

Eastern New Mexico University
College Effectiveness Report

College of Business
AY 2014-2015

Prepared by

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and

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Executive Summary

College of Business AY 2014-2015

Significant Accomplishments/Outcomes/Results for AY 2014-2015

The College of Business efforts were in the areas of:

- *HLC*
- *Marketing/recruitment/retention, (developed COB marketing plan; brochures and website updated; advertising set up with ClearChannel for Albuquerque Sunport Airport; 2 ads ran (Sept. & Feb.) in Military Advanced Education magazine; manned a booth at the April Albuquerque Home and Garden Show; put COB materials in all CAFB Welcome bags; emailed several Chinese universities to solicit 2 + 2 agreements; promoted the New Personal Financial Planning program*
- *Improved Program/Emphasis level Assessments to meet ACBSP requirements*
- *Curriculum (120 credit hours for all COB Majors)*
- *COB students won first place in the Daniel Ethic's Competition*
- *Several faculty presented and published their research*
- *Several accounting faculty updated their New Mexico CPA credentials*
- *Dr. Parboteeah received the President's Award in Advising*
- *Several faculty worked with student's on presenting at conferences and publishing their research*
- *Hosted over 50 Portales business professionals through the Portales Chamber spring luncheon in the Sandia room in May to promote internships and discuss skills needed for employment.*

Plans for improvement in Subsequent Years based on results of AY 2014-2015

The College of Business efforts will be in the areas of:

- *HLC*
- *Preparing the ACBSP Quality Assurance report for Feb. 2016 and the self-study report for AY 2016-2017 (to be submitted Fall 2017) for the Spring 2018 visit.*
- *Set up and hold a meeting for the COB Council of Advisors in conjunction with the Portales Chamber spring luncheon in May.*
- *Hold the Business Bistro and the College Expo in Sept./Oct. as a recruitment/retention effort.*
- *Continue to market all COB undergraduate and graduate programs.*

Goals and Effectiveness Measures

College of Business Academic Year 2014-2015

Provide a short mission/vision statement for the department. The statement should link to the mission/vision of the university.

Mission:

The College of Business of Eastern New Mexico University provides quality, student focused business education preparing individuals for professional careers, graduate studies and lifelong learning. We operate through an open and accessible governance structure which promotes ongoing self-evaluation and continuous improvement.

Vision:

Our vision is to:

- *meet or exceed our professional accreditation standards;*
- *adjust programs and curriculum to meet changes to our strategic plan through the analysis of stakeholder input and student learning outcomes;*
- *provide distance learning through leading edge technology;*
- *recruit and retain a diverse faculty and student body;*
- *foster quality education and business collaboration through scholarly activities; and,*
- *create an environment that fosters collegial and ethical behavior.*

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 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.

Link to Graduate School Mission:

The MBA is designed for individuals, currently employed, 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.

Goal 1: High quality academic programs. 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.

Goal 1 Objectives

1.1 Establish, measure and use Student Learning Outcomes (SOLs) to enhance students' educational experience

Please turn to the attached COB Student Learning Outcomes Report for 2014-2015 (**Appendix A**) for a complete presentation of our student learning outcomes for both the Bachelor of Business Administration program and the Master of Business Administration program. The current set of student learning outcomes was established in 2011-2012. The two levels of student learning outcomes assessment that the College of Business conducted were program level assessment and course level assessment, while the two academic programs of the COB are the Bachelor of Business Administration (BBA), and the Master of Business Administration (MBA). More detail was recently added to the COB SLO with improved compliance to ACBSP standards. We now have student learning outcomes at three program levels: the overall MBA and BBA degree programs, four BBA majors and, within the BBA Business Administration major, the four emphases. Attached please find a complete list of Student Learning Outcomes for all ACBSP accredited programs. Also attached is an Excel spreadsheet with examples of the structure the COB will use in the future for reporting program assessment with ACBSP-required trend data. Please note that newly created BBA emphases in Information Systems and Personal Financial Planning are not yet accredited by ACBSP. Programs need to be in place for at least two years and produce graduates before they are eligible for accreditation.

Outcomes and Discussion

Program Level Assessment Efforts. Over the last four years the COB established a process to “close the loop” in our program assessment efforts. In that effort, the undergraduate and the graduate curriculum committees examine the data findings provided by the assessment report to consider changes to either program curriculum. Each committee reviews COB curriculum for appropriateness and conformity with the Association of Collegiate Business Schools and Programs (ACBSP) standards and with the assessment data analyses, and then makes recommendations on all curriculum change proposals to the COB faculty as per university policies and schedule practices.

BBA Student Learning Outcomes. The Team Simulation class average percentile was at the 51st percentile for Fall 2014, and again at the 51st percentile for Spring 2015. The overall mean score of 155 on the MFT for the academic year was at the 71st percentile). The “mean percent correct” on the MFT’s sub-field indicators for the academic year had the following percentiles: Accounting at 61; Economics at 59; Management at 75; Quantitative at 87; Finance at 87; Marketing at 53; Legal/Social at 28; Info Systems at 60; and International at 68.

Insert comparison data here: major or emphasis to non-major, non-emphasis and mean scores compared to select peer institutions.

The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.

MBA Student Learning Outcomes. *The year's percentile ranking for individual performance for Fall 2013 was at the 57th percentile and for Spring 2015 was at the 47th percentile, for an overall average at the 52nd percentile. Fall 2014 had 19 students enrolled in BUS 554 and the pass rate was 79%, and Spring 2015 had 26 students enrolled in BUS 554 and the pass rate was 89% which makes a combined weighted average of 85%. The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.*

Course Level Assessment Efforts. *The COB established a process to "close the loop" in our course level assessment efforts. Each faculty member provides a report on what they learned from their course level assessment and how they implemented changes in their instruction to improve their classroom performance. Faculty members use a standardized form to report their assessment results and actions. The report is submitted as part of either the faculty member's FEC Review File (for tenure-track faculty or resource faculty) or the faculty member's APE document (for tenured faculty or resource faculty). COB faculty members are provided with instructions and guidance on how to go about conducting a course level assessment. The recommended steps of course level assessment are:*

- Step 1 - design your courses; create course learning outcomes; and align your course learning outcomes with the COB content matrix; if applicable, assure that course learning outcomes also align with state articulation outcomes;*
- Step 2 - set performance measures (i.e. course assessment tools); and align each with course learning outcomes;*
- Step 3 - implement your course;*
- Step 4 - analyze your performance measures (i.e. course assessment tools);*
- Step 5 - decide on necessary improvements in your course design; and implement in the following year;*
- Step 6 - write reports using form;*
- Step 7 - submit forms with your FEC file or your APE report; and submit copy of forms to the assessment coordinator;*
- Step 8 - work with your discipline members to make recommendations to the curriculum committee each spring semester.*

The Assessment Coordinator collected course assessment reports and confirmed 100% participation by faculty in the continuous improvement of their teaching.

