

Eastern New Mexico University

Academic Program Review

AY 2012-2017

Undergraduate and Graduate Programs

Degree/Major/Emphasis:

B.A.A.S. Business

B.A.A.S. Information Systems

B.A.A.S. Personal Financial Planning

B.B.A. Accounting

B.B.A. Agricultural Business

B.B.A. Business Administration, Applied Economics and Finance

B.B.A. Business Administration, General Business

B.B.A. Business Administration, Hospitality Management

B.B.A. Business Administration, Information Systems

B.B.A. Business Administration, Marketing

B.B.A. Business Administration, Personal Financial Management

B.B.A. Management

Certificate, Personal Financial Management

Master of Business Administration

College:

College of Business

September 22, 2017

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I. ABSTRACT

Continuing Effectiveness

The College of Business continues to show its effectiveness given the performance we have had over the last three to five years. We demonstrate our effectiveness through the following outcomes.

- ***Increase growth over the last five-years:***

The number of declared undergraduate students (BBA and BAAS) in the COB went from 333 to 456 for an increase of 37% while the number of declared graduate students (MBA) went from 112 to 298 for an increase of 166%. The number of “graduated” (completion of degree) undergraduate students (BBA and BAAS) went from 45 to 90 for an increase of 100% while the number of “graduated” graduate students (MBA) went 34 to 95 for an increase of 179%. Finally, the number of undergraduate Student Credit Hours (SCH) went from 8,830 to 11,990 for an increase of 36% while the number of graduate Student Credit Hours (SCH) went from 1,335 to 3,798 for an increase of 185%. The student headcount for all MBA courses offered went from 494 to 1,274 for an increase of 158%.

- ***Stable full-time equivalents (FTE) for COB faculty over the last five-years:***

The number of COB full-time faculty has only increased by one member (from 15 to 16 with the addition of a Personal Financial Planning faculty line) while the number of part-time faculty has remained the same (five members). The overall total of FTE assigned to teaching went from 21.9 to 21.8, while the overall total of FTE re-assigned to special projects or administrative duties went from 3.8 to 3.3 (a 13% decrease). Overall total includes full-time faculty and part-time faculty. The total of part-time faculty FTE assigned to teaching went from 9.8 to 6.9 (a 30% decrease).

- ***A one-time reduction in course caps:***

In the fall of 2014, the COB faculty approved a one-time reduction in the course caps. The cap for all undergraduate face-to-face courses and cross-listed courses is set at 45 or room size if lower. The cap for all undergraduate online (web) courses is set at 35. The cap for all graduate courses is set at 30.

- ***Stable student learning outcomes over the last five-years:***

The Major Field Test undergraduate scores for the COB have been stable over the last five-years. The percentile rankings for the undergraduate capstone simulation have

declined over the last five-years, but the percentile rankings for the graduate capstone simulation have increased.

- ***Stable stakeholder comparisons over the last five-years:***

The BBA Exit Survey results, the BBA Alumni Survey results, and the MBA Alumni Survey results have all been consistently positive over the last five years, especially in comparison to our peer institutions.

- ***Stable student activities over the last three-years:***

Over the last three-years, participation in the Student Research Conference went from 14 to 19 for a 38% increase while internships went from seven to nine for a 29% increase. Student club membership has been stable over the last three-years as well as the number of activities they engage in. The number of activities and the number of student participants for our non-academic co-curricular activities has also been consistent over the last three-years.

Ongoing Efficiency

The College of Business continues to show its efficiency given the performance we have had over the last three to five years. We demonstrate our efficiency through the following outcomes and ratios.

- ***Decreasing amounts of COB faculty overloads in the last-five years:***

The overall total of FTE overloads in teaching went from 6.9 to 2.9 (a decrease of 58%) with a corresponding overload compensation going from \$78,157 to \$48,300 (a decrease of 38%).

- ***COB declared student total divided by teaching FTE:***

- 2012-13 year of $449 / 21.9 = 20.50$ (which means 1 FTE covered 20.50 students)
- 2016-17 year of $754 / 21.8 = 34.59$ (which means 1 FTE covered 34.59 students)
- That is an improvement of 69%.

- ***COB “graduated” (completion of degree) student total divided by teaching FTE:***

- 2012-13 year of $79 / 21.9 = 3.61$ (which means 1 FTE covered 3.61 students)
- 2016-17 year of $185 / 21.8 = 8.49$ (which means 1 FTE covered 8.49 students)
- That is an improvement of 135%.

- ***COB student credit hours total divided by teaching FTE:***

- 2012-13 year of $10,169 / 21.9 = 464.33$ (which means 1 FTE covered 464.33 SCH)

- 2016-17 year of 15,788 / 21.8 = 724.22 (which means 1 FTE covered 724.22 SCH)
- That is an improvement of 56%.

Major Events

Four major events mark the last five years for the College of Business. First, the College of Business experienced considerable turnover in the Dean's office prior to the last five-year period. Seven different people served as either dean or interim dean between 2005-06 and 2012-13. Stability in the dean's office started in fall of 2013 with the appointment of Dr. Janet Buzzard, which allowed the COB to complete a variety of achievements.

Second, due to the leadership of Dr. David Hemley, we started a program in Personal Financial Planning in the fall of 2016 that includes a BBA degree with emphasis in Personal Financial Planning, a BAAS degree with a secondary concentration in Personal Financial Planning, and an undergraduate certificate in Personal Financial Planning for non-degree seeking students. This comprehensive program is the only registered program in New Mexico.

Third, we submitted in February 2016 our biannual "Quality Assurance Report" (QA) to the *Accreditation Council for Business Schools and Programs* (ACBSP) that led to us having a returned QA report with no notes or conditions. This was greatly due to the efforts of our Accreditation Coordinator, Dr. Sue Stockly. All previous QA reports since the 2008 re-affirmation (i.e. 2010, 2012, and 2014) returned to us with some manner of notes or conditions. It is a big achievement to go into our 2018 re-affirmation with no notes or conditions.

Finally, the tremendous growth in our enrollments for the MBA program due to the tireless work of our Graduate Coordinator, Dr. Veena Parboteeah. Our program went from 34 graduating students in 2012-13 to 95 in 2016-17, a 179% growth, and went from 1,335 SCH in 2012-13 to 3,798 in 2016-17, 185% growth. *We handled this growth with no increase in the number of full-time graduate faculty and the occasional use of only one part-time graduate faculty.*

II. PROGRAM DESCRIPTION

- A. *Provide a brief overview of the program, including discussion of the primary mission of the program and a listing of all approved degrees, emphases, or minors offered by the program.***

The mission of the College of Business of Eastern New Mexico University is to provide quality, student focused business education to prepare individuals for professional careers, graduate studies and lifelong learning. We actively engage in business collaboration throughout the region. We operate through an open and accessible governance structure that promotes ongoing self-evaluation and continuous improvement.

In order to implement our mission, the COB focuses on three long-term strategic goals:

- (1) The faculty of COB supports high quality academic programs that both enhance the marketability of graduates and encourage them to remain life-long learners. We develop new programs that reflect and respond to changing student and workforce needs.
- (2) The faculty of COB prepares students for academic success by providing a positive campus experience and quality student services for online and on-campus students, and promoting students' leadership and civic responsibility.
- (3) The COB faculty creates excellent and innovative structures to anticipate and meet needs of our students, faculty and staff.

For a detailed representation of the alignment of COB strategic plan with student learning outcomes, please see **Appendix A**.

The COB offers a Bachelor of Business Administration degree (BBA) with four majors: Accounting, Agricultural Business, Management, and Business Administration with six emphasis areas (i.e. Applied Economics and Finance, General Business, Hospitality Management, Information Systems, Marketing, and Personal Financial Planning).

The COB offers a Bachelor of Applied Arts and Sciences degree (BAAS) with three secondary concentrations: Business, Information Systems, and Personal Financial Planning.

In addition, the COB offers undergraduate minors in Accounting, Business, Economics, and Information Systems as well as an undergraduate certificate in Personal Financial Planning.

Finally, the COB offers a Master of Business Administration degree (MBA). The MBA degree emphasizes the development of managerial generalists rather than specialists and requires study in all major functional areas of business. At this point, there are no concentrations in the MBA program.

B. For emphasis areas, delineate how the major/emphasis area specifically supports the mission of the program. How does the program mission fit with the University's mission?

Link to University Mission:

The COB mission links to the University mission in several ways. The COB mission focuses on innovative education using a variety of instructional technology tools to design and deliver BBA and MBA courses to a geographically dispersed student population. Additionally, the COB prepares individuals for professional careers through a common body of knowledge for all undergraduate business students. These courses engage students in applying theoretical concepts through multiple active learning activities.

The majority of undergraduate students select the major in Business Administration. This major supports the COB Mission by offering programs that are student-focused in flexibility of career options. Students with this major either tailor their upper-division elective coursework to their own interests in the General Business emphasis or complete more prescriptive coursework with emphases in the functional areas of Applied Economics and Finance, Hospitality Management, Information Systems, Marketing or Personal Financial Planning.

The objectives of the Accounting major are to prepare students for entry into the accounting profession and to provide courses that will facilitate the attainment of professional accounting certification. These objectives support the COB mission primarily through the high quality of the coursework that not only prepares our students for professional careers, but also meet all New Mexico standards for CPA completion. Accounting faculty further support the COB mission through actively engaging with businesses throughout the region.

The objectives of the Agricultural Business major are to prepare students for entry into careers in industries that service agriculture, including those engaged in the marketing of agricultural products.

The objectives of the Management major are to provide students for a comprehensive understanding of the principles, processes, and practices involved in the management of people and organizations. Management majors can look forward to careers as general and operations managers, marketing managers, business operations specialists, management analysts, human resource managers, business researchers, trainers, and so on.

These objectives support the COB mission through the high quality of coursework that prepares students for careers throughout the region and further. The COB is proactive in evaluating programs to respond to changes in the students and workforce.

Link to Graduate School Mission:

We designed the MBA for currently employed individuals seeking to enhance their professional development. The MBA curriculum requires the student to develop the ability to research the scholarly business literature for concepts they may apply to specific organizational problems.

The graduate business program provides quality, student focused, graduate business education that uses traditional and distance delivery systems, preparing individuals for professional careers, further education, and lifelong learning. The program prepares students for responsible managerial positions in an increasingly complex business environment.

C. *If the program or emphasis area fulfills a specific niche, please explain. Furthermore, what are the unique features of this program or emphasis area that set it apart from comparable programs at other New Mexico or regional institutions?*

Due to the leadership of Dr. David Hemley, the COB began to offer a program in Personal Financial Planning that includes a BBA degree with emphasis in Personal Financial Planning, a BAAS degree with a secondary concentration in Personal Financial Planning, and an undergraduate certificate in Personal Financial Planning for students who have already earned a bachelor degree. This comprehensive program is the only registered program in New Mexico and the University began offering the full curriculum in the fall of 2016. The curriculum consists of seven, eight-week courses offered solely online. The program prepares students to become a Certified Financial Planner by allowing them to be eligible to sit for the CFP Certification Examination. Students that already have a baccalaureate degree may receive an undergraduate certificate by enrolling in the seven-course personal financial planning curriculum at \$740 per course, or \$5,180 for the entire curriculum, whether they are a resident or a non-resident of New Mexico.

More importantly, the COB offers the *only fully online BBA and MBA programs in the state of New Mexico* at tuition rates that are competitive nation-wide.

D. *How does the program contribute to General Education?*

The COB offers three courses that students can use to count within the Social Science section: ECON 200 – Survey of Economics; ECON 221 – Principles of Macroeconomics; and, ECON 222 – Principles of Microeconomics. Designed for non-business majors, ECON 200 covers the main tools used in macroeconomic and microeconomic analysis, but the

emphasis is on how these tools apply to social issues. The two principles courses are required for business majors and are an important part of the BBA curriculum. Approximately half of the enrollments in Principles of Macroeconomics, however, are non-business majors who want to learn more about the general economy. The majority of students in principles of microeconomics are business majors, primarily because this course has a math prerequisite.

The COB also offers two courses that students can use to count within the institutional Global-Diversity requirement: BUS 310 – Global Business; and, BUS 302 – Comparative Law. These two courses connect to the University mission of emphasizing “liberal learning, freedom of inquiry, cultural diversity and whole student life” and enabling “citizens to respond to a rapidly changing world” (page 4 in the current undergraduate catalog). The non-content specific learning outcomes of both courses are to: (1) articulate how factors such as politics, economics, culture, and social institutions influence beliefs, assumptions, and values (2) demonstrate critical thinking skills appropriate to the junior level; and (3) critically evaluate relevant ethical dilemmas and social justice issues.

E. Describe the anticipated future direction of the program, both in “Mission” and “Vision.”

The faculty of the College of Business does not anticipate any radical change in its strategic policies at this point of time. Therefore, the ongoing vision of the COB is to:

- Supply a curriculum responsive to the needs of the marketplace;
- Provide distance learning through leading edge technology;
- Recruit and retain a diverse faculty and student body;
- Further quality education and business collaboration through scholarly activities;
- Meet or exceed professional accreditation standards;
- Furnish consulting, community service, training and research to the region;
- Operate through an open and accessible governance structure.

The COB faculty will continue to focus on our long-term strategic goals, which are to:

- Support high quality academic programs that both enhance the marketability of graduates and encourage them to remain life-long learners;
- Develop new programs that reflect and respond to changing student and workforce needs;
- Prepare students for academic success by providing a positive campus experience and quality student services for online and on-campus students;
- Promote students’ leadership and civic responsibility;
- Create excellent and innovative structures to anticipate and meet needs of our students, faculty and staff.

For a detailed representation of the alignment of COB strategic plan with student learning outcomes, please see **Appendix A**.

As a member of the *New Mexico Collegiate Business Articulation Consortium* since the 1990s, the College of Business will continue to maintain certification of all articulated statewide business courses. Those courses are:

- BUSA 1113 – Intro to Business (BUS 151);
- BCIS 1113 – Intro to Information Systems (IS 151);
- ECON 2113 – Macroeconomics Principles (ECON 221);
- ECON 2123 – Microeconomics Principles (ECON 222);
- BFIN 2013 – Intro to Finance (FIN 201);
- MKTG 2113 – Principles of Marketing (MKT 201);
- MGMT 2113 – Principles of Management (MGT 201);
- ACCT 2113 – Principles of Accounting I – Financial (ACCT 201);

- ACCT 2123 – Principles of Accounting II – Managerial (ACCT 202);
- BLAW 2113 – Business Law I (BUS 230);
- BLAW 2123 – Business Law II (BUS 317);
- MATH 2113 – Statistics (STAT 213).

Certification implies that all of these business courses across state institutions of higher education have the exact same course learning outcomes and that we assess those learning outcomes adequately.

The COB will continue to maintain its business program accreditation with the *Accreditation Council for Business Schools and Programs* (ACBSP). The COB will assure a process of continual improvement in meeting ACBSP standards and participating in association activities.

The COB is preparing for re-affirmation of accreditation by submitting a Self-Study report for AY 2016-2017 in December 2017, and by holding a site visit by an evaluation team during the spring of 2018.

Probably most important of all for the future success of the College of Business is the continued growth of the undergraduate and graduate programs. The following three figures show our past growth in overall numbers of declared students, graduated students (i.e. degree completed), and student credit hours. You can view details in Section V of this report. We are very proud of our performance these last five years, and plan to continue the trend.

Figure 1: COB Declared Students (2012-13 to 2016-17)

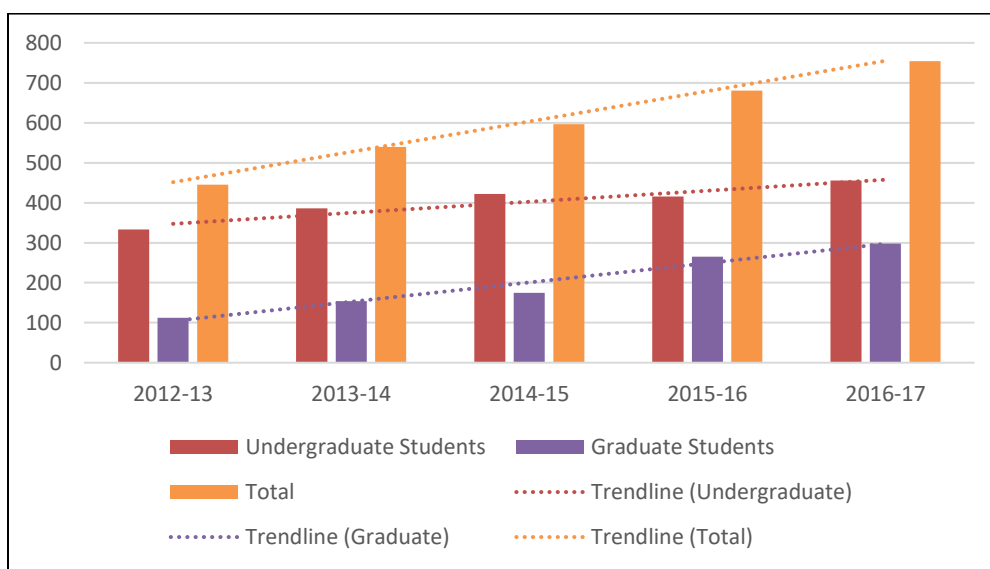


Figure 2: COB “Graduated” Students (2012-13 to 2016-17)

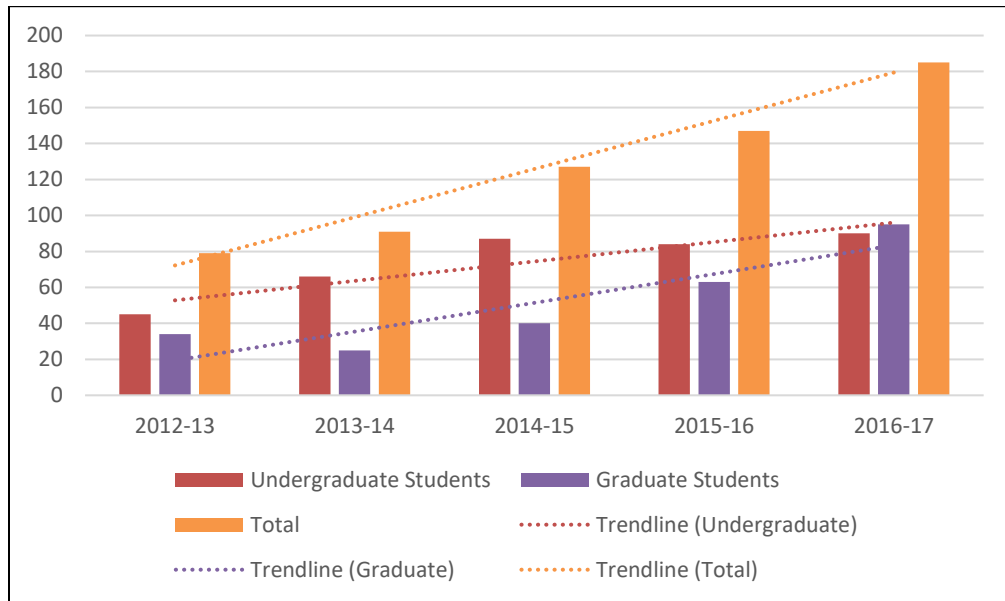
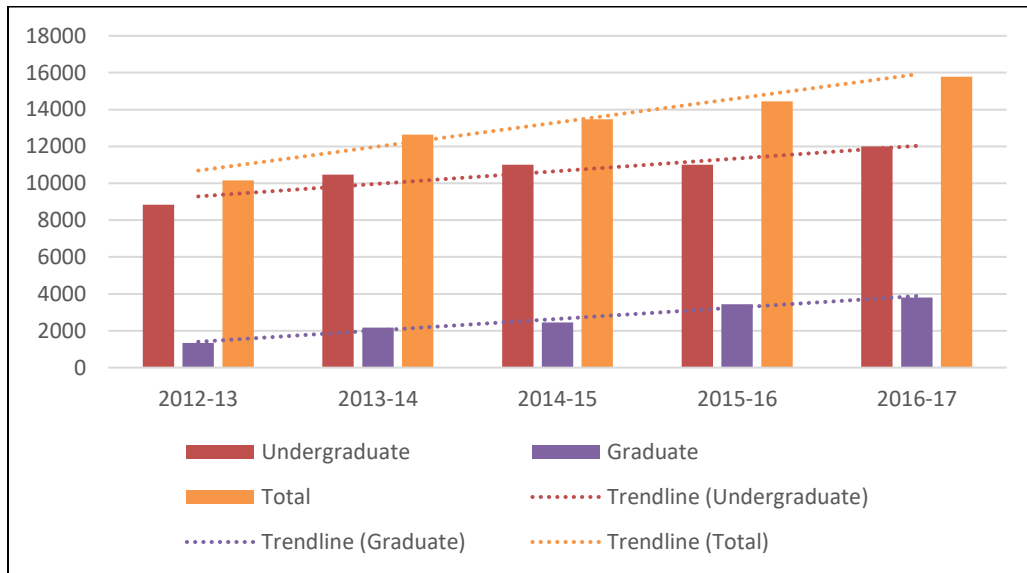


Figure 3: COB Student Credit Hours (2012-13 to 2016-17)



III. CURRICULUM

- A. In Appendix B and Appendix C, attach a copy of the program's current undergraduate and graduate curriculum.**

Please see the complete curricula for the BBA and BAAS degrees (**Appendix B**), and MBA degree (**Appendix C**) as listed in the most current Undergraduate (2017-2019) and Graduate (2016-2018) catalogs.

