Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study\(^1\). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master’s and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Business Management and Technologies

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Entrepreneurship Certificate

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

☑ Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program. Date of Endorsement: 11/10/15

\[ Signature: 11-10-15 \]

Department Chair’s Signature Date

\[ Signature: 11/17/15 \]

College/School/Branch Campus Dean’s Signature Date

\(^1\) Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
A. **College, Department and Date**

1. College: *University of New Mexico/Gallup*
2. Department: *Business Management and Technology*
3. Date: *October 23, 2015*

B. **Academic Program of Study***

   *Entrepreneurship Certificate*

C. **Contact Person(s) for the Assessment Plan**

   *Al Henderson, faculty, alhender@unm.edu*

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D. Broad Program Goals & Measurable Student Learning Outcomes

Entrepreneurship Certificate (MGMT 101, 113, 195, 222, 190; C&J 221; CS 150L)

1. Management Functional Knowledge

GOAL: Graduates have a broad knowledge of functional management areas including accounting, management, and organizational behavior.

Students Learning Outcomes:
1: Students will be able to apply financial information to arrive at sound business decisions. (MGMT 101)
2: Students will be able to define key words and terms to interpret the meaning of accounting concepts. (MGMT 101)
3: Students will be able to apply organizational structures, concepts, and practices. (MGMT 113)
4: Students will be able to plan, organize, prioritize, and manage personnel for decision-making activities. (MGMT 113)
5: Students will be able to understand startup capital requirements, human resource requirements, generate, interpret, and use financial statements needed to start a business. (MGMT 195)
6: Students will be able to prepare, read, and interpret financial statements. (MGMT 195)
7: Students will be able to prepare and conduct a market survey, feasibility study, prepare a business plan that are comprised of the cashflow statement, income statement, balance sheet, generate a logo to brand your product or service, provide customer service and to make decisions to sustain a business. (MGMT 195)
8: Students will be able to understand and explain legal and policy requirements that include tax, licensing, and contracting that are necessary to operate a business. (MGMT 195)
9: Students will be able to understand the basic principles of applying marketing information to arrive at essential business decisions. (MGMT 222)
10: Students will be able to understand the flow and composition of marketing information and decision-making. (MGMT 222)
11: Students will learn the definition of key words and terms used to interpret the meaning of marketing concepts. (MGMT 222)
2. Management Perspectives Knowledge

**GOAL:** Graduates have a broad knowledge of the environment in which business operates including specific knowledge of diversity, economics, and ethics.

**Students Learning Outcomes:**
1. Students will be able to understand the flow and composition of financial information. (MGMT 101)
2. Students will be able to understand how the laws, policies, rules and regulations influence and impact organizations. (MGMT 113)
3. Student will be able to better understand the role of entrepreneurship in today’s society. (MGMT 195)
4. Students will be able to apply business ideas to create a product or service that can be commercialized. (MGMT 195)
5. Students will be able to format business documents and printing, such as; letters and reports on Word, budgets and payroll registers on Excel, management database reports on Access, persuasive presentation slides on PowerPoint. (CS 150L)
6. Students will be able to use the internet to view lecture slides, data files, and selected video websites and send attachments on Vista.unm.edu. (CS 150L)

3. Communication skills

**GOAL:** Graduates have requisites oral and written communication skills.

**Our students will be able to:**
1. Students will be able to understand the practical and theoretical approach to interpersonal communication. (C&J 221)
2. Students will be able to integrate forms and principle of interpersonal communication. (C&J 221)
3. Students will be able to manage unique challenges inherent in cross-cultural communication. (C&J 221)
4. Students will be able to understand how perception, language, and listening affect communication. (C&J 221)
5. Students will be able to understand verbal and nonverbal communication and how it affects clear communication. (C&J 221)
6. Students will be able to apply interpersonal problem solving. (C&J 221)
7. Students will gain confidence and effectiveness in speaking. (C&J 221)
8. Students will understand the dynamics of interpersonal communication at home and in the workplace. (C&J 221)

4. Life-long Learning

**GOAL:** Graduates are prepared for further study.

**Our students will be able to:**
1. Students will learn of career choices and business opportunities in the vast arena of entrepreneurship. (MGMT 195)
2. Students will understand the implications of an appropriate marketing orientation. (MGMT 190)
3. Students will understand the importance of strategic management of marketing within the organization. (MGMT 190)
4. Students will be able to apply the tools and techniques for analyzing markets. (MGMT 190)
5. Students will gain an appreciation for the dynamic environment(s) in which marketing decisions must be made. (MGMT 190)
6. Students will be able to apply the values of ethical marketing behavior. (MGMT 190)
E. **Assessment of Student Learning Three-Year Plan**