State-Wide Course Articulation. *As a member of the New Mexico Collegiate Business Articulation Consortium since the 1990s, the College of Business has continually maintained certification of all articulated state-wide 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);
- ACCT 2133 – Intermediate Accounting I (ACCT 305);
- BLAW 2113 – Business Law I (BUS 230);
- BLAW 2123 – Business Law II (BUS 317);
- MATH 2113 – Statistics (STAT 213).

Certification implies not only that all of these business courses across state institutions of higher education have the exact same course learning outcomes, but that those learning outcomes are adequately assessed.

Curriculum Changes. After considering the findings in previous assessment reports, the COB made several changes that were implemented for the current graduate and undergraduate catalogs: we revised the MBA comprehensive integrative project; we revised the prerequisites for BUS 553 and BUS 554; we added FIN 201 – Principles of Finance, and MGT 201 – Principles of Management to the BBA foundation requirements; and, we added MKT 452 – Marketing Management to the BBA core requirements as well as a prerequisite for the undergraduate capstone course BUS 453.

All but one of the performance criteria were met with the 2014-15 Major Field Test results. Legal/Social is below the 50th percentile. The poor performance of Legal/Social sub-indicator may imply the need for the curriculum committee to consider revising the business law course requirements from one to two. The next revision of the undergraduate catalog will take place in fall 2016.

1.2. Implement innovative pedagogy, effective technology and up-to-date curriculum(s) that enhance student learning

Strategy

COB faculty will participate, as appropriate, in faculty development opportunities to enhance teaching and student learning.

Measure

A majority of faculty members participate in some type of professional development activity during the academic year.

Outcomes

Faculty Member	Workshops Attended	Certifications Received
<i>Patt Burusnukul</i>	<ul style="list-style-type: none"> Two PPOHA Grant Workshops on Pedagogy 	
<i>Miguel Bustamante</i>	<ul style="list-style-type: none"> Two PPOHA Grant Workshops on Pedagogy 	<ul style="list-style-type: none"> Applying the QM Rubric Certificate
<i>Janet Buzzard</i>	<ul style="list-style-type: none"> One PPOHA Grant Workshops on Pedagogy 	<ul style="list-style-type: none"> Applying the QM Rubric Certificate
<i>Corey Cole</i>	<ul style="list-style-type: none"> COB New Faculty Advising Training, February 2015 Four PPOHA Grant Workshops on Pedagogy 	<ul style="list-style-type: none"> Applying the QM Rubric Certificate
<i>Deborah Corbin</i>	<ul style="list-style-type: none"> Two PPOHA Grant Workshops on Pedagogy ENMU Desktop Recorder Training American Accounting Association Webinar, CSI Accounting KPMG Webcasts, Various Topics 	<ul style="list-style-type: none"> National Association of State Boards of Accounting (NASBA) Ethical Leadership Certification AARP Foundation Tax-Aide Trainer, Certified as Trainer for AARP Tax-Aide AARP Foundation Tax-Aide Training, Achieved Advanced VITA/TCE Tax Preparer Certification
<i>Jean-Marc Gandanou</i>	<ul style="list-style-type: none"> Two PPOHA Grant Workshops on Pedagogy 	<ul style="list-style-type: none"> Applying the QM Rubric Certificate
<i>Greene</i>	<ul style="list-style-type: none"> Three PPOHA Grant Workshops on Pedagogy 	
<i>Matthew Haney</i>	<ul style="list-style-type: none"> COB New Faculty Advising Training, February 2015 	
<i>John Luhman</i>	<ul style="list-style-type: none"> "Using Classroom Information to Understand and Improve Student Learning" Pre-Conference Workshop, New Mexico Higher Education Assessment and Retention Conference, February 2015 	
<i>Michael Lacy</i>	<ul style="list-style-type: none"> COB New Faculty Advising Training, February 2015 	
<i>Trish Maguire</i>	<ul style="list-style-type: none"> Two PPOHA Grant Workshops on Pedagogy 	
<i>Veena Parboteeah</i>	<ul style="list-style-type: none"> Two PPOHA Grant Workshops on Pedagogy 	
<i>Sue Stockly</i>	<ul style="list-style-type: none"> Three PPOHA Grant Workshops on Pedagogy 	
<i>Debra Stone</i>	<ul style="list-style-type: none"> Two PPOHA Grant Workshops on Pedagogy 	
<i>Konnie Wallace</i>	<ul style="list-style-type: none"> One PPOHA Grant Workshop on Pedagogy 	
<i>Wlamir Xavier</i>	<ul style="list-style-type: none"> COB New Faculty Advising Training, 02/04/2015 Partial Least Squares Structural Equation Modeling Workshop, Florida International University, October 2014 	<ul style="list-style-type: none"> Daniels Fund Business Ethics Certificate Program, University of New Mexico, January 2015 Applying the QM Rubric Certificate
<i>Man Zhang</i>	Three PPOHA Grant Workshops on Pedagogy	<ul style="list-style-type: none"> Applying the QM Rubric Certificate
Total	11	6

Discussion

Out of the 21 faculty members, seventeen participated in some type of professional development activity during the academic year. That makes for a participation rate of 81%. Most of these activities were related to the training opportunities offered on campus through the PPOHA Grant. In addition, the Assistant Dean, Dr. John Luhman, delivered the “New Faculty Advising Training” for the COB in February 2015.

1.3. Support basic and applied research, scholarship, and creative activity for faculty

Strategy

COB faculty will engage in discipline based research, scholarship of teaching and/or creative activities to enhance teaching and curriculum.

Measure

A majority of faculty members conduct some type of scholarly or professional activity during the academic year (see **Appendix B** for a partial listing of the presentations and publications included in faculty resumes).

Outcomes

Faculty Member	Presentations	Publications	Grants	Other
Burusnukul, P		1		
Bustamante, M				2
Buzzard, J	3			6
Cole, C*		1		
Corbin, D		1	1	5
Ervin, R				1
Gandonou, J	2	1	1	4
Greene, F	1	1		3
Haney, M				4
Hemley, D				3
Luhman, J	1	1		1
Lacy, M				1
Maguire, T	4			7
Man Zhang	2	3	1	3
Mitchell, B				1
Parboteeah, D	7	2		8
Stockly, S	11	1		20
Stone, D	2		1	8
Wallace, K				3
Wiegel, C				2
Xavier, W	5	6	3	5

Discussion

During 2014-2015, all faculty members participated in some type of scholarly activity during the academic year, for a 100% participation rate.

1.4. Expand applied learning opportunities for students (internships, practicums, research opportunities and presentations)

Strategies

COB will encourage faculty mentorship and collaboration with joint faculty/student research and creative activities.

COB will provide internship and practicum opportunities for students to enhance their educational experience and employability.