- B. If there have been important curricular changes in the program over the last 5 years, please describe those changes and provide rationale and the outcomes (this is not just a list).**

After considering the findings in previous assessment reports, and the deliberation of faculty, the COB made the following major curriculum changes over the last five-years.

2013-2015 Undergraduate Catalog

- We added FIN 201 – Principles of Finance to the BBA foundation requirements. Review of course assessment and other indicators of student performance pinpointed FIN 315 as a major obstacle for many of our students. We decided to strengthen potential success in this key upper-division course by adding a lower-division introductory course. The New Mexico Business Articulation matrix indicates that several two-year and four-year institutions in the state include a similar course at this level, and we believe the addition of this course in our program will enhance transfers to and from ENMU. FIN 201 has been part of the AA degree in business for many years for students from ENMU-Roswell, Clovis Community College, and New Mexico Junior College, and these students were not previously able to transfer the course to this campus as meeting a degree requirement (though the course did meet a foundations requirement at NMSU). With this change, the AA in business becomes more relevant to transfer students on this campus. In addition, FIN 201 will strengthen the technical skills needed in the job market for business majors.
- We added MGT 201 – Principles of Management to the BBA foundation requirements. This move aligns with the statewide business articulation and assures that students in the BBA complete at least two courses in each of the major subject areas (i.e. Accounting, Economics, Finance, Marketing, and Management). As there is now a principle of management course in the degree, we changed MGT 313 – Management & Organizational Behavior (which was a combination of two courses) to a single topic course of MGT 313 – Organizational Behavior.

- We added another prerequisite change for the capstone course BUS 453. During our discussion of the new math prerequisites, the COB faculty also voted to increase the prerequisite for BUS 453 – Business Strategy and Policy. In original proposal, we changed the prerequisite from “Final semester standing; BUS 330, FIN 315, and MGT 313” to “Final semester standing; BUS 330, and FIN 315.” However, when we returned to our argument in our original proposal that (based on assessment evidence) an advanced level marketing course was needed in the Business Core, we realized that the new marketing course (i.e. MKT 425 – Marketing Management) should also be made a prerequisite for BUS 453. In our capstone course, we use a business simulation for assessment purposes. That is why we require BUS 330 and FIN 315 as prerequisites as a strong background in operations management and finance is required for successful completion of the simulation. The new prerequisite is “Final semester standing; BUS 330, FIN 315, and MKT 425.”

2015-17 Undergraduate Catalog

- We streamlined both the BBA Accounting major and the BBA Management major to a fixed set of required courses. This allowed for better course rotation, enrollment management, and staffing management. The streamlined Accounting degree is now a required 24 credit hours:
 - ACCT 305 Intermediate Accounting I (3)
 - ACCT 306 Intermediate Accounting II (3)
 - ACCT 311 Cost Accounting (3)
 - ACCT 342 Governmental and Not-for-Profit Accounting (3)
 - ACCT 371 Income Tax Accounting: Individual (3)
 - ACCT 400 Accounting Information Systems Theory (3)
 - ACCT 422 Auditing (3)
 - ACCT 475 Income Tax Accounting: Corporations, Partnerships and Fiduciaries (3)
- The streamlined Management degree is now a required 18 credit hours:
 - MGT 314 Human Resources Management (3)
 - MGT 415 Compensation Management (3)
 - MGT 425 Training and Development (3)
 - MGT 435 Supervision and Management (3)
 - MGT 442 Management and Society (3)
 - MGT 475 Leadership and Organizational Change (3)
- Finally, the COB added a new program to the catalog. The Personal Financial Planning program includes a BBA degree with an emphasis in Personal Financial Planning, a BAAS degree with a secondary concentration in Personal Financial Planning, and an undergraduate certificate in Personal Financial Planning for students who have

already completed a bachelor degree. This comprehensive online program is the *only registered program in New Mexico*. We began offering the full curriculum in the fall of 2016, which consists of seven, eight-week courses offered completely online. Those courses are:

- PFP 310 Personal Finance (3)
- PFP 320 Business Risk Management and Insurance (3)
- PFP 330 Investments: Principles and Policies (3)
- PFP 340 Tax Planning (3)
- PFP 350 Retirement Planning (3)
- PFP 360 Estate Planning (3)
- PFP 410 Financial Plan Development (3)

The program prepares students to become a Certified Financial Planner by making them eligible to sit for the CFP Certification Examination.

2012-2014 Graduate Catalog

- Revised the comprehensive integrative project. In order to meet the university's requirement to provide a comprehensive integrative experience at the end of all graduate course work, the COB graduate faculty decided to revise the format of the comprehensive integrative project. All students in BUS 554 will complete a business simulation in teams, and as a team will present to the COB graduate faculty a strategic analysis of the company's performance and future prospects. Then as an individual, all students in BUS 554 will complete a strategic plan for their simulation company's performance and future prospects. The COB graduate faculty will read and evaluate this Project Paper anonymously as either Pass or Fail. If a student fails the comprehensive integrative project, he or she will be eligible to retake BUS 554 one time only.

2014-2016 Graduate Catalog

- The COB determined students need a good knowledge of FIN 541 to succeed in BUS 553 and BUS 554. Students taking FIN 541, BUS 553, and BUS 554 at the same time during the last semester are at a disadvantage because the comprehensive integrative project in BUS 554 is a month before the semester ends, meaning that by the time they turn in the project, they have not learned everything in FIN 541. We prepare students better by having FIN 541 as a prerequisite for BUS 553 and BUS 554. We recommend but not require MGT 530 and MKT 517 as helpful but not essential prerequisites. We also made ACCT 551 as a prerequisite for FIN 541 since student should study accounting prior to taking finance. We made this change in the MBA program requirements and the course descriptions section.

2016-2018 Graduate Catalog

However, with the dramatic growth of the MBA program, the COB graduate made the following significant changes.

- We admit students provisionally who do not have a degree in business administration. We admit such students when they complete the required Common Professional Component (CPC) courses with a GPA of 3.0 or higher. As of fall 2015, per the recommendation of Dr. Gamble and Dr. Laurenz, students who have a cumulative undergraduate GPA of less than 3.0, but more than 2.499, we consider for admission. For such students, we base the admission decision upon the last 36 credit hours in the undergraduate degree, prior graduate degrees, and relevant work experience. We admit to regular status when: (1) full-time students earn a minimum GPA of 3.00 with no grade less than a "B" during their first semester of enrollment; or (2) part-time students earn a minimum GPA of 3.00 with no grade less than a "B" during their first

two semesters of enrollment. We added this information under a new heading for more transparency. We also specified the process for changing their status from provisional admit to admission with regular status.

- Elimination of BUS 554. Students are no longer required have to complete a “comprehensive integrative project paper” in order to graduate from the MBA program. We use to require students to complete a written project of 30 pages maximum (not including appendices) blind reviewed by a committee of three graduate faculty members. However, our projected enrollment in our capstone course could be as high as sixty students per semester. With only ten COB graduate faculty members presently available to grade the written projects (the dean, assistant dean, MBA coordinator, and instructor of BUS 554 do not participate in grading), the three committees could be grading as many as 15 papers each over a period of two and a half weeks. The growth of the MBA program has hindered the faculty’s ability to handle the level of reading and grading of the written projects.
- BUS 553 is now a 3-credit course with the elimination of BUS 554. Students can only take BUS 553 during the last semester of coursework. A new assessment process, which will include student participation in a business simulation, the Major Field Test for MBA students, assessment of written projects, and assessment of oral presentations, replaces the comprehensive integrative project paper. We updated the title and description of the course to reflect this change in this section, as well as the course description section.

C. Provide a brief view of possible future curricular changes based on program direction, program assessment, program enrollment trends, and program disciplinary changes.

Several fronts may require curricular changes for the COB in the future. First, the expected continued growth of the MBA program may require the hiring of part-time Ph.D. faculty to meet the demand. This would force greater course monitoring for sections with multiple instructors. As of now, that only occurs with MGT 513, and a former full-time faculty member teaches the extra section of that course. Second, we are planning to initiate a new emphasis area in accounting for the MBA program. This new MBA emphasis will add 6 or 9 credit hours above our existing MBA degree of 30 credit hours. This will require that we transform our current instructor line in Accounting into a tenure-track (Ph.D.) line. That will be the only way to maintain ACBSP standards.

Third, we plan to continue our collaboration with the Culinary Arts program. This may lead to further innovation with our Hospitality Management degree. We will also be looking into collaborating with ENMU Ruidoso’s culinary arts and hospitality program.

Fourth, we plan to start collaboration with the cybersecurity associate degree program also at the ENMU Ruidoso campus. This may help improve our low-level of Information

Systems (IS) degree students, and will align with our planned efforts to further streamline the course offering and rotation of the IS curriculum. Fifth, we plan to streamline Applied Economics and Finance to help improve our low-level of enrollment in that emphasis area.

Sixth, we are planning to intensify the promotion of our Personal Financial Planning offerings specifically as well as our online business degrees generally. We will be working closely with the Office of Communication Services to intensify online advertisement and social media efforts. Seventh, we plan to participate in Academic Affairs led effort to revamp the process of recruiting international students. Finally, we will be working closely with Academic Affairs to participate fully in offering on-site courses for the members of the Mescalero tribe.

Please answer the following questions for your graduate curriculum only.

- D. Describe the mechanism by which the program determines whether the curriculum meets current professional/discipline standards, with specific attention to how the program ensures sufficient writing, research, and practical/clinical opportunities.***

The COB Graduate Committee reviews all curriculum for the MBA program. Every COB graduate faculty member holds a doctoral degree and stays current through scholarly activities in their respective fields. The MBA program itself is a basic program in general business administration. During the ENMU Graduate Catalog revision every two years, the COB Graduate Committee verifies that the MBA curriculum conforms to ACBSP guidelines and examines other MBA program offerings at regional universities. The MBA program is a terminal professional degree, rather than an academic degree, as we designed our MBA for career managers and the program does not include opportunities for applied research that go beyond a basic course in business research (BUS 518) or the written papers required in other course. The capstone course (BUS 553) does require students to engage in a widely used and respected business simulation that gives students training in core business practices.

- E. Provide a listing of all 400/500 level courses. Discuss whether there is a sufficient number of 500 level only courses. Describe how the 400/500 level courses fit into the graduate curriculum and the mechanism for ensuring sufficient graduate experiences for students taking these courses.***

The MBA curriculum is quite straightforward. There are the ten 500 level courses required for the degree and no electives. The COB Dean works with the MBA Graduate Coordinator to assure that enough sections of the ten required courses are available face-to-face and online every semester, including summer. The Graduate Catalog lists course descriptions for 579—Individual Research and for 593—Topics in each of the ACCT, BUS, ECON, FIN, IS, MGT and MKT subject areas, but these courses are not used by COB graduate students. Our ACBSP accreditation process is the primary mechanism used to ensure sufficient graduate experiences in the MBA degree.

Our ten MBA courses are:

- ACCT 551 – Accounting for Managers
- BUS 501 – Law, Ethics and Social Responsibility
- BUS 518 – Managerial Research Analysis
- BUS 553 Integrative Strategic Management (this is the capstone course)
- ECON 525 – Managerial Economics
- FIN 541 – Managerial Finance
- IS 500 – Information Systems for Managers

- MGT 513 – Organization Behavior and Management Theory
- MGT 530 – Production Operations Management
- MKT 517 – Marketing Management

F. Describe the program's capstone courses or experiences and how those courses or experiences relate to program objectives and learner outcomes.

Our graduate program capstone course is BUS 553 – Integrative Strategic Management (3 credit hours). We offer the course every fall and spring semester. The course description states, “As the capstone course for the M.B.A. program, this course focuses on the formulation of strategic policies to achieve organizational goals, the implementation of those goals, the measurement of results, and the reappraisal of policies and goals. Students will be required to participate in the M.B.A. assessment process while taking this course. Prerequisites: final semester standing only and graduate coordinator consent. FIN 541 is required, while MGT 530 and MKT 517 are strongly recommended” (page 89 in the current graduate catalog).

In BUS 553 – Integrative Strategic Management, students learn the concepts of strategic management, and experience a business simulation that challenge their decision-making abilities and their knowledge of business functions. We assign all students to a simulation team in which they must participate in the team decision-making and reporting requirements. The course learning outcomes are stated as students will be able to: (1) summarize the theories and concepts of strategic management principles; (2) comprehend the complex environments in which businesses operate; (3) solve business problems through the integration of your business skills and knowledge; and (4) use theory to justify the practical application of solutions.

The MBA degree emphasizes the development of managerial generalists rather than specialists and requires study in all major functional areas of business. The capstone experience integrates knowledge and skills from those major functional areas. We designed the degree for currently employed individuals seeking to enhance their professional development. Thus, the program and the capstone experience prepare students for responsible managerial positions in an increasingly complex business environment.

IV. ASSESSMENT

Learner Outcomes

A. Provide your program's student learner outcomes.

Bachelors of Business Administration (BBA) Program-Wide Student Learner Outcomes

1. BBA students demonstrate a level of mastery of foundational and core business knowledge and skills.
2. BBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.
3. BBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data.
4. BBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.
5. All BBA students demonstrate knowledge of current business events, of world cultures and of global economics.
6. All BBA students demonstrate the ability to recognize ethical situations and ethical norms and values in business and the ability to apply ethical decision-making tools appropriate for a business professional.

Bachelors of Business Administration (BBA) Major/Emphasis Student Learner Outcomes

BBA Accounting

1. Students will demonstrate proficiency in business core and foundational courses.
2. Students will be able to identify the core concepts in financial accounting, tax, and audit.

BBA Agricultural Business

1. Students will interpret and apply business practices to agricultural enterprises.
2. Students will interpret and apply basic macroeconomic and microeconomic models as they apply to agricultural policy.
3. Students will solve and interpret linear regression equation about agricultural finance and economics.
4. Students will master relationships between agricultural financial statements that include balance sheet, income statement, and statement of cash flow.

BBA Management

1. Students will retain, comprehend, and apply management theories, concepts, and practices involving the functions of human resources, design of human resource

systems, supervisory skills, organizational structures and processes, and the management of change.

2. Students will enhance their ability to be effective managers by demonstrating continuous improvement in their ability to write clearly, coherently, and in an analytical manner.

BBA Business Administration with emphasis in Applied Economics and Finance

1. Students demonstrate proficiency in interpretation and application of basic macroeconomics and microeconomics models.
2. Students will interpret linear regression equation about economics and finance.
3. Students will interpret relationships between financial statements that include balance sheet, income statement, and statement of cash flow as it relates to corporate finance.
4. Student will use financial statements to construct forecasts, e.g., pro forma for public companies.

BBA Business Administration with emphasis in General Business

1. Students will demonstrate proficiency in business core and foundational courses.

BBA Business Administration with emphasis in Hospitality Management

1. Students will demonstrate knowledge and skills on how to manage a hospitality operation including the unique challenges and contexts pertaining to various segments of the industry using applicable theories from multiple business disciplines.

BBA Business Administration with emphasis in Information Systems

1. Students will demonstrate the ability to identify design opportunities and compare solution and sourcing alternatives in a way that takes into account various sources of risks and dimensions of feasibility.
2. Students will demonstrate the ability to integrate high performance in design and implementation, along with strong business capabilities.
3. Students will apply knowledge and skills related to the management of the ongoing information systems operations within the organization, including the management, operation, and securing of the IT infrastructure.

BBA Business Administration with emphasis in Marketing

1. Students will integrate and apply marketing knowledge and skills to develop effective segmentation and marketing mix strategies for either profit or non-profit organization in marketing of products to meet consumer and/or business buyers' need and behaviors.

BBA Business Administration with emphasis in Personal Financial Planning

1. Students will interpret relationships between financial statements that include net worth statement and statement of cash flow as they relate to personal finance.
2. Students will analyze personal financial situations in order to be able to evaluate a client's objectives, needs, and values leading to a financial plan for that client.
3. Student who successfully complete the PFP curricula will be qualified to sit for the CPF Exam.

Masters of Business Administration (MBA) Program-Wide Student Learner Outcomes

1. MBA students demonstrate a level of mastery of business knowledge and skills.
2. MBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.
3. MBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data.
4. MBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.
5. MBA students demonstrate the ability to recognize ethical situations and ethical norms and values in business and the ability to apply ethical decision-making tools appropriate for a business professional.

For a detailed representation of the alignment of COB strategic plan with student learning outcomes, please see **Appendix A**.

B. Provide a summary table of student assessment results. Address the 5-year record, with particular emphasis on the data trends.

In the following pages, Table 1a provides a summary of student assessment results for the BBA degree while Table 1b provides a summary of student assessment results for the MBA degree.

A summary of student assessment results for BBA majors and emphasis areas is being prepared for our ACBSP re-accreditation report (due on December 15, 2017), but it was not prepared in time for submission with this report. The summary will be available to the _____ Committee _____ in December.

Table 1a. Summary of Student Assessment Results for BBA – 2012-2013 to 2016-2017

<i>BBA Student Learning Outcome 1:</i> BBA students demonstrate a level of mastery of foundational and core business knowledge and skills. The assessment measures and student outcomes reported for this Student Learning Outcome (SOL) are formative in that they measure important skills needed by BBA majors in key foundation and core courses required before the senior year.	
Measures	Outcomes
1a. Average Scores on the Final Project for	1a.

IS 281—Spreadsheets and Data Analysis.

This course is part of the BBA Foundation. The focus is on student development of highly technical computational and analytical skills.

