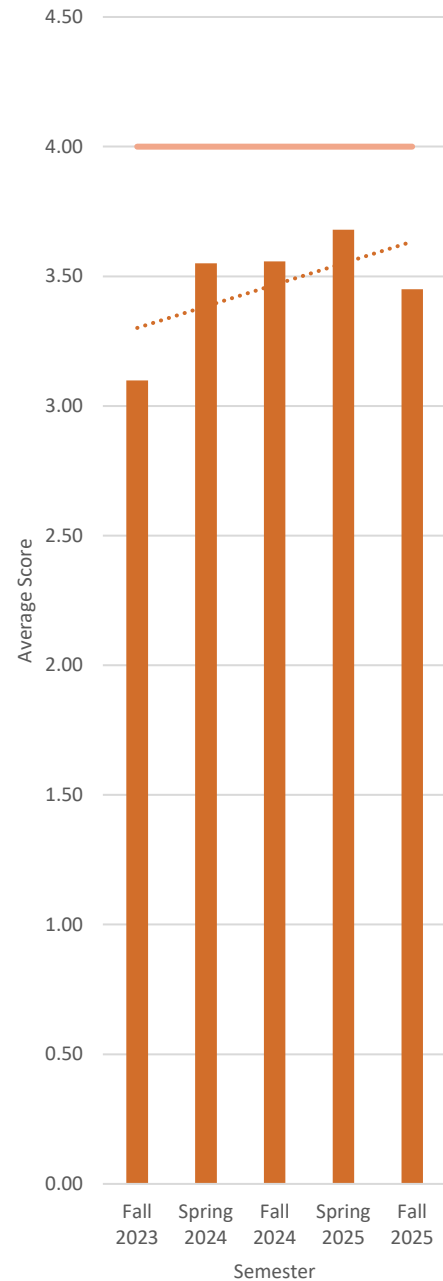


**Action Taken or Improvement made**

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 indicates 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 3. Apply business ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.



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



**Measurable goal**



**RESULTS**

General Business students will score above an average of 50 on a Business Simulation provided 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 only in two out of the recorded periods. General Business students reached the goal two of the three academic years of recorded data (66%), down from 100% achieved last QA Report. The average score for the General Business students is 54, down from 64, in the previous report.



**Analysis of Results**

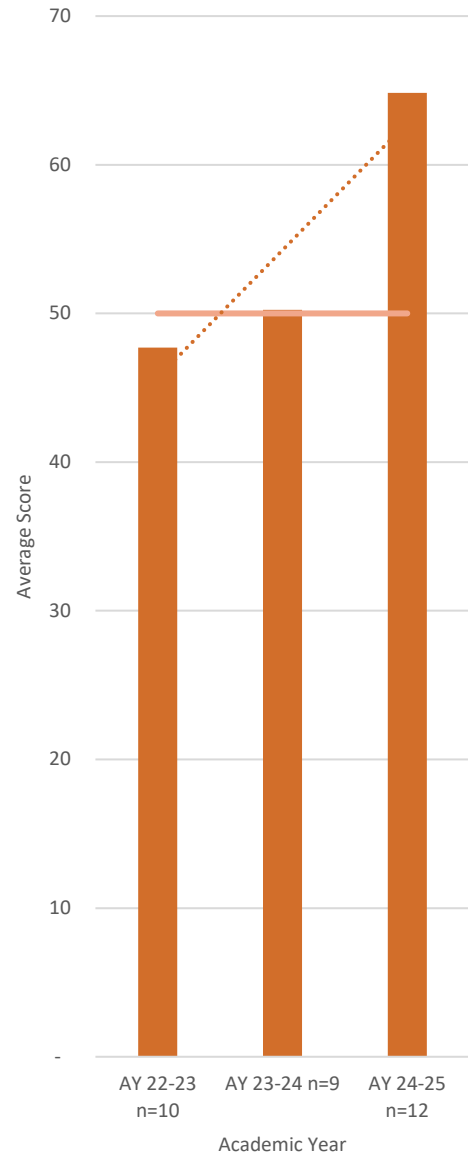
There is a positive trend in the data. The trend needs to be observed longer, for consistency, since the results were better in the previous QA report. The results also need to be evaluated in the context of the assessment of other several areas, such as leadership skills, teamwork and analytical skills,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



**Action Taken or Improvement made**

The School of Business needs 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 that are missing assessments and opportunities to add these to their courses.

BAS General Business. Program Learning Outcome 3. Corporate Social Responsibility Section Business Simulation (General Business Majors)



- 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 was 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 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.

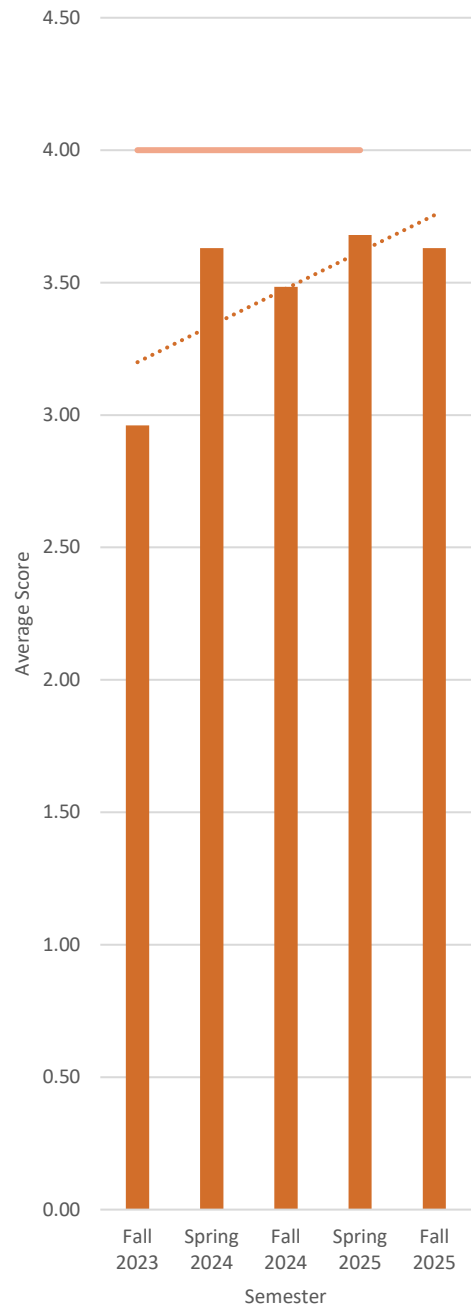


**Action Taken or Improvement made**

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 indicates 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 and opportunities to add these to their courses.

**RESULTS**

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



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



**Measurable goal**

General Business students will score above an average of 50 on a business simulation provided by a third-party vendor (McGraw Hill) (specifically in the Strategic Analysis and Planning section).



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

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



**Current Results**

The goal of scoring 50 (average score) or higher was not met in any of the three academic years recorded. The General Business students exhibit a rising trend in scoring but remain on an average of 32 average score. The student's four semester average score was 38 in the previous QA Report.



**Analysis of Results**

Students didn't score above the goal in any of the periods recorded, however there is a positive trend with the most recent reaching 38 average score.

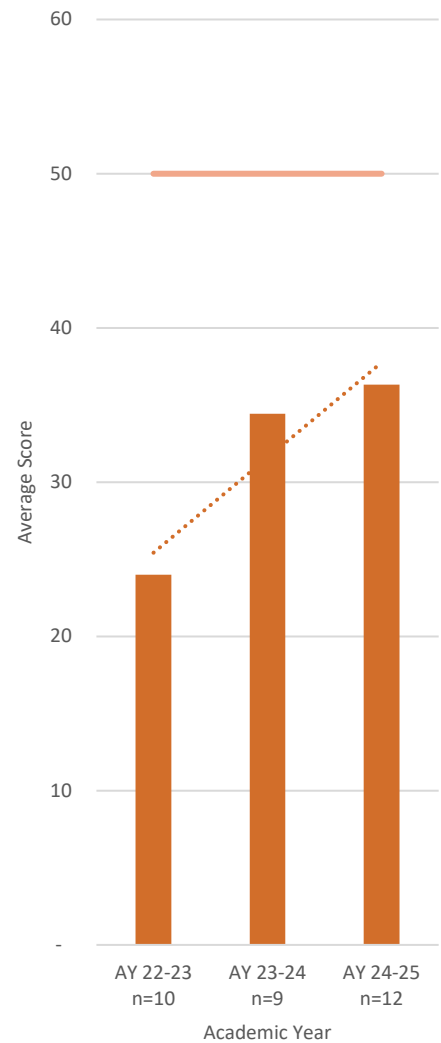


**Action Taken or Improvement made**

The School of Business needs 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**

BAS General Business. Program Learning Outcome 4. Strategic Analysis and planning Business Simulation (General Business Majors)



- 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.

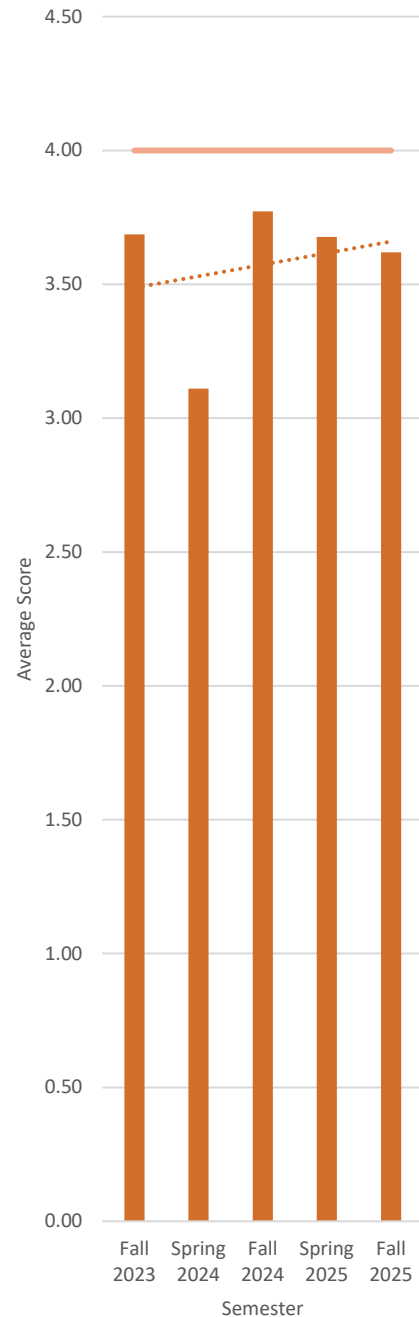


**Action Taken or Improvement made**

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 indicates 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

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 show a positive effect in adding more specific coursework to the BBA.

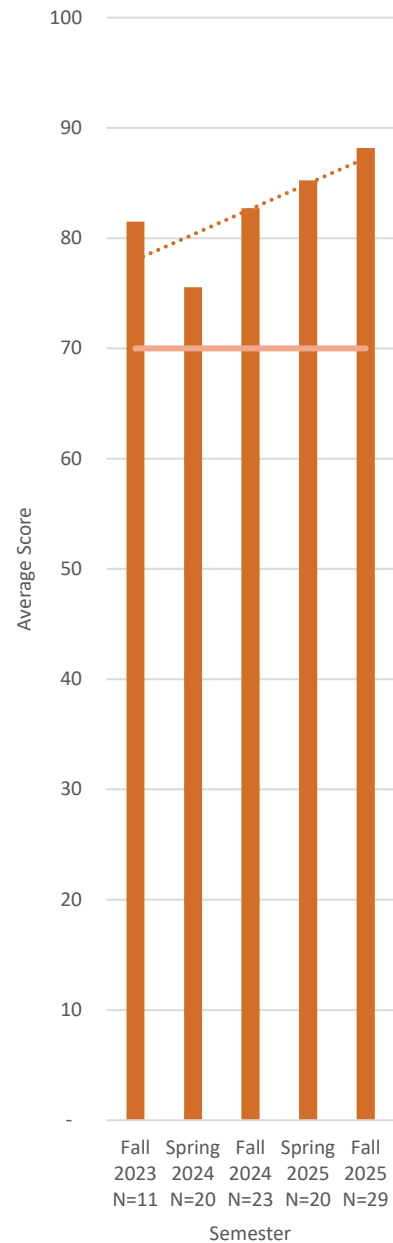


### Action Taken or Improvement made

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 have been implemented in recent years.

## RESULTS

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.



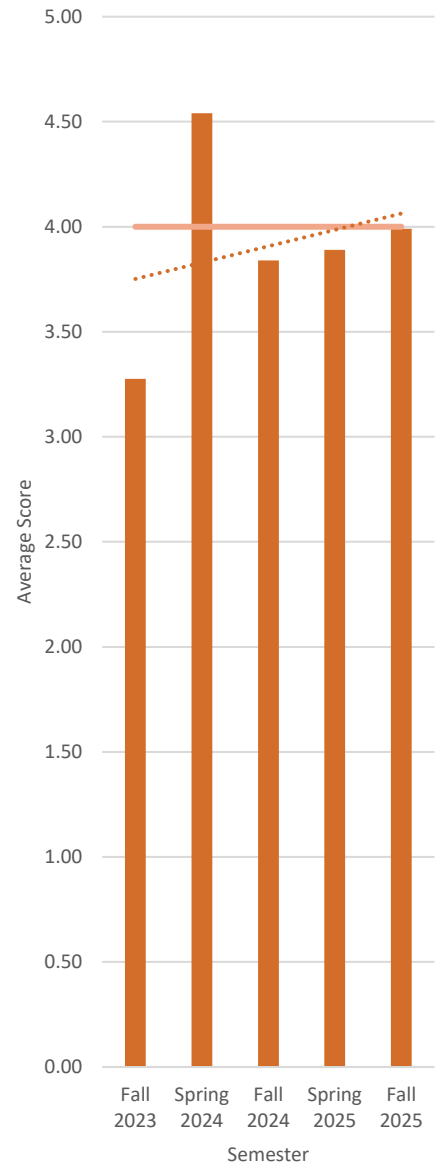
**Action Taken or Improvement made**

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.



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



**Measurable goal**

Management Students will score a delta of 15 % or higher (on average) in the Management section of the Major Field Test provided by a third-party vendor (Peregrine) compared to Region 6 ACBSP.



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

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



**Current Results**

The goal of scoring a delta of 15 % or higher (on average) in the Management section of the Major Field Test provided by a third-party vendor (Peregrine) compared to Region 6 ACBSP has been achieved 100% of the time. However, there is a negative trend.



**Analysis of Results**

Management student’s average delta in the final score section, was the highest in Fall 2023 and Fall 2024. Total average over five semesters was 24%. The lowest semester was 17 % in Spring 2024, which still achieved the goal. Average scores were 65 for ACBSP region 6 during these semesters.

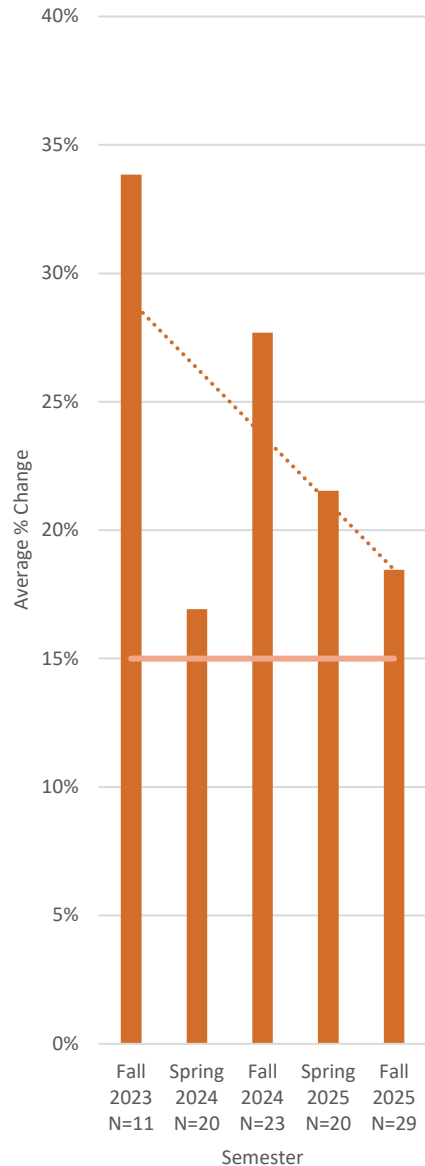


**Action Taken or Improvement made**

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 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 Management Program  
Learning Outcome 1. Peregrine  
Major Field Test Final Score  
(Management Majors Only)  
Compared to ACBSP Region 6.



- 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 several other areas, such as leadership skills, teamwork and analytical skills, for consistency in the courses and bettering of the scores.

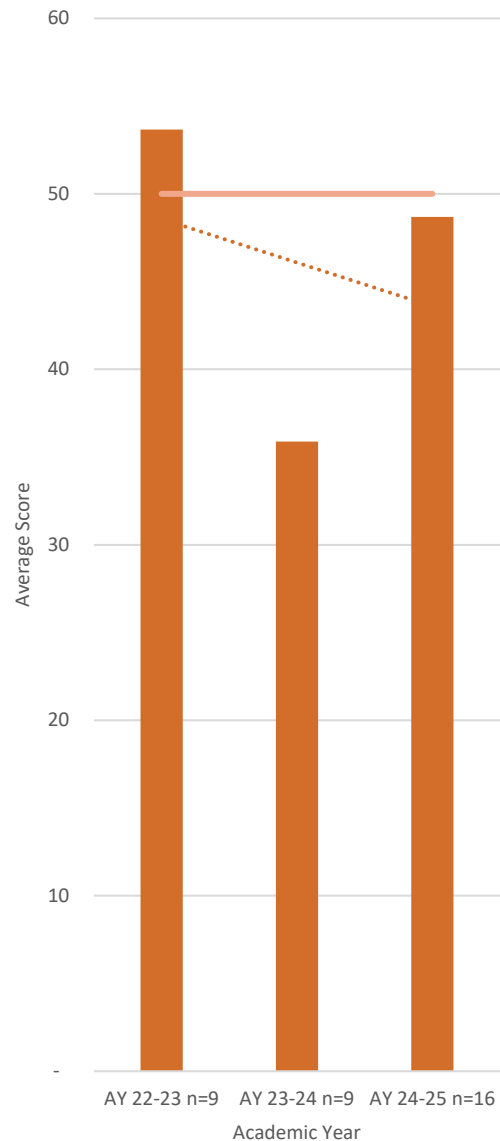


**Action Taken or Improvement made**

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)



2. 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.