Measures

*Some BBA and MBA students will participate in **academic co-curricular** activities that promote the knowledge, skills, and professionalism necessary for a successful business career, depending on the level of research in the classes taken and student interest in internships.*

Outcomes

Faculty Member	Student Presentations at Research Conferences	Internships
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	
Total	13	7

Discussion

*Eight faculty members helped students participate in **academic co-curricular** activities to promote the knowledge, skills, and professionalism necessary for a successful business career. Thirteen undergraduate students participated in the ENMU 2015 Student Research Conference. One MBA student was a presenter at the 2015 NMHEAR Conference in Albuquerque. Seven students participated in a formal internship. Opportunities for students to present research at the ENMU Conference is a function of enrollment in specific classes that emphasize research. The College of Business started to more formally*

encourage local business to participate in a developing and more formal internship program; 2014-2015 is the base year for these activities.

1.5. Maintain ACBSP accreditation

Strategies

In addition to paying the annual ACBSP membership fees, the COB will assure a process of continual improvement in meeting ACBSP standards and participating in Association activities.

The COB will also maintain an active presence at the ACBSP regional level (Region Six).

Measures

All COB faculty members will be officially listed as ACBSP and Region Six members with access to the online membership portals.

At least one faculty member will be selected every year to act as the ACBSP “champion” and another as the “co-champion” in order to maintain contact with the ACBSP central office and to keep the COB informed of changes in standards or other requirements.

The champion and co-champion will also work with all COB faculty to coordinate the satisfactory completion of the biannual Quality Assurance Reports as well as the self-study used for reaffirmation every ten years. Reports received from the ACBSP Board of Trustees will indicate that level of success the COB has achieved in meeting standards as well as improvement needed.

Every year at least one COB faculty member will participate in attending the annual ACBSP and Region Six conferences. Faculty will also be encouraged to participate in training activities and to serve as site evaluators or officers when possible.

Outcomes

In June, 2014, Dean Buzzard and Dr. Sue Stockly attended the ACBSP annual conference in June. The Dean participated in a pre-conference training in assessment and Dr. Stockly went through the certification process for mentor and evaluator training.

In October, 2014, Dean Buzzard also attended the Region Six Annual Conference.

In Fall 2014, Dr. Stockly was appointed as the COB champion and the Dean took on the role of co-champion. The entire COB faculty met several times, including during Assessment Day, to review the current ACBSP standards and to assure that our assessment strategies were geared to meet these standards.

Seven members of the COB faculty, plus the Dean’s Assistant, Kathie Rolston, registered for ACBSP online membership.

Discussion

COB efforts in AY 2015-2016 will focus on successful completion of the 2016 Quality Assurance Report due in February, 2016.

1.6. Fully participate in the ENMU Academic Affairs Program Review and the response processes

Strategies

The COB will elect a member and an alternate to actively serve on the ENMU Program Review Committee.

Measures

The COB programs are scheduled for review during the AY 2016-2017. Since the COB has ACBSP accreditation, the requirement for Program Review are expected to dovetail with Quality Assurance and Reaffirmation effort.

Outcomes

Dr. David Hemley actively participated in the Program Review Committee during AY 2014-2015.

Goal 2: A quality campus experience. Prepare 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.

Goal 2 Objectives

2.1. Find ways that co-curricular activities can enhance students' college experience

Strategies

COB will provide opportunities for service learning and community service for students, and support special student interest groups that connect students to their academic fields, faculty mentors, and peers.

Measures

A majority of BBA and MBA students will participate in at least one **non-academic co-curricular** activity that promotes (a) knowledge of current business events, of world cultures, of global economics; or (b) professionalism and social etiquette appropriate for a successful business career.

Outcomes

Student Organization	No. Members	No. Activities	Funding Secured	Faculty Advisor
Accounting & Finance Club	25	3 – Business Mtgs. 1 – Guest Speaker 2—other activities	\$0	Konni Wallace
Delta Mu Delta Honor Society	50	2 – Business Mtgs. 2 – Induction Ceremonies 1 – Fund Raiser 6—student organization represented at monthly PAC meetings (sponsored by Student Activities).	\$850	Sue Stockly

COB Speaker Series	Event	Estimated Participation
October 15, 2014	“Advantages of Studying Abroad” by Christy Czerwien	45
November 19, 2014	“Working Abroad” by Evan Buzzard	28
February 25, 2015	“Lessons in Leadership” by Deedee Myers	70
April 15, 2015	“Leadership Panel” with Glen O’Rear, Larry Leaming, Misty Berrand, and Nick Wiegel	63
Total	4	206

Discussion

Two student organizations were active in the COB during 2014-2015. The Accounting Club had three general meetings during the year. In addition, a guest speaker was featured and there was a field trip to the local cheese plant. Accounting Club activities are popular attended by any COB majors, not just Accounting majors.

The ENMU Gamma Omega Chapter of Delta Mu Delta was also active during the past year. Induction ceremonies and business meetings were held in both the fall and spring semesters. During the business meetings, new officers were elected. Graduating seniors were replaced and current officers moved into greater positions of responsibility (for example, Vice-President becomes President). Chapter funds were raised with collection of life-time dues from new members. In addition, the Chapter maintained excellent status as a student organization by filing change in officer forms in a timely manner and making sure that one or more officers attended the required monthly PAC meetings.

Furthermore, the COB Speaker Series held four events: Advantages of Studying Aboard, Working Abroad, Lessons in Leadership and a Leadership Panel Discussion with local business leaders. Each lecture was attended by 28 to 70 students. Total attendance for the year was 206.

2.2. Recruitment, Retention and Completion

Strategy 1

The COB will foster recruitment through extensive marketing efforts. The COB will also devise and fine-tune retention and completion strategies to improve student persistence and graduation.

Outcomes and Discussion

*Please refer to the COB Marketing Plan – Spring 2015 (**Appendix C**) for a complete presentation of our recruitment and marketing plans for both the Bachelor of Business Administration program and the Master of Business Administration program.*

The Dean of the COB, Dr. Janet Buzzard, completed the following marketing and recruitment activities in conjunction with the newly developed COB Marketing Plan.

- *July 25, 2014 – worked on new Central New Mexico Community College 2+2 transfer agreement.*
- *August 6 to 10, 2014 – attended the Certified Financial Planners Association Board Meeting in Washington, D.C.*
- *November 11, 2014 – participated in the Yik Yak Webinar.*
- *November 14, 2014 – attended the Computer Information Systems Advisory Group of Clovis Community College and participated in their program review activities.*
- *February 23, 2015 – organized and led meeting between the ENMU Communication Services staff and the COB Marketing & Recruitment Committee.*
- *March 31, 2015 – participated in a MBA recruitment event.*
- *April 24, 2015 – led efforts to contact COB students who have not completed their degree.*
- *April 24 to 26, 2015 – attended, with Dr. Mike Lacy, the Albuquerque Home & Garden Show.*
- *May 8, 2015 – designed and initiated advertising campaign through Albuquerque Airport Advertising.*
- *May 21, 2015 – attended the Business & ENMU luncheon.*
- *Spring 2015 – developed and produced new brochures for the BBA, MBA and PFP Certificate programs.*

Strategy 2

COB will devise and fine-tune retention and completion strategies to improve student persistence and graduation.