IS 281 Average Percent on Final Project

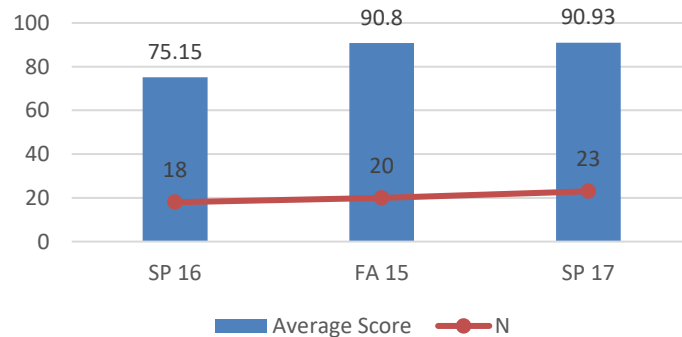


1b. Average Scores on a series of reflective essays on major topics in the course in MGT 313—Organizational Behavior.

This course is part of the BBA Core. The focus is on student development of critical thinking skills.

1b.

**MGT 313 Reflective Essays
Average Scores**



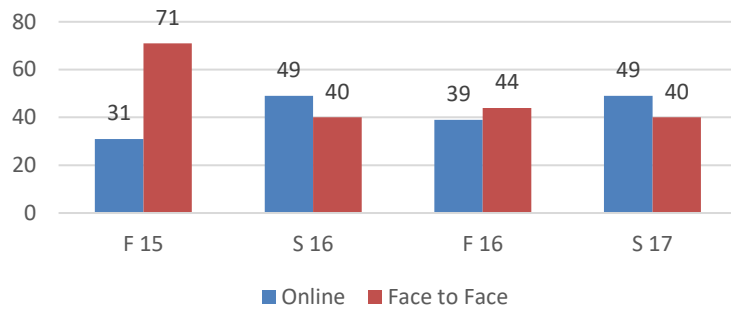
1c. Differences in Pre- and Post-Test Scores for students in FIN 315—Managerial Finance.

This course is part of the BBA Core. The focus is on highly application of math and analytical skills to

1c.

a highly technical subject area.

Finance 315 Average Improvement Between Pre- and Post-Test Scores



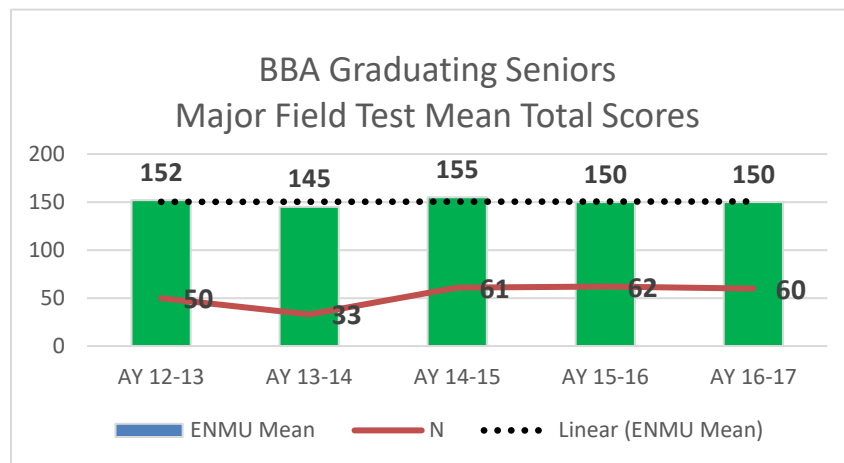
Semester	Online N	Face to Face N
F 15	19	16
S 16	14	19
F 16	35	15
S 17	17	15

BBA Student Learning Outcome 2: BBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.

The assessment measures and student outcomes reported for this SLO are summative in that these instruments are administered to graduating seniors during BUS 453—Business Strategy and Policy. This is the capstone course for the BBA degree.

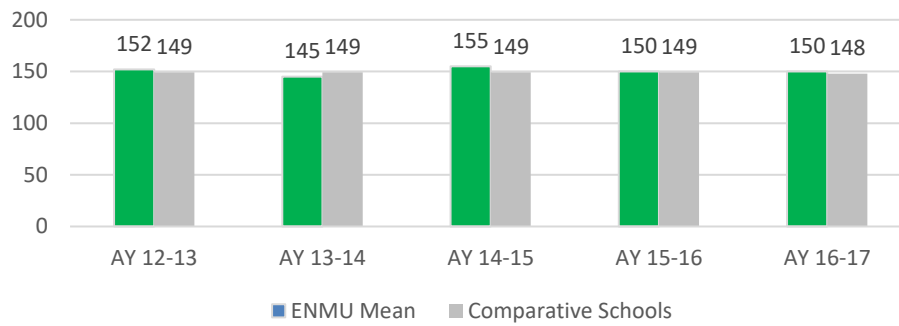
Measures—All assessment results below are from the ETS Major Field Tests in Business and the Assessment Indicators for business sub-fields. We report scores and trends for BBA majors at ENMU followed by results that compare ENMU average student scores to those of ten institutions that are similar to ENMU and that administered the same ETS exams during the entire period studied. These institutions include: Adams State University (CO), Alcorn State University (MS), Angelo State University (TX), Colorado State University—Pueblo (CO), Lamar University (TX), Middle Tennessee State University (TN), Midwestern State University (TX), Pittsburg State University (KS), Prairie View A&M University (TX), Rogers State University (OK).

2a. Outcomes—Overall mean on the Major Field Test for Business (nationally normalized scores).

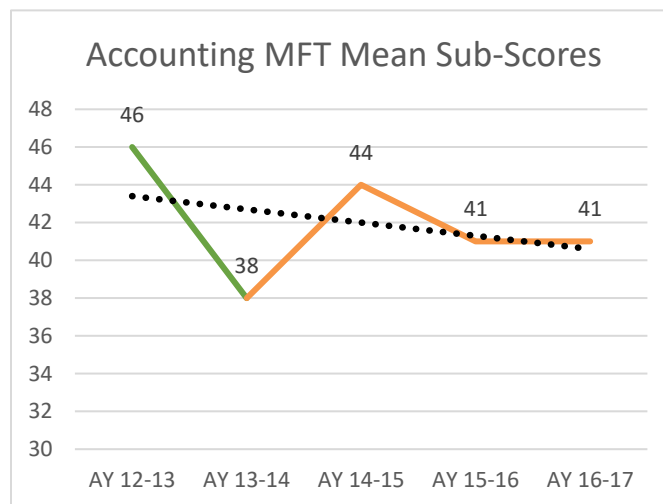


Mean Total Scores trend is **Negative** with a standard deviation of **3.26**.

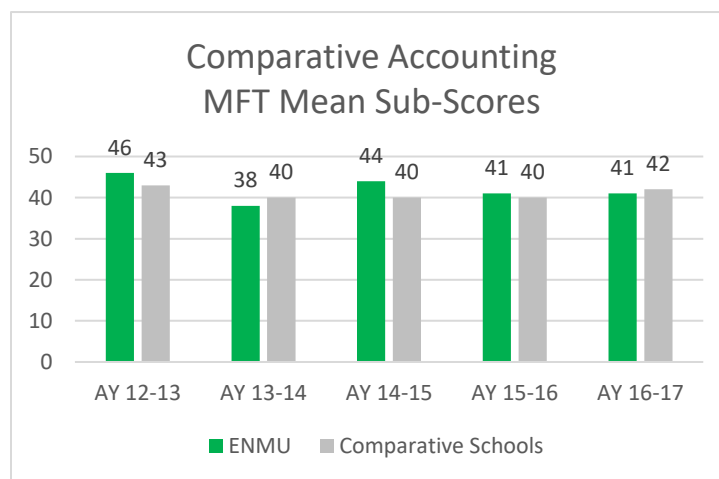
Comparative Mean Major Field Test
Mean Total Scores

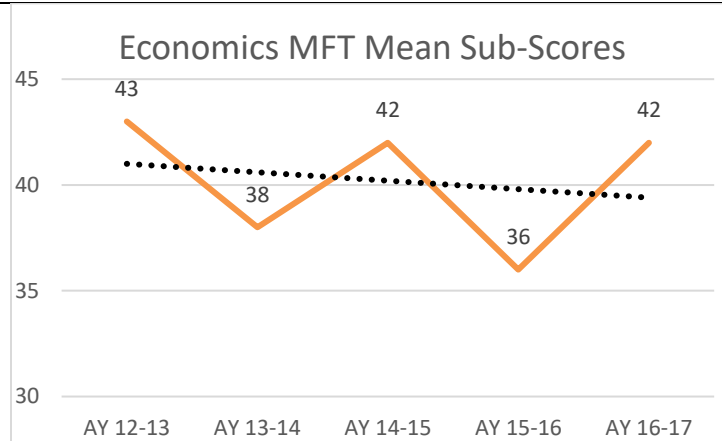


2b. Outcomes—Mean Percent Correct for each sub-field indicator on the Major Field Test for Business (nationally normalized scores).

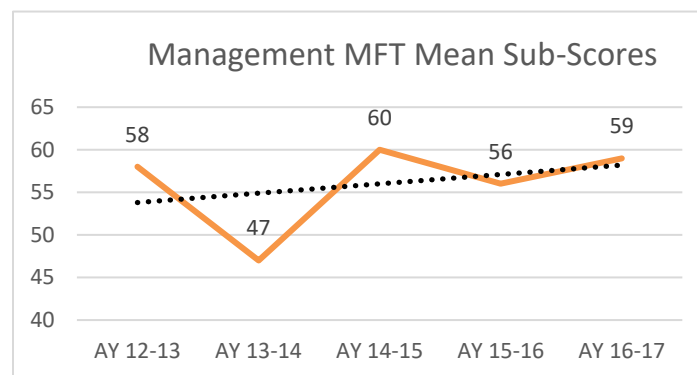
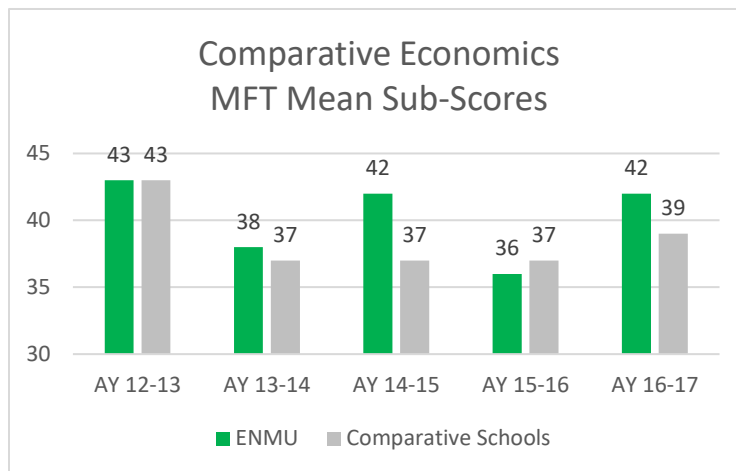


Accounting sub-group score trend is **Negative** with a standard deviation of **2.76**.



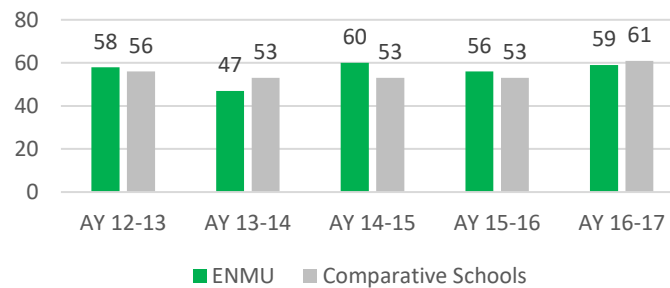


Economics sub-group score trend is **Negative** with a standard deviation of **2.71**.

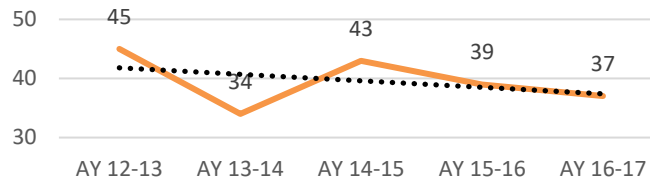


Management sub-group score trend is **Positive** with a standard deviation of **4.69**.

Comparative Management MFT Mean Sub-Scores

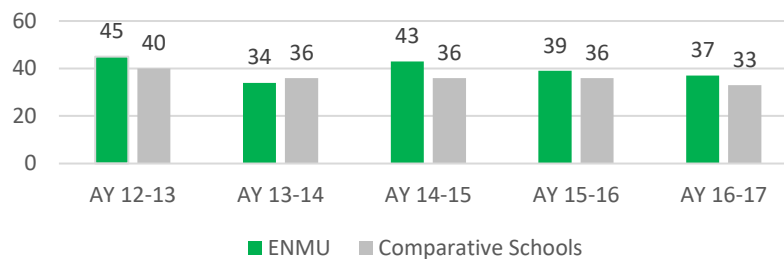


Quantitative Business Analysis MFT Mean Sub-Scores

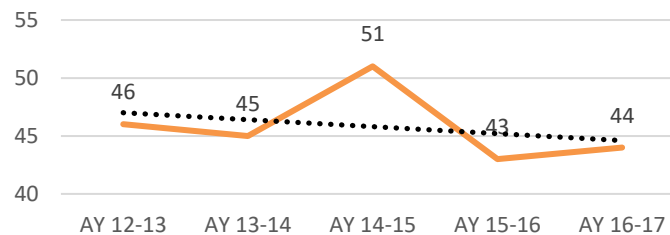


Quantitative Business Analysis sub-group score trend is **Negative** with a standard deviation of **3.98**.

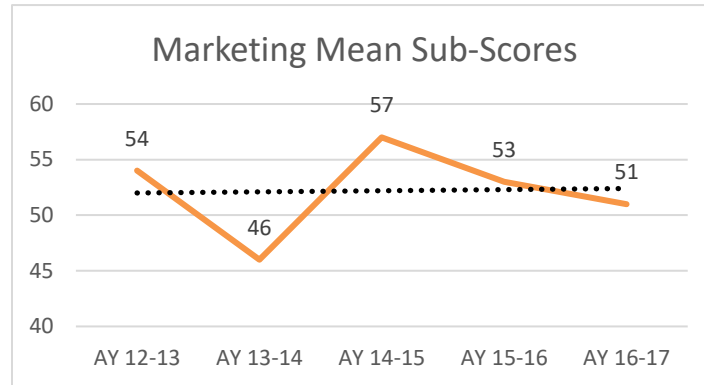
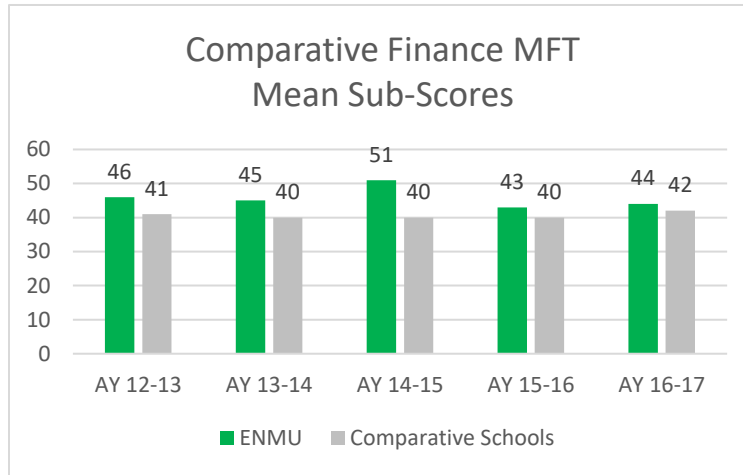
Comparative Quantitative Business Analysis MFT Mean Sub-Scores



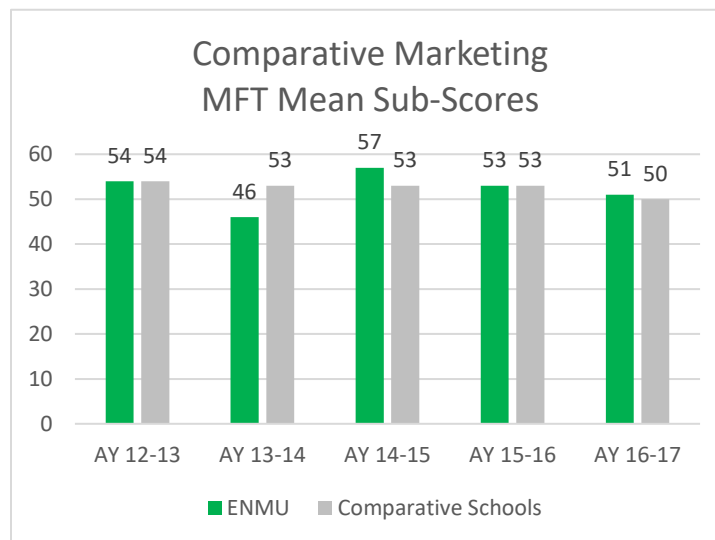
Finance MFT Mean Sub-Scores

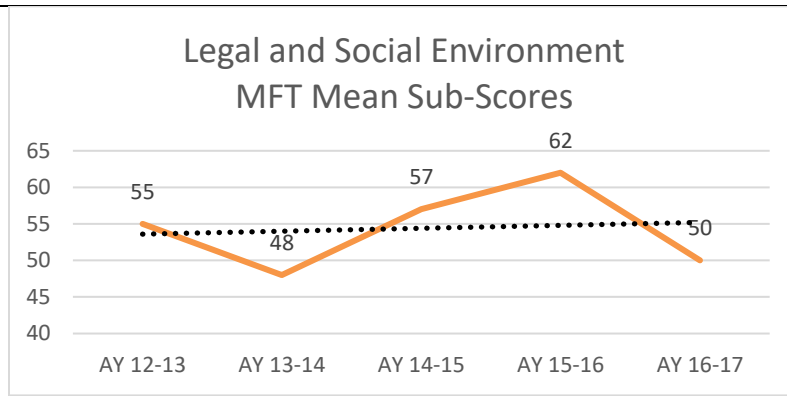


Finance sub-group score trend is **Negative** with a standard deviation of **2.79**.

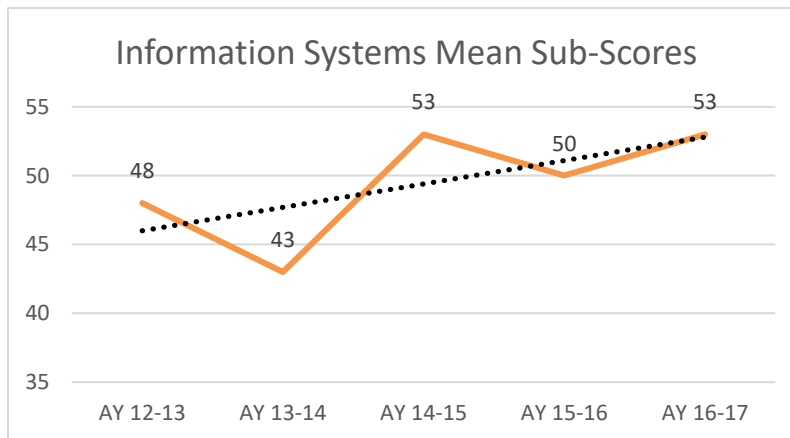


Marketing sub-group score trend is **Positive** with a standard deviation of **3.66**.

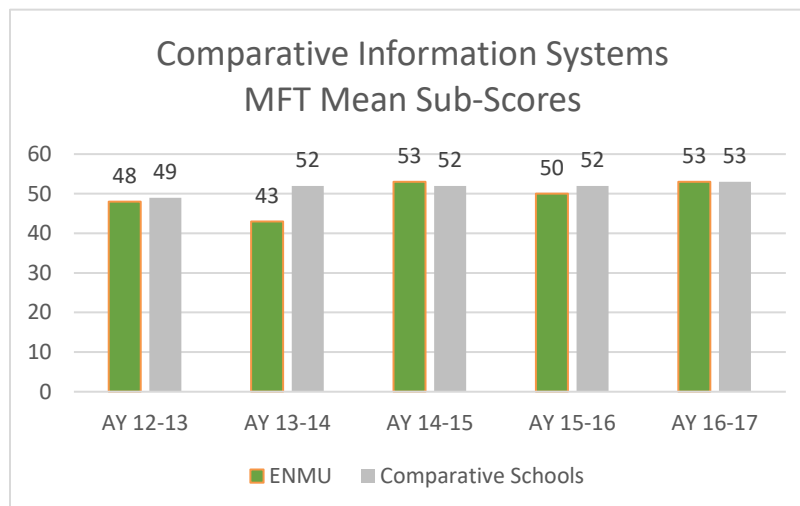




Legal and Social Environment sub-group score trend is **Positive** with a standard deviation of **5.00**.