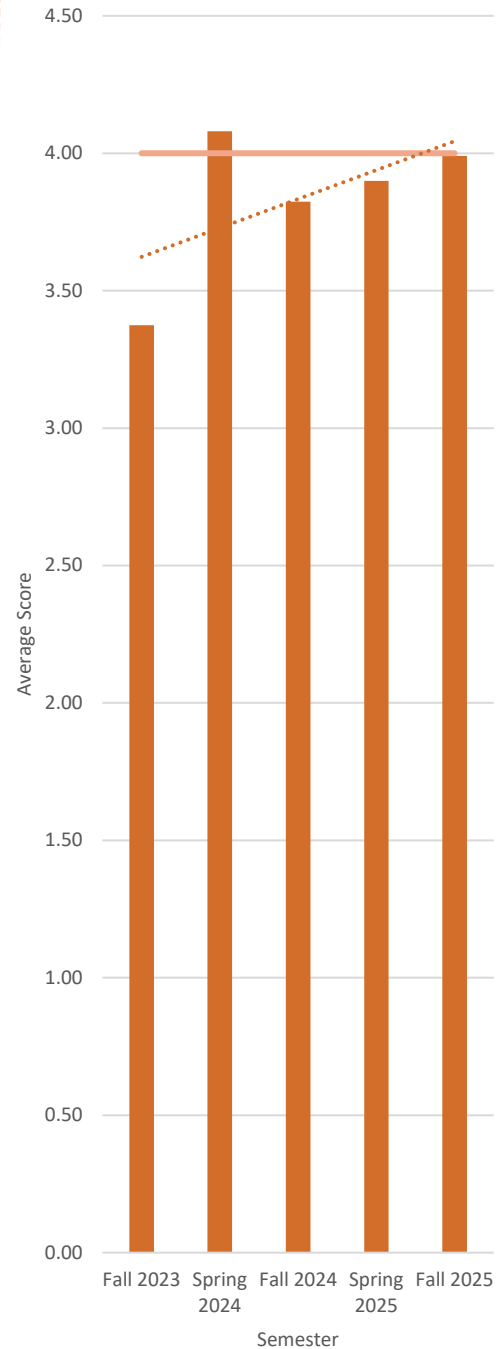


**Action Taken or Improvement made**

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 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 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 have shown a positive effect in adding more specific coursework to the BBA.

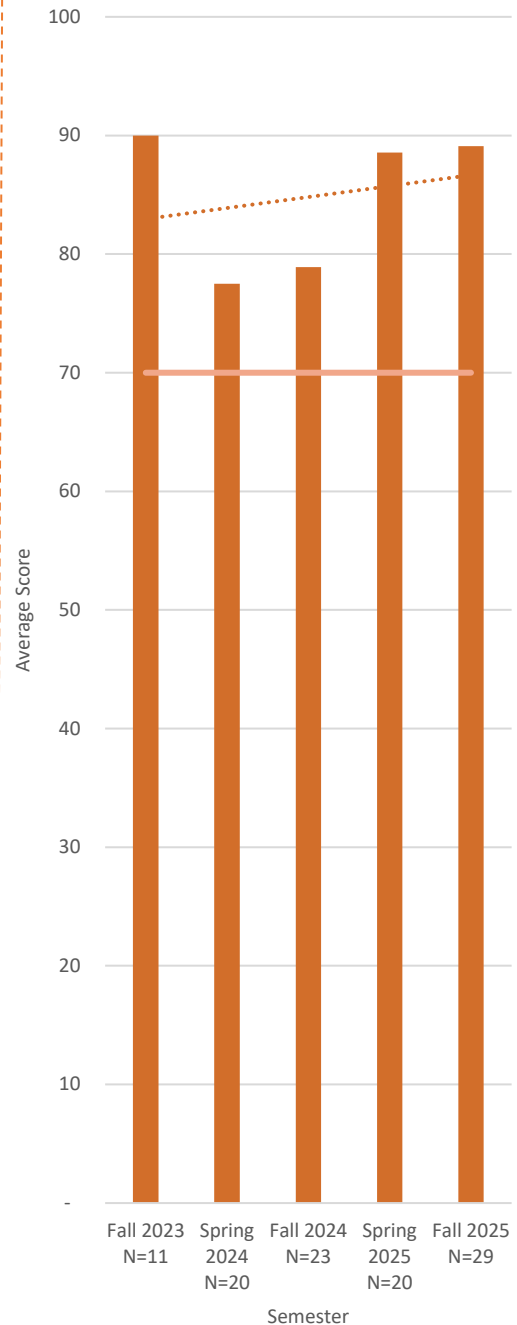


**Action Taken or Improvement made**

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 have 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.

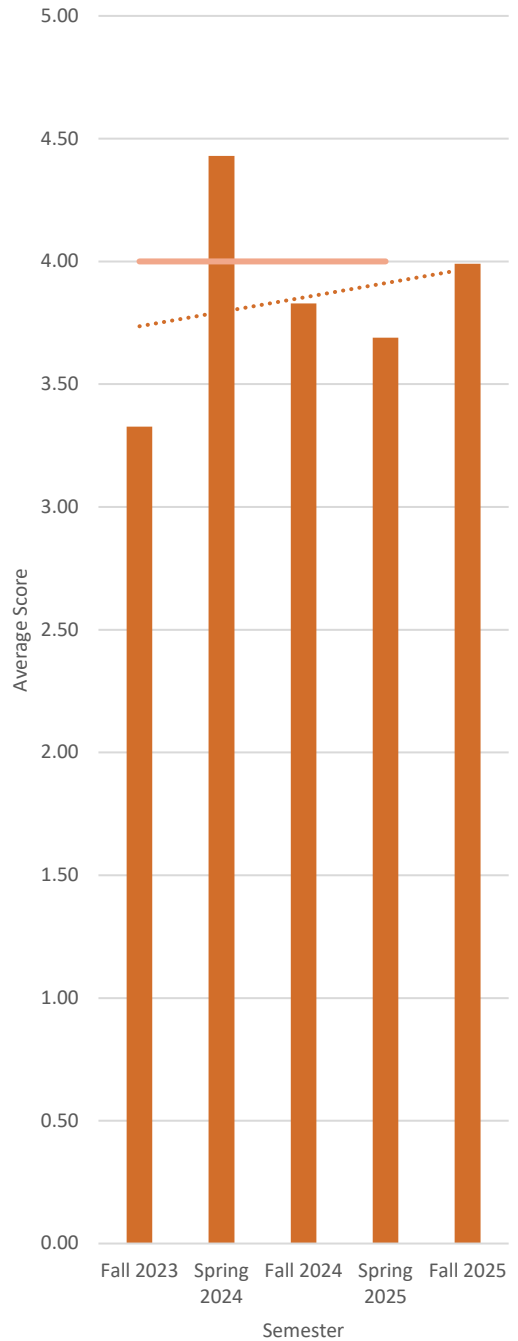
**Analysis of Results**

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.



3. Synthesize information from applicable disciplines into management concepts.



**Measurable goal**

Management Students will score a delta of 15 % or higher (on average) in the business integration and strategic management areas of the Major Field Test provided by a third-party vendor (Peregrine) compared to Region 6 ACBSP.



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

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



**Current Results**

The goal of scoring a delta of 15 % or higher (on average) in the business integration and strategic management areas of the Major Field Test provided by a third-party vendor (Peregrine) compared to Region 6 ACBSP in the business integration and strategic management area have been achieved only once in the recorded periods.



**Analysis of Results**

Management student's average delta in the business integration and strategic management section, was the highest in Fall 2023 and didn't accomplish the goal after that. There was zero % change in Fall 2025 between Region 6 and WNMU-SB Management students. Review sessions may not have been performed consistently during the semesters with lower scores, or when the class is taught online due to faculty turnover in the business unit. Average for ACBSP region 6 in the business integration and strategic management area was 68 average score.

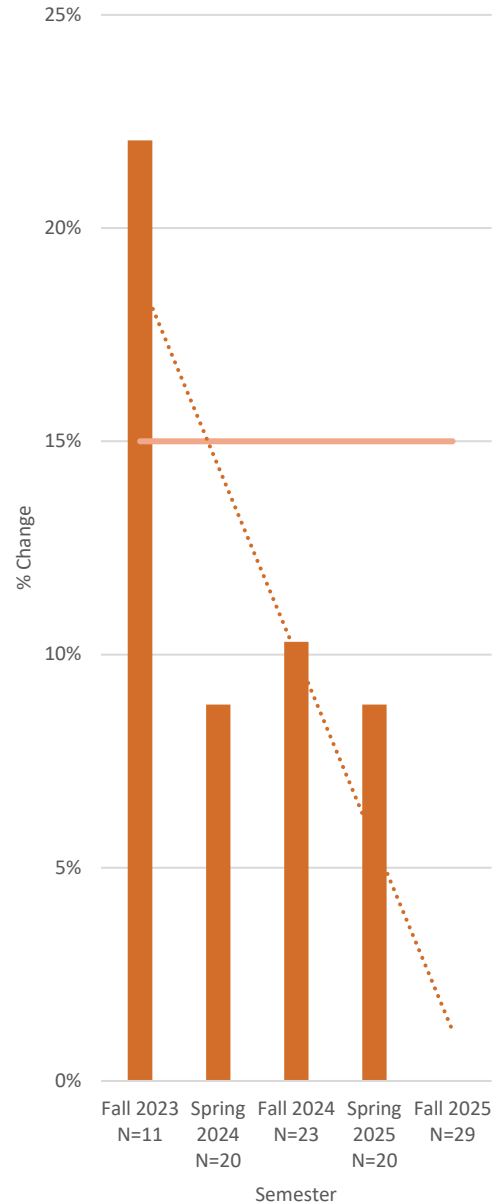


**Action Taken or Improvement made**

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



- 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 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 make 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.

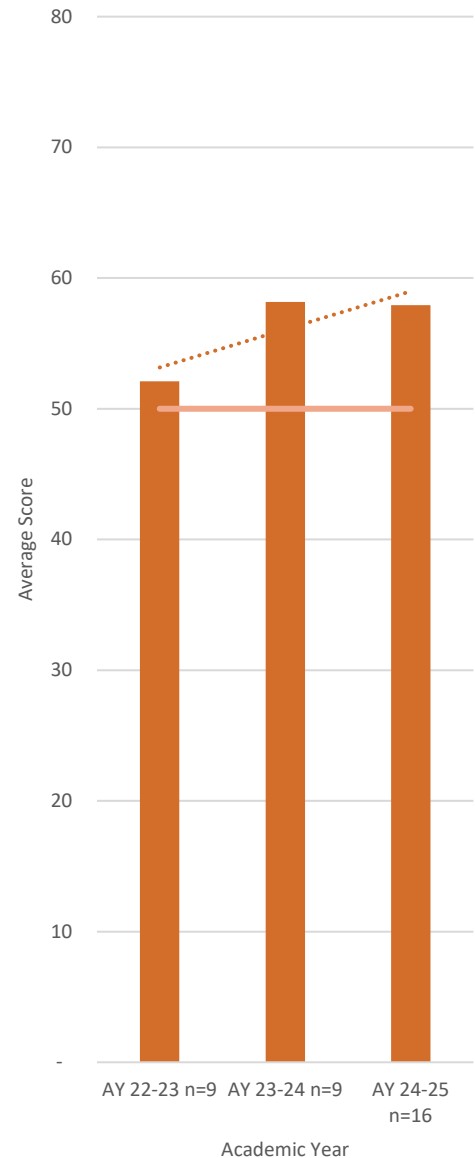


**Action Taken or Improvement made**

The School of Business needs 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.

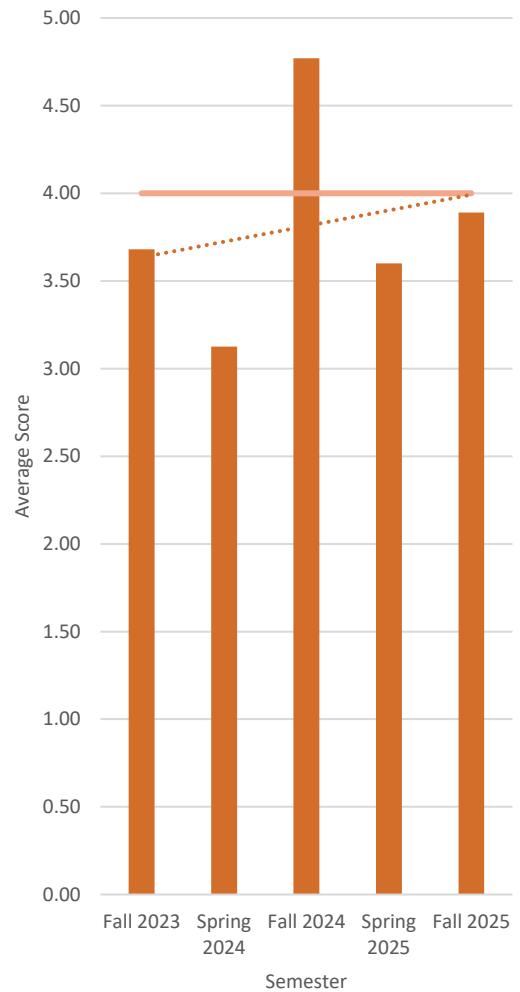


**Action Taken or Improvement made**



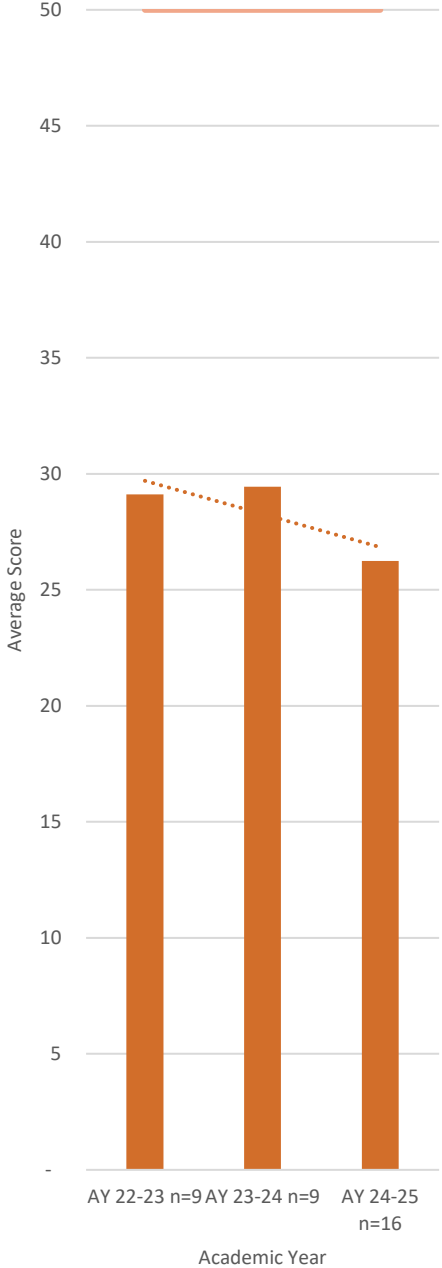



Among the actions taken in the last two years are to systematically address the assessment tools with the faculty teaching the courses, verifying that the rubrics are created and data is recorded. Helping the faculty understand the importance of integrating the outcomes in their courses has allowed for 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



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

 <b>Measurable goal</b>	<b>RESULTS</b>
<p>Management students will score above an average of 50 on the Strategic Analysis &amp; 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 &amp; Planning- Business Simulation (Management Majors)</p>
<p> <b>What is your measurement instrument or process?</b></p> <p>Direct, Summative, External data obtained from the Business Simulation assessment tool and deployed in the Capstone course (BSAD 497).</p>	
<p> <b>Current Results</b></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> <b>Analysis of Results</b></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> <b>Action Taken or Improvement made</b></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.

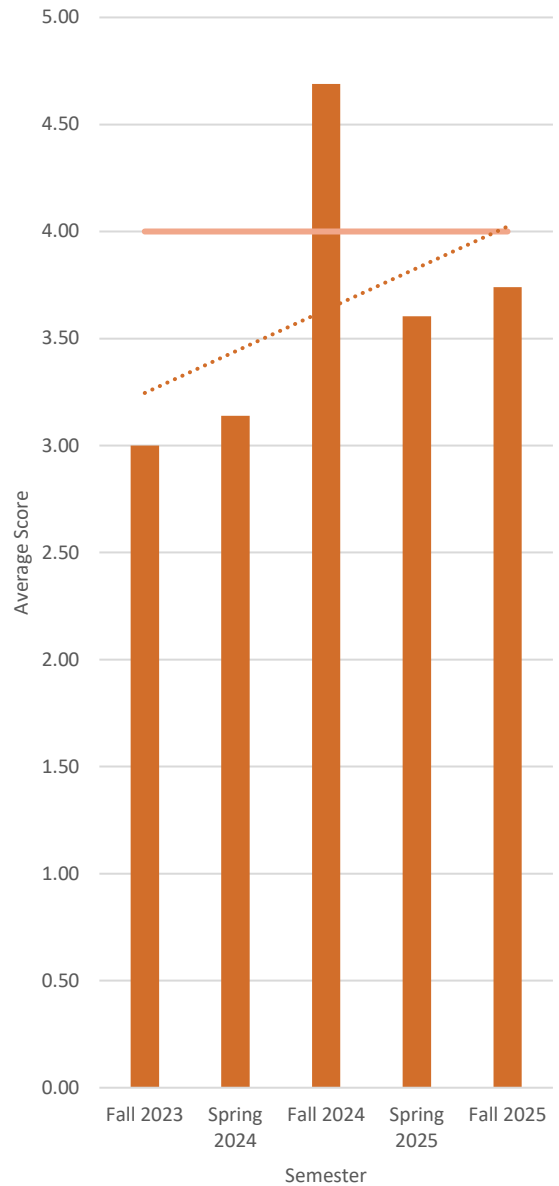
**Analysis of Results**

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



6. 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 score of four (4) was met only in two (2) 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 negative trend towards reaching the goal.