Outcomes and Discussion

The following two tables provide addition data on recruitment as well as retention and completion. The first reports on student enrollments between Fall 2010 and Fall 2014. Given the catalog revisions every two years, some students were completing undergraduate majors and emphasis areas that had been phased out or changed. Some

undergraduate majors and emphasis areas are no longer offered by the COB (as marked in the first table).

During this time period, total enrollments in COB programs increased by 24%. This indicates that changes to the curriculum and marketing efforts were successful in recruiting new students. In addition, there was a steady increase in declared majors from 2010 to 2014 (combined BBA and MBA majors). Total declared majors went from 491 to 657 – a 34% increase – from 2010 to 2014. Total declared majors went up from 599 to 657 – a 10% increase – from 2013 to 2014.

Currently, by far our largest majors are the General Business emphasis and the Accounting major.

The second table below shows a steady increase in degrees awarded from 2010 to 2014 (combined BBA and MBA degrees). Total degrees awarded went from 97 to 139 – 43% increase – from 2010 to 2014. Total degrees awarded went from 107 to 139 – a 30% increase – from 2013 to 2014. Increased in the number of degrees earned indicate there was progress made in retention and completion efforts as well.

COB Declared Majors		Enrolled Term				
Major	Concentration / Emphasis	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
MBA						
Business Administration		226	178	151	147	184
BBA						
Accounting		85	92	90	105	100
Agricultural Business		21	12	20	24	27
<i>Applied Economics and Finance*</i>		5				
Business Administration	Applied Economics and Finance		14	35	43	33
	<i>Applied Economics/Finance*</i>	1				
	<i>Finance*</i>	25	17	3	1	
	General Business		38	116	136	140
	Hospitality Management	1	4	19	23	23
	Information Systems				8	9
	<i>International Business*</i>	1	2	1	1	1
	<i>Management*</i>	4	3			
	Marketing	42	26	39	32	46
	<i>Non-Emphasis Track*</i>				14	4
Business Education*	<i>Cert: Secondary Educ (7-12)*</i>	1	2	1		
		5	1			
<i>Computer Information Systems*</i>		1	1			
Management*	<i>Hospitality Management*</i>	20	15	10	3	1
Management		6	3	12	15	18
<i>Marketing*</i>		2				
<i>Marketing Education*</i>		1				

BAAS (Degrees Awarded by the College of Education and Technology)						
Applied Arts and Sciences	Business	3	7	7	14	40
	Information Systems				1	17
	Accounting*	1		2		
	Business Administration *	1	1	1		
	Computer Information Systems*		4	5	2	
	Management*		1	2		
BS						
Information Systems*		39	43	37	30	14
Grand Total		447	408	497	552	586

**Majors and/or Emphases that were offered in older undergraduate catalogs. These programs are no longer available to students under the ENMU 2013 - 2015 Undergraduate Catalog.*

COB Degrees Awarded			Year				
Program	Major	Concentration	2010	2011	2012	2013	2014
MBA	Business Administration		17	36	32	25	40
BBA	Accounting		28	16	11	21	11
	Agricultural Business		1	1	1	1	3
	Business Administration	Applied Economics & Finance			7	14	10
		Finance	4	14	1	1	
		General Business		1	12	19	31
		Hospitality Management			2	1	7
		International Business			1		1
		Management	3		1		
		Marketing	9	5	10	6	8
		Non-Emphasis Track			2	5	2
		Unclassified	12	10	13		
	Business Education		1				
	Computer Information Systems		1	1			
	Management		4	5	2	2	3
	Management	Emergency Medical Service Management		1			1
		Hospitality Management	4	4	1	1	1
BS	Information Systems		13	6	3	11	6
Grand Total			84	94	96	96	118

- 2.3. Provide opportunities to enhance students' entry into the workforce or graduate school;
Track student success for entering workforce or graduate/post-graduate school

Strategies

COB will provide career planning events for graduating students such as leadership programs to ready students for the workforce, or job/graduate school fairs. Graduating students of the academic year will be tracked as they enter to workforces or graduate/post-graduate school.

Discussion

During the 2014-15 academic year, the COB did not have an active strategy to provide career planning events for graduating students, nor to track graduating students as they enter to workforces or graduate/post-graduate school. However, the COB does conduct external surveys to collect comparative data which is discussed in section 4.1 below.

There are two plans in motion. First, the COB will offer "resume workshops" once or twice

a semester starting in the fall 2015. This activity will be managed by the COB Speakers Series Committee. All students will be invited to receive help with developing and improving their resume and job search skills. Second, the COB will consider developing a new course for the 2017-2019 undergraduate catalog that will required of all BBA students. The course will be for one credit hour and be taken in the last semester. The course will involve the following activities: content on personal financial management; content on job searching; content on career preparation; and conducting the exit survey and the Major Field Test. This will release the burden on BUS 453 course content, and focus our placement activities.

The COB is also continuing development of a more extensive program for internship opportunities and this program may also result in permanent employment after graduation.

Goal 3: Sustainable programs and efficient operations. *Renovate and maintain facilities that support student learning; develop programs and services that increase efficiency and reduce the University's impact on the environment; educate our students to become responsible stewards of resources for their communities and planet.*

Not applicable.

Goal 4: A 21st century university. *Create excellent and innovative structures to anticipate and meet needs of our students, faculty and staff.*

4.1. Stakeholder Feedback

Strategies

The COB faculty 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. During AY 2012-2013 the COB conducted a BBA alumni survey, and during AY 2009-2010 the COB conducted a MBA alumni survey and plans to conduct another MBA alumni survey during the 2015-16 academic year. Results of these surveys were reported in previous COB Assessment Reports.

Measures

The COB conducted a survey to all exiting undergraduates enrolled in BUS 453 in fall 2014 and spring 2015. Copies of the full survey results are available upon request as reports are almost three-hundred pages in length. All COB faculty members were provided with an electronic copy of the results report. Previously surveys of exiting undergraduates enrolled in BUS 453 were conducted in the AY 2008-09, AY 2009-10, AY 2012-13, and AY 2013-14.

Outcomes

There were 64 exiting students contacted for the 2014-15 survey with 38 respondents for a 59.4% response rate (in comparison to the “All Institution” response rate for the same year of 57.8%). The reported demographics of respondents were 58% Female, 53% White, 24% Asian, 13% Hispanic, 5% African-American, and 3% Native American. The reported GPAs of respondents were 18% with a 2.50 to 2.99 GPA, 50% with a 3.0 to 3.49 GPA, and 30% with a 3.50 to 4.00 GPA.