Information Systems sub-group score trend is **Positive** with a standard deviation of **3.72**.

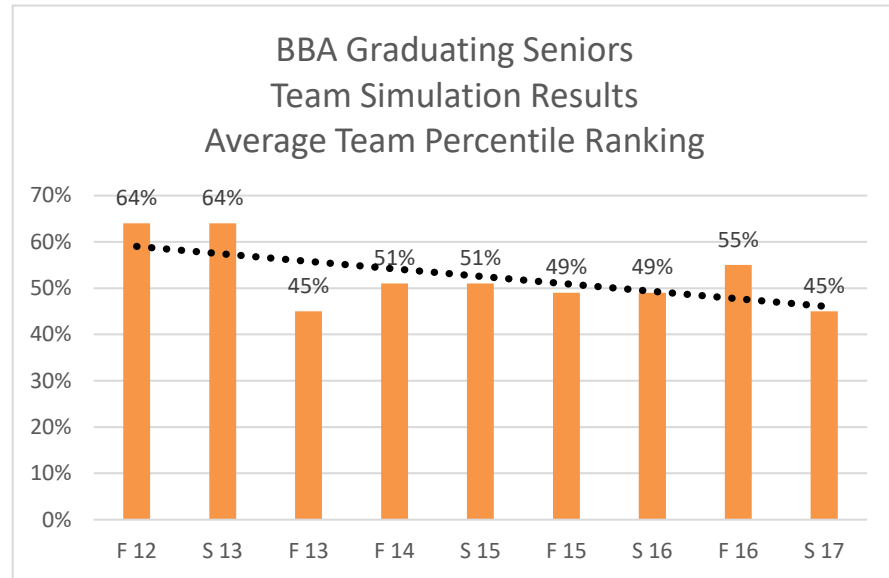


BBA Student Learning Outcome 3: BBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data.

Measure

3a. Overall average team percentile ranking on the Team Simulation for business students (internationally normalized scores).

3a. Outcomes



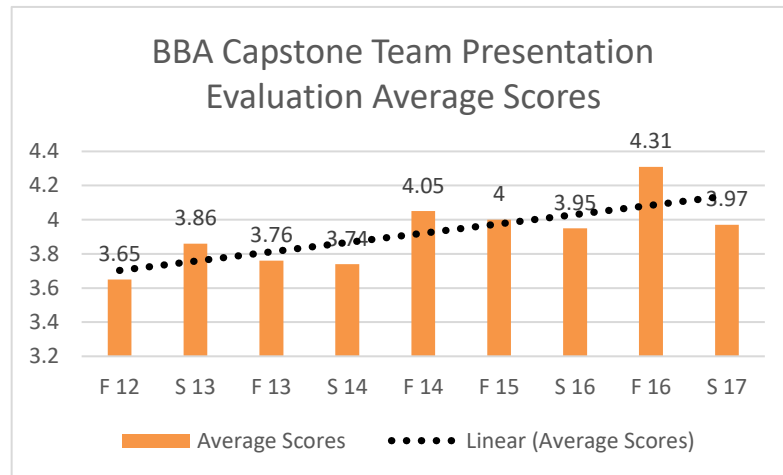
Average Team Percentile Ranking trend is **Negative** with a standard deviation of **6.77**.

BBA Student Learning Outcome 4: BBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.

Measure

4a. Distribution of team scores on the “Capstone Team Presentation Evaluation” rubric.

4a. Outcomes



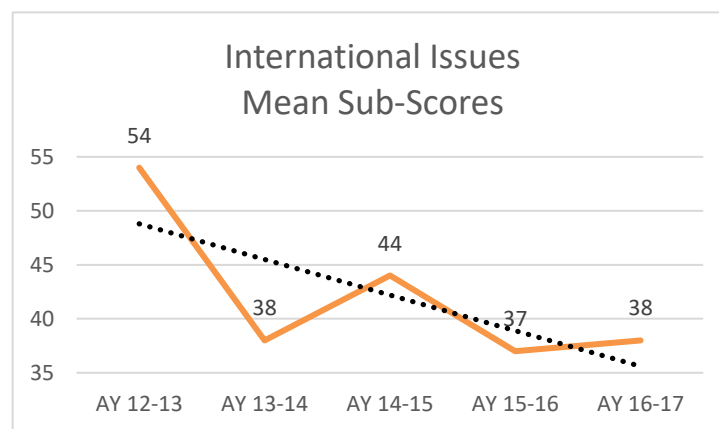
Presentation Evaluation Average Score trend is **Positive** with a standard deviation of **0.19**.

BBA Student Learning Outcome 5: BBA students demonstrate knowledge of current business events, of world cultures, and of global economics.

Measures

5a. Average sub-scores on the MFT International Assessment Indicator

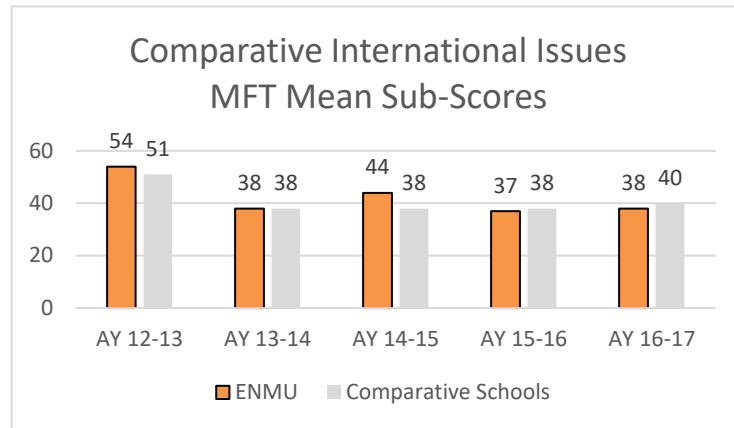
5a. Outcomes



	<p>International Issues sub-group score trend is Negative with a standard deviation of 6.40.</p>
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5b. Average sub-scores on the MFT International Assessment Indicator

5b. Outcomes

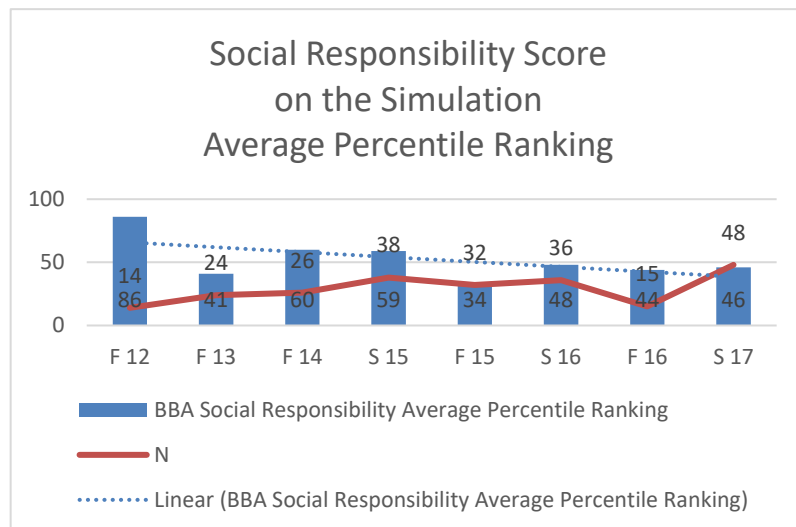


BBA Student Learning Outcome 6: BBA students demonstrate the ability to recognize ethical situations and ethical norms and values in business and the ability to apply ethical decision-making tools appropriate for a business professional.

Measure

6a. The Social Responsibility Average Percentile Rankings from the Simulation used in BUS 453—Business Strategy and Policy

6a. Outcomes



BBA Social Responsibility percentile ranking trend is **Negative** with a standard deviation of **15.12**.

Table 1b. Summary of Student Assessment Results for MBA – 2012-2013 to 2016-2017

MBA Student Learning Outcome 1: MBA students demonstrate a level of mastery of business knowledge and skills.

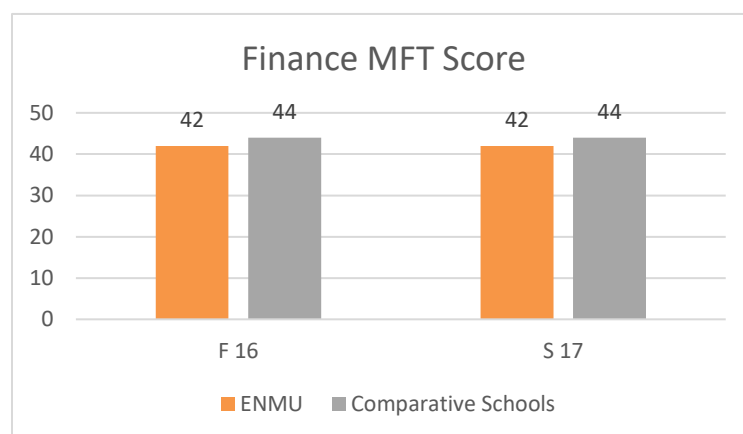
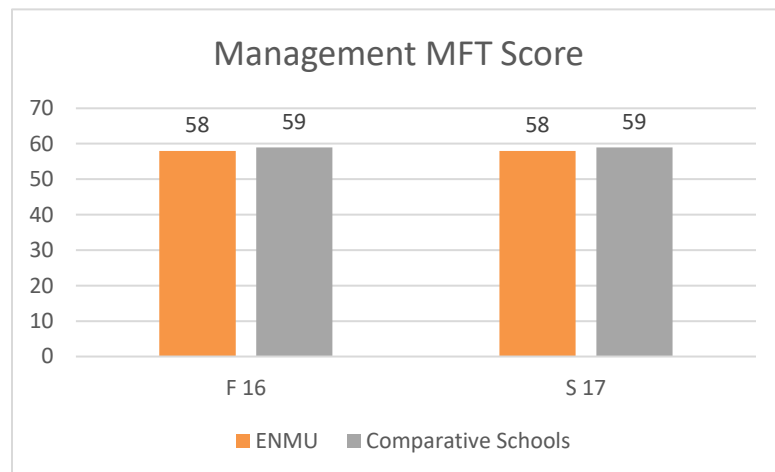
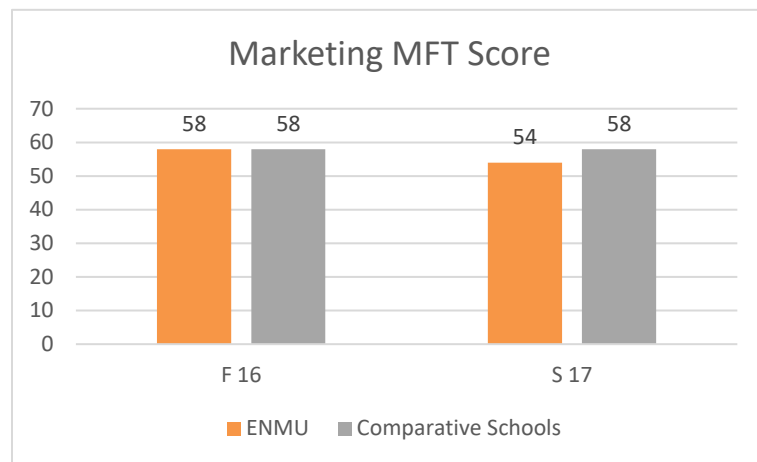
As indicated in the Assessment and Effectiveness Reports in Appendices D through H, we previously measured this student-learning outcome with scores in the capstone course related to the business simulation and the integrative comprehensive project. The COB Graduate Council decided to discontinue use of the integrative comprehensive project and to begin administration of the ETS MBA Major Field Test instead.

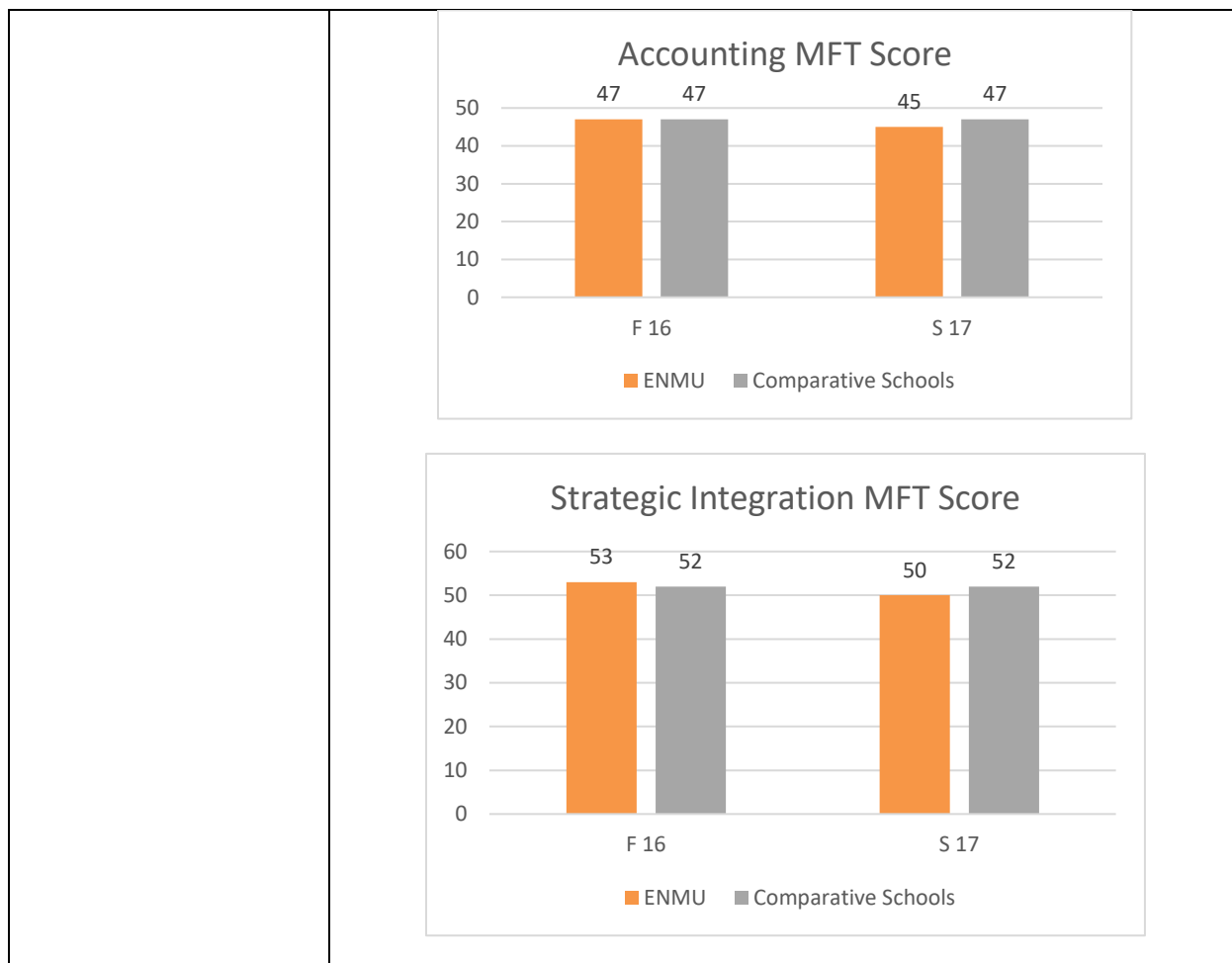
We report the scores for MBA students at ENMU enrolled in BUS 553. We compare these ENMU average student scores to those of ten institutions that are similar to ENMU and that administered the same ETS exams during 2016-2017. These institutions include: Adams State University (CO), Alcorn State University (MS), Angelo State University (TX), Colorado State University—Pueblo (CO), Lamar University (TX), Middle Tennessee State University (TN), Midwestern State University (TX), Pittsburg State University (KS), Prairie View A&M University (TX), Rogers State University (OK).

Measures	Outcomes									
<p>1a. Total scores out of 200 earned on the MBA Major Field Test, earned by MBA students at ENMU. Comparisons of these scores are made to the average of MBA students in ten similar universities.</p>	<p>1a.</p> <div><p>MBA Major Field Test Total Scores for ENMU and the Average of Ten Comparison Universities</p><table border="1"><thead><tr><th>Term</th><th>ENMU Score (N)</th><th>Comparative Schools Average</th></tr></thead><tbody><tr><td>F 16</td><td>248 (N = 42)</td><td>249</td></tr><tr><td>S 17</td><td>246 (N = 48)</td><td>249</td></tr></tbody></table></div>	Term	ENMU Score (N)	Comparative Schools Average	F 16	248 (N = 42)	249	S 17	246 (N = 48)	249
Term	ENMU Score (N)	Comparative Schools Average								
F 16	248 (N = 42)	249								
S 17	246 (N = 48)	249								

1b. Total scores earned on the MBA Major Field Test Assessment Indicators for specific sub-fields. Scores for MBA students at ENMU are compared to the average of MBA students in ten similar universities.

1b.





MBA Student Learning Outcome 2: MBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.	
Measures	Outcomes
<p>2. Students in BUS 553 complete the Global Business Strategy Simulation Game, development by GLO-BUS. Students take on roles of board members that direct their firms in the industry. The results are given as Team Percentile Rankings.</p>	<p>2.</p>

MBA Students in BUS 553 Team Simulation Results Average Team Percentile Ranking

The chart displays the average team percentile ranking over seven semesters. The y-axis represents the percentile ranking from 0 to 60. The x-axis lists the semesters: Fall 2013, Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, and Spring 2017. Orange bars represent the 'Ranking' values, which are labeled on top of each bar. A solid red line represents the 'N' values, also labeled. A horizontal dotted line represents the 'Linear (Ranking)' trend at a value of 48.