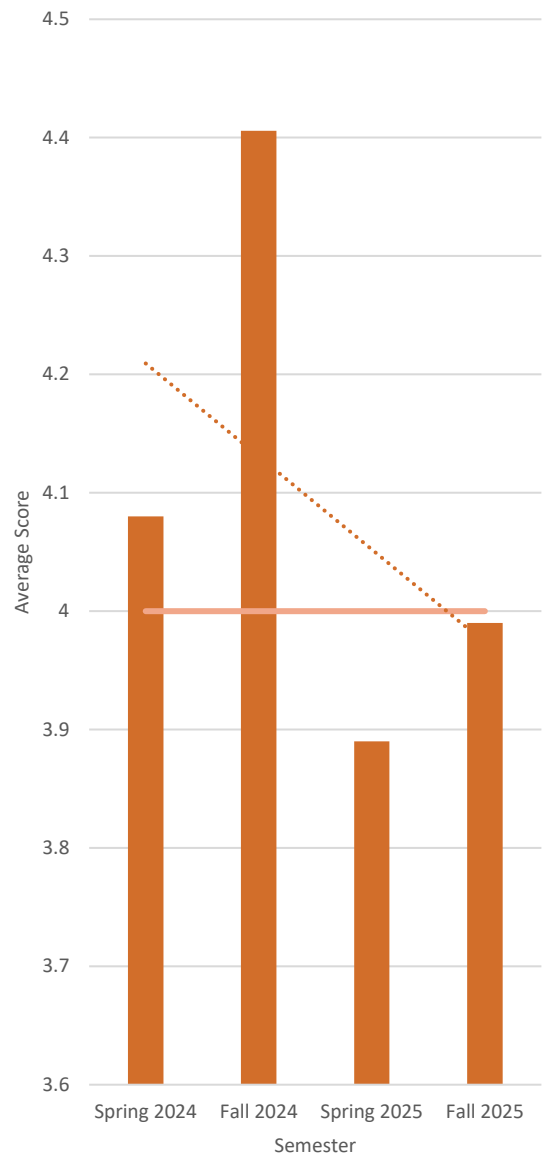
**Analysis of Results**

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 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 PLO's 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 6. Students will demonstrate proficiency using management information technology.



## MARKETING BBA PROGRAM LEARNING OUTCOMES

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



### Measurable goal

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 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.

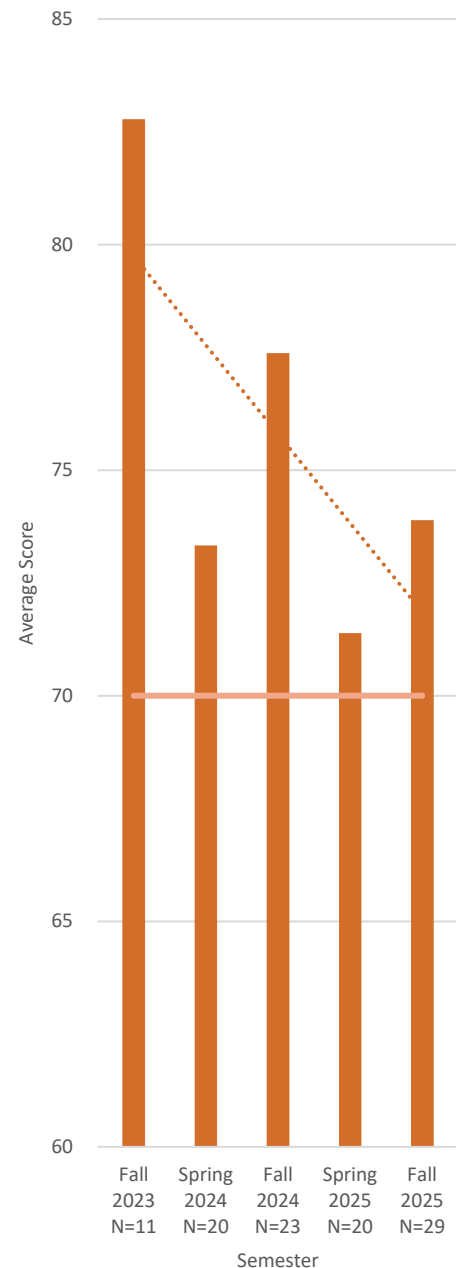


### Action Taken or Improvement made

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.

## RESULTS

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.

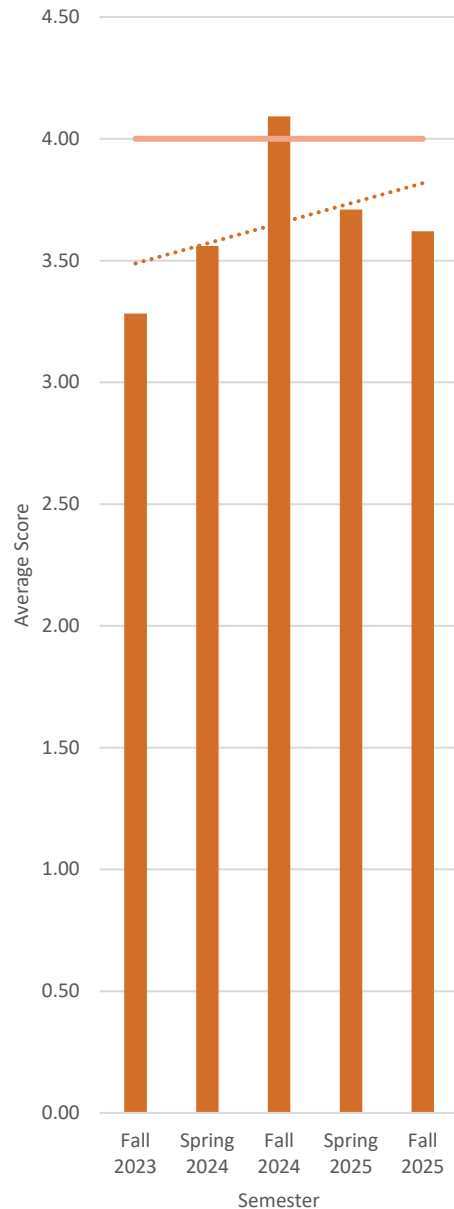


**Action Taken or Improvement made**

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.



1. Implement foundational concepts of marketing and explain marketing functions (1. Segmentation, 2. Marketing Mix, 3. External Environment).



**Measurable goal**

PLO 1.a Segmentation 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 was 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. 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 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.

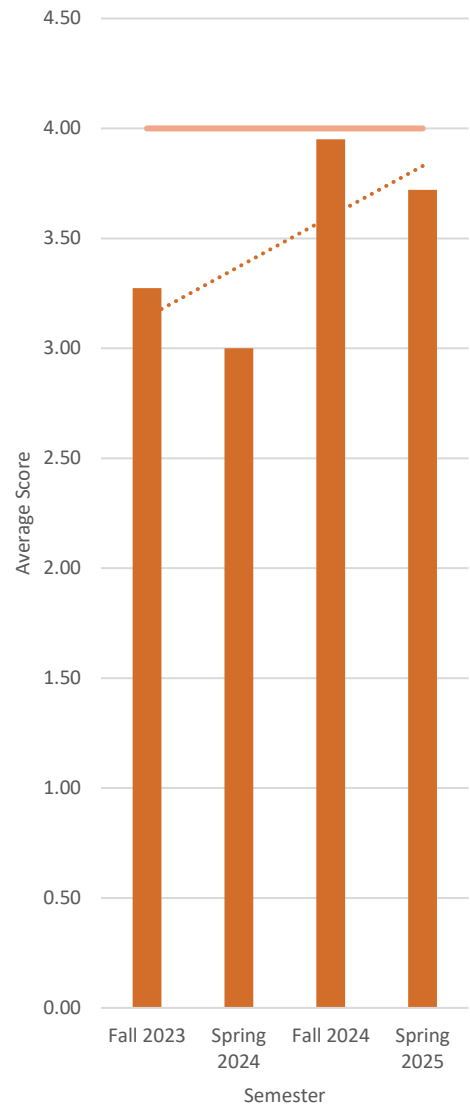


**Action Taken or Improvement made**

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 PLO's 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.  
1. Segmentation



1. Implement foundational concepts of marketing and explain marketing functions (1. Segmentation, **2. Marketing Mix**, 3. External Environment)



**Measurable goal**

PLO 1.b Marketing Mix. 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 was 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 2024. 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.

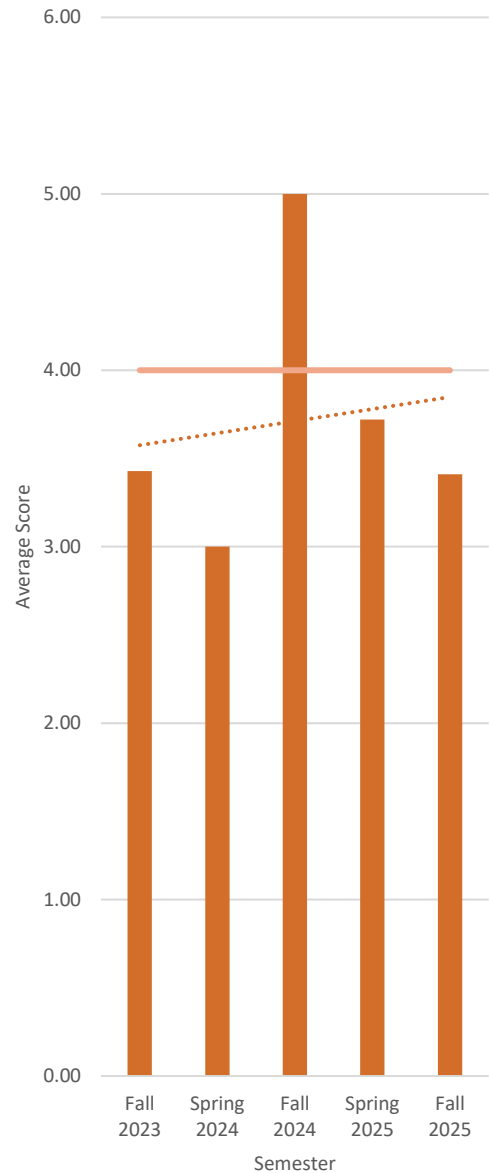


**Action Taken or Improvement made**

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 PLO's 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. 2. Marketing mix



1. Implement foundational concepts of marketing and explain marketing functions (1. Segmentation, 2. Marketing Mix, 3. **External Environment**).



**Measurable goal**

PLO 1.c External environment. 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 was 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 2024. 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.

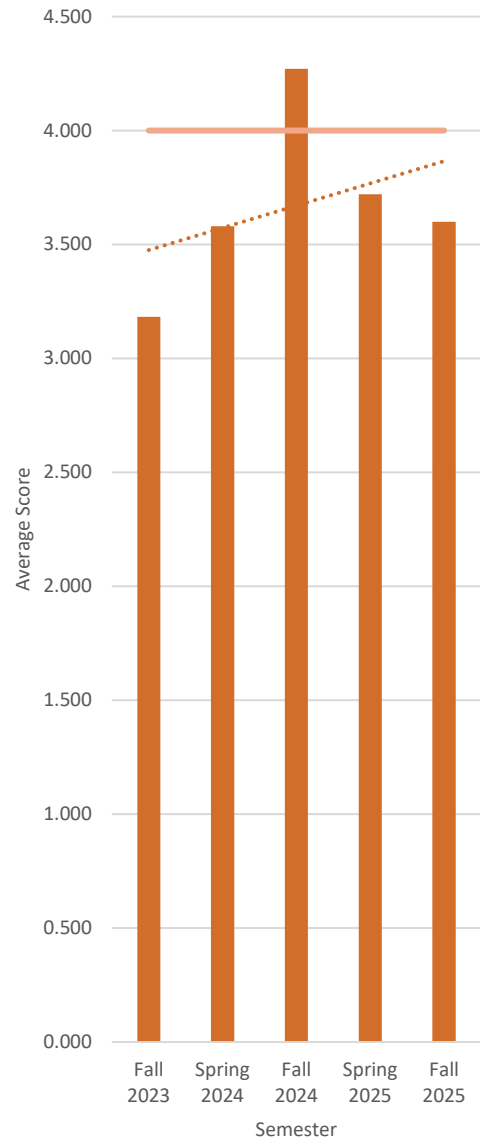


**Action Taken or Improvement made**

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 PLO's 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. 3. External environment



- 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).



**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 in the 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 several other areas, such as leadership skills, teamwork and analytical skills, for consistency in the courses and bettering of the scores.

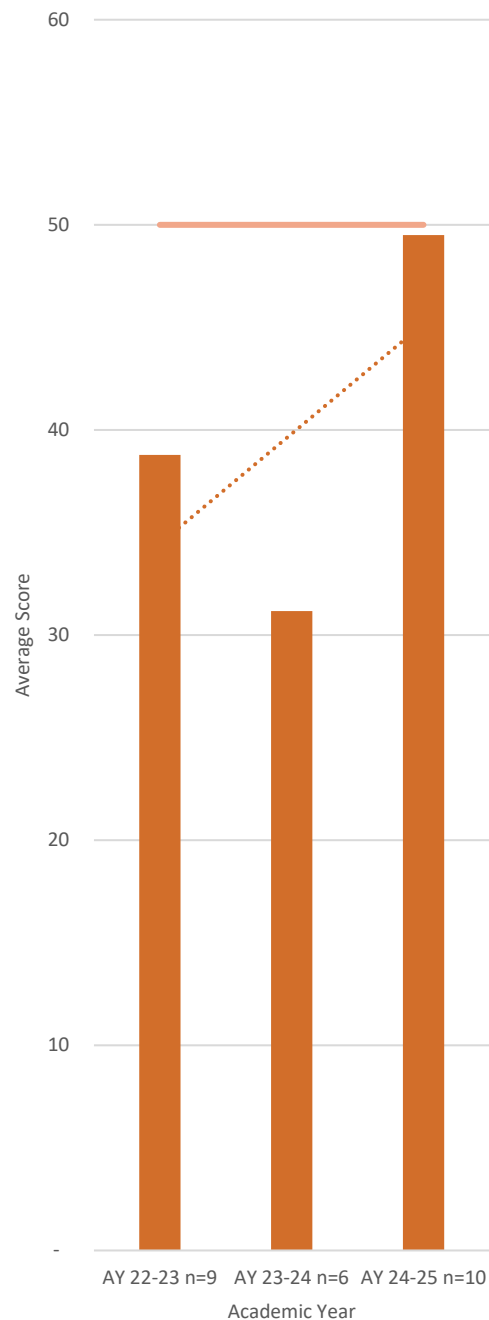


**Action Taken or Improvement made**

The School of Business needs 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 2. Financial Management-Business Simulation (Marketing Majors)



2. 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 2024. 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.

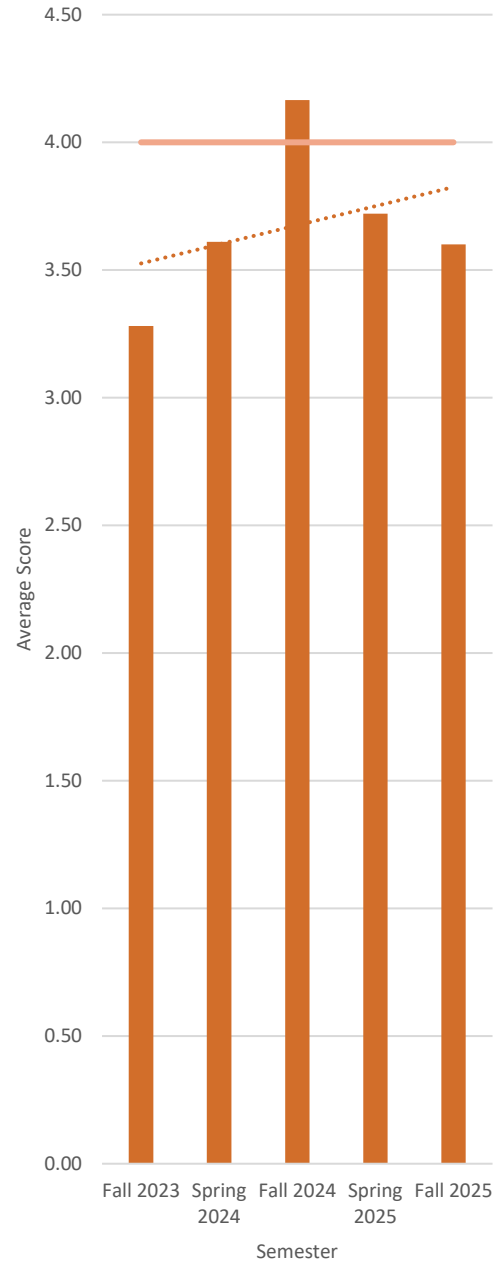


**Action Taken or Improvement made**

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 improvement in the recording of assessments.

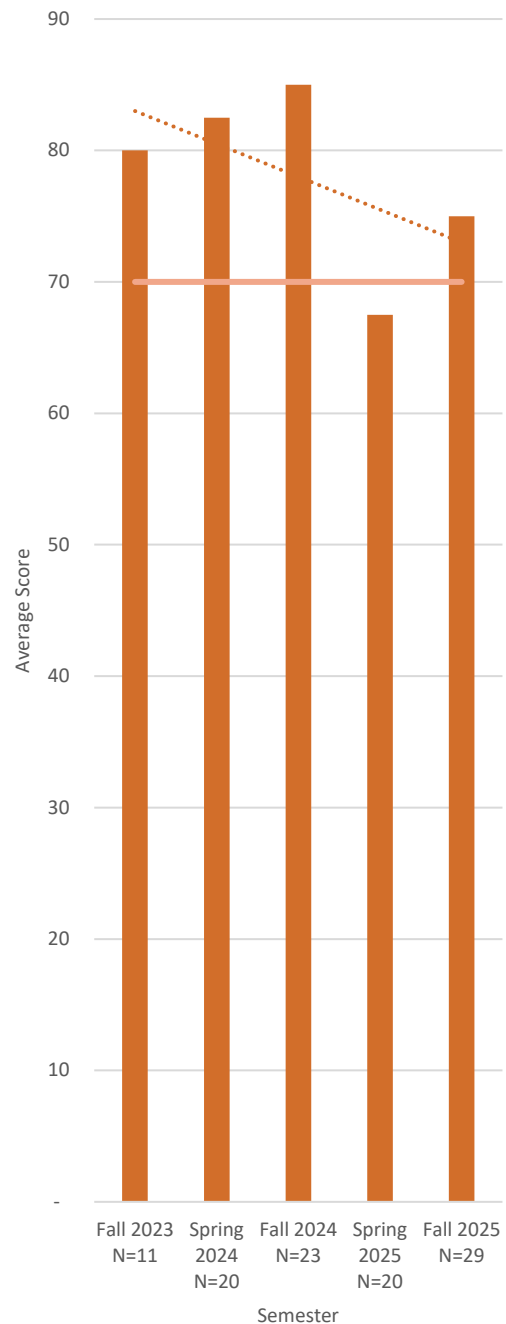


**Action Taken or Improvement made**

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 have been implemented in recent years.