Discussion

The comparative data presented above demonstrates that the levels of perceived satisfaction of our graduating BBA students are for the most part “statistically equal” to both the mean of peer institutions and the mean of all institutions. According to the 2014-15 results, our particular strengths seem to be in the areas of satisfaction with teaching in core courses and in most disciplines, satisfaction with advising, and satisfaction with online environment. Our weaknesses appear to be in the areas of breadth of curriculum, and career planning. Improving our breadth of curriculum depends on managing course rotations and number of faculty available to deliver core and elective courses. Improving our career planning is being worked on (see discussion in section 2.3 above).

The three tables below give data on three factors that are considered the most important institutional satisfactory summaries within the Educational Benchmark Inc. Undergraduate Exit Survey.

Factor 19 annual comparisons to other institutions are given in the table below. In 2012-2013, the COB percent at ENMU were above the two comparison groups. In both 2013-2014 and 2014-2015, the COB percentages were below the comparison groups, but still within 5%.

	2012-2013			2013-2014			2014-2015		
	N	\bar{x}	%	N	\bar{x}	%	N	\bar{x}	%
Your Institution	26	6.31	88.5	34	5.56	76	34	5.72	78.7
Select 6	327	5.76	79.3	332	5.8	80	411	5.85	80.8
Carnegie Class	893	5.96	82.7	769	5.89	81.5	998	5.78	79.7
All Institutions	12859	5.93	82.2	15195	5.9	81.7	16943	5.87	81.2
COB Factor 19 Percentages Compared to Other Institutions									

Factor 20 annual comparisons to other institutions are given below. In 2012-2013, COB percent at ENMU were above the two comparison groups. The following year, the COB percent declined by more than 12 percentage points, while the comparison groups were relatively stable. In 2014-2015, the COB percent was higher and much closer to the comparison group results.

	2012-2013			2013-2014			2014-2015		
	N	\bar{x}	%	N	\bar{x}	%	N	\bar{x}	%
Your Institution	26	6.21	85.3	34	5.37	72.8	34	5.7	78.3
Select 6	327	5.17	78.5	335	5.37	78.8	411	5.8	80
Carnegie Class	894	5.82	80.3	783	5.74	79	998	5.64	77.3
All Institutions	12867	5.82	80.3	15296	5.78	79.7	16926	5.7	78.3
COB Factor 20 Percentages Compared to Other Institutions									

Factor 21 annual comparisons to other institutions are given below. Similar to the results for Factor 20, the percent given by ENMU respondents fluctuated more than the results did in the comparison groups.

	2012-2013			2013-2014			2014-2015		
	N	\bar{x}	%	N	\bar{x}	%	N	\bar{x}	%
Your Institution	26	6.06	84.3	34	5.14	69	34	5.7	78.3
Select 6	671	5.44	74	690	5.36	72.7	411	5.75	79.2
Carnegie Class	1472	5.33	72.2	1029	5.36	72.7	1001	5.59	76.5
All Institutions	22011	5.4	73.3	18401	5.5	75	17091	5.67	77.8
COB Factor 21 Percentages Compared to Other Institutions									

*Additional survey results are attached in **Appendix B**.*

**Resource Request
2014-2015 Report**

<p style="text-align: center;">Short-Term Resource Request Summary</p> <p style="text-align: center;">Department: College of Business Academic Year: 2016-2017</p>						
Priority	Request	Category	Justification*	Estimated Cost	One-time or recurring?	When needed?
	<i>Short title and description</i>	<i>Equipment Operating Staff</i>	<i>Goal and objective (provide an expanded rationale below)</i>			
1	Funds to cover costs of continuous MBA and BBA Major Field Tests.	Operating	These funds are meant to foster Objective 1.1 . The increased cost of testing graduating students for assessment purposes cannot be covered by current funding mechanism (i.e. it is taken out of supply budget). An increase of \$4,000 for MBA and \$4,000 for BBA would be appropriate.	\$8,000	Recurring	Fall 2017
2	Funds to cover costs of continuous Exit and Alumni External Surveys	Operating	These funds are meant to foster Objective 1.1 . The increased cost of surveying graduating students and alumni to gather comparative data for accreditation purposes cannot be covered by current funding mechanism (i.e. it is taken out of supply budget). An increase of \$2,500 for exit surveys and \$2,000 for alumni surveys would be appropriate.	\$4,500	Recurring	Fall 2017
3	Increased Travel Funds for Faculty Scholarly Activity	Operating	These funds are meant to foster Objective 1.3 . The increased number of faculty members, and the increased demands on scholarly productivity for both tenure-track and tenured faculty, cannot be covered by current funding levels. An increase to \$20,000 from the current \$13,500 would allow for \$1,250 per 16 faculty members.	\$6,500	Recurring	Fall 2017

** Expanded justifications for resource request are below.*

Request: Funds to cover costs of continuous MBA and BBA Major Field Tests

Priority: 1

Category: Operating

Justification: The increased cost of testing graduating students for assessment purposes cannot be covered by current funding mechanism (i.e. it is taken out of supply budget). An increase of \$4,000 for MBA and \$4,000 for BBA would be appropriate.

Request: Funds to cover costs of continuous Exit and Alumni External Surveys

Priority: 2

Category: Operating

Justification: The increased cost of surveying graduating students and alumni to gather comparative data for accreditation purposes cannot be covered by current funding mechanism (i.e. it is taken out of supply budget). An increase of \$2,500 for exit surveys and \$2,000 for alumni surveys would be appropriate.

Request: Increased Travel Funds for Faculty Scholarly Activity

Priority: 3

Category: Operating

Justification: The increased number of faculty members, and the increased demands on scholarly productivity for both tenure-track and tenured faculty, cannot be covered by current funding levels. An increase to \$20,000 from the current \$13,500 would allow for \$1,250 per 16 faculty members.