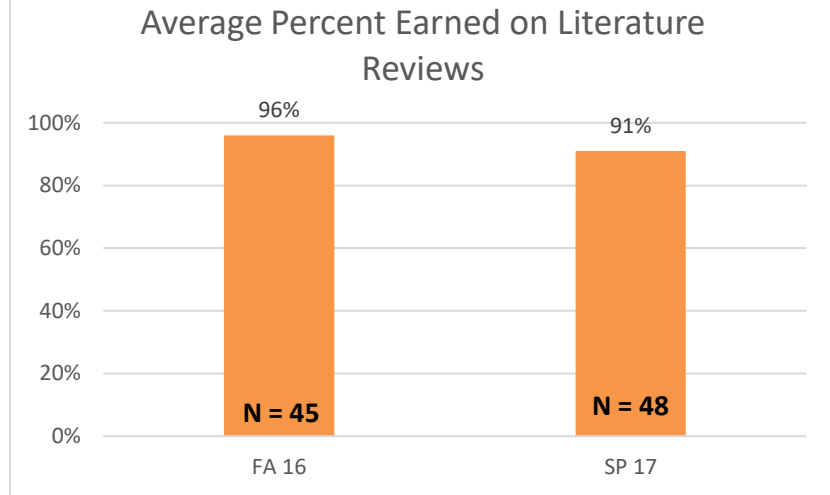
Semester	Ranking	N
Fall 2013	45	16
Fall 2014	51	19
Spring 2015	51	27
Fall 2015	57	34
Spring 2016	42	37
Fall 2016	52	48
Spring 2017	54	48

Legend: ■ Ranking — N ⋯ Linear (Ranking)

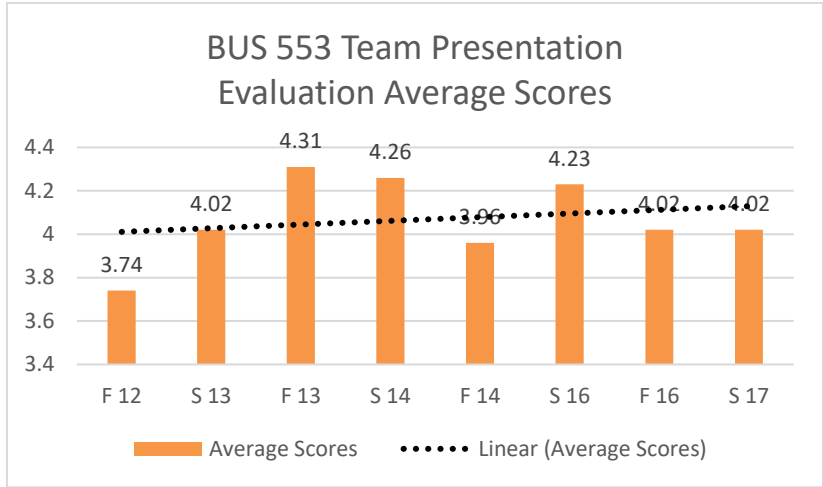
Team Simulation percentile-ranking trend is **Positive** with a standard deviation of **4.77**.

MBA Student Learning Outcome 3: MBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data.																						
Measures	Outcomes																					
3a. Rate of passing for the MBA Integrative Comprehensive Project for the four academic years between Fall 2012 and Spring 2016.	3a. <div><p>Passing Rate on the MBA Integrative Comprehensive Project</p><table><thead><tr><th>Term</th><th>Pass Rate %</th><th>N</th></tr></thead><tbody><tr><td>Fall 2012</td><td>83</td><td>23</td></tr><tr><td>Spring 2013</td><td>100</td><td>15</td></tr><tr><td>Fall 2013</td><td>75</td><td>16</td></tr><tr><td>Spring 2014</td><td>100</td><td>14</td></tr><tr><td>Fall 2015</td><td>82</td><td>33</td></tr><tr><td>Spring 2016</td><td>100</td><td>36</td></tr></tbody></table><p>MBA Passing Rate trend is Positive with a standard deviation of 10.31.</p></div>	Term	Pass Rate %	N	Fall 2012	83	23	Spring 2013	100	15	Fall 2013	75	16	Spring 2014	100	14	Fall 2015	82	33	Spring 2016	100	36
Term	Pass Rate %	N																				
Fall 2012	83	23																				
Spring 2013	100	15																				
Fall 2013	75	16																				
Spring 2014	100	14																				
Fall 2015	82	33																				
Spring 2016	100	36																				
3b. Starting in 2016-2017, this student-learning outcome is measured by average scores earned on	3b.																					

the four written literature review papers prepared by students in BUS 553.



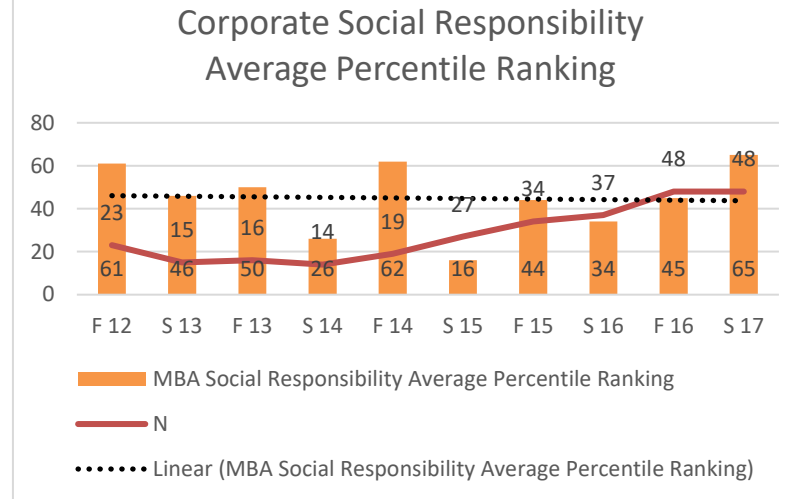
MBA Student Learning Outcome 4: MBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.

Measures	Outcomes																		
<p>4. The last week of classes each semester, students prepare presentations of their team simulation strategies and results to the COB faculty. Faculty use a rubric to evaluate these presentations. Average scores on the presentation evaluations indicate student learning on this extensive learning activity.</p>	<p>4.</p>  <p>Evaluation Average Scores trend is Positive with a standard deviation of 0.18.</p> <table border="1"> <caption>BUS 553 Team Presentation Evaluation Average Scores</caption> <thead> <tr> <th>Term</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>F 12</td> <td>3.74</td> </tr> <tr> <td>S 13</td> <td>4.02</td> </tr> <tr> <td>F 13</td> <td>4.31</td> </tr> <tr> <td>S 14</td> <td>4.26</td> </tr> <tr> <td>F 14</td> <td>3.96</td> </tr> <tr> <td>S 16</td> <td>4.23</td> </tr> <tr> <td>F 16</td> <td>4.02</td> </tr> <tr> <td>S 17</td> <td>4.02</td> </tr> </tbody> </table>	Term	Average Score	F 12	3.74	S 13	4.02	F 13	4.31	S 14	4.26	F 14	3.96	S 16	4.23	F 16	4.02	S 17	4.02
Term	Average Score																		
F 12	3.74																		
S 13	4.02																		
F 13	4.31																		
S 14	4.26																		
F 14	3.96																		
S 16	4.23																		
F 16	4.02																		
S 17	4.02																		

MBA Student Learning Outcome 5: MBA students demonstrate the ability to recognize ethical situations and ethical norms and values in business and the ability to apply ethical decision-making tools appropriate for a business professional.

Measures	Outcomes
<p>5. Separate team scores in the simulation are available that measure corporate social responsibility. This area is defined by GLO-BUS as, "Assessment of a group's awareness of and commitment to operating the company in a socially responsible manner and being a</p>	<p>5.</p>

'model corporate citizen'."



Average Percentile Ranking trend is Negative with a standard deviation of 15.15.

C. What tools did your program use to assess student learner outcomes?

The COB uses several tools to assess student learner outcomes. The primary tool is the Major Field Test (MFT) designed by the *Educational Testing Service* with comparative nationally normalized scores. The COB uses scores from the MFT for the BBA degree and for the MBA degree. We compare our students to students in similar types of universities. Our students take the MFT as part of their capstone experience (i.e. BUS 453 – Business Strategy and Policy for undergraduates, and BUS 553 – Integrative Strategic Management for graduates).

The secondary tool is the business simulation designed by various vendors, which provide comparative internationally normalized scores. We compare our students to students from around the world as they compete in teams in a six-week long simulation. Our students participate in the business simulation as part of their capstone experience (i.e. BUS 453 – Business Strategy and Policy for undergraduates, and BUS 553 – Integrative Strategic Management for graduates), and they also present their team's simulation results to the COB faculty. The faculty completes a "Capstone Team Presentation Evaluation" rubric to derive the aggregate performance data.

Finally, the other tools used by the COB are various course-level assessment activities. For example, we collect aggregate data scores from: (1) a final project in IS 281 – Spreadsheets and Data Analysis; (2) a series of reflective essays in MGT 313 – Organizational Behavior; and (3) pre- and post-tests in FIN 315 – Managerial Finance.

Program Assessment

D. In Appendices D through H, attach your program's annual effectiveness or assessment reports for the last 5 years, along with the assessment tools.

The format ENMU uses to report assessment results has changed over the last five years. For the academic years of 2011-2012, 2012-2013, and 2013-2014, the COB generated "Annual Assessment Reports," while for academic years of 2014-2015, and 2015-16, the COB generated "Annual Effectiveness Reports." Copies of all are in **Appendices D through H**.

E. Based on the information contained in the 5 years of assessment reports or effectiveness reports in Appendices D through H, discuss the perceived strengths and weaknesses of the program and/or emphasis area as revealed by the results of the program's annual assessments.

Over the last five years the COB continued to improve its process to "close the loop" in our program assessment efforts. The main part of the process is when the undergraduate and the graduate curriculum committees examine the data findings provided by student learning outcome reports in order to consider changes to either program curriculum. In addition, each committee reviews COB curriculum for appropriateness and conformity with the ACBSP standards, and then makes recommendations on all curriculum change proposals to the COB faculty.

BBA Student Learning Outcomes

- *Capstone Team Simulation Performance:* We believe that the poor performance (i.e. negative slope) with our simulation percentile rankings is a result of instability with instructors of our undergraduate capstone course. We had four instructors over the last five years. That should now end as we have a permanent instructor for the near future.
- *Capstone Team Presentation Performance:* Our good performance (i.e. positive slope) with our team presentation scores may seem to be contradictory; however, what we believe is happening is that we have managed to fine-tune our team presentation expectations and guidance. Our simulation team percentile rankings may have declined, but the performance of our students when they present to the faculty has improved greatly.
- *Overall Major Field Test:* Although Table 1a above shows the overall MFT with a negative slope, this does not give the whole story. If you turn to **Appendix I**, we provide our complete history of MFT overall scores since 2002. You can see that our scores are consistent when looking in terms of percentile rankings. However, it may be time for the COB faculty to take a closer examination of our BBA course content matrix and the MFT test description for BBA students.
- *Major Field Test Sub-field Indicators:* We base the following summary on Table 1a above.
 - Accounting – Although we show a decline in mean scores, when we compare to our comparison group we are somewhat better. This could indicate a need for a closer examination of our BBA course content matrix and the MFT test description for BBA students.
 - Economics – Although we show fluctuations in mean scores, when we compare to our comparison group we perform much higher.
 - Management – We see very good performance in this area, which is one of our strengths.
 - Quantitative Business Analysis – Although we show a decline in mean scores, when we compare to our comparison group we are somewhat better. This could indicate a need for a closer examination of our BBA course content matrix and the MFT test description for BBA students.
 - Finance – Although we show fluctuations in mean scores, when we compare to our comparison group we perform much higher.
 - Marketing – We see very good performance in this area, which is one of our strengths.

- Legal and Social Environment – We see very good performance in this area, which is one of our strengths.
- Information Systems – We see very good performance in this area, which is one of our strengths.
- International – Although we show a decline in mean scores, when we compare to our comparison group we are somewhat better. This could indicate a need for a closer examination of our BBA course content matrix and the MFT test description for BBA students.

Although Table 1a above shows some poor performance of MFT sub-field indicators, this does not give the whole story. If you turn to **Appendix J**, we provide our complete history of MFT sub-field indicator scores since 2002. You can see that our scores are consistent when looking in terms of percentile rankings. However, as stated above, it may well be time for the COB faculty to take a closer examination of our BBA course content matrix and the MFT test description for BBA students.

MBA Student Learning Outcomes

- *Capstone Team Simulation Performance:* We believe that the excellent performance (i.e. positive slope) with our simulation percentile rankings is a result of stability with instruction of our graduate capstone course.
- *Capstone Team Presentation Performance:* We believe that the excellent performance (i.e. positive slope) with our simulation percentile rankings is a result of our fine-tuning of our team presentation expectations and guidance.
- *Overall Major Field Test:* This past academic year was the first year of using the MFT test for MBA students, thus there is not enough data to make any conclusions. However, our overall scores are equivalent to our comparison group.
- *Major Field Test Sub-field Indicators:* This past academic year was the first year of using the MFT test for MBA students, thus there is not enough data to make any conclusions. However, our sub-field indicator scores are equivalent to our comparison group.

Stakeholder Survey Results

The COB utilizes external feedback to improve program curriculum, the measuring of student learning outcomes, and teaching effectiveness; however, the college can only afford to fund one external comparative survey per academic year. All COB faculty members receive an electronic copy of the results report. Here is a list of surveys conducted by the COB in the last nine years through our vendor, *Skyfactor Benchworks* (formerly *Educational Benchmark Inc.*):

- BBA Exit Surveys: AY 2014-15; AY 2013-14; AY 2012-13; AY 2009-10; and AY 2008-09;
- BBA Alumni Surveys: AY 2016-17; and AY 2012-13;
- MBA Alumni Surveys: AY 2015-16; and AY 2009-10;

Questionnaire items were on a seven-point scale with 1 equal to “very dissatisfied,” 4 equal to “neutral,” and 7 equal to “very satisfied.” The comparison data is to our previous years, to a “Select 6” group of six institutions with familiar characteristics (limited by who

also participates in that particular survey), and to all institutions ("All Inst."). The comparisons are in the fashion of either being statistically higher (symbolized by ^), statistically equal (symbolized by =), or statistically lower (symbolized by v) to the comparison group or from previous survey years.

Table 2a. BBA Exit Survey Summary

BBA Exit Survey Selected Items with Overall Longitudinal Comparisons		AY 08-09 (n=37)	AY 09-10 (n=47)	AY 12-13 (n=27)	AY 13-14 (n=38)	AY 14-15 (n=38)	AY 14-15 Compared to Select 6	AY 14-15 Compared to All Inst.
Satisfaction: Quality of Instruction – Teaching in required courses	Mean	5.00	5.38	5.58	5.33	5.74	^	^
	Compared to AY 14-15	x	x	=	=			
Satisfaction: Breadth of the Curriculum	Mean	5.25	5.16	4.79	3.78	4.62	=	=
	Compared to AY 14-15	=	=	=	v			
Overall Program Effectiveness	Mean	5.51	5.07	6.12	5.23	5.70	=	=
	Compared to AY 14-15	=	=	=	=			
Overall Program Effectiveness – Inclined to recommend program to close friend	Mean	5.68	4.91	6.04	5.06	5.65	=	=
	Compared to AY 14-15	=	=	=	=			
Overall Program Effectiveness – Comparing expense to quality, value of investment in program	Mean	5.35	5.22	6.19	5.09	5.65	=	^
	Compared to AY 14-15	=	=	=	=			

The summary data above demonstrates that the levels of perceived satisfaction of our graduating BBA students are “statistically equal” (or better) to the mean of our previous years, to the mean of our peer institutions, and to the mean of all institutions.

Table 2b: BBA Alumni Survey Summary

BBA Alumni Survey Selected Items with Overall Longitudinal Comparisons		AY 2012-13 (n=58)	AY 2016-17 (n=58)	2016-17 Compared to Select 6	2016-17 Compared to All Inst.
Overall Satisfaction	Mean	5.58	5.66	=	=
	Compared to AY 2016-17	=			
Overall Program Effectiveness	Mean	5.66	5.59	=	=
	Compared to AY 2016-17	=			
Overall Learning	Mean	5.71	5.62	=	=
	Compared to AY 2016-17	=			

The summary data above demonstrates that the levels of perceived satisfaction of our BBA alumni are “statistically equal” to the mean of our previous years, to the mean of our peer institutions, and to the mean of all institutions.

Table 2c: MBA Alumni Survey Summary

MBA Alumni Survey Selected Items with Overall Longitudinal Comparisons		AY 2009-10 (n=88)	AY 2015-16 (n=70)	2015-16 Compared to Select 6	2015-16 Compared to All Inst.
Overall Satisfaction	Mean	5.50	5.92	=	=
	Compared to AY 2015-16	=			
Overall Program Effectiveness	Mean	5.46	5.90	=	=
	Compared to AY 2015-16	=			
Satisfaction: Recommend Program to a Close Friend	Mean	5.50	5.83	=	=
	Compared to AY 2015-16	=			
Satisfaction: Rate Value of Investment to Expense	Mean	5.43	5.85	=	=
	Compared to AY 2015-16	=			

The summary data above demonstrates that the levels of perceived satisfaction of our MBA alumni are “statistically equal” to the mean of our previous years, to the mean of our peer institutions, and to the mean of all institutions.

Student Engagement outside the Classroom (with or without Instructors)

F. Describe your program’s student engagement outside the classroom. This can include practicums, internships, field experiences, and so forth.

The curriculum for both the undergraduate and graduate programs do not require any formal engagement outside of the classroom (i.e. practicum, internship, or field experiences). However, we do recommend to our students to participate in internships for their own career development, and we strongly encourage students to participate in the Student Research Conference. Regarding the latter, our business research courses may give students course credit for participating. If a course is unavailable in a particular semester, we usually offer directed studies to help students complete their coursework.

The COB collected the data required in this section only for the three years of creating our Annual Effectiveness Reports. We did not collect this data during the years we submitted the Annual Assessment Reports.

Table 3a. Academic Co-Curricular Activities

Faculty Member	Student Presentations at Research Conferences	Internships	Directed Studies
2016-2017			
Pattarapong Burusnukul		1 – HRTM 489, Summer 2017	
Deborah Corbin		1 – ACCT 491, Spring 2017	1 – ACCT 491, Fall 2016 1 – ACCT 493, Fall 2016
Corey Cole			1 – BUS 491, Spring 2017
Terry Ervin		1 – BUS 489, Spring 2017	
Jean-Marc Gandonou	2 – Student Paper Presentations at ENMU Student Research Conference	1 – BUS 489, Spring 2017 1 – ECON 489, Spring 2017	
Matthew Haney	2 – Student Poster Presentations at ENMU Student Research Conference	1 – HRTM 489, Summer 2017	
David Hemley	5 – Student Paper Presentations at ENMU Student Research Conference		
John Luhman			1 – MGT 579, Fall 2016
Veena Parboteeah		1 – IS 489, Spring 2017	
Robert Schneider			1 – BUS 491, Fall 2016
Sue Stockly	5 – Student Poster Presentations at ENMU Student Research Conference 5 – Student Paper Presentations at ENMU Student Research Conference		
Konni Wallace		1 – ACCT 489, Summer 2017 1 – BUS 489, Fall 2016	
Sub-Totals for 2016-2017	19	9	5
2015-2016			
Pattarapong Burusnukul		1 – BUS 489, Summer 2016	
Deborah Corbin		1 – ACCT 489, Spring 2016 1 – ACCT 491, Spring 2016	1 – BUS 491, Spring 2016
Matthew Haney	8 – Student Poster Presentations at ENMU Student Research Conference 4 – Student Paper Presentations at ENMU Student Research Conference	1 – HRTM 489, Summer 2016	
David Hemley	1 – Student Paper Presentations at ENMU Student Research Conference		
John Luhman		1 – MGT 489, Fall 2015 1 – MGT 489, Summer 2016	
Patricia Maguire		1 – IS 489, Fall 2015	
Veena Parboteeah	1 – Student Paper Presentations at ENMU Student Research Conference	1 – IS 489, Spring 2016 1 – IS 489, Summer 2016	
Konni Wallace		2 – ACCT 489, Fall 2015 1 – ACCT 489, Summer 2016	

Crista Wiegel		1 – BUS 489, Summer 2016	
Sub-Totals for 2015-2016	14	13	1
2014-2015			
Corey Cole		1 - BUS 489, Fall 2014	
Deborah Corbin		3 - ACCT 489, Spring 2015	
Matthew Haney		1 - MGT 489, Summer 2015	
David Hemley	13 - Student Presentations at ENMU Student Research Conference		
John Luhman		1 - MGT 489, Fall 2014	
Veena Parboteeah		1 - IS 489, Fall 2014	
Sue Stockly & Jean-Marc Gandonou	Presentation at NMHEAR conference with Graduate Assistant Bo Zhang		
Sub-Totals for 2014-2015	14	7	0
Three-Year Totals	47	29	6