**RESULTS**

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



3. Synthesize information from applicable disciplines into marketing concepts.

**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 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.

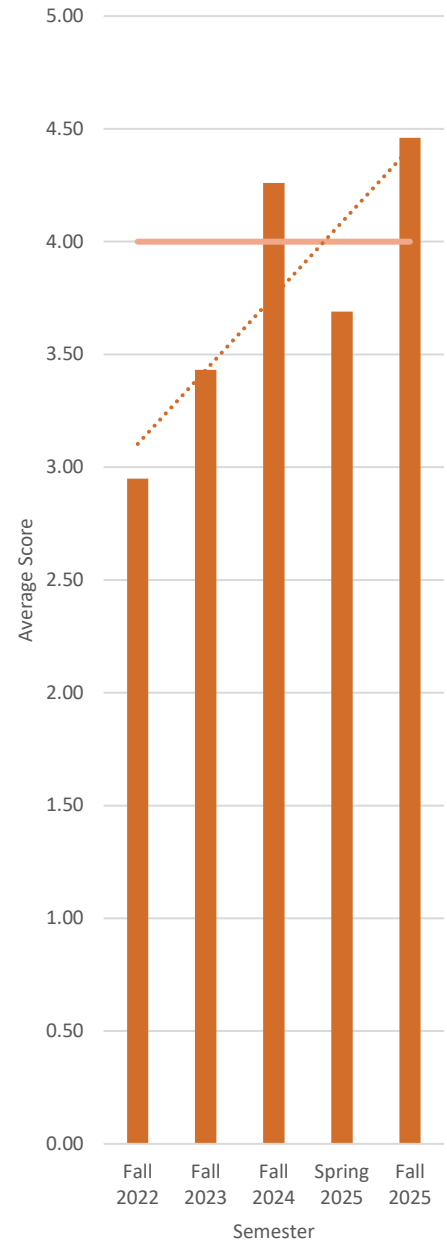
**Analysis of Results**

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.



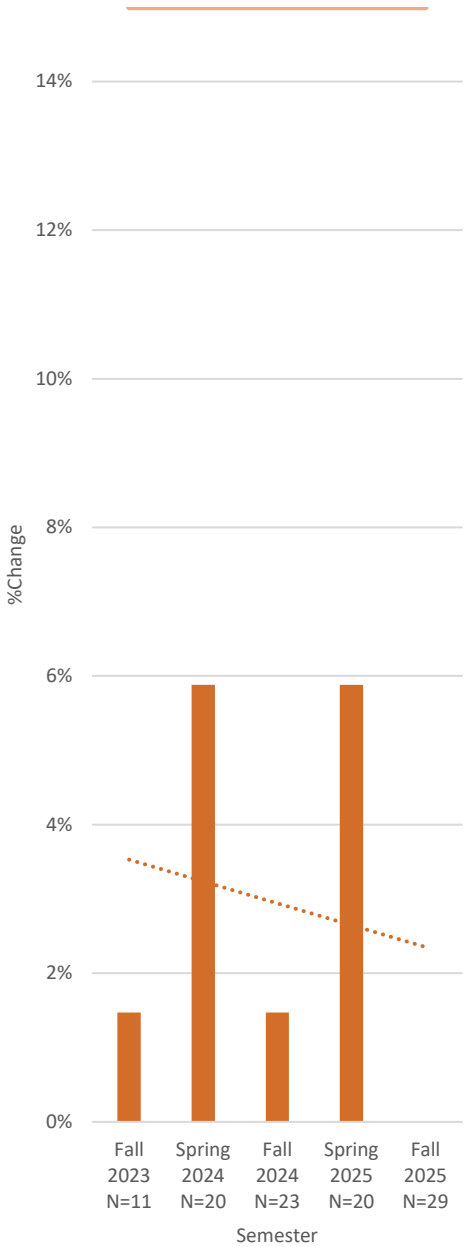



**Action Taken or Improvement made**

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.

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



3.Synthesize information from applicable disciplines into marketing concepts.

 <b>Measurable goal</b>	<b>RESULTS</b>
<p>Marketing students will score a delta of 15 % or higher (on average) in the Marketing section of the Major Field Test provided by a third-party vendor (Peregrine) compared to Region 6 ACBSP.</p>	<p>BBA Marketing. Program Learning Outcome 3. Marketing Section- Peregrine Major Field Test (Marketing Majors)</p>
<p> <b>What is your measurement instrument or process?</b></p> <p>Direct, Summative, External and comparative data obtained from the third-party Major Field Test deployed at the Capstone course (BSAD 497).</p>	
<p> <b>Current Results</b></p> <p>The goal of scoring a delta of 15 % or higher (on average) in the Marketing section of the Major Field Test provided by a third-party vendor (Peregrine) compared to Region 6 ACBSP has not been achieved in any of the recorded period. The goal was not achieved, although there was a positive delta when compared to ACBSP Region 6.</p>	
<p> <b>Analysis of Results</b></p> <p>Marketing student’s average delta in the accounting section, was the highest in Spring 2024 and Spring 2025. Review sessions may not have been performed during the semesters with lower scores, due to faculty turnover in the business unit.</p>	
<p> <b>Action Taken or Improvement made</b></p> <p>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 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.</p>	

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 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 score of four (4) was met in three (3) of the periods recorded. However, 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.

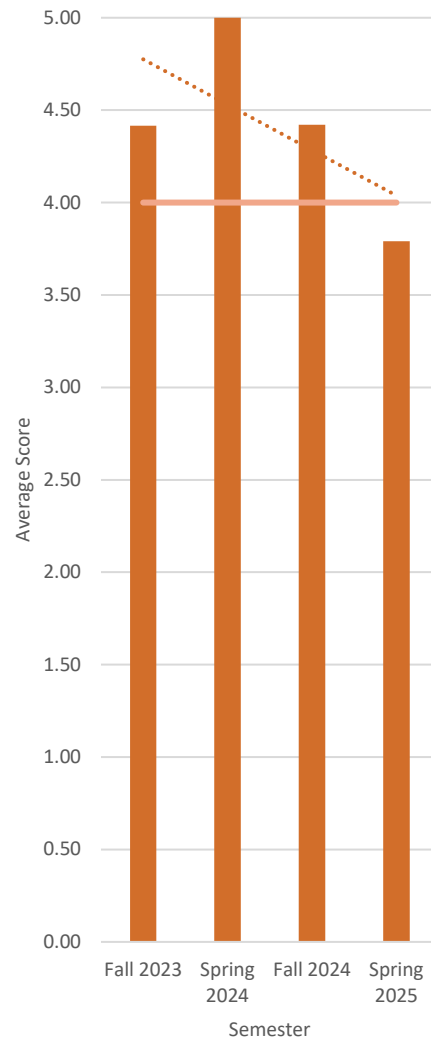


**Action Taken or Improvement made**

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 PLO's 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 4. Apply Marketing Ethics and Demonstrate Corporate Social Responsibility, responsibility in the context of a diverse, global/multi-cultural business environment.



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.

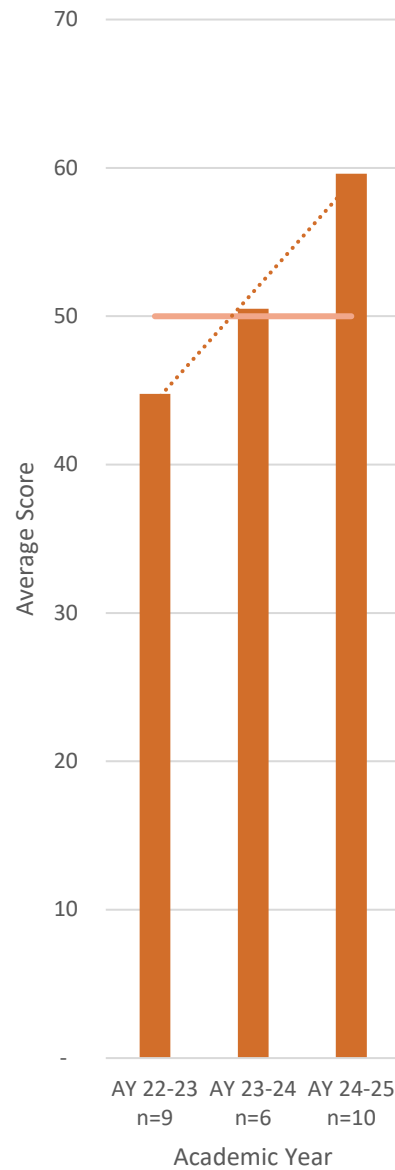


**Action Taken or Improvement made**

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**

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 score of four (4) was met only in two (2) of the periods recorded. The most recent period (Fall 2025) did not reach the goal but was close to the 4 points goal (3.60). There is a positive trend towards reaching the goal.

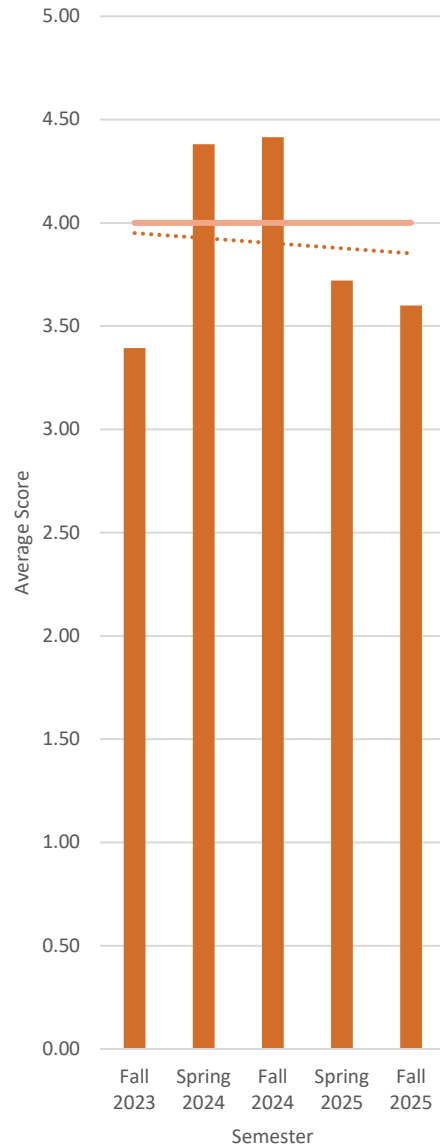
**Analysis of Results**

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



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><b>What is your measurement instrument or process?</b>                      Direct, Summative, External data obtained from the Business Simulation assessment tool and deployed in the Capstone course (BSAD 497).</p>	
<p><b>Current Results</b>                      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><b>Analysis of Results</b>                      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><b>Action Taken or Improvement made</b>                      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**

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 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.

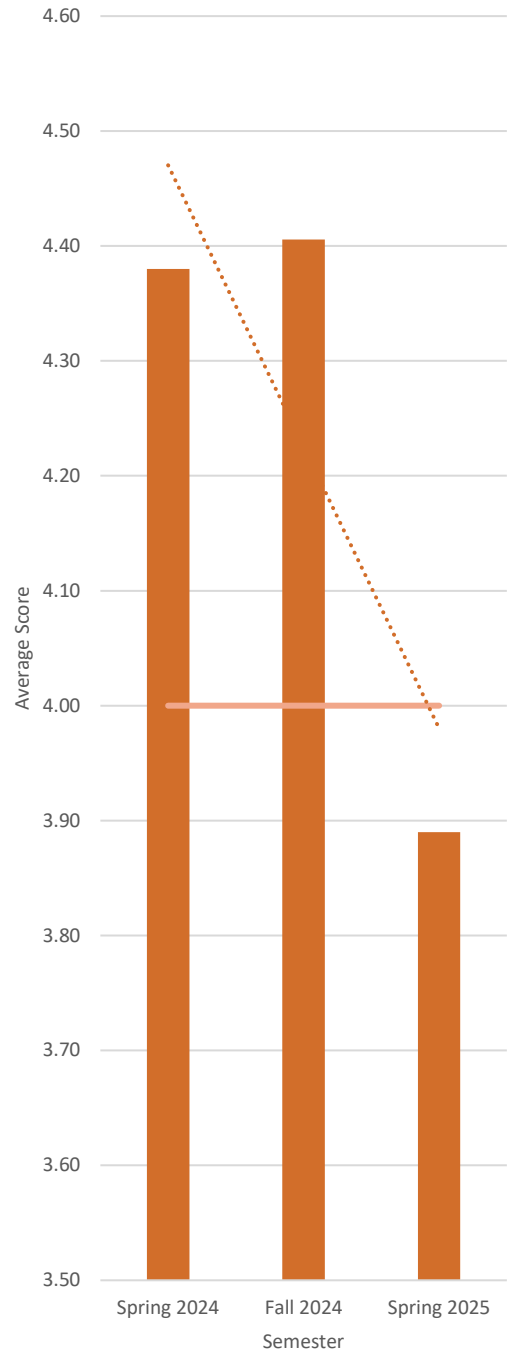


**Action Taken or Improvement made**

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.

**RESULTS**

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

MBA majors will score above an average of 70 in the Operations/Production Management section 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 597).



### Current Results

The goal of scoring 70 or higher in the Operations/Production Management section for the Major Field Test was met in two out of the three semesters. However, the data shows a decreasing trend in the scoring. This is the first time we have recorded a full set of three datapoints for the graduate program with the standardized test.



### Analysis of Results

Graduate students reached the goal 66% of the time in this period. However, the trend in the data switched from positive to negative in the last semester (Fall 2025). The recent trend needs to be observed longer for consistency and understanding of the results. The most recent sample of students was only 2, which may have had an impact in the scores. The School of Business uses the Major Field Test as one of the primary assessment tools.

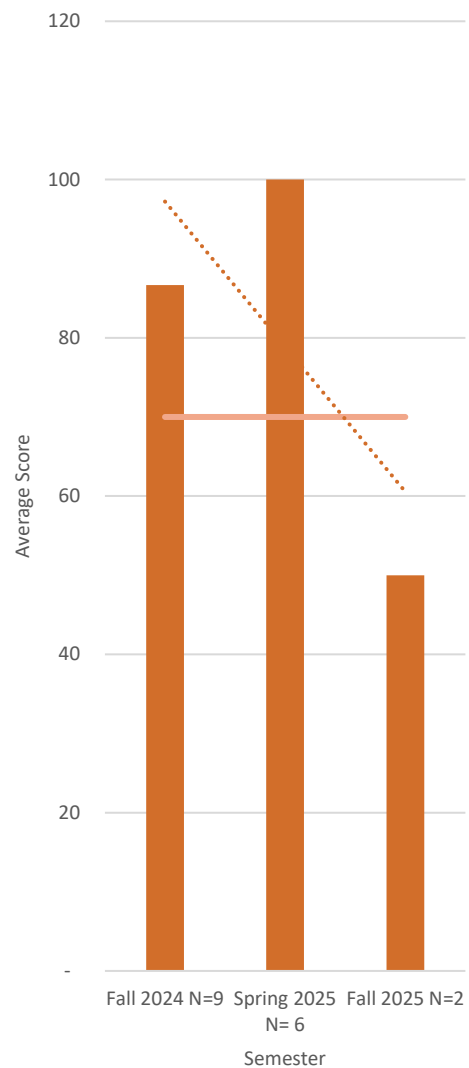


### Action Taken or Improvement made

Continue using the Major Field Test and provide systematic support to the faculty teaching the BSAD 597 class. Integrate additional assessment tools in all MBA courses. This tool is still too new to be fully understood at the MBA Level. We are offering the course in person this Spring 2026 for the first time in years; we plan to merge feedback from both sessions (online and face to face) to assess the needs of the students.

### 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.



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**

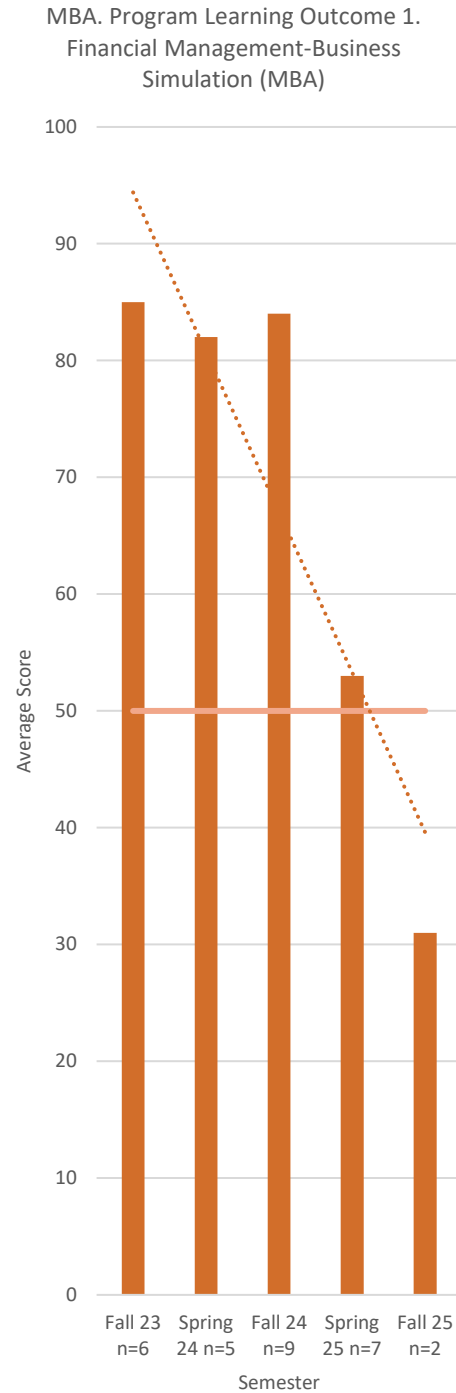
Students exceeded the average goal score four out of five times. However, the trend is a decreasing trend and has continued decreasing from the previous report. We have learned that the pure online modality seems to have a negative effect in the assessments and outcomes. In Spring 2026 the class will 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**



- 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 average goal 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.

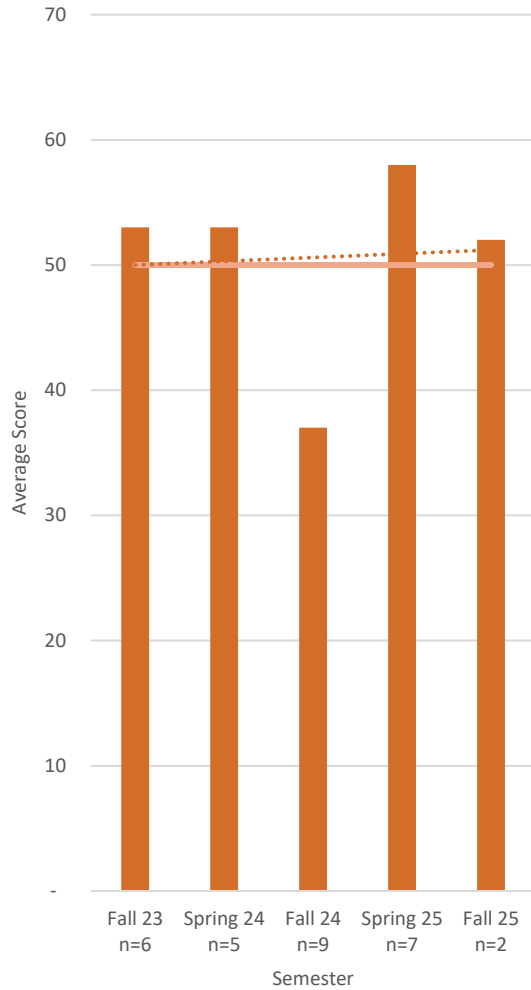


**Action Taken or Improvement made**

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 has 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)



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



**Measurable goal**

MBA majors will score above an average of 70 in the Business Leadership section 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 597).