APPENDIX A
Eastern New Mexico University
College of Business

ACADEMIC ASSESSMENT REPORT FOR 2013-2014

BBA Program Learning Outcomes Results

Learning Outcome 1: All BBA students demonstrate a level of mastery of foundational and core business knowledge and skills.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number _____
<p style="text-align: center;">Measures</p> <p>1a. Overall average team percentile ranking on the Team Simulation for business students (nationally normalized scores).</p> <p>1b. “Mean percent correct” for each sub-field indicator on the Major Field Test for business students (nationally normalized scores).</p> <p>1c. COB courses support the knowledge and skill content listed in the BBA Matrix of Course Content.</p> <p>1d. Focused questions on the undergraduate <i>Alumni and Employer Surveys</i> to be developed.</p>	<p style="text-align: center;">Performance Criteria</p> <p>1a. The Team Simulation class average percentile is above the 50th percentile.</p> <p>1b. The “mean percent correct” on all MFT’s sub-field indicators for the academic year are to show consistency and stability over time.</p> <p>1c. The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the BBA Matrix of Course Content.</p> <p>1d. Relevant items will be statistically equal or statistically higher than all institutions surveyed.</p>	<p style="text-align: center;">Timeline / Population</p> <p>1a. All business students participate in the Team Simulation as part of the BUS 453 capstone course (fall and spring only).</p> <p>1b. All BBA students take the MFT as part of the BUS 453 capstone course (fall and spring only).</p> <p>1c. Evidence provided by COB instructors at the end of academic year.</p> <p>1d. All business undergraduate alumni who participate in the most recent survey.</p>
<p style="text-align: center;">Outcome(s)</p> <p>1a. The Team Simulation class average percentile was at the 45th percentile for Fall 2013. No data was available for Spring 2014.</p> <p>1b. As presented in Appendix H, the “mean percent correct” on all MFT’s sub-field indicators for the academic year fell lower from the previous years and was below the 50th percentile.</p>	<p style="text-align: center;">Action(s) Taken</p> <p>1a. During AY 2012-13 the prerequisite for BUS 453 was changed from BUS 330, FIN 315, and MGT 313 to BUS 330, FIN 315, and MKT 425 in order to better align prerequisites with the capstone simulation. In addition, there has been a turnover of faculty responsible for this course.</p> <p>1b. The results will continue to be monitored. Changes made to the curriculum in AY 2012-2013 are not yet reflected in the results. There was a significant turnover of faculty AY 2013-2014 which may have impacted results.</p> <p>1c. The BBA Matrix of Course Content will be updated every year.</p>	<p style="text-align: center;">Timeline for Action(s)</p> <p>1a. The new prerequisites were put in place In fall 2013 with the publication of the 2013-15 Undergraduate Catalog and will not be fully reflected in the assessment activities until AY 2015-2016.</p> <p>1b. Not applicable.</p> <p>1c. The BBA Matrix of Course Content will be updated every year.</p>

<p>1c. The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.</p> <p>1d. The very first survey of BBA alumni was conducted in AY 2012-2013 and was not administered in 2013-2014. Therefore, the results are not longitudinal. In addition, the associated Employer survey did not have enough participants to be relevant. However, the results of the initial survey showed that the respondents were as satisfied with their learning and abilities compared to all other institutions. The only exception was knowledge of international business.</p>	<p>1d. No action was necessary.</p>	<p>1d. Another undergraduate alumni survey will be conducted in the future to provide longitudinal data.</p>
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Learning Outcome 2: All BBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.		Gen Ed. Competency? X No ___ Yes Competency Number ____
Measures 2a. Distribution of team scores on the “Capstone Team Presentation Evaluation” rubric for <i>Section A</i> (see Appendix B for the Presentation Rubric). 2b. Overall average team percentile ranking on the Team Simulation for business students (nationally normalized scores). 2c. COB courses support the knowledge and skill content listed in the BBA Matrix of Course Content.	Performance Criteria 2a. At least 70% of the distribution of team scores in <i>Section A</i> of the “Capstone Team Presentation Evaluation” rubric is between a 3 and a 5 on a 1 to 5 scale with 5 being the highest score. 2b. The Team Simulation class average percentile is above the 50 th percentile. 2c. The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the BBA Matrix of Course Content. 2d. Relevant items will be statistically equal or statistically higher than all institutions surveyed.	Timeline / Population 2a. All business students participate in Capstone Team Presentation as part of the BUS 453 capstone course (fall and spring only). 2b. All business students participate in the Team Simulation as part of the BUS 453 capstone course (fall and spring only). 2c. Evidence provided by COB instructors at the end of academic year. 2d. All business undergraduate alumni who participate in the most recent survey.

<p>2d. Focused questions on the undergraduate <i>Alumni and Employer Surveys</i> to be developed.</p>		
<p>Outcome(s)</p> <p>2a. The total distribution of team scores at or above 3 on the capstone presentation evaluation form were at 89% which exceeds the performance criteria of at least 70% at or above a 3 (see Appendix B for the Presentation Rubric).</p> <p>2b. The Team Simulation class average percentile was at the 45th percentile for Fall 2013. No data was available for Spring 2014.</p> <p>2c. The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.</p> <p>2d. The initial survey of BBA alumni was conducted 2012-2013.</p>	<p>Action(s) Taken</p> <p>2a. During AY 2012-13 the prerequisite for BUS 453 was changed from BUS 330, FIN 315, and MGT 313 to BUS 330, FIN 315, and MKT 425 in order to better align prerequisites with the capstone simulation.</p> <p>2b. During AY 2012-13 the prerequisite for BUS 453 was changed from BUS 330, FIN 315, and MGT 313 to BUS 330, FIN 315, and MKT 425 in order to better align prerequisites with the capstone simulation. In addition, there has been a turnover of faculty responsible for this course.</p> <p>2c. The BBA Matrix of Course Content will be updated every year.</p> <p>2d. No action was necessary.</p>	<p>Timeline for Action(s)</p> <p>2a. The new prerequisites were put in place In fall 2013 with the publication of the 2013-15 Undergraduate Catalog.</p> <p>2b. Not applicable.</p> <p>2c. The BBA Matrix of Course Content will be updated at the end of each spring semester.</p> <p>2d. Another undergraduate alumni survey will be conducted in two or three years which will begin our longitudinal data.</p>

<p>Learning Outcome 3: All BBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data.</p>		<p>Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes Competency Number ____</p>
<p>Measures</p> <p>3a. Overall average team percentile ranking on the Team Simulation for business students (nationally normalized scores).</p> <p>3b. COB courses support the knowledge and skill content</p>	<p>Performance Criteria</p> <p>3a. The Team Simulation class average percentile is above the 50th percentile.</p> <p>3b. The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the BBA Matrix of Course</p>	<p>Timeline / Population</p> <p>3a. All business students take participate in the Team Simulation as part of the BUS 453 capstone course (fall and spring only).</p> <p>3b. Evidence provided by COB instructors at the end of academic year.</p>