Table 3b. Non-Academic Co-Curricular Activities – Student Organizations

Student Organization	No. Members	Number of Activities	Funding Secured	Faculty Advisor
2016-2017				
Accounting and Finance Club	10	2 – Business Meetings 1 – Field Trip to Johnson & Miller 1 – Webinar on CPA 1 – Guest Speakers Event	\$700	Konni Wallace
Business Student Club	20	2 – Business Meetings 1 – Community Service 1 – Field Trip to Four Seasons Hotel in Santa Fe, NM	\$0	Pattarapong Burusnukul
Delta Mu Delta Honor Society	45	3 – Business Meetings 1 – Induction Ceremony 24 – Fund Raiser events 5 – Times organization represented at monthly PAC meetings (sponsored by Student Activities).	\$3,700	Corey Cole
2015-2016				
Accounting and Finance Club	12	2 – Business Meetings 1 – Guest Speaker 1 – Other activity	\$0	Konni Wallace
Business Student Club	25	2 – Business Meetings 1 – Community Service 1 – Field Trip to Four Seasons Hotel in Santa Fe, NM	\$0	Pattarapong Burusnukul
Delta Mu Delta Honor Society	37	2 – Business Meetings 1 – Induction Ceremony	\$513.03	Corey Cole

2014-2015				
Accounting & Finance Club	25	3 – Business Meetings 1 – Guest Speaker 2 – Other activities	\$0	Konni Wallace
Delta Mu Delta Honor Society	50	2 – Business Meetings 1 – Induction Ceremony 1 – Fund Raiser event 6 – Times organization represented at monthly PAC meetings (sponsored by Student Activities).	\$850	Sue Stockly

Table 3c. Non-Academic Co-Curricular Activities – Professional Development for Students

Date	COB Professional Development Series for Students	Estimated Participation
2016-2017		
September 28, 2016	Speaker: "Motivating Your Path to Success"	15
November 2, 2016	Workshop: "Starting Your Career in the Financial Services Industry"	12
March 1, 2017	Information Session: Managers from the Four Seasons Hotel	30
March 24, 2017	Field Trip: Four Seasons Hotel in Santa Fe	24
April 6, 2017	Information Session: Summer Program in China	8
April 11, 2017	Workshop: Student Panel on Internship Experiences	19
Sub-Total for 2016-2017	6	108
2015-2016		
October 21, 2015	Workshop: Resume Building	10
November 18, 2015	Workshop: Resume Building	10
February 17, 2016	Workshop: "Marketing Yourself for the Modern Job Market through Social Media"	25
March 23, 2016	Information Session: Managers from the Four Seasons Hotel	55
April 13, 2016	Workshop: Mock Interviews	45
April 15, 2016	Field Trip: Four Seasons Hotel in Santa Fe	15
Sub-Total for 2015-2016	6	160
2014-2015		
October 15, 2014	Information Session: "Advantages of Studying Abroad" by Christy Czerwien	45
November 19, 2014	Speaker: "Working Abroad" by Evan Buzzard	28
February 25, 2015	Speaker: "Lessons in Leadership" by Deedee Myers	70
April 15, 2015	Speaker: "Leadership Panel" with Glen O'Rear, Larry Leaming, Misty Berrand, & Nick Wiegel	63
Sub-Total for 2014-2015	4	206
Three-Year Totals	16	474

V. PROGRAM PROFILE

Graduate Program Admission

- A. *Describe your process for admission into the program, including your process for discriminating between applicants who are admissible, provisionally admissible, and not admissible.*

In the table below, we provide the number of students admitted into the program, the number of students who attended, or did not show as well as the number of students completing the degree during the past five academic years.

Table 4. Number of Applications to Graduate Program by Academic Year

	2012-13	2013-14	2014-15	2015-16	2016-17
Application Numbers					
Completed Applications	586	713	471	515	267
Admitted	174	168	178	106	73
Provisionally Admitted	0	11	85	336	174
Denied	0	13	73	56	16
Of Those Admitted					
Number Attending	72	92	140	231	129
Number Deferring*	-	-	-	-	-
Number That Did Not Show	102	87	123	211	118

* Note: This data was not available.

The process for admission to the MBA program is:

- A prospective student applies online our program, specifying all previous institutions attended.
- The Graduate School Specialist assigns a student ID to the student.
- The Graduate School sends an email to the student with all missing documentations. They index in *WebExtender* any transcripts or other application requirements (such as TOEFL score, financial support documentation, copy of passport, etc.) received.
- Once all requirements are marked as received, *Workflow* sends an email to the MBA graduate coordinator.
- The MBA graduate coordinator submits the admission decision in *Workflow*, specifying any conditions necessary for admission, at which point the coordinator adds himself or herself as the advisor of the student.

- The MBA graduate coordinator then informs the student of the admission decision, and in case of a provisional admit or denial, the requirements they need to meet.

The process of reviewing applicants for the MBA program is:

- A review process considers transcripts and any other pertinent documentation. *Workflow* provides the overall GPA. The MBA graduate coordinator calculates the GPA on the leveling courses (ACCT 201, ACCT 202, BUS 230, ECON 222, FIN 201, MGT 201, MKT 201, and STAT 213).
- Then full admission occurs from two possible scenarios.
 1. Overall undergraduate GPA and GPA on leveling courses are both above 3.0.
 2. Overall undergraduate GPA and GPA on leveling courses are not above 3.0, but a GMAT score is at least 450.
- There are three scenarios when a student is provisionally admitted:
 1. Overall, undergraduate GPA is above 3.0, but the student has not completed all the leveling courses.
 2. Overall undergraduate GPA and GPA on leveling courses are both greater 2.4999, but less than 3.0.
 3. Overall, undergraduate GPA is greater 2.4999, but less than 3.0, but the student has not completed all the leveling courses.
- There are two scenarios when a student is denied admission:
 1. Either or both of the overall undergraduate GPA and GPA on leveling courses are both below 2.499.
 2. Overall, undergraduate GPA is below 2.4999 and the student has not completed all the leveling courses.

Program Data for Undergraduate and Graduate Programs

- A. Use the next table to list the number of students (HC) who have declared the major or emphasis area and graduates produced by the major or emphasis area over the last five academic years. Create a separate row for each emphasis within your program. If the number of declared minors is considered by the program to be an important benchmark, include that data within this discussion of the program's profile (we will have to generate the numbers for your program separately). Each entry will have a 5-year average, a percentage change over the last year, the percentage change over the last 2 years, and the average graduate/major ratio.**

Table 5a. Number of Majors in Program by Academic Year

Number of Declared Majors/Emphasis*	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	5-Year Average	% Change Last year	% Change 2-Year
BAAS Degrees								
Business	0	5	33	40	34	22.4	-15.0%	3.03%
Info Systems	0	1	16	17	13	9.4	-23.5%	-18.8%
Personal Financial Plan	0	0	0	0	0	-	-	-
Sub-Total	0	6	49	57	47	31.8	-17.5%	-4.08%
BBA Degrees								
BBA, Accounting	93	98	98	97	98	96.8	1.03%	0.00%
BBA, Ag Business	22	20	22	20	17	20.2	-15.0%	-22.7%
BBA, Management	11	16	17	19	27	18	42.1%	58.8%
BBA, Business Administration with emphasis areas:								
Applied Econ & Finance	35	42	35	29	29	34	0.00%	-17.1%
General Business	111	139	132	117	150	129.8	28.2%	13.6%
Hospitality Mgmt	27	27	22	17	20	22.6	17.7%	-9.09%
Info Systems	0	5	9	14	19	9.4	35.7%	111.1%
Marketing	34	33	38	44	47	39.2	6.82%	23.7%
Personal Finance Plan	0	0	0	2	2	-	0.00%	-
Sub-Total	333	380	373	359	409	370.8	13.9%	9.65%
Undergraduate Total	333	386	422	416	456	402.6	9.6%	8.1%
MBA Degree								
MBA	112	154	175	265	298	200.8	12.5%	70.3%
Overall Total	445	534	548	624	754	603.4	10.7%	26.3%

* Note: Fall semester numbers only.

Table 5b. Number of Graduated Students in Program by Academic Year

Number of Graduates**	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	5-Year Average	% Change Last Year	% Change 2-Year	Grad/Major
BAAS Degrees									
Business	0	0	13	9	17	7.8	88.9%	30.8%	0.35
Info Systems	0	0	2	7	6	3	-14.3%	200.0%	0.32
Personal Fin Plan	0	0	0	0	0	-	-	-	-
Sub-Total	0	0	15	16	23	-	43.8%	53.3%	-
BBA Degrees									
BBA, Accounting	11	23	11	23	15	16.6	-34.8%	36.4%	0.17
BBA, Ag Business	1	1	3	4	3	2.4	-25.0%	0.00%	0.12
BBA, Management	1	1	1	4	9	3.2	125.0%	800.0%	0.18
BBA, Business Administration with emphasis areas:									
Applied Econ & Fin	7	14	10	3	0	6.8	-100.0%	-100.0%	0.20
General Business	12	19	31	24	24	22	0.00%	-22.6%	0.17
Hospitality Mgmt	3	2	8	4	2	3.8	-50.0%	-75.0%	0.17
Info Systems	0	0	0	1	3	0.8	200.0%	-	0.09
Marketing	10	6	8	5	11	8	120.0%	37.5%	0.20

Personal Fin Plan	0	0	0	0	0	0	-	-	0.00
Sub-Total	45	66	72	68	67	63.6	-1.47%	-6.94%	-
Undergraduate Total	45	66	87	84	90	74.4	7.1%	3.4%	-
MBA Degree									
MBA	34	25	40	63	95	51.4	50.8%	137.5%	0.26
Overall Total	79	91	127	147	185	125.8	25.9%	45.7%	-

** Note: Summer, fall, and spring numbers, combined.

- B. Use the next table to list the student credit hours generated by the program and by emphasis during the last five years. Create a separate row for each emphasis within your program.**

Table 6. Five-Year Trend Data for Business Programs Student Credit Hours (SCH)

Student Credit Hours	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	5-Year Average	% Change Last Year	% Change 2-Year
BAAS Degrees								
Business	0	245	702	853	706	501.2	-17.2%	0.57%
Info Systems	0	61	321	338	262	196.4	-22.5%	-18.4%
Personal Fin Plan	0	0	0	0	20*	-	-	-
Sub-Total	0	306	1,023	1,191	988	701.8	-17.0%	-3.42%
BBA Degrees								
BBA, Accounting	2,300	2,618	2,496	2,427	2,458	2,459.8	1.28%	-1.5%
BBA, Ag Business	573	620	662	562	480	579.4	-14.6%	-27.5%
BBA, Management	361	383	464	591	785	516.8	32.8%	69.2%
BBA, Business Administration with emphasis areas:								
Applied Econ & Fin	1,109	1,320	1,042	874	756	1,020.2	-13.5%	-27.5%
General Business	2,935	3,386	3,445	3,162	3,959	3,377.4	25.2%	14.9%
Hospitality Mgmt	699	740	635	546	590	642	8.06%	-7.09%
Info Systems	0	129	187	362	493	234.2	36.2%	163.6%
Marketing	853	965	1,054	1,242	1,340	1,090.8	7.89%	27.1%
Personal Fin Plan	0	0	0	48	141	-	193.8%	-
Sub-Total	8,830	10,161	9,985	9,814	11,002	9,958.4	12.1%	10.2%
MBA Degree								
MBA	1,335	2,174	2,458	3,445	3,798	2,642	10.3%	54.5%
Overall Total	10,165	12,641	13,466	14,450	15,788	13,302	9.3%	17.2%

* Note: Institutional Research identified no "majors" for Table 2 based on fall terms, the 20 student credit hours reported here are coming from spring and summer terms of the academic year.

- C. Discuss the 5-year trends from this table and what actions the program has taken to improve student recruitment, retention, and completion.**

In the last five-year period, the COB attempted to improve recruitment by:

- Developing and implementing a COB Marketing Plan in the spring of 2014 (see **Appendix G**);

- Creating a single point of contact for all interested students (phone calls, emails, campus tours) with the establishment of an Assistant Dean position in the fall of 2014;
- Re-establishing “2+2” business degree agreements with Central New Mexico College and with Clovis Community College;
- Dean Buzzard’s recruitment trips in the U.S. (Albuquerque, Kirkland, and Lubbock) as well as to China (March 2016);
- Dr. Zhang’s recruitment trip to China (July 2017);
- Reviewing and re-initiating “2+2 Agreements” with Clovis Community College and Central New Mexico College (a normal and a fast-track agreement);
- Expanding our curriculum with the addition of the Personal Financial Planning program (see Tables 5a, 5b and 6 above);
- Participating each year in the recruitment events of Dawg Days Fair, Green & Silver Day, College Expo, and Junior Preview Day (see **Appendix G** and **Appendix H**);
- Coordinating with the Office of Communication Services in the production and fine-tuning of the 2017 ENMU web page improvement.

In the last five-year period, the COB attempted to improve retention and completion by:

- Providing advising training for all new and current COB faculty as needed;
- Creating undergraduate advising modules (two-year and four-year) with each catalog issue;
- Using the COB Graduate Advisory Committee to help the Graduate Coordinator monitor progress of all MBA students;
- Continuing the recruitment and hiring of graduate assistantships (see Table 12);
- Supporting credit earning co-curricular activities (see Table 3a);
- Supporting all COB student club activities (see Table 3b);
- Supporting the COB Workshop and Speaker Series (see Table 3c);
- Implementing, in 2015, the “COB Bistro” event for current students during the beginning of fall registration.

D. What are the realistic benchmarks that the program uses to define success in recruitment, retention and completion?

Our only benchmark for recruitment, retention, and completion is, and ought to be, steady continued growth in overall numbers for the BBA and MBA program. Stagnation or decline is not acceptable to the faculty of our college, but rapid or dramatic growth spurts are also not acceptable – the latter leading to increased workplace stress and chaos in planning, scheduling, and hiring. Steady continued growth allows us to help with augmenting ENMU resources and allows us to stay focused on the quality of our curriculum and teaching.

Using the data in Table 7 to *calculate an average growth rate of a three-year projection*, we derived very reasonable and conservative growth benchmarks for the College of Business:

- Growth in undergraduate declared students should be no less than **5%** per year;
- Growth in graduate declared students should be no less than **10%** per year;
- Growth in undergraduate “graduated” students should be no less than **5%** per year;
- Growth in graduate “graduated” students should be no less than **10%** per year;
- Growth in undergraduate SCH should be no less than **5%** per year;
- Growth in graduate SCH should be no less than **10%** per year.

Table 7. Summary of Declared, Graduated and SCH for COB

COB Declared Students	2012-2013	2013-2014	% Change 1-Year	2014-2015	% Change 1-Year	2015-2016	% Change 1-Year	2016-2017	% Change 1-Year
Undergraduate Students	333	386	16%	422	9%	416	-1.4%	456	9.6%
Graduate Students	112	154	38%	175	14%	265	51%	298	12%
Total	445	540	21.3%	597	11%	681	14.1%	754	11%
COB Graduated Students	2012-2013	2013-2014	% Change 1-Year	2014-2015	% Change 1-Year	2015-2016	% Change 1-Year	2016-2017	% Change 1-Year
Undergraduate Students	45	66	46.7%	87	31.8%	84	-3%	90	7.1%
Graduate Students	34	25	-26%	40	60%	63	58%	95	51%
Total	79	91	15.2%	127	40%	147	16%	185	25.9%
COB Student Credit Hours	2012-2013	2013-2014	% Change 1-Year	2014-2015	% Change 1-Year	2015-2016	% Change 1-Year	2016-2017	% Change 1-Year
Undergraduate	8,830	10,467	18.5%	11,008	5.2%	11,005	0%	11,990	9.0%
Graduate	1,335	2,174	63%	2,458	13%	3,445	40%	3,798	10%
Total	10,165	12,641	24.4%	13,466	7%	14,450	7%	15,788	9.3%

E. Does the program have future recruiting, retention and completion initiatives? If so, is additional support required to execute these initiatives? What is that support?

The COB plans to improve future recruitment efforts by taking the following actions.

First, in coordination with the Office of Communication Services, we plan to intensify the promotion of our online Personal Financial Planning program specifically. The PFP program includes a BBA degree with an emphasis in Personal Financial Planning, a BAAS degree with a secondary concentration in Personal Financial Planning, and an undergraduate certificate in Personal Financial Planning for non-degree seeking students. This comprehensive online program is the only registered program in New Mexico. We began offering the full curriculum in the fall of 2016, which consists of seven, eight-week courses offered completely online.

Second, we plan to start collaborating with ENMU Ruidoso's culinary arts and hospitality program. We hope to create a feeder from their AA degrees to our BBA degrees. Third, we plan to start collaboration with the cybersecurity associate degree program also at the ENMU Ruidoso campus. This may help improve our low-level of Information Systems (IS) degree students. Fourth, we plan to participate in Academic Affairs led effort to revamp the process of recruiting international students. Fifth, we will be working closely with Academic Affairs to participate fully in offering on-site courses for the members of the Mescalero tribe.

Sixth, we will offer a face-to-face section of BUS 151 – Introduction to Business in the fall semester in conjunction with UNIV 101 – Freshman Seminar program. This will act as a recruiting tool for ENMU freshmen. Seventh, we will develop an accounting concentration in our MBA program starting in fall 2018. We expect that this new degree will attract many students looking for online options to prepare for the CPA credentials.

Finally, we will initiate a new faculty position in the COB we are calling our Social Media Coordinator. The Dean will appoint the coordinator each year. The duties are to work in conjunction with the COB Dean, Assistant Dean, and the chairs of relevant COB committees to enhance and expand our presence on social media for recruitment, placement, internship, and alumni relations purposes.

The COB plans to improve future retention and completion efforts by:

- Training all faculty on the Banner 9 advising and retention tools;
- Encouraging all faculty to participate in the new Greyhound Connection Program;
- Developing a new faculty position of “Internship coordinator” to promote work experience opportunities for our students;
- Initiating an alumni outreach program to help with internships, curriculum development, job placement, and student organization activities.

F. Provide data in the next table that includes the required and elective courses offered in support of the undergraduate major or emphasis area and for general education over the past five academic years. Provide the head count (HC) enrollment for each course per academic year, HC enrollment and SCH generation for the major or emphasis area per academic year.