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. **Student Learning Outcomes**

   *Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.*

Relationships to UNM Student Learning Goals (insert the program SLOs and check all that apply):

<table>
<thead>
<tr>
<th>University of New Mexico Student Learning Goals</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Responsibility</th>
<th>Program SLO is conceptually different from university goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program SLOs</strong></td>
<td></td>
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</tr>
<tr>
<td>A.1. Students will have a broad knowledge of essential management areas including accounting, management, and organizational behavior.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>B.1. Students will have a broad knowledge of the environment in which business operates including specific knowledge of diversity, economics, and ethics.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C.1. Students will have requisites of oral and written communication skills.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>D.1. Students are prepared for future study.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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</tbody>
</table>
2. How will learning outcomes be assessed?

A. What:

<table>
<thead>
<tr>
<th>A.1. Students will have a broad knowledge of functional management areas including accounting, management, and organizational behavior.</th>
<th>Direct. Students should be able to understand the importance of producing a variety of business documents using word processors, spreadsheets to create financial statements, maintain customer files on database; make organizational charts on presentation slides and prepare a business plan.</th>
<th>Ninety percent of the students in class should pass with a grade of 70% or better.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1. Students will have a broad knowledge of the environment in which business operates including specific knowledge of diversity, economics, and ethics.</td>
<td>Direct. Students should be able to understand business management and operation; respond to changing environment of management diversity, Global Economy, and Technology.</td>
<td>Ninety percent of the students in class should pass with a grade of 70% or better.</td>
</tr>
<tr>
<td>C.1. Students will have requisites of oral and written communication skills.</td>
<td>Direct. Students should be able to communicate written assignments and present to the class in a written or power point format utilizing journals, internet and media reviews.</td>
<td>Ninety percent of the students in class should pass with a grade of 70% or better.</td>
</tr>
<tr>
<td>D.1. Students are prepared for future study.</td>
<td>Direct. Students should be able to understand the content of courses and to move on to the next step.</td>
<td>Ninety percent of the students in class should pass with a grade of 70% or better.</td>
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</tbody>
</table>

B. Who: Instructor will administer and grade homework assignments, quizzes, exams, research paper and guest lecture reports. Ninety percent of the students in class should pass with a grade of 70% or better.
3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>Discussion Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1. Students will have a broad knowledge of functional management areas including accounting, management, and organizational behavior.</td>
<td>May 2016</td>
<td>May 2017</td>
<td>Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department</td>
</tr>
<tr>
<td>B.1. Students will have a broad knowledge of the environment in which business operates including specific knowledge of diversity, economics, and ethics.</td>
<td>May 2016</td>
<td>May 2017</td>
<td>Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department</td>
</tr>
<tr>
<td>C.1. Students will have requisites of oral and written communication skills.</td>
<td>May 2016</td>
<td>May 2017</td>
<td>Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department</td>
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<tr>
<td>D.1. Students are prepared for future study.</td>
<td>May 2016</td>
<td>May 2017</td>
<td>Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department</td>
</tr>
</tbody>
</table>
5. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

In October 2015, the departmental chair will ask each full/part faculty member to devise the assessment plan for each of the courses they plan to teach in fall. The assessment plan will be attached to each syllabus. In May 2016, the full/part faculty members will submit their assessment plan. The faculty members and chair will review each assessment plan and make recommendations. One assessment plan format will be selected for each course and will be used in fall 2015 semester. In May 2017, the assessment plan will be reviewed and revised to fit student learning. During this time, departmental members will review students, learning outcome such as grades, project completions, curriculum design, teaching approaches, online courses, New Mexico business articulation and transfer matrix, etc. Changes for improvement will be documented by the chair who will submit a copy top the Dean of Instruction. It should be noted that full and part faculty members will be evaluated in the SOA process.

Adapted from Kansas State University Office of Assessment
Plan and to assess your program.

Look forward to your 2016 report.

Program assessment plan.

Please ensure you submit your program assessment reports as approved in your program.

Recommendations and feedback for the future (e.g., Reporting assessment activities and results):