<p>listed in the BBA Matrix of Course Content.</p> <p>3c. Focused questions on the undergraduate <i>Alumni and Employer Surveys</i> to be developed.</p>	<p>Content.</p> <p>3c. Relevant items will be statistically equal or statistically higher than all institutions surveyed.</p>	<p>3c. All business undergraduate alumni who participate in the most recent survey.</p>
<p>Outcome(s)</p> <p>3a. The Team Simulation class average percentile was at the 45th percentile for Fall 2013. No data was available for Spring 2014.</p> <p>3b. The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.</p> <p>3c. The very first survey of BBA alumni was conducted 2012-2013. The respondents were as satisfied with their learning and abilities compared to all other institutions. The only exception was knowledge of international business. Note that the results are not longitudinal.</p>	<p>Action(s) Taken</p> <p>3a. During AY 2012-13 the prerequisite for BUS 453 was changed from BUS 330, FIN 315, and MGT 313 to BUS 330, FIN 315, and MKT 425 in order to better align prerequisites with the capstone simulation. In addition, there has been a turnover of faculty responsible for this course.</p> <p>3b. The BBA Matrix of Course Content will be updated every year.</p> <p>3c. No action was necessary.</p>	<p>Timeline for Action(s)</p> <p>3a. Not applicable.</p> <p>3b. The BBA Matrix of Course Content will be updated by the end of spring semester each year.</p> <p>3c. Another undergraduate alumni survey will be conducted in two or three years which will begin our longitudinal data.</p>
<p>Learning Outcome 4: All BBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.</p>		<p>Gen Ed. Competency? X No ___ Yes Competency Number ____</p>
<p>Measures</p> <p>4a. Distribution of team scores on the "Capstone Team Presentation Evaluation" rubric for <i>Section B</i> (see Appendix B for the Presentation Rubric).</p> <p>4b. Distribution of team scores on the "Capstone Team Written Report</p>	<p>Performance Criteria</p> <p>4a. At least 70% of team scores in <i>Section B</i> of the "Capstone Team Presentation Evaluation" rubric are between a 3 and a 5 on a 1 to 5 scale with 5 being the highest score.</p> <p>4b. At least 70% of team scores in the "Capstone Team Written Report Evaluation" rubric are between a 3 and a 5 on a 1 to 5 scale with 5 being the highest score.</p>	<p>Timeline / Population</p> <p>4a. All business students participate in Capstone Team Presentation as part of the BUS 453 capstone course (fall and spring only).</p> <p>4b. All business students write a simulation report as part of the BUS 453 capstone course (fall and spring only).</p> <p>4c. Evidence provided by COB instructors at the end of academic year.</p>

<p>Evaluation" rubric (see Appendix C for the Report Rubric).</p> <p>4c. All COB courses support the <u>skill</u> content listed in the BBA Matrix of Course Content.</p> <p>4d. COB courses that require an in-class presentation (group or individual) can select to utilize a standardized presentation rubric (see Appendix D for the Presentation Rubric).</p>	<p>4c. The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the <u>skill</u> content listed in the BBA Matrix of Course Content.</p> <p>4d. At least 70% of class scores in the presentation rubric are between a 3 and a 5 on a 1 to 5 scale with 5 being the highest score.</p>	<p>4d. Any COB course during the academic year.</p>
<p>Outcome(s)</p> <p>4a. The total distribution of team scores at or above 3 on the capstone presentation evaluation form were at 89% which exceeds the performance criteria of at least 70% at or above a 3 (see Appendix B for the Presentation Rubric).</p> <p>4b. No data were received for the AY 2013-2014.</p> <p>4c. The Assessment Coordinator confirmed through meetings with each discipline team that the skill content listed in the Matrix was being covered in the respective course.</p> <p>4d. At least 4 courses in the BBA program required an in-class presentation last year. The four courses were: ACCT 400; BUS 453; FIN 315 and 317. The standardized presentation rubric was only utilized in BUS 453.</p>	<p>Action(s) Taken</p> <p>4a. During AY 2012-13 the prerequisite for BUS 453 was changed from BUS 330, FIN 315, and MGT 313 to BUS 330, FIN 315, and MKT 425 in order to better align prerequisites with the capstone simulation.</p> <p>4b. Need to have instructor complete report evaluations.</p> <p>4c. The BBA Matrix of Course Content will be updated every year.</p> <p>4d. No action has been taken at this point as the faculty members have not considered how to resolve this problem.</p>	<p>Timeline for Action(s)</p> <p>4a. The new prerequisites were put in place In fall 2013 with the publication of the 2013-15 Undergraduate Catalog.</p> <p>4b. Evaluate data in AY 2014-2015.</p> <p>4c. The BBA Matrix of Course Content will be updated by the end of spring semester every year.</p> <p>4d. This issue needs to be addressed.</p>

Learning Outcome 5: All BBA students demonstrate knowledge of current business events, of world cultures, and of global economics.		Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes Competency Number ____
Measures 5a. “Mean percent correct” only on the <i>International</i> sub-field indicator on the Major Field Test for business students (nationally normalized scores). 5b. Participation at symposiums, or guest speaker events, on topics in current business events, world cultures, or global economics. 5c. A portion of COB courses require and utilize news periodicals as part of their course reading materials.	Performance Criteria 5a. The <i>International</i> “mean percent correct” score for each academic year is to show consistency and stability over time. 5b. At least 10% of business majors participate at any one event during the academic year. 5c. At least 10% of COB courses require and utilize news periodicals during the academic year.	Timeline / Population 5a. All BBA students take the MFT as part of the BUS 453 capstone course (fall and spring only). 5b. All BBA students are invited to attend symposiums or guest speaker events during the academic year. 5c. Evidence provided by COB instructors at the end of academic year.
Outcome(s) 5a. As presented in Appendix H, the “mean percent correct” on the <i>International</i> sub-field indicator for the academic year still does demonstrate consistency and stability over time. 5b. Records that were provided show that students participated in the following events: many of our students attended the ENMU Student Research Conference as well as 4 International Speaker Series events. 5c. As far as could be discovered, none of the COB courses required or utilized news periodicals last year.	Action(s) Taken 5a. No action was necessary. 5b. The Assessment, Retention, and Completion Committee needs to review this measure and provide recommendations. 5c. The Assessment, Retention, and Completion Committee needs to review this measure and provide recommendations.	Timeline for Action(s) 5a. Not applicable. 5b. AY 2014-2015. 5c. AY 2014-2015.
Learning Outcome 6: All BBA students demonstrate a certain level of confidence, pride, and aspiration with their choice of a business career.		Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes Competency Number ____
Measures 6a. Participation in a business related event either: (a) on campus such as with the Career Center; (b) in a professional setting such as an internship; or (c) with a COB alumni. 6b. Focused questions on the undergraduate <i>Alumni and Employer Surveys</i> to be developed.	Performance Criteria 6a. At least 10% of business majors participate at any one event during the academic year. 6b. Relevant items will be statistically equal or statistically higher than all institutions surveyed.	Timeline / Population 6a. All BBA students are encouraged to participate in events during the academic year. 6b. All business undergraduate alumni who participate in the most recent survey.
Outcome(s) 6a. The number of students who did an internship last year was 13 resulting in an approximately 3% participation rate for internships. There was no data on	Action(s) Taken 6a. The faculty members and the Dean’s Office needs to consider how best to improve record keeping for this outcome, or consider changing the goal or measure.	Timeline for Action(s) 6a. This issue needs to be addressed.