**Current Results**

The goal of scoring 70 or higher in the Business Leadership section for the Major Field Test was met in three out of the three semesters (100%). Moreover, the data shows an increasing trend in scoring. This is the first time we have recorded a full set of three datapoints for the graduate program with the standardized test.



**Analysis of Results**

Graduate students reached the goal 100% of the time in this period. Additionally, the trend in the data seems to be positive for this area of study. The recent trend needs to be observed longer for consistency and understanding of the results.

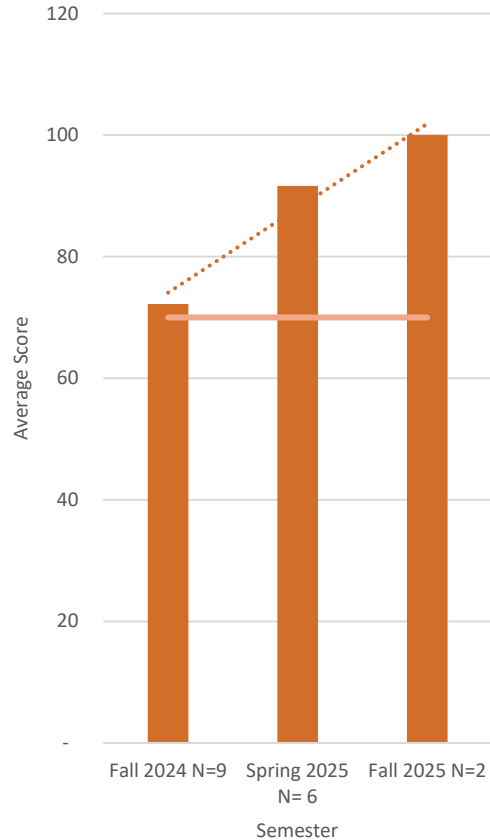


**Action Taken or Improvement made**

The School of Business uses the Major Field Test as one of the primary assessment tools at the undergraduate level and now at the graduate level. Continue systematically using the Major Field Test and provide support to the faculty teaching the BSAD 597 class. Integrate additional assessment tools in all MBA courses. This tool is still to be fully understood and implemented.

**RESULTS**

MBA. Program Learning Outcome 2  
Exhibit leadership and team membership skills needed for coordinating and participating in business management activities.



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

**Measurable goal** **RESULTS**

MBA majors will score above an average of 70 in the Total Score section 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 597).



**Current Results**

The goal of scoring 70 or higher in the Total Score section for the Major Field Test was met in three out of the three semesters (100%). Moreover, the data shows an increasing trend in scoring. This is the first time we have recorded a full set of three datapoints for the graduate program with the standardized test.



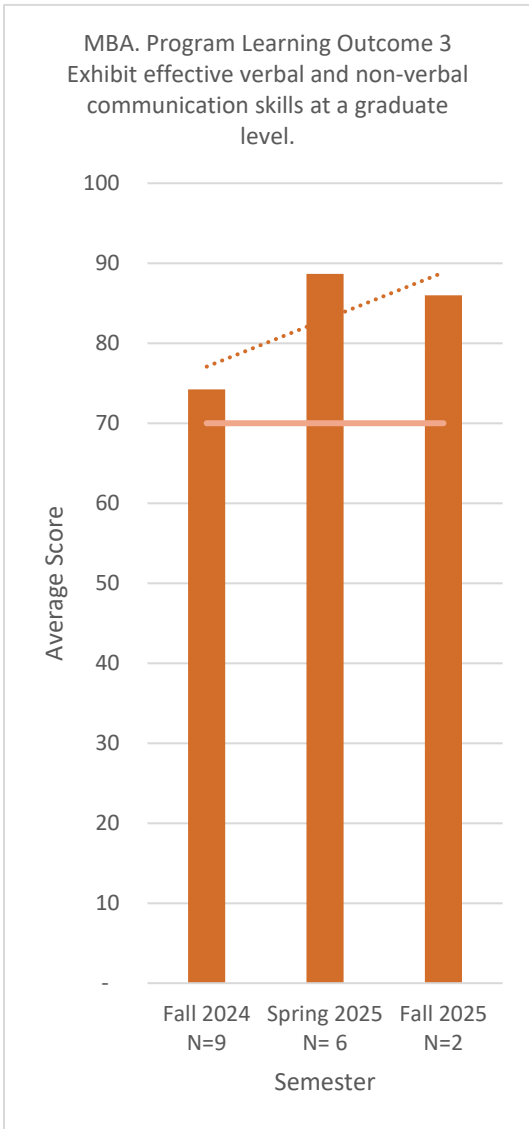
**Analysis of Results**

Graduate students reached the goal 100% of the time in this period. Additionally, the trend in the data seems to be positive for this area of study. The recent trend needs to be observed longer for consistency and understanding of the results.



**Action Taken or Improvement made**

The School of Business uses the Major Field Test as one of the primary assessment tools at the undergraduate level and now at the graduate level. Continue systematically using the Major Field Test and provide support to the faculty teaching the BSAD 597 class. Integrate additional assessment tools in all MBA courses. This tool is still to be fully understood and implemented.



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**

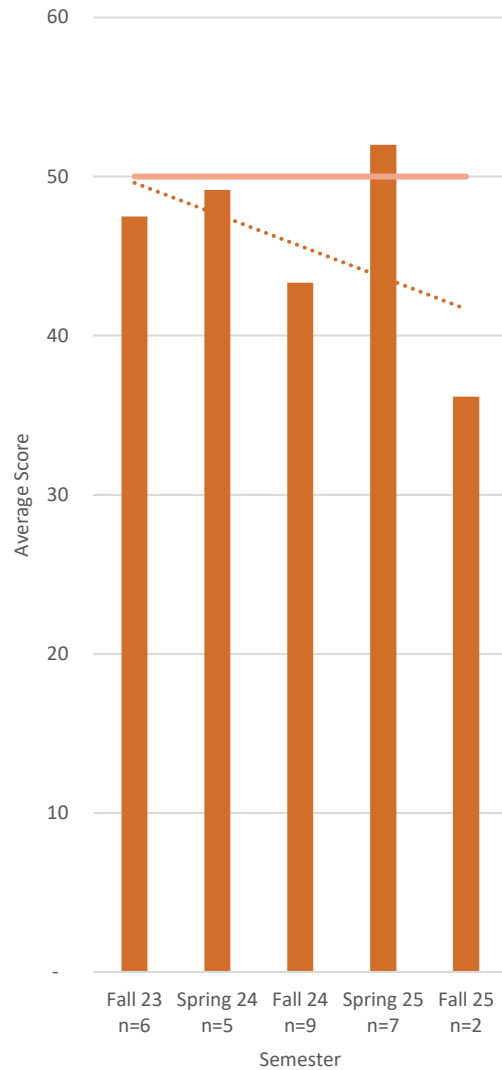
Students underperformed the goal average score four out of five times. The trend seems to be flat to negative, this is consistent with a sharp decline (-13%) in the previous report. We have learned that the pure online modality seems to have a negative effect in the assessments and outcomes.



**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**

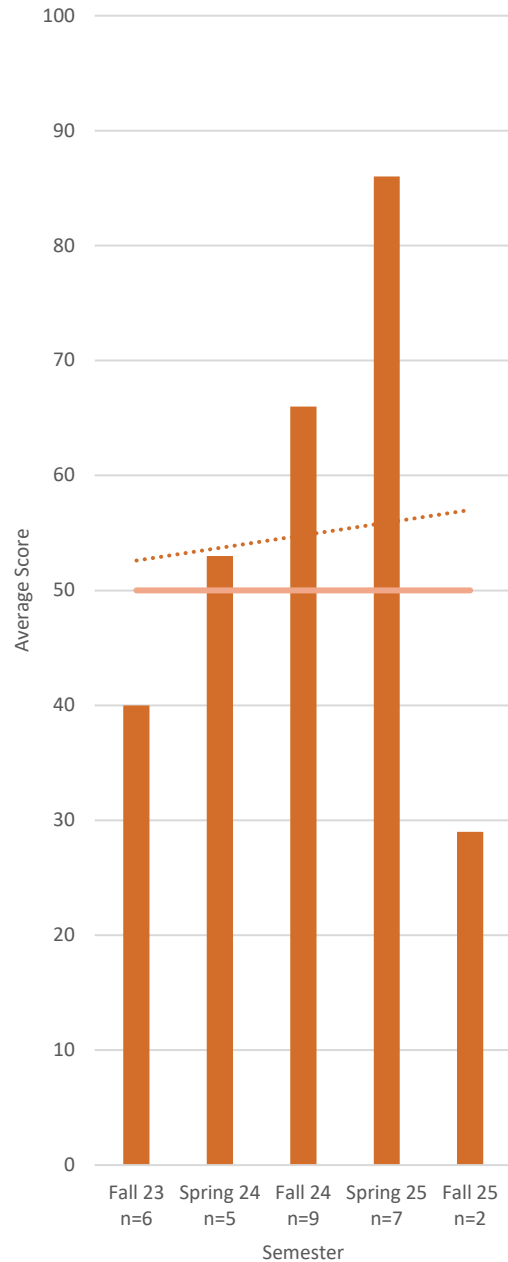
Students exceeded the goal average score three out of five times. The trend seems to be flat to negative, this contrasts with a sharp decline in the trend in the previous report. We have learned that the pure online modality seems to have a negative effect in the assessments and outcomes. However, a 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 has 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, seem 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)



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



**Measurable goal**

MBA majors will score above an average of 70 in the Ethics section 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 597).



**Current Results**

The goal of scoring 70 or higher in the Ethics section for the Major Field Test was met in three out of the three semesters (100%). Moreover, the data shows an increasing trend in scoring. This is the first time we have recorded a full set of three datapoints for the graduate program with the standardized test.



**Analysis of Results**

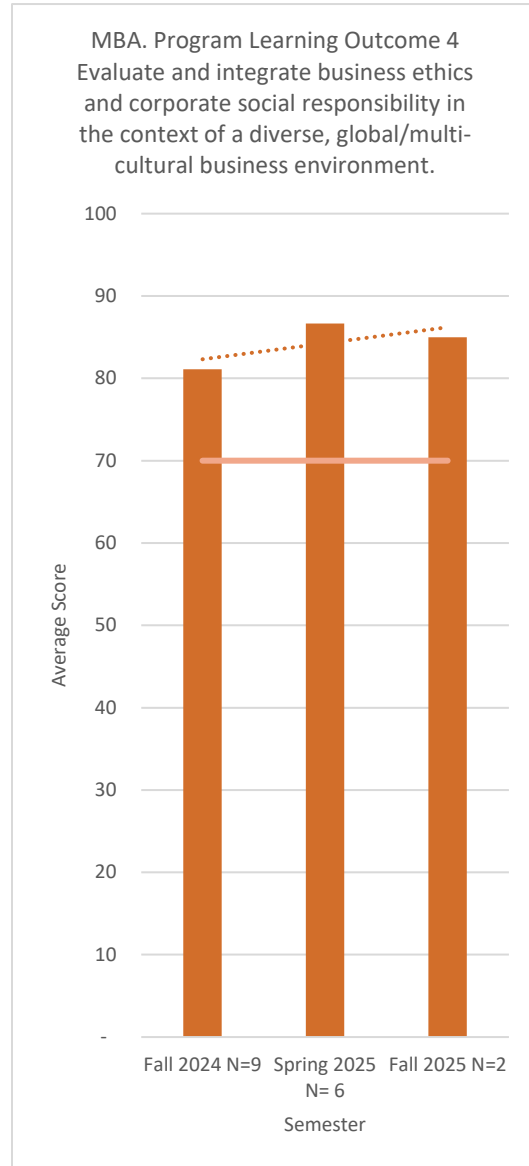
Graduate students reached the goal 100% of the time in this period. Additionally, the trend in the data seems to be positive for this area of study. The recent trend needs to be observed longer for consistency and understanding of the results.



**Action Taken or Improvement made**

The School of Business uses the Major Field Test as one of the primary assessment tools at the undergraduate level and now at the graduate level. Continue systematically using the Major Field Test and provide support to the faculty teaching the BSAD 597 class. Integrate additional assessment tools in all MBA courses. This tool is still to be fully understood and implemented.

**RESULTS**



## 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:

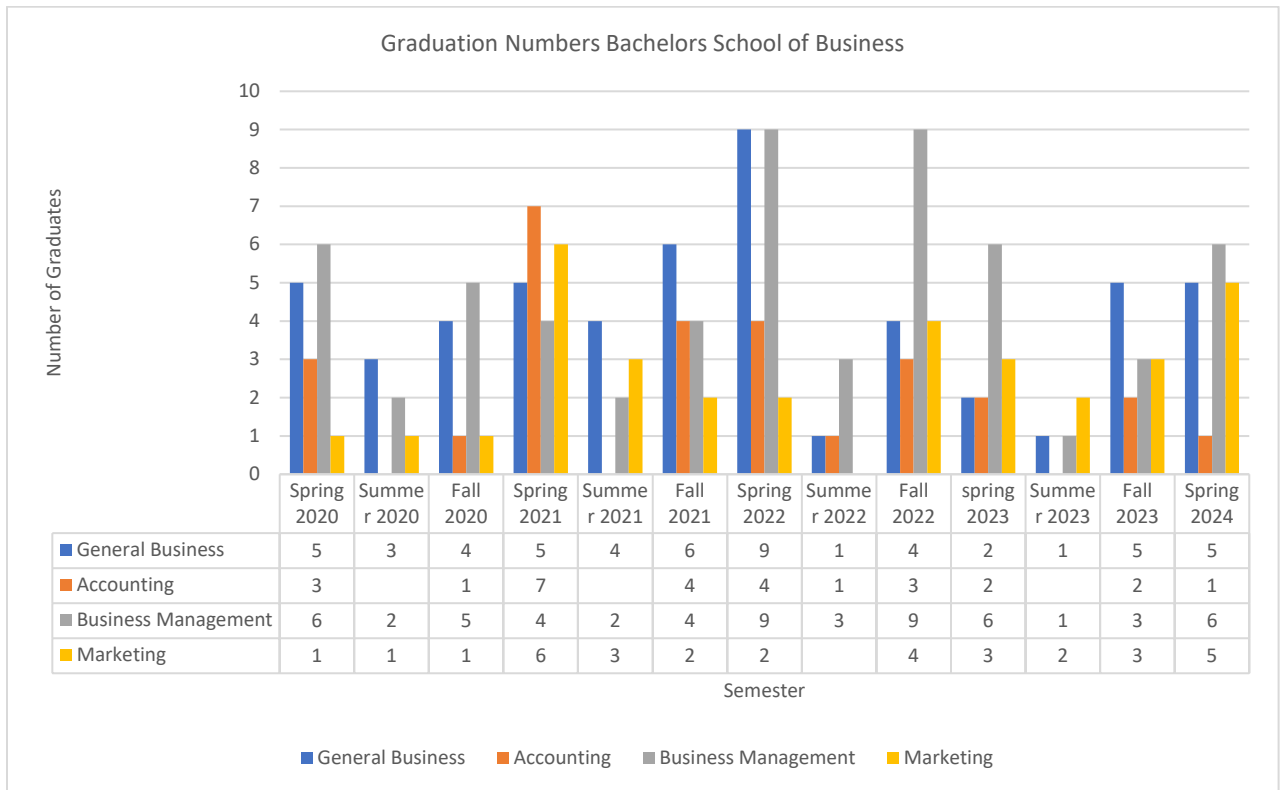
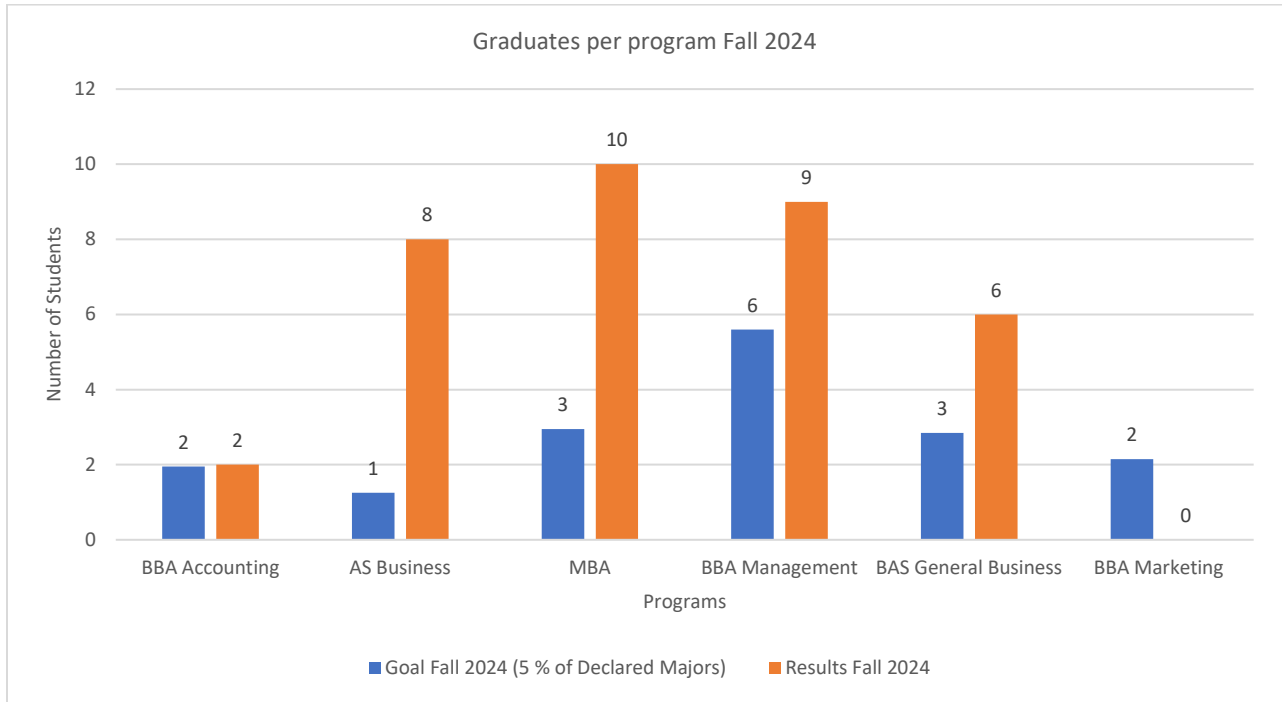
Undergraduate:

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

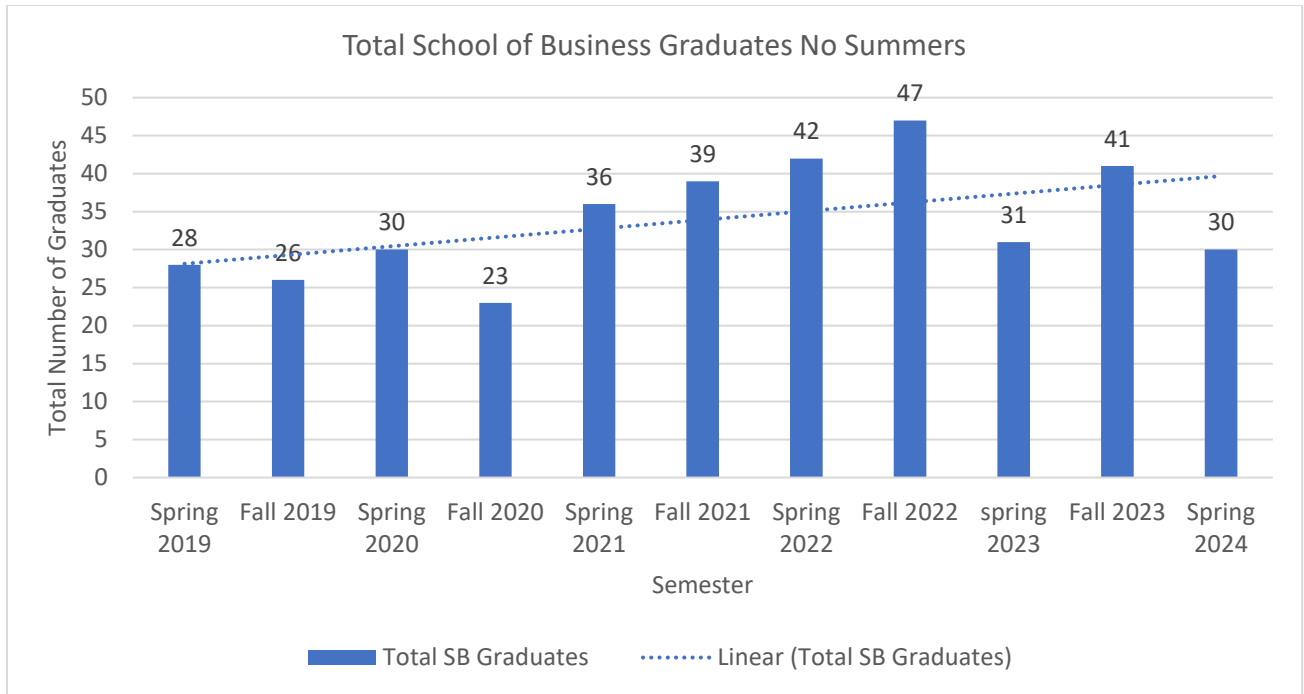
Graduate:

1. MBA - accredited

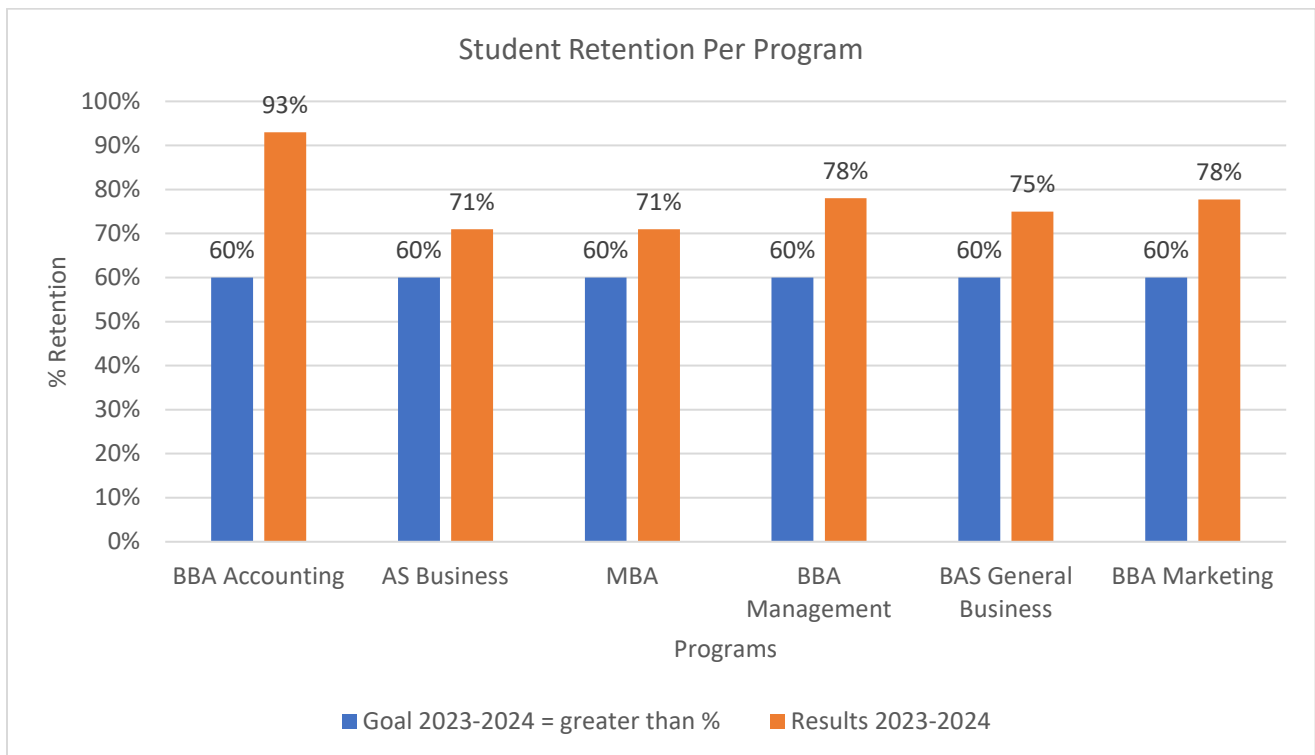
## WNMU-School of Business Accredited Programs Graduation Data



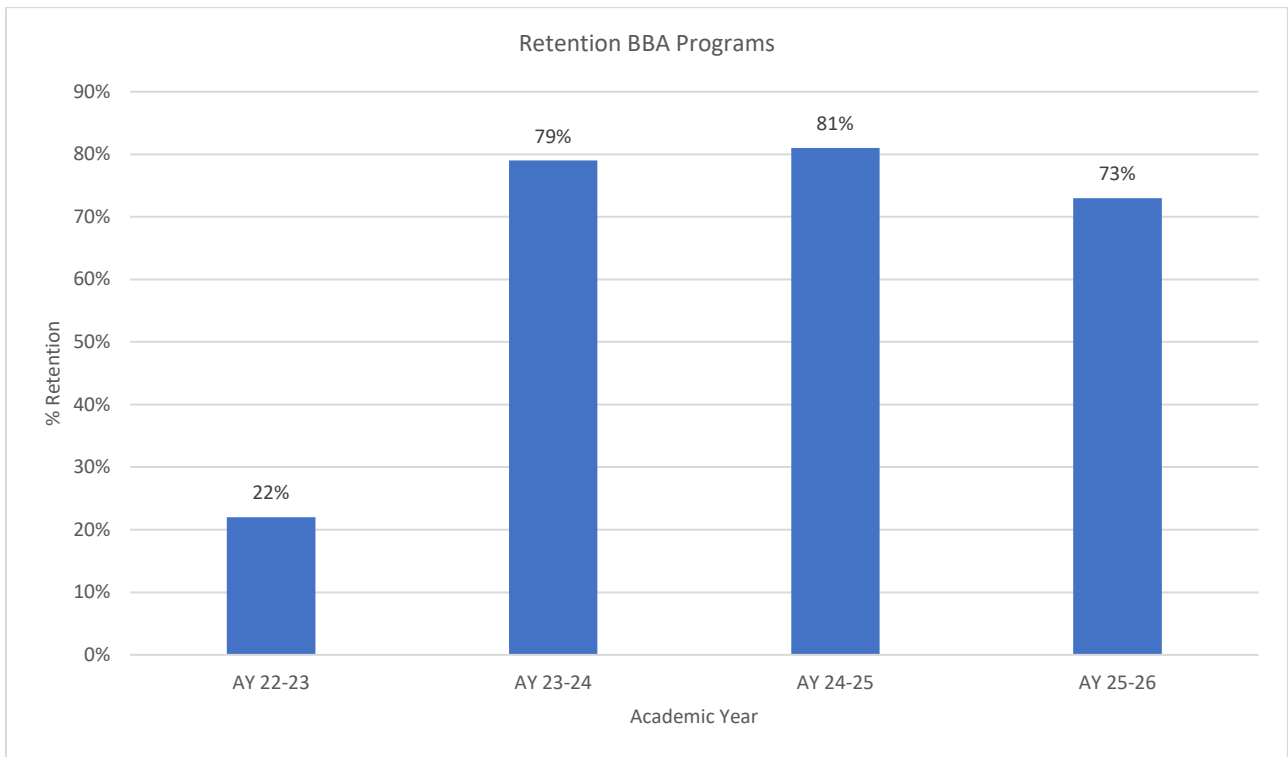
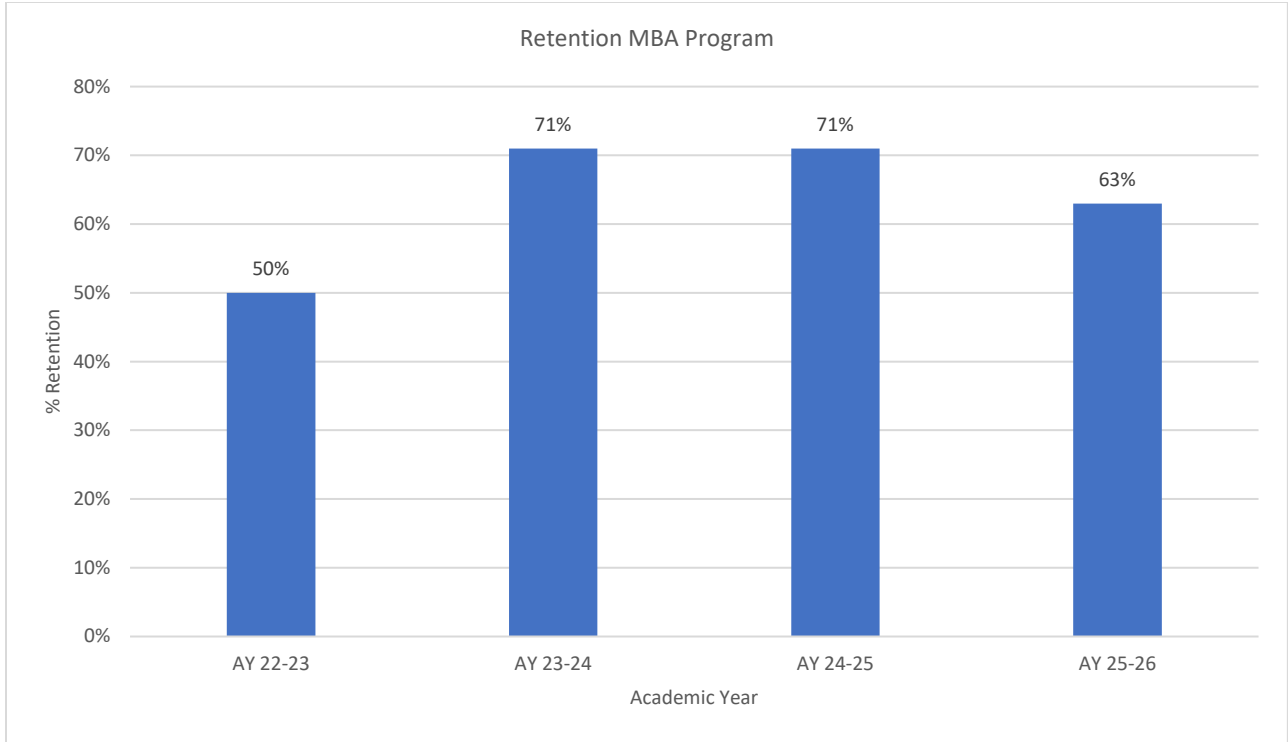
School of Business WNMU Student Achievement Data 2026



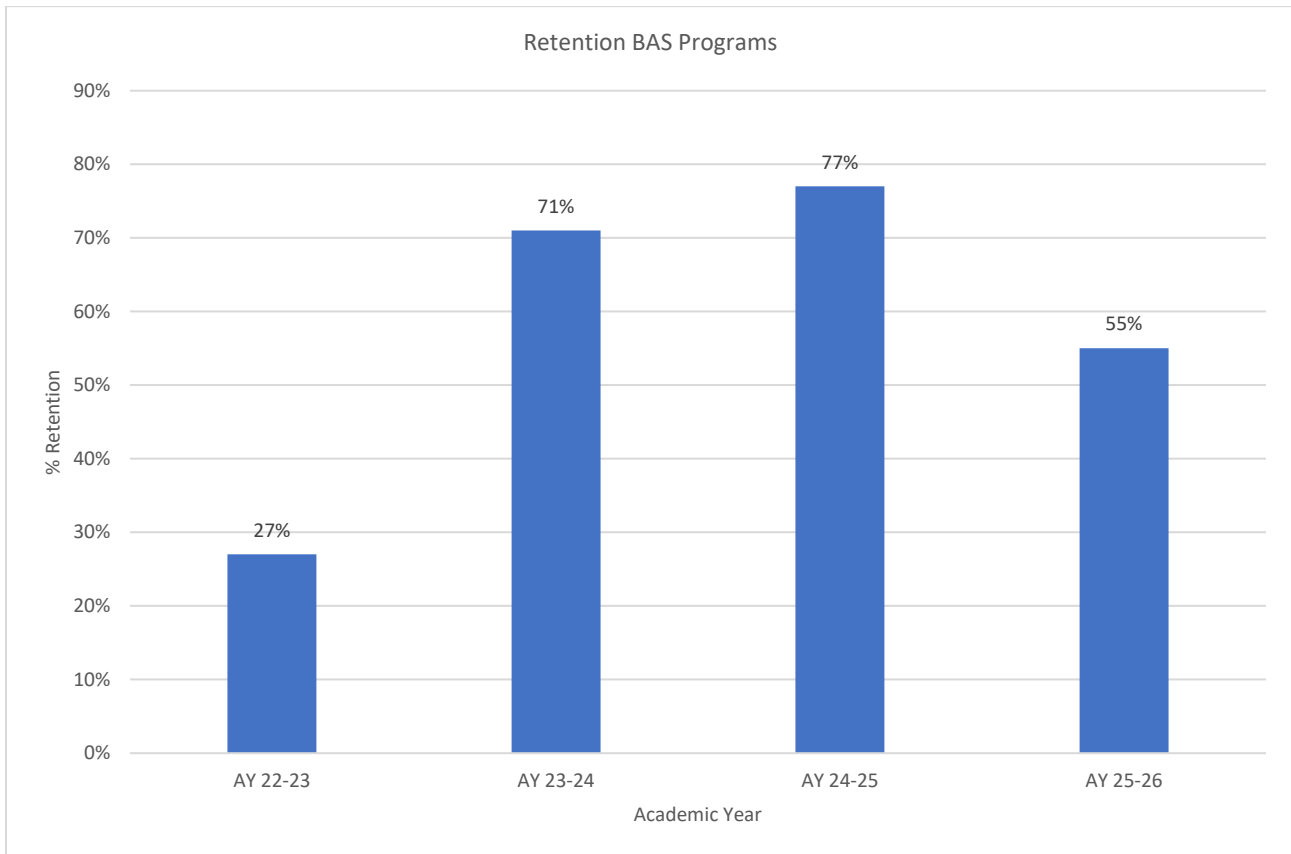
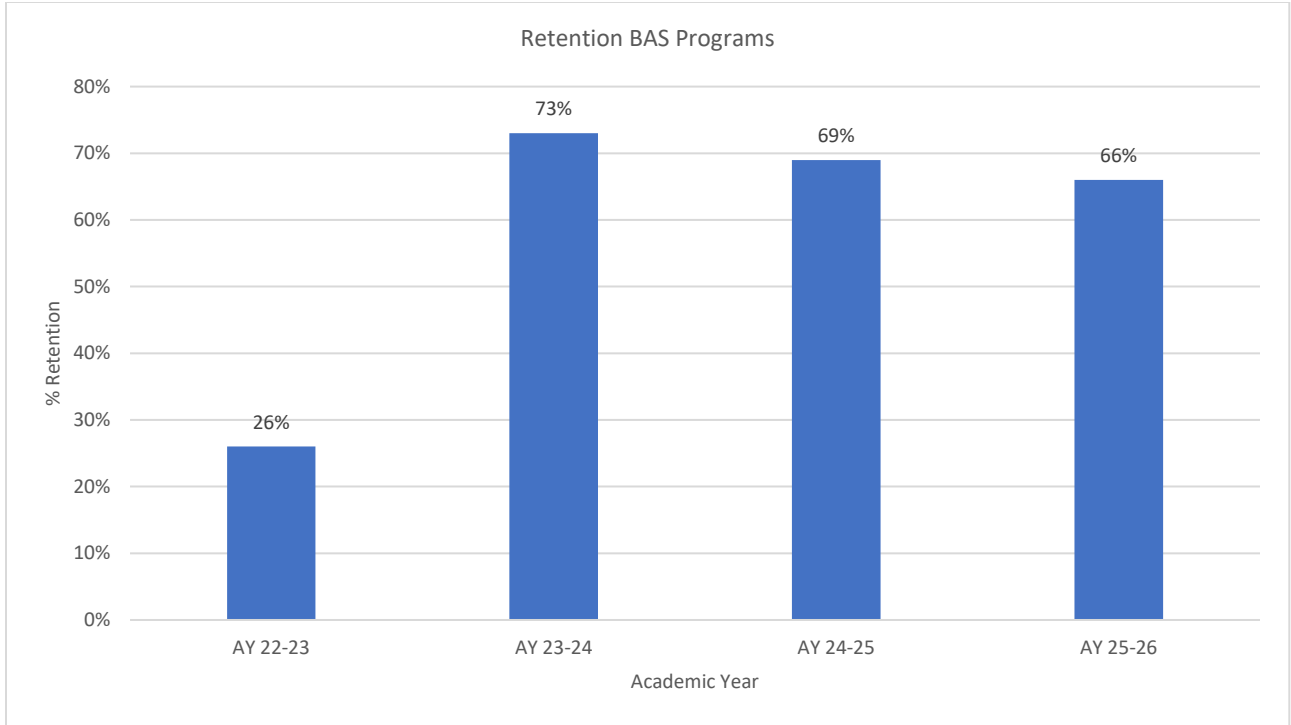
### WNMU-School of Business Accredited Programs Retention Data