Table 8. Student Headcount in Undergraduate Courses Offered in Support of the Business Program Major/Emphasis Areas (based on 2017-2019 catalog)*

Course	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	5-Year Average	% Change Last Year	% Change 2-Year
BBA Business Foundation Required								
ACCT 201	132	201	204	147	189	174.6	28.6%	-7.4%
ACCT 202	109	105	106	102	85	101.4	-16.7%	-19.8%
BUS 230	188	180	137	183	144	166.4	-21.3%	5.1%
ECON 221	147	167	162	130	136	148.4	4.6%	-16.0%
ECON 222	109	77	103	102	87	95.6	-14.7%	-15.5%
FIN 201	0	56	114	125	148	88.6	18.4%	29.8%
IS 151**	1059	1040	819	303	218	687.8	-28.1%	-73.4%
IS 281	165	178	165	159	161	165.6	1.3%	-2.4%
MGT 201	0	69	189	149	217	124.8	45.6%	14.8%
MKT 201	192	184	186	152	150	172.8	-1.3%	-19.4%
MATH 119	COB faculty does not teach this course.							
STAT 213	COB faculty does not teach this course.							
BBA Business Core Required								
BUS 330	118	91	90	85	83	93.4	-2.4%	-7.8%
BUS 381	97	119	111	75	87	97.8	16.0%	-21.6%
BUS 453	69	71	83	79	79	76.2	0.0%	-4.8%
FIN 315	118	101	116	105	113	110.6	7.6%	-2.6%
IS 301	110	138	165	114	124	130.2	8.8%	-24.8%
MGT 313	280	233	154	203	146	203.2	-28.1%	-5.2%

MKT 425	0	40	66	79	84	53.8	6.3%	27.3%
BBA International Required								
ACCT 430	24	23	31	19	21	23.6	10.5%	-32.3%
BUS 432	0	0	0	14	0	7	-	-
ECON 407	9	16	16	0	16	11.4	-	0.0%
ECON 409	20	19	0	9	0	9.6	-	-
FIN 413	7	11	5	0	0	4.6	-	-
MGT 439	0	0	16	18	32	13.2	77.8%	100.0%
MGT 440	0	0	0	0	0	-	-	-
MKT 430	27	49	36	48	11	34.2	-77.1%	-69.4%
BBA Accounting								
ACCT 305	35	32	66	44	34	42.2	-22.7%	-48.5%
ACCT 306	28	25	28	34	26	28.2	-23.5%	-7.1%
ACCT 311	23	39	43	32	23	32.0	-28.1%	-46.5%
ACCT 342	25	37	28	27	23	28.0	-14.8%	-17.9%
ACCT 371	29	36	28	29	29	30.2	0.0%	3.6%
ACCT 400	21	26	20	33	22	24.4	-33.3%	10.0%
ACCT 422	20	24	24	25	20	22.6	-20.0%	-16.7%
ACCT 475	15	13	7	13	17	13.0	30.8%	142.9%
BBA Agricultural Business								
AG 311	21	0	51	24	22	30	-9.1%	-56.9%
BUS 402***	0	8	9	0	7	8	-77.8%	-50.0%
ECON 321	34	23	16	8	13	18.8	62.5%	-18.8%
ECON 322	25	42	23	21	17	25.6	-19.0%	-26.1%
ECON 453	0	0	0	0	0	-	-	-
MKT 419	29	12	14	20	19	18.8	-5.0%	35.7%
BBA Business Administration, Applied Economics and Finance								
ECON 321	34	23	16	8	13	18.8	62.5%	-18.8%
ECON 322	25	42	23	21	17	25.6	-19.0%	-26.1%
FIN 317	9	21	11	4	5	10.0	25.0%	-54.5%
FIN 319	8	16	13	0	6	8.6	-	-53.8%
BBA Business Administration, Hospitality Management								
HRTM 300	31	33	22	22	14	24.4	-36.4%	-36.4%
HRTM 305	23	37	25	21	31	27.4	47.6%	24.0%
HRTM 410	16	15	22	23	15	18.2	-34.8%	-31.8%
HRTM 450	8	14	14	6	0	8.4	-	-
MKT 325	17	28	32	22	22	24.2	0.0%	-31.3%
BBA Business Administration, Information Systems								
IS 315	18	12	23	31	14	19.6	-54.8%	-39.1%
IS 316	24	22	24	29	24	24.6	-17.2%	0.0%
IS 343	16	13	12	18	18	15.4	0.0%	50.0%

IS 420	12	10	11	9	7	9.8	-22.2%	-36.4%
IS 435	10	10	11	1	12	8.8	1100.0%	9.1%
IS 440	0	10	9	6	6	6.2	0.0%	-33.3%
IS 460	14	14	11	15	11	13.0	-26.7%	0.0%
BBA Business Administration, Marketing								
MKT 325	17	28	32	22	22	24.2	0.0%	-31.3%
MKT 419	29	12	14	20	19	18.8	-5.0%	35.7%
MKT 452	29	16	12	18	12	17.4	-33.3%	0.0%
BBA Business Administration, Personal Financial Planning								
PFP 310	0	0	0	50	62	22.4	24.0%	-
PFP 320	0	0	0	8	6	2.8	-25.0%	-
PFP/FIN 330	0	0	0	7	5	2.4	-28.6%	-
PFP 340	0	0	0	0	8	1.6	-	-
PFP 350	0	0	0	6	10	3.2	66.7%	-
PFP 360	0	0	0	0	11	2.2	-	-
PFP 410	0	0	0	0	1	-	-	-
BBA Management								
MGT 314	78	126	59	34	50	69.4	47.1%	-15.3%
MGT 415	11	21	28	11	17	17.6	54.5%	-39.3%
MGT 425	18	18	27	22	21	21.2	-4.5%	-22.2%
MGT 435	14	22	0	17	36	17.8	111.8%	
MGT 436	11	0	19	0	0	6.0	-	-
MGT 442	0	0	9	0	9	3.6	-	0%
MGT 475	0	12	11	0	29	10.4	-	163.6%
Accounting Minor								
ACCT 201	132	201	204	147	189	174.6	28.6%	-7.4%
ACCT 202	109	105	106	102	85	101.4	-16.7%	-19.8%
ACCT 305	35	32	66	44	34	42.2	-22.7%	-48.5%
ACCT 311	23	39	43	32	23	32.0	-28.1%	-46.5%
STAT 213	COB faculty does not teach this course.							
MATH 119	COB faculty does not teach this course.							
Business Minor								
ACCT 201	132	201	204	147	189	174.6	28.6%	-7.4%
BUS 230	188	180	137	183	144	166.4	-21.3%	5.1%
ECON 200	138	158	106	190	144	147.2	-24.2%	35.8%
FIN 201	0	56	114	125	148	88.6	18.4%	29.8%
MGT 201	0	69	189	149	217	124.8	45.6%	14.8%
MKT 201	192	184	186	152	150	172.8	-1.3%	-19.4%
Economics Minor								
ECON 221	147	167	162	130	136	148.4	4.6%	-16.0%
ECON 222	109	77	103	102	87	95.6	-14.7%	-15.5%

ECON 321	34	23	16	8	13	18.8	62.5%	-18.8%
ECON 322	25	42	23	21	17	25.6	-19.0%	-26.1%
ECON Elective	Not applicable.							
Information Systems Minor								
IS 151	1059	1040	819	303	218	687.8	-28.1%	-73.4%
IS 281	165	178	165	159	161	165.6	1.3%	-2.4%
IS 301	110	138	165	114	124	130.2	8.8%	-24.8%
IS 315	18	12	23	31	14	19.6	-54.8%	-39.1%
IS 316	24	22	24	29	24	24.6	-17.2%	0.0%
STAT 213	COB faculty does not teach this course.							
IS Elective	Not applicable.							
Personal Financial Planning Minor								
ACCT 201	132	201	204	147	189	174.6	28.6%	-7.4%
FIN 201	0	56	114	125	148	88.6	18.4%	29.8%
PFP 310	0	0	0	50	62	22.4	24.0%	-
PFP 320	0	0	0	8	6	2.8	-25.0%	-
PFP / FIN 330	0	0	0	7	5	2.4	-28.6%	-
PFP 340	0	0	0	0	8	1.6	-	-
PFP 350	0	0	0	6	10	3.2	66.7%	-
PFP 360	0	0	0	0	11	2.2	-	-
BAAS Business Concentration								
ACCT 201	132	201	204	147	189	174.6	28.6%	-7.4%
BUS 230	188	180	137	183	144	166.4	-21.3%	5.1%
ECON 200	138	158	106	190	144	147.2	-24.2%	35.8%
FIN 201	0	56	114	125	148	88.6	18.4%	29.8%
MGT 201	0	69	189	149	217	124.8	45.6%	14.8%
MKT 201	192	184	186	152	150	172.8	-1.3%	-19.4%
Upper-Division	Not applicable.							
BAAS Information Systems Concentration								
BUS 230	188	180	137	183	144	166.4	-21.3%	5.1%
IS 151	1059	1040	819	303	218	687.8	-28.1%	-73.4%
IS 281	165	178	165	159	161	165.6	1.3%	-2.4%
IS 301	110	138	165	114	124	130.2	8.8%	-24.8%
IS 315	18	12	23	31	14	19.6	-54.8%	-39.1%
IS 316	24	22	24	29	24	24.6	-17.2%	0.0%
IS 460	14	14	11	15	11	13.0	-26.7%	0.0%
STAT 213	COB faculty does not teach this course.							
IS Elective	Not applicable.							
BAAS Personal Financial Planning Concentration								
ACCT 201	132	201	204	147	189	174.6	28.6%	-7.4%
FIN 201	0	56	114	125	148	88.6	18.4%	29.8%

PFP 310	0	0	0	50	62	22.4	24.0%	-
PFP 320	0	0	0	8	6	2.8	-25.0%	-
PFP / FIN 330	0	0	0	7	5	2.4	-28.6%	-
PFP 340	0	0	0	0	8	1.6	-	-
PFP 350	0	0	0	6	10	3.2	66.7%	-
PFP 360	0	0	0	0	11	2.2	-	-
PFP 410	0	0	0	0	1	-	-	-
Undergraduate Certificate in Personal Financial Planning								
PFP 310	0	0	0	50	62	22.4	24.0%	-
PFP 320	0	0	0	8	6	2.8	-25.0%	-
PFP / FIN 330	0	0	0	7	5	2.4	-28.6%	-
PFP 340	0	0	0	0	8	1.6	-	-
PFP 350	0	0	0	6	10	3.2	66.7%	-
PFP 360	0	0	0	0	11	2.2	-	-
PFP 410	0	0	0	0	1	-	-	-
COB Electives, or Courses Available for General Business Emphasis								
ACCT 403	0	24	0	0	0	24	-	-
ACCT 489	0	9	3	4	2	3.6	-50.0%	-33.3%
ACCT 491	0	1	0	1	1	0.6	0.0%	-
ACCT 493	6	1	0	1	1	1.8	0.0%	-
BUS 151****	401	108	77	35	23	129	-	-
BUS 302	0	0	9	0	13	11	44.4%	-
BUS 305	18	0	10	34	34	19.2	0.0%	240.0%
BUS 310	239	224	223	203	215	220.8	5.9%	-3.6%
BUS 317	161	110	34	23	8	67.2	-65.2%	-76.5%
BUS 450	9	0	0	0	0	1.8	-	-
BUS 489	2	2	1	0	5	2.0	-	400.0%
BUS 491	0	0	0	1	0	0.2	-	-
ECON 489	0	0	0	0	1	0.2	-	-
ECON 493	1	0	0	0	0	0.2	-	-
FIN 413	6	0	0	0	0	6	-	-
FIN 432	0	0	11	0	0	11	-	-
FIN 451	0	10	0	0	0	10	-	-
HRTM 310	0	26	0	17	17	12.0	0.0%	-
HRTM 320	23	21	23	26	15	21.6	-42.3%	-34.8%
HRTM 420	29	29	33	30	19	28.0	-36.7%	-42.4%
HRTM 489	0	1	2	0	1	0.8	-	-50.0%
HRTM 491	1	1	0	0	0	0.4	-	-
HRTM 493	7	0	0	8	0	3.0	-	-
IS 153	53	30	20	19	12	26.8	-36.8%	-40.0%

IS 241	21	29	17	18	12	19.4	-33.3%	-29.4%
IS 430	0	10	9	0	0	9.5	-10%	-
IS 489	3	3	1	2	1	2.0	-50.0%	0.0%
IS 491	0	2	0	0	0	2	-	-
IS 493	3	0	0	0	0	3	-	-
MGT 293	0	5	0	0	0	1.0	-	-
MGT 489	0	2	1	2	1	1.5	-50.0%	0.0%
MGT 493	0	4	0	0	0	0.8	-	-
MKT 322	0	0	27	28	17	24	-39.3%	-37.0%
MKT 360	17	0	0	0	19	18	-	-
MKT 362	0	0	15	23	23	20.3	0.0%	53.3%
MKT 489	0	0	2	0	0	2	-	-
MKT 493	1	0	0	0	0	1	-	-

* Note: List only courses offered by the department directly related to completing the major or emphasis area. Do not include general education requirements, university requirements, requirements for a minor, courses required in other programs, internships or directed studies. For undergraduate emphasis areas, list those courses (required and elective) needed to complete the emphasis area, do not include courses required as a core component of the major. Please place an asterisk by those courses that are unique to the emphasis area. Please note the number of sections for any course where there is more than one section being offered. ** Note: IS 151 use to be an institutional requirement but we removed it when the university moved to 120-hour bachelor degrees. This explains the dramatic drop in enrollment. *** Note: The COB renamed BUS 402 – Agricultural Policy in the current catalog from AG 402 – Agricultural Policy as COB faculty now teaches this course. **** Note: BUS 151 – Introduction to Business previously was a required Foundation Course but was removed, thus the dramatically falling enrollment.

G. Using the data in the previous tables, review the 5 year trends in both student headcount and in student credit hours for the (required) program courses and for the elective courses offered by the program. Do the 5-year trends indicate a need for the department to adjust its offerings? Be as specific as possible.

An examination of the five-year trend in course offerings by the COB shows no necessary adjustment in our majors, emphasis areas, concentrations, or minors, with one exception, that of the Information Systems (IS) program (BBA emphasis, Minor, BAAS concentration). The COB will work on streamlining IS course offerings this year in preparation for the 2019-21 undergraduate catalog. This will help improve our low-level of IS degree students, and will align with our planned efforts to further streamline the course offering and rotation of the IS curriculum. The COB will work on streamlining the Applied Economics and Finance curriculum to help improve our low-level of enrollment in that emphasis area.

H. Provide data in the next table that includes the program's courses offered in support of general education over the past five academic years. Provide the head count (HC) enrollment for each course/section per academic year. The last three columns

summarize the headcount data by calculating a 5-year average, the percentage change over the last year, and the percentage change over the last 2 years.

Table 9. Student Headcount in Courses Offered in Support of General Education

Course	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	5-Year Average	% Change Last Year	% Change 2-Year
BUS 302	-	-	9	-	13	7.3	44.4%	-
BUS 310	239	224	223	203	215	220.8	5.9%	-3.6%
ECON 200	138	158	106	190	144	147.2	-24.2%	35.8%
ECON 221	147	167	162	130	136	148.4	4.6%	-16.0%
ECON 222	109	77	103	102	87	95.6	-14.7%	-15.5%
Totals	495	468	497	435	451	469.2	3.7%	-9.3%

- I. For the graduate program, provide data in the next table that includes the required and elective courses offered in support of the degree or emphasis area. Provide the head count (HC) enrollment for each course per academic year, HC enrollment for the major or emphasis area per academic year.*

Table 10. Student Headcount in Graduate Courses Offered in Support of the MBA Program

Required Courses	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	5-Year Average	% Change Last Year	% Change 2-Year
ACCT 551	28	72	99	110	142	90.2	29.1%	43.4%
BUS 501	59	66	87	135	127	94.8	-5.9%	46.0%
BUS 518	58	127	155	185	160	137.0	-13.5%	3.2%
BUS 553	38	27	44	65	93	53.4	43.1%	111.4%
BUS 554*	38	30	47	72	-	-	-	-
ECON 525	28	77	101	96	120	84.4	25.0%	18.8%
FIN 541	55	47	67	100	95	72.8	-5.0%	41.8%
IS 500	54	80	118	135	149	107.2	10.4%	26.3%
MGT 501/530**	47	54	58	103	128	78.0	24.3%	120.7%
MGT 513	50	54	58	130	123	83.0	-5.4%	112.1%
MKT 517	39	45	82	108	137	82.2	26.9%	67.1%
Totals	494	674	916	1,239	1,274	919.4	2.8%	39.1%

* Note: We discontinued BUS 554 as part of the MBA degree program with the 2016-2018 graduate catalog. ** Note: We renumbered MGT 501 to MGT 530 in the 2014-2016 graduate catalog.

- J. Using the data in the previous tables, review the 5-year trends in student headcount for the (required) program courses and for the elective courses offered by the program. Do the 5-year trends indicate a need for the department to adjust its offerings? Be as specific as possible.***

The COB is planning to initiate a new emphasis area in accounting for the MBA program. This new MBA emphasis will add 6 or 9 credit hours above our existing MBA degree of 30 credit hours. This will require that we transform our current instructor line in Accounting into a tenure-track (Ph.D.) line. That will be the only way to maintain *ACBSP* standards.

VI. PROGRAM RESOURCES

- A. *In the following table, list faculty members and staff members in the program. With this list, document their FTE in terms of teaching assignments, reassigned time for research, and/or reassigned time for administration (chair, graduate coordinator, directors). Reassigned time must be recognized by the college dean. If the program uses resource faculty to provide instruction, those do not need to be listed but their aggregate FTE should be listed under Teaching, with their name as “Resource Faculty”.***

Table 11. Faculty and Staff Resources in the Program

Faculty Member	FTE Teaching					FTE Reassigned Special Projects					FTE Reassigned Administrative				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Full-Time Tenured or Tenured-Track															
Burusnukul, P. (Dr.)	1.125	1.375	1.250	1.000	1.000										
Bustamante, M. (Dr.)		0.750	1.250	1.125	1.125		0.250								
Buzzard, J. (Dr.)		0.250	0.250									0.750	0.750	1.000	1.000
Corbin, D. (Dr.)		0.875	1.000	1.125	0.875		0.125			0.125					
Ervin, T. (Dr.)	0.875	0.500	0.500	0.500	0.625	0.500	0.500	0.500	0.500	0.500					
Fashier, I. (Ms.)	0.250										0.250				
Gamara, R. (Dr.)		0.750					0.250								
Gandonou, J. (Dr.)		0.750	1.000	1.000	1.000		0.250								
Green, F. (Dr.)		1.000	1.000	1.125	1.125										
Haney, M. (Dr.)				0.875	1.000				0.125						
Hemley, D. (Dr.)	1.250	1.250	1.250	1.250	1.250										
Ho, N. (Mr.)					0.750					0.250					
Iaquito, A. (Dr.)	0.750					0.025									
Lacy, M. (Dr.)			0.750					0.250							
Luhman, J. (Dr.)	0.875	0.750	0.750	0.625	0.825	0.125						0.250	0.500	0.250	0.250
Maguire, T. (Ms.)	0.750	0.750	0.750	0.875	0.500						0.750	0.750	0.750	0.750	0.750
Marasi, S. (Dr.)		0.750					0.250								
Parboteeah, V. (Dr.)	1.250	1.250	1.250	1.125	1.000						0.500	0.250	0.250	0.250	0.250
Schneider, R. (Dr.)				0.750	1.000				0.250						
Smith, G. (Dr.)	1.125										0.750				
Snipes, M. (Dr.)	1.125														
Stockly, S. (Dr.)	1.125	1.250	0.750	0.750	0.875			0.250	0.250	0.125					
Stockmyer, J. (Dr.)	0.750										0.250				
Taylor, C. (Dr.)	0.875					0.125									
Turner, M. (Mr.)		0.750					0.250								
Xavier, W. (Dr.)			0.875	1.125	1.000		0.250								
Zhang, M. (Dr.)		0.750	1.000	1.000	1.000		0.250								
Full-Time Instructors															
Cole, Corey (Mr)			1.000	1.000	1.125										
Hayes, Paul (Mr)	1.250														
Michell, Byron (Mr)	1.500	1.625	1.375	1.000	1.125										
Stone, Debra (Ms)	0.875	1.125	1.000	1.500	1.000	0.250									
Wallace, Konnie (Ms)	0.875	1.000	0.900	1.000	1.250	0.250									
Wiegel, Crista (Ms)	1.000	1.000	1.000	1.000	1.000										
Part-Time															
All Resource Faculty	9.750	7.750	7.775	8.000	6.875	0.500									
Overall Totals	21.875	21.250	21.400	22.250	21.825	1.275	2.375	1.000	1.125	1.000	2.500	2.000	2.250	2.250	2.250

Note: Special Projects include release time for new faculty, banked graduate hours (research), and coordination of accreditation reporting requirements.