<p>students participating in a Career Center event or events with COB alumnus.</p> <p>6b. The very first survey of BBA alumni was conducted 2012-2013. The respondents' (compared to all other institutions) would be inclined to recommend program to a close friend, and believe the program fulfilled their expectations. Note the results are not longitudinal.</p>	<p>6b. No action was necessary.</p>	<p>6b. Another undergraduate alumni survey will be conducted in two or three years which will begin our longitudinal data.</p>
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<p>Learning Outcome 7: All BBA students demonstrate a willingness to adhere to ethical norms and values appropriate for a business professional.</p>		<p>Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes Competency Number ____</p>
<p>Measures</p> <p>7. COB courses will include content that considers ethics and/or social responsibility.</p>	<p>Performance Criteria</p> <p>7. 100% of COB foundational and core courses include at least one content item on the topics of ethics and/or social responsibility.</p>	<p>Timeline / Population</p> <p>7. Evidence provided by COB instructors at the end of academic year.</p>
<p>Outcome(s)</p> <p>7. The measurement of this outcome was not possible because the College's syllabi did not provide information regarding coverage of the topics of ethics or social responsibility. However, the current BBA program does require students to take BUS 230 – Business Law and Ethics I which is specifically geared to covering both topics.</p>	<p>Action(s) Taken</p> <p>7. The Assessment, Retention, and Completion Committee needs to review this measure and provide recommendations.</p>	<p>Timeline for Action(s)</p> <p>7. AY 2014-2015.</p>

<p>Learning Outcomes 8: All BBA students demonstrate a level of professionalism and social etiquette appropriate for a successful business career.</p>		<p>Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes Competency Number ____</p>
<p>Measures</p> <p>8. Participation in either: (a) the COB etiquette dinner; or (b) other COB or ENMU workshops on resume writing skills, job search skills, and interviewing skills.</p>	<p>Performance Criteria</p> <p>8. At least 10% of business majors participate at any one event during the academic year.</p>	<p>Timeline / Population</p> <p>8. All BBA students are encouraged to participate in events during the academic year.</p>
<p>Outcome(s)</p> <p>8. Students did attend the COB Etiquette Dinner but no record was kept as to the amount. The Accounting Club had a presentation on resume writing presented by the Career Center.</p>	<p>Action(s) Taken</p> <p>8. The Assessment, Retention, and Completion Committee needs to review this measure and provide recommendations.</p>	<p>Timeline for Action(s)</p> <p>8. AY 2014-2015.</p>

MBA Program Learning Outcomes Results

Learning Outcome 1: All MBA students demonstrate a level of mastery of foundational and core business knowledge and skills.		Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Competency Number ____
Measures 1a. Overall average percentile ranking for individual performance on the simulation. 1b. COB courses support the knowledge and skill content listed in the MBA Matrix of Course Content. 1c. Focused questions on the <i>Alumni and Employer Surveys</i> to be developed. 1d. Rate of passing for the MBA Integrative Comprehensive Project (see Appendix E to view the Project Outline, and see Appendix F to view the Scoring Criteria).	Performance Criteria 1a. The overall average percentile ranking for the class is above the 50 th percentile. 1b. The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the MBA Matrix of Course Content. 1c. Specific question items will be developed. 1d. There is at least an 80% passing rate for the MBA Integrative Comprehensive Project.	Timeline / Population 1a. All graduate business students participate in the simulation as part of the BUS 553/554 capstone course. 1b. Evidence provided by COB instructors at the end of academic year. 1c. Specific question items will be developed. 1d. All graduate business students participate in the MBA Integrative Comprehensive Project as part of the BUS 553/554 capstone course.
Outcome(s) 1a. The year's percentile ranking for Fall 2013 for individual performance was at the 52 percentile which meets the minimum criteria. Note that the Spring 2014 results were not available. 1b. The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course. 1c. The very first survey of MBA alumni was conducted in AY 2009-10. Therefore, the results are not longitudinal. However, the results indicate that the respondents were as satisfied with their learning and abilities compared to all other institutions. 1d. In fall 2013 the passing rate was 80% and in spring 2014 the passing rate was 100% which makes a combined average of 90% (see Appendix E to view the Project Outline, and see Appendix F to view the Scoring Criteria).	Action(s) Taken 1a. During 2013-2014 the prerequisites for BUS 553/554 were changed to require FIN 541 in order to better align prerequisites with the capstone simulation. No further action deemed necessary at this time. 1b. The MBA Matrix of Course Content will be updated every year. 1c. No action was necessary. 1d. No action necessary.	Timeline for Action(s) 1a. The new prerequisites were put in place In fall 2014 with the publication of the 2014-16 Graduate Catalog. Continue to monitor results to determine if change has impacted results. 1b. The MBA Matrix of Course Content will be updated every year. 1c. Another graduate alumni survey should be considered to obtain longitudinal data. 1d. Not applicable.

Learning Outcome 2: All MBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.		Gen Ed. Competency? X No ___ Yes Competency Number ____
<p>Measures</p> <p>2a. Overall average percentile ranking for individual performance on the simulation.</p> <p>2b. COB courses support the knowledge and skill content listed in the MBA Matrix of Course Content.</p> <p>2c. Focused questions on the <i>Alumni and Employer Surveys</i> to be developed.</p> <p>2d. Rate of passing for the MBA Integrative Comprehensive Project (see Appendix E to view the Project Outline, and see Appendix F to view the Scoring Criteria).</p>	<p>Performance Criteria</p> <p>2a. The overall average percentile ranking for the class is above the 50th percentile.</p> <p>2b. The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the MBA Matrix of Course Content.</p> <p>2c. Specific question items will be developed prior to administering another survey.</p> <p>2d. There is at least an 80% passing rate for the MBA Integrative Comprehensive Project.</p>	<p>Timeline / Population</p> <p>2a. All graduate business students participate in the simulation as part of the BUS 553/554 capstone course.</p> <p>2b. Evidence provided by COB instructors at the end of academic year.</p> <p>2c. To be determined.</p> <p>2d. All graduate business students participate in the MBA Integrative Comprehensive Project as part of the BUS 553/554 capstone course.</p>
<p>Outcome(s)</p> <p>2a. The year's percentile ranking for Fall 2013 for individual performance was at the 52 percentile which meets the minimum criteria. Note that the Spring 2014 results were not available.</p> <p>2b. The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.</p> <p>2c. The very first survey of MBA alumni was conducted in AY 2009-10. Therefore, the results are not longitudinal. However, the results indicated that the respondents were as satisfied with their learning and abilities compared to all other institutions.</p> <p>2d. In fall 2013 the passing rate was 80% and in spring 2014 the passing rate was 100% which makes a combined average of 90% (see Appendix E to view the Project Outline, and see Appendix F to view the Scoring Criteria).</p>	<p>Action(s) Taken</p> <p>2a During 2013-2014 the prerequisites for BUS 553/554 were changed to require FIN 541 in order to better align prerequisites with the capstone simulation. No further action