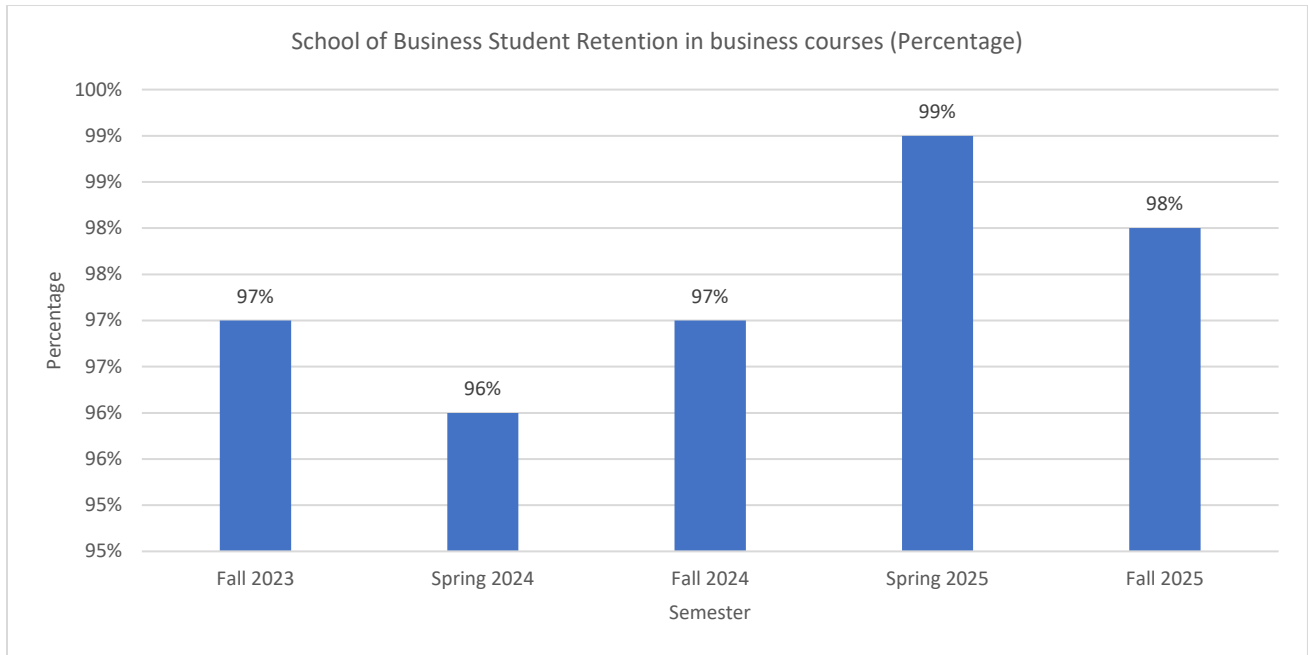
## School of Business WNMU Student Achievement Data 2026



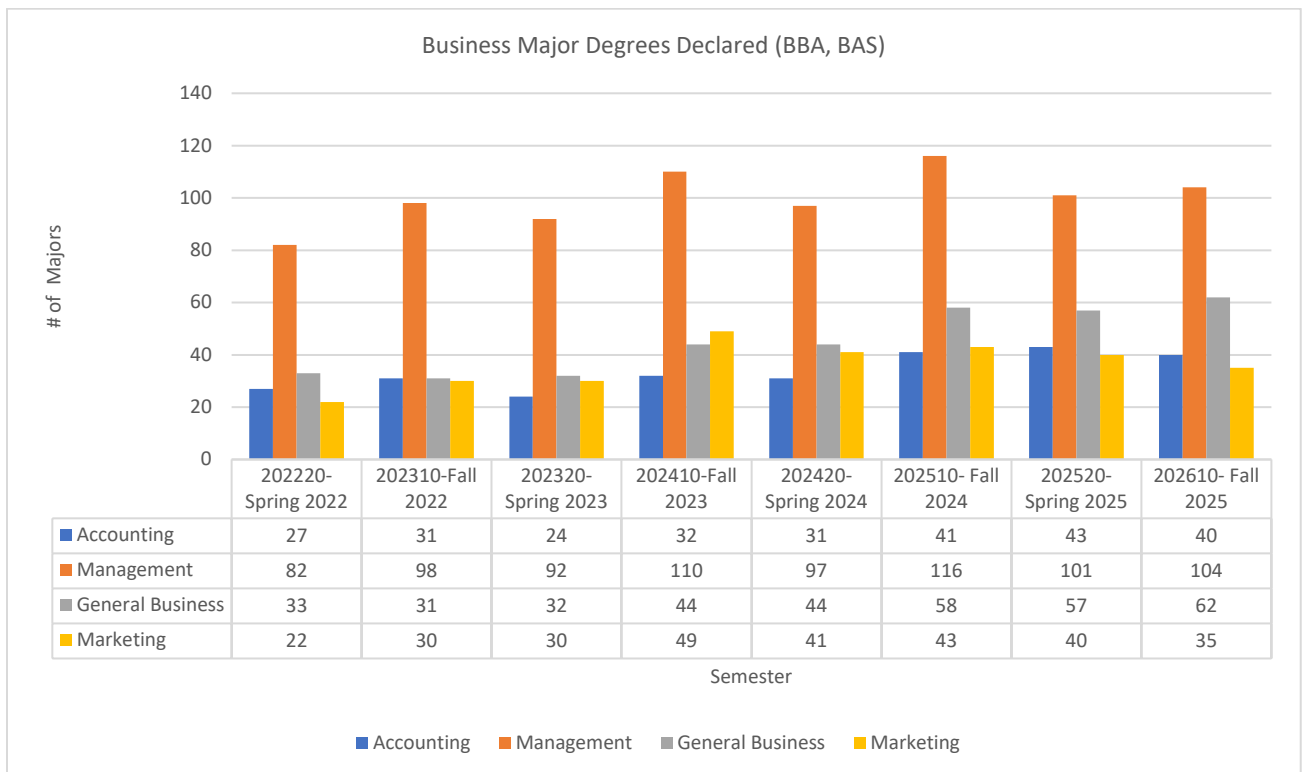
## School of Business WNMU Student Achievement Data 2026



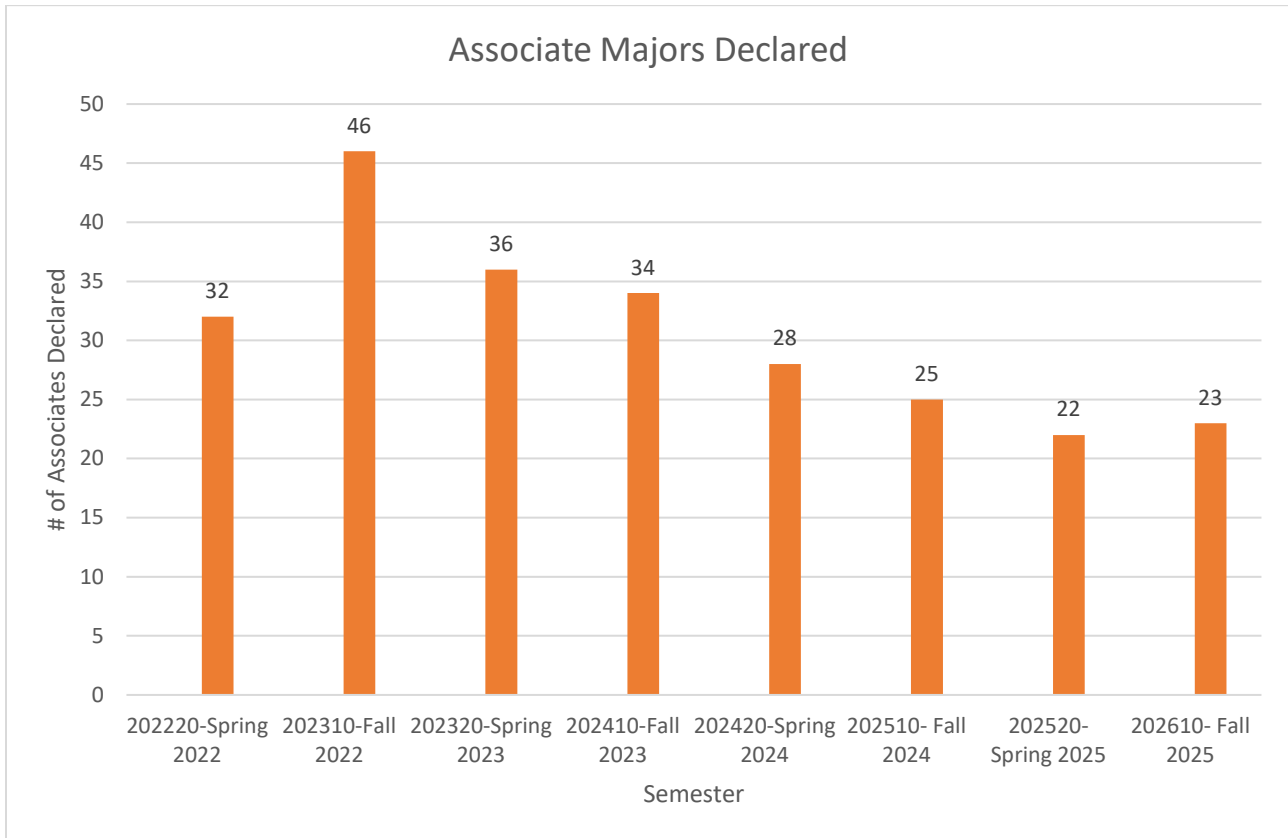
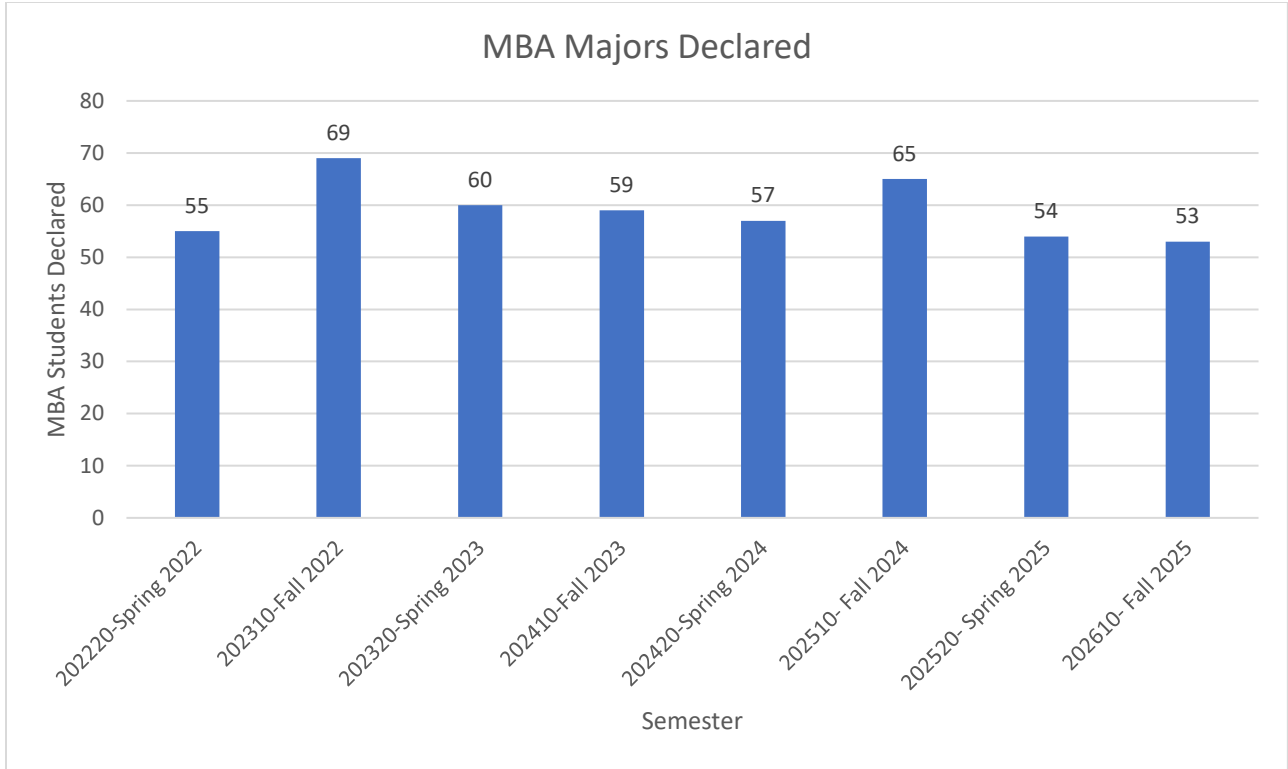
## School of Business WNMU Student Achievement Data 2026



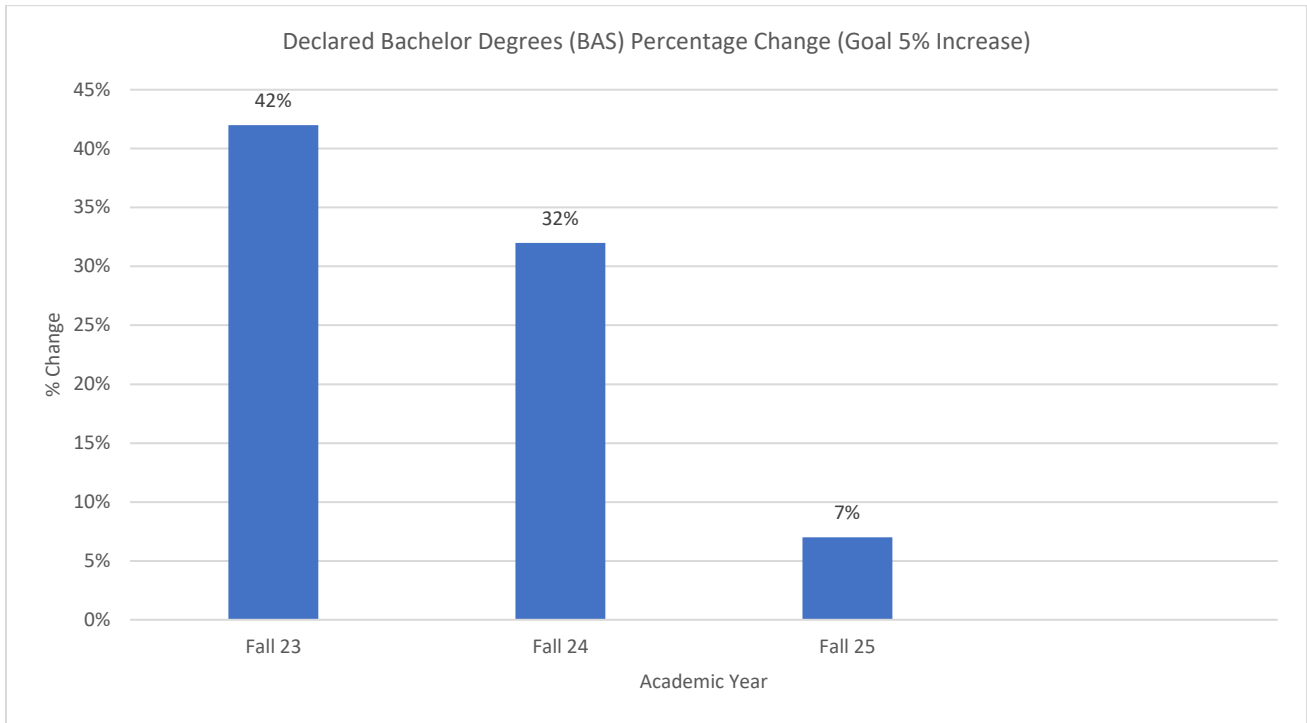
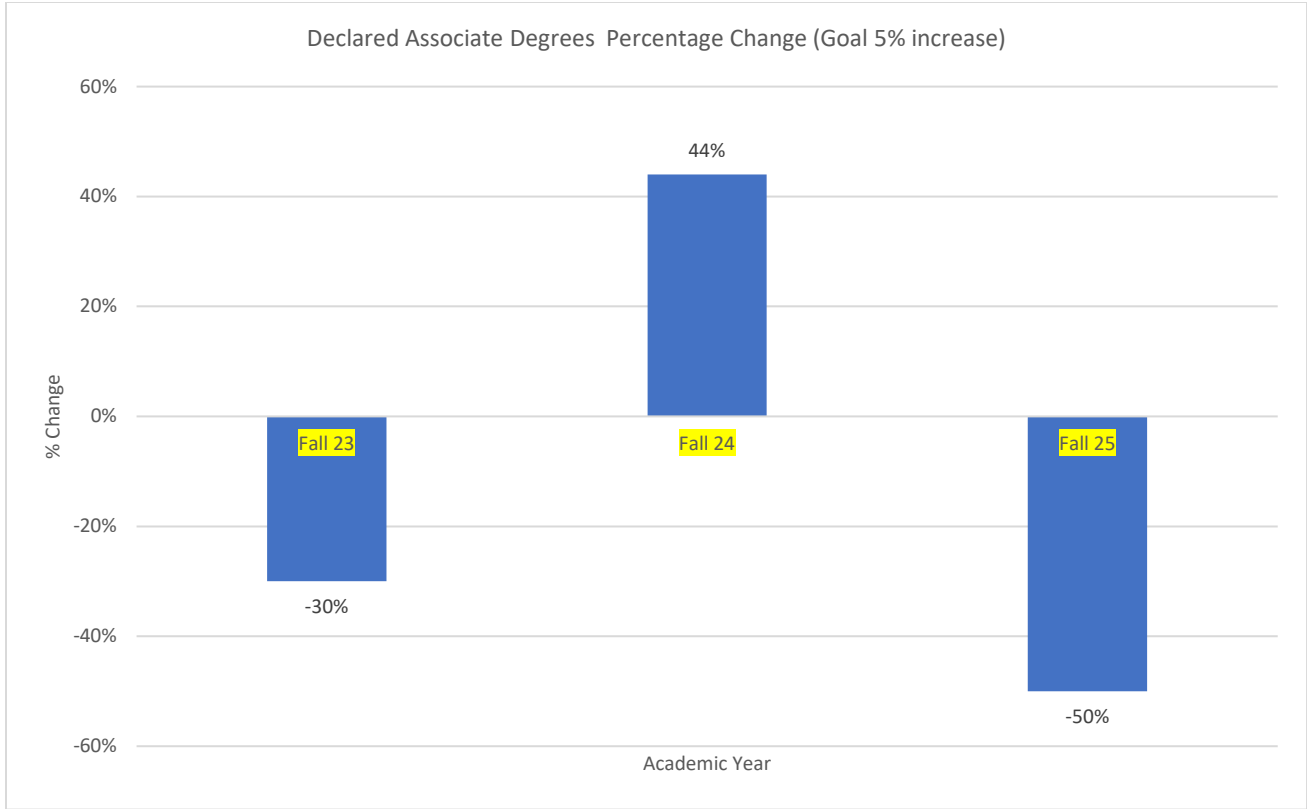
## WNMU-School of Business Accredited Programs Enrollment Data