B. How have student numbers, staff, and faculty composition changed over the last five years.

The COB experienced great stability over the last five-years in terms of faculty resources. The number of COB full-time faculty has only increased by one member (from 15 to 16 with the addition of a Personal Financial Planning faculty line) while the number of part-time faculty has remained the same (five members). The overall total of FTE assigned to teaching went from 21.9 to 21.8, while the overall total of FTE re-assigned to special projects or administrative duties went from 3.8 to 3.3. Overall total includes full-time faculty and part-time faculty. The total of part-time faculty FTE assigned to teaching went from 9.8 to 6.9 (a significant decrease). Thus, other than a decreased use of part-time faculty, the composition of COB faculty has not changed much over the last five-years.

In great contrast, the COB experience incredible growth of students over the last five-years. The number of declared undergraduate students in the COB went from 333 to 456 for an increase of 37% while the number of declared MBA students went from 112 to 298 for an increase of 166%. The number of graduated undergraduate students went from 45 to 90 for an increase of 100% while the number of graduated MBA students went 34 to 95 for an increase of 179%. Finally, the number of undergraduate SCH went from 8,830 to 11,990 for an increase of 36% while the number of graduate SCH went from 1,335 to 3,798 for an increase of 185%. The student headcount for all graduate courses offered went from 494 to 1,274 for an increase of 158%.

We did lose one teaching FTE with the retirement of Ms. Maguire (one-quarter time teaching) and Dr. Luhman taking on the role of Interim Dean (three-quarters time teaching). The COB plans to request an additional faculty line in its next Effectiveness Report to help deal with this loss.

C. Document and quantify graduate assistantships, stipends, and program faculty teaching loads over the last 5 years. Include resource faculty as well as overloads.

Table 12. Graduate Assistantship and Compensation

Name	FTE	Term	Amount		Name	FTE	Term	Amount
Fall 2012					Fall 2015			
Baker, Sarah	1.00	0.5	\$4,250		Bista, Smriti	1.00	0.5	\$4,250
Cole, Corey	1.00	1.0	\$8,500		Errawalla, Priyanka	0.50	0.5	\$2,125
Dommati, Sairaj	0.50	0.5	\$2,125		Gao, Yichao	0.50	0.5	\$2,125
Liu, Chang	1.00	0.5	\$4,250		Geng, Junnan	0.50	0.5	\$2,125
Pinninti, Sravan	0.50	0.5	\$2,125		Qing, Di	0.50	0.5	\$2,125
Zhen, Jian	0.75	0.5	\$4,250		Samoei, Isaiah	0.50	0.5	\$2,125
Sub-Total	4.75	-	\$25,500		Terns, Ariana	1.00	0.5	\$4,250
Spring 2013					Verma, Priyanka	0.50	0.5	\$2,125
Boese, Holly	1.00	0.5	\$4,250		Waite, Jade	1.00	0.5	\$4,250
Dommati, Sairaj	1.00	0.5	\$4,250		Yan, Ying	1.00	0.5	\$4,250
Kundomal, Javesh	1.00	0.5	\$4,250		Zhang, Bo	1.00	0.5	\$4,250
Quint, Jonathan	1.00	0.5	\$4,250		Sub-Total	8.00	-	\$34,000
Zhumabekov, Timur	1.00	0.5	\$4,250		Spring 2016			
Sub-Total	5.00	-	\$21,250		Bista, Smriti	1.00	0.5	\$4,250
Fall 2013					Gao, Yichao	1.00	0.5	\$4,250
Adeniji, Omokeji	0.50	0.5	\$2,125		Geng, Junnan	0.50	0.5	\$2,125
Chen, Ruizhi	1.00	0.5	\$4,250		Qing, Di	1.00	0.5	\$4,250
Cole, Corey	1.00	0.5	\$4,250		Terns, Ariana	1.00	0.5	\$4,250
Jackson, Kelsey	0.50	0.5	\$2,125		Verma, Priyanka	0.50	0.5	\$2,125
Kundomal, Javesh	1.00	0.5	\$4,250		Xiao, Qinxue	1.00	0.5	\$4,250
Shamshabad, Spandana	1.00	0.5	\$4,250		Sub-Total	6.00	-	\$25,500
Zhumabekov, Timur	1.00	0.5	\$4,250		Fall 2016			
Sub-Total	6.00	-	\$25,500		Cui, Hoachen	1.00	0.5	\$4,250
Spring 2014					Elswick, Thomas	1.00	0.5	\$4,250
Adeniji, Omokeji	1.00	0.5	\$2,125		Gao, Yichao	1.00	0.5	\$4,250
Chen, Ruizhi	1.00	0.5	\$4,250		Gryschka, Melina	1.00	0.5	\$4,250
Dogan, Riza *	1.00	0.5	\$1,594		McAninch, Heather	1.00	0.5	\$4,250
Jackson, Kelsey	0.88	0.5	\$3,719		Qing, Di	0.50	0.5	\$2,125
Shamshabad, Spandana	1.00	0.5	\$4,250		Samoei, Isaiah	1.00	0.5	\$4,250
Sub-Total	4.88	-	\$15,938		Skalecki, Marcel	0.50	0.5	\$2,125
Fall 2014					Terns, Ariana	1.00	0.5	\$4,250
Chen, Ruizhi	1.00	0.5	\$4,250		Sub-Total	8.00	-	\$34,000
Cooley, Bailey	1.00	0.5	\$4,250		Spring 2017			
Shamshabad, Spandana	1.00	0.5	\$4,250		Cui, Hoachen	1.00	0.5	\$4,250
Ying, Yan	1.00	0.5	\$4,250		Elswick, Thomas	1.00	0.5	\$4,250
Zhang, Bo	1.00	0.5	\$4,250		Gryschka, Melina	1.00	0.5	\$4,250
Sub-Total	5.00	-	\$21,250		Juarez, Melissa	1.00	0.5	\$4,250
Spring 2015					McAninch, Heather	1.00	0.5	\$4,250
Banigole, Venkat	1.00	0.5	\$4,250		Samoei, Isaiah	1.00	0.5	\$4,250
Bista, Smriti	1.00	0.5	\$4,250		Skalecki, Marcel	1.00	0.5	\$4,250
Cooley, Bailey	1.00	0.5	\$4,250		Sub-Total	7.00	-	\$29,750
Geng, Junnan	1.00	0.5	\$4,250					
Silva, Jessica	1.00	0.5	\$4,250					
Ying, Yan	1.00	0.5	\$4,250					
Zhang, Bo	1.00	0.5	\$4,250					
Sub-Total	7.00	-	\$29,750					

* Note: We terminated this student during the semester.

Table 13. Faculty Teaching Overloads and Compensation

Faculty Member	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	FTE Overload	Pay	FTE Overload	Pay	FTE Overload	Pay	FTE Overload	Pay	FTE Overload	Pay
Full-Time Tenured or Tenure-Track										
Burusnukul, P. (Dr.)	0.125	\$ 2,100	0.375	\$ 6,003	0.250	\$ 4,200				
Bustamante, M. (Dr.)					0.250	\$ 4,200	0.125	\$ 2,100	0.125	\$ 2,100
Corbin, D. (Dr.)							0.125	\$ 2,100		
Green, F. (Dr.)							0.125	\$ 2,100	0.125	\$ 2,100
Hemley, D. (Dr.)	0.250	\$ 4,002	0.250	\$ 4,002	0.250	\$ 4,200	0.250	\$ 4,200	0.250	\$ 4,200
Luhman, J. (Dr.)	0.125	\$ 2,001					0.125	\$ 2,100	0.125	\$ 2,100
Maguire, T. (Ms.)	0.500	\$ 5,823	0.500	\$ 5,803	0.500	\$ 8,400	0.500	\$ 8,400	0.250	\$ 4,200
Parboteeah, V. (Dr.)	0.250	\$ 4,002	0.250	\$ 4,002	0.250	\$ 4,200	0.125	\$ 2,100		
Smith, G. (Dr.)	0.125	\$ 2,001								
Snipes, M. (Dr.)	0.125	\$ 2,001								
Stockly, S. (Dr.)	0.125	\$ 2,001	0.250	\$ 4,002					0.125	\$ 2,100
Xavier, W. (Dr.)							0.125	\$ 2,100		
Full-Time Instructors										
Cole, Corey (Mr)									0.125	\$ 2,100
Hayes, Paul (Mr)	0.250	\$ 3,402								
Michell, Byron (Mr)	0.500	\$ 6,804	0.625	\$ 8,505	0.375	\$ 6,300			0.125	\$ 2,100
Stone, Debra (Ms)			0.125	\$ 1,701			0.500	\$ 8,400		
Wallace, Konnie (Ms)									0.250	\$ 4,200
Wiegel, Crista (Ms)										
Part-Time										
Ackerman, George (Dr)							0.250	\$ 4,200	0.125	\$ 2,100
Beres, Joseph (Mr)			0.125	\$ 1,701						
Bradburn, Janice (Ms)			0.375	\$ 5,103	0.625	\$ 10,500	0.375	\$ 6,300	0.375	\$ 6,300
Cole, Corey (Mr)			0.500	\$ 6,801						
Davis, Terry (Mr)	0.125	\$ 1,701								
Ellis, John (Mr)	0.125	\$ 1,701								
Hayes, Paul (Mr)			0.500	\$ 6,804	0.500	\$ 8,400	0.250	\$ 4,200	0.125	\$ 2,100
Keefer, Ashley (Ms)	0.125	\$ 1,701					0.250	\$ 4,200		
LaCounte, C (Ms)	0.750	\$ 10,206	0.500	\$ 6,804	0.625	\$ 10,500	0.500	\$ 8,400	0.500	\$ 8,400
Lacy, Michael (Dr)					0.125	\$ 2,100	0.375	\$ 6,300	0.125	\$ 2,100
Lindsey, Frances (Dr)	1.000	\$ 10,000								
Lopez, Becky (Ms)			0.250	\$ 3,402						
McCamey, Randy	0.250	\$ 3,402								
Marquez, Rolando (Mr)	0.625	dual enroll								
McKittrick, Michael (Mr)					0.125	\$ 2,100			0.125	\$ 2,100
Miller, Mitchell (Dr)							0.125	\$ 2,100		
Obenhaus, Ron (Mr)	0.500	\$ 6,804	0.250	\$ 3,402	0.125	\$ 2,100				
Phillips, Ronnie (Dr)	0.125	\$ 1,701								
Stone, Randall	0.125	\$ 1,701								
Stone, Melinda (Ms)					0.125	\$ 2,100				
Tapia, Brenda (Ms)	0.125	dual enroll	0.125	dual enroll			0.125	dual enroll		
Terry, Damon (Mr)	0.250	dual enroll	0.250	dual enroll	0.250	dual enroll	0.250	dual enroll		
Toglia, Andrew (Mr)	0.125	\$ 1,701	0.125	\$ 1,701						
Tollet, Katherine (Ms)	0.250	\$ 3,402								
Overall Totals	6.875	\$ 78,157	5.375	\$ 69,736	4.375	\$ 69,300	4.500	\$ 69,300	2.875	\$ 48,300

D. Please evaluate the current facilities and major equipment used to support the program's mission.

The COB believes it would be beneficial to our online teaching efforts if all Mediasite classrooms were equipped with "Smart Boards." Currently, instructors use the Elmo or Power Point slide shows to draw and write in a manner viewable by online students. Smart Boards would be an improvement with the ability to write and save notes, and draw as if using a chalkboard.

E. Note where enhancement, addition, or replacement of the program's physical assets are necessary, and provide data to support the observation.

The COB believes it is necessary to obtain at least one, possibly two, additional Mediasite rooms, but in our smaller classrooms (on the west side of our building). The continued growth of our online programs requires more flexibility in scheduling undergraduate and graduate hybrid classes, but the number of students in the face-to-face sections are not as large as in the online sections.

The COB also needs continued support in improving the existing Mediasite classrooms. Computers and speakers are wearing down and they need replacement as fast as is reasonable.

F. Are faculty members active in their disciplines? Please describe how, and include faculty and staff (as applicable) vitae in Appendix L. These vitae should cover only the last 5 years.

A strategic goal of the COB faculty is to engage in discipline-based research, in the scholarship of teaching to enhance teaching and curriculum, or in their own professional development opportunities to enhance teaching and student learning. Our goal's measure is for a majority of faculty to conduct some type of scholarly or professional development activity during the academic year. We have met that measure.

In addition, our FEC/APE performance evaluation policies encourages professional development activities annually, encourages academic service activities annually, and requires one scholarly activity annually.

Table 14a demonstrates that over the last three-years, all of our 22 full-time faculty members participated in at least one professional development activity. The 2014-15 and 2015-16 years were unusual in their high number of activities. In 2014-15, many of the COB were involved with QM training and the PPOHA Grant workshops all year, and in 2015-16 all faculty were required to participate in the "Bridges: Building a Supportive Community" training. We provide details in **Appendix K**.

While Table 14b demonstrates that over the last three-years, all of our 22 full-time faculty members participated in at least one scholarly activity. We provide COB faculty five-year CVs in **Appendix L**.

Unfortunately, the COB collected this data only for the three years of creating the Annual Effectiveness Reports. We did not collect this specific data during the years we submitted the Annual Assessment Reports.

Table 14a. Full-Time Faculty Professional Development Activities

Faculty Member	Workshops Attended	Certifications Received
2016-2017		
Pattarapong Burusnukul		
Miguel Bustamante		
Janet Buzzard		
Corey Cole	1	
Deborah Corbin	15	1
Terry Ervin		
Jean-Marc Gandonou		
Frederick Greene		
Matthew Haney		
David Hemley		
Nhat Ho	1	
John Luhman		
Patricia Maguire		
Byron Mitchell		
Veena Parboteeah		
Robert Schneider		
Sue Stockly		
Debra Stone		1
Konni Wallace		1
Crista Wiegel		
Wlamir Xavier	9	2
Man Zhang		
Sub-Total for 2016-2017	26	5
2015-2016		
Pattarapong Burusnukul	1	1
Miguel Bustamante		1
Janet Buzzard		1
Corey Cole	1	1
Deborah Corbin	17	5
Terry Ervin		1
Jean-Marc Gandonou	2	1
Frederick Greene		1
Matthew Haney	1	1
David Hemley		1
John Luhman	1	1
Patricia Maguire		1
Byron Mitchell		1

Veena Parboteeah		1
Robert Schneider	1	1
Sue Stockly	1	1
Debra Stone		1
Konni Wallace		1
Crista Wiegel		1
Wlamir Xavier	1	2
Man Zhang		1
Sub-Total for 2015-2016	26	26
2014-2015		
Pattarapong Burusnukul	1	
Miguel Bustamante	1	1
Janet Buzzard	1	1
Corey Cole	2	1
Deborah Corbin	4	4
Jean-Marc Gandonou	1	1
Frederick Greene	1	
Matthew Haney	1	
John Luhman	1	
Michael Lacy	1	
Trish Maguire	1	
Veena Parboteeah	1	
Sue Stockly	1	
Debra Stone	1	1
Konni Wallace	1	1
Wlamir Xavier	2	2
Man Zhang	1	1
Sub-Total for 2014-2015	22	13
Overall Totals	74	44

Table 14b. Full-Time Faculty Scholarly Activities

Faculty Member	Presentations	Publications	Grants	Other Scholarly or Professional Work
2016-2017				
Burusnukul, Pattarapong				1
Bustamante, Miguel				
Buzzard, Janet				1
Cole, Corey		1		
Corbin, Deborah	1			
Ervin, Terry				

Gandonou, Jean-Marc		2		1
Greene, Frederick	1			1
Haney, Matthew	2			
Hemley, David		2		
Ho, Nhat				
Luhman, John				
Maguire, Patricia				
Mitchell, Byron				1
Parboteeah, Veena	1			
Schneider, Robert				
Stockly, Sue	2	2		1
Stone, Debra				
Wallace, Konni				
Wiegel, Crista				
Xavier, Wlamir	1	4	1	1
Zhang, Man				
Sub-Total for 2016-2017	8	11	1	7
2015-2016				
Burusnukul, Pattarapong		1		1
Bustamante, Miguel				
Buzzard, Janet	1			2
Cole, Corey		1		
Corbin, Deborah				1
Ervin, Terry				1
Gandonou, Jean-Marc	2		1	2
Greene, Frederick	1			2
Haney, Matthew	1			1
Hemley, David	1	1		
Luhman, John	2			2
Maguire, Patricia	3			2
Mitchell, Byron				1
Parboteeah, Veena				
Schneider, Robert	1			3
Stockly, Sue	1	1		1
Stone, Debra				1
Wallace, Konni				1
Wiegel, Crista				1
Xavier, Wlamir	2	6	1	3
Zhang, Man		1	1	1
Sub-Total for 2015-2016	15	11	3	28
2014-2015				
Burusnukul, Pattarapong		1		

Bustamante, Miguel				2
Buzzard, Janet	3			6
Cole, Corey		1		
Corbin, Deborah		1	1	5
Ervin, Terry				1
Gandonou, Jean-Marc	2	1	1	4
Greene, Frederick	1	1		3
Haney, Matthew				4
Hemley, David				3
Luhman, John	1	1		1
Lacy, Michael				1
Maguire, Patricia	4			7
Mitchell, Byron				1
Parboteeah, Veena	7	2		8
Stockly, Sue	11	1		20
Stone, Debra	2		1	8
Wallace, Konni				3
Wiegel, Crista				2
Xavier, Wlamir	5	6	3	5
Zhang, Man	2	3	1	3
Sub-Total for 2014-2015	38	18	7	87
Overall Totals	61	40	11	122

G. Indicate which of the faculty members listed above have graduate faculty status. For each graduate faculty member, provide evidence that demonstrates how he/she is active and maintains currency in the discipline. Include graduate faculty vitae in Appendix L. These vitae should cover only the last 5 years.

Looking at Table 14a and Table 14b immediately above, you will see faculty member names **highlighted in yellow**. These highlighted names are COB graduate faculty. They all have graduate faculty status. The data provided in both tables is the evidence demonstrating their activity in their discipline in order to maintain currency. However, the COB collected this data only for the three years of creating the Annual Effectiveness Reports. We did not collect this specific data during the years we submitted the Annual Assessment Reports.

H. For those faculty/staff with temporary graduate faculty status, describe how they were mentored and/or monitored during their teaching assignments.

During the past five years, we only had one part-time faculty member teach in our graduate program. That was Dr. Michael Lacy. He was a former full-time faculty member

who left ENMU due to family reasons. While he was here, he taught MGT 513 for us. Since he has been gone, we have occasionally used him to teach extra sections of MGT 513 (see Table 12 above). Thus, he was fully prepared and qualified to teach in the graduate program, and his student evaluation scores continue to be excellent.

I. For those faculty with associate status, provide the parameters of this assignment (e.g., what they teach) and the sufficiency of their qualifications for their assignments.

This category did not apply to the College of Business for the last five years under review.

J. How have faculty research/creative endeavors impacted program quality and program mission?

Many of our faculty published articles or presented research over the last five years in the area of improving teaching and business pedagogy. The varied topics would be long to summarize in words, but here is a summary table of scholarly activities that attempt to influence the quality of our academic program. Table 15 provides the five-years of scholarly activity in this area, with graduate faculty member names highlighted in yellow. We provide details of this research in **Appendix M**.

Table 15. Five Years of Faculty Research into Teaching, Curriculum or Pedagogy

Faculty Member	Number of Research Activities
Pattarapong Burusnukul	
Miguel Bustamante	
Janet Buzzard	
Corey Cole	
Deborah Corbin	1
Terry Ervin	
Jean-Marc Gandonou	6
Frederick Greene	
Matthew Haney	1
David Hemley	
Nhat Ho	
John Luhman	4
Patricia Maguire	4
Byron Mitchell	
Veena Parboteeah	9
Robert Schneider	3
Sue Stockly	11
Debra Stone	2
Konni Wallace	
Crista Wiegel	
Wlamir Xavier	
Man Zhang	
Five-Year Total	41