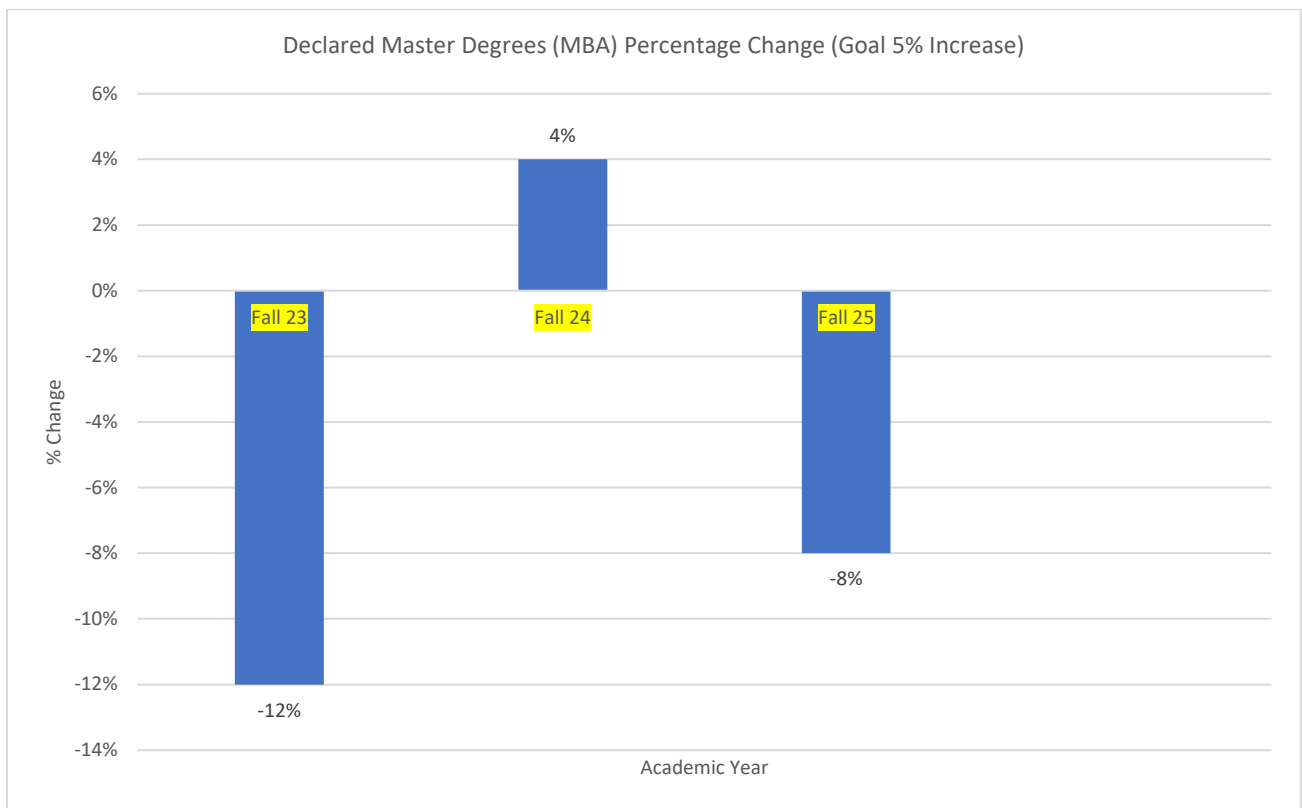
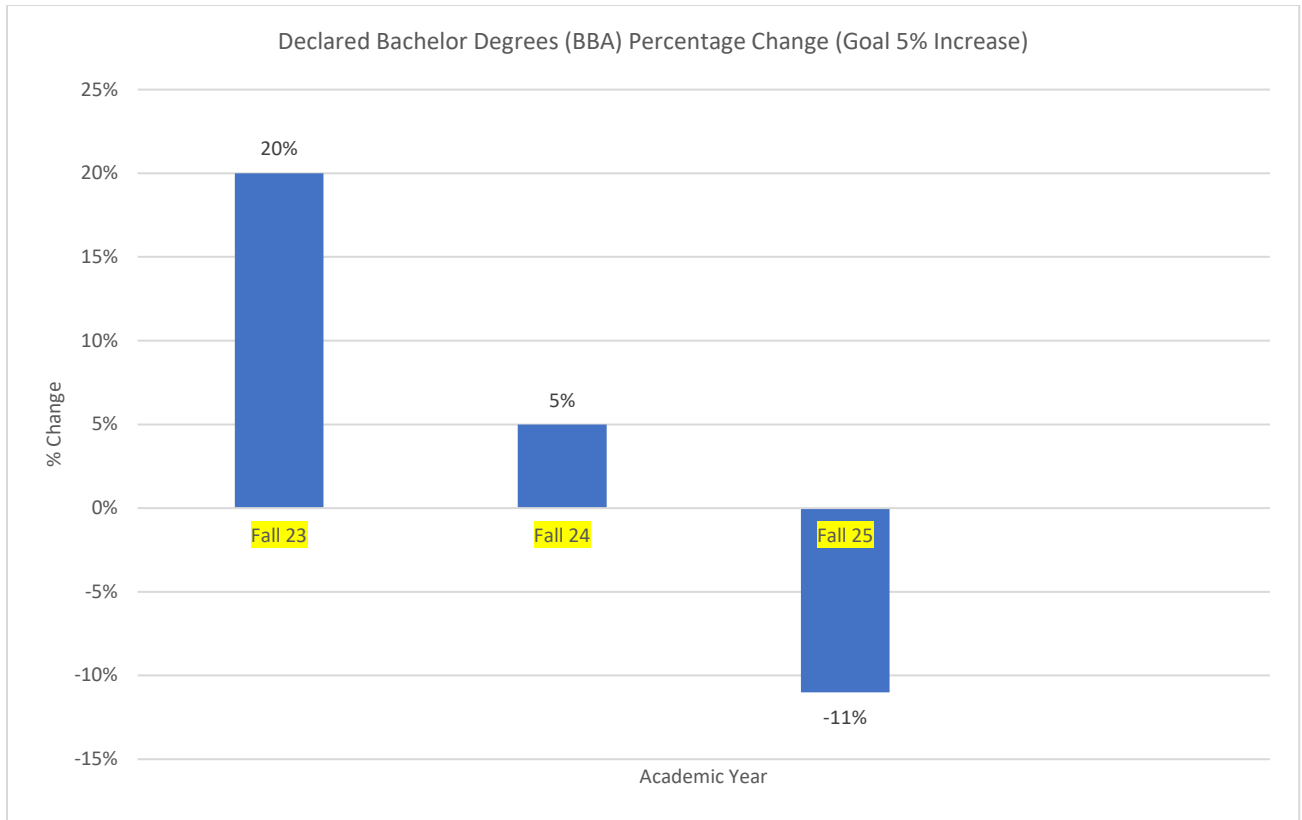
School of Business WNMU Student Achievement Data 2026



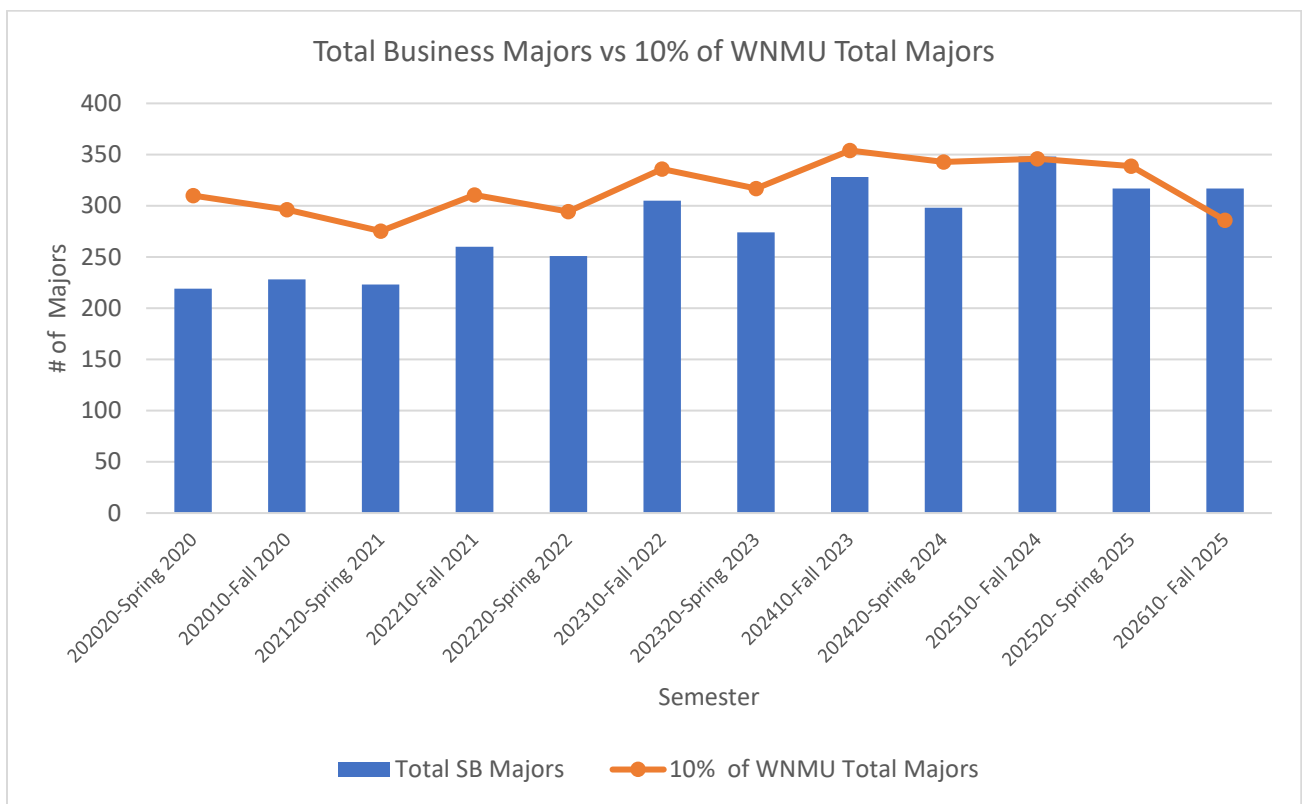
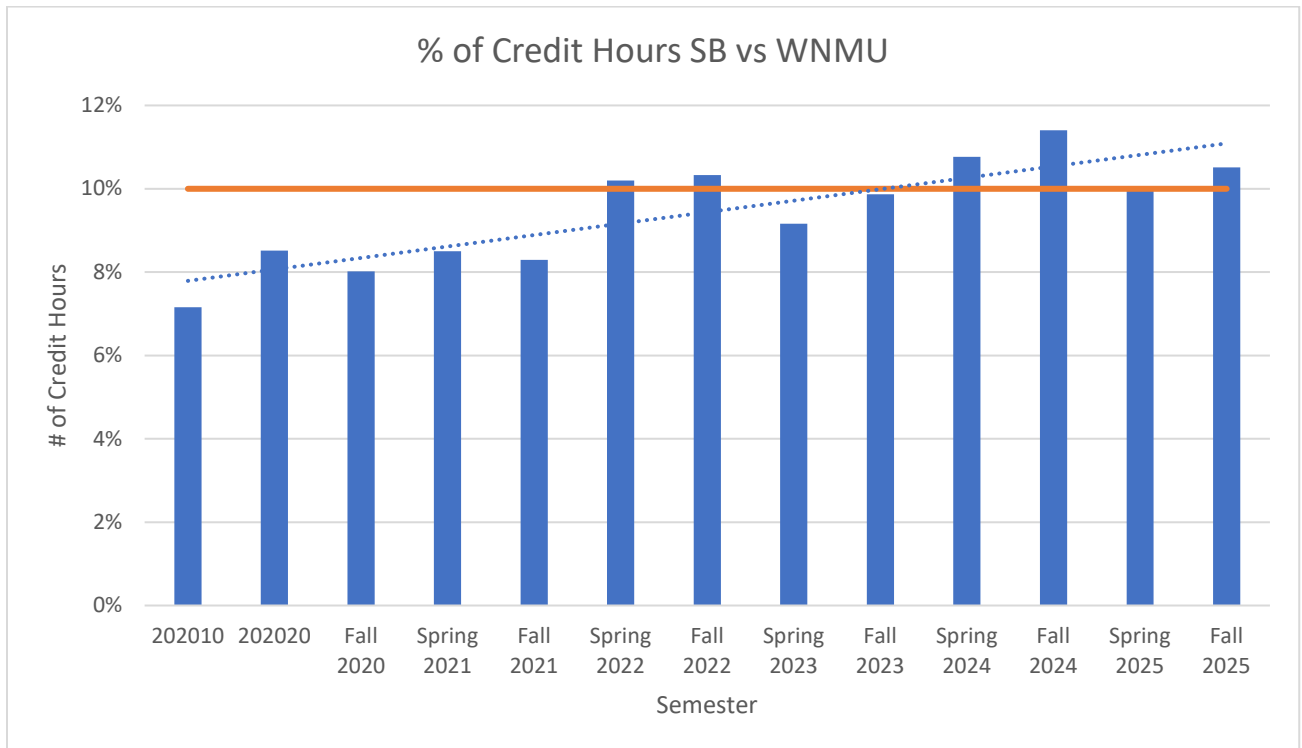
## School of Business WNMU Student Achievement Data 2026



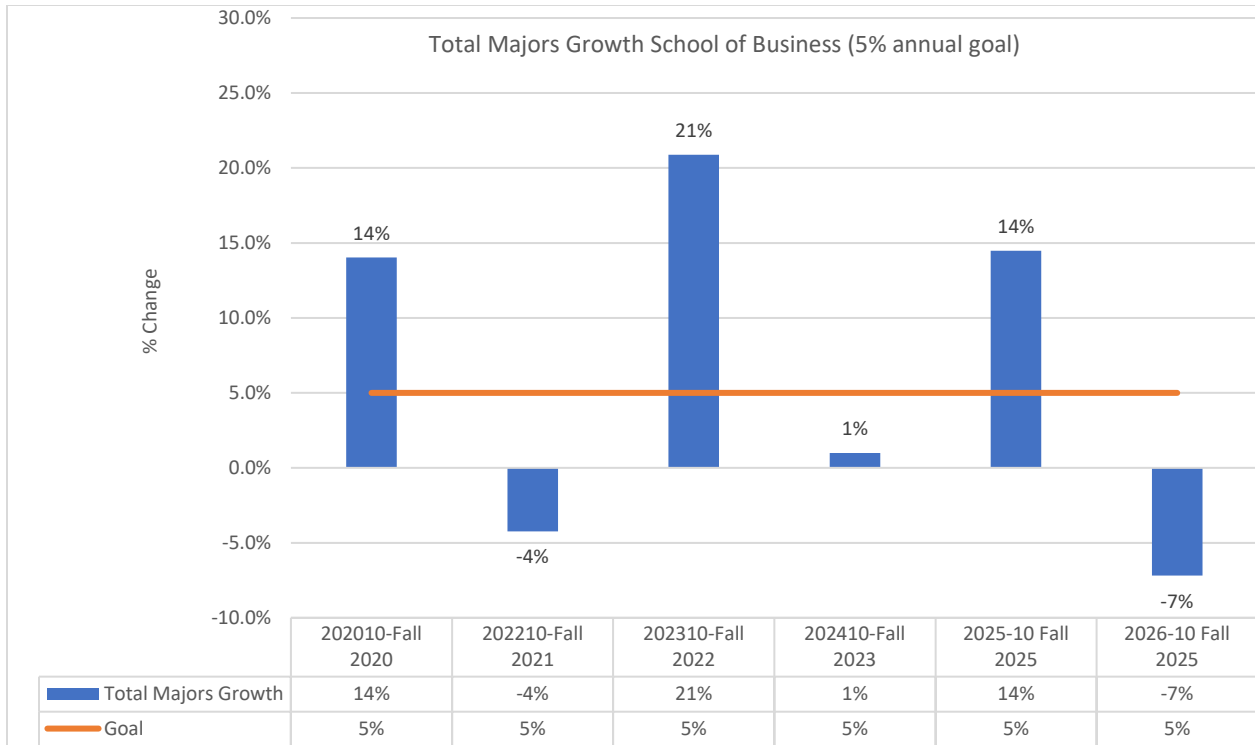
## School of Business WNMU Student Achievement Data 2026



### 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
<b>Total</b>	71	62	71	64	79	64	74	64	78	64	74	64	80	65
<b>Accounting</b>	65	60	64	61	79	61	73	61	77	61	73	61	83	61
<b>Business Ethics</b>	72	61	71	64	75	64	71	64	76	64	71	64	73	64
<b>Business Finance</b>	77	57	72	60	85	60	81	60	71	60	81	60	81	61
<b>Business Integration and Strategic Management</b>	71	66	75	68	83	67	77	68	76	67	77	68	83	67
<b>Economics</b>	69	58	70	60	74	61	73	60	82	61	73	60	86	63
<b>Economics: Macroeconomics</b>	65	58	71	60	73	60	74	60	83	60	74	60	85	62
<b>Economics: Microeconomics</b>	72	59	69	61	75	62	71	61	81	62	71	61	86	64
<b>Global Dimensions of Business</b>	69	58	68	59	79	60	73	59	81	60	73	59	77	62
<b>Legal Environment of Business</b>	70	65	76	66	83	66	66	66	80	66	66	66	78	65
<b>Management</b>	68	62	71	65	75	65	76	65	78	65	76	65	73	65
<b>Management: Human Resource Management</b>	68	66	68	69	84	70	67	69	87	70	67	69	77	69
<b>Management: Operations/Production Management</b>	66	59	73	62	63	63	82	62	74	63	82	62	68	63
<b>Management: Organizational Behavior</b>	70	61	72	64	78	64	77	64	71	64	77	64	73	63
<b>Marketing</b>	76	65	75	67	82	67	79	67	82	67	79	67	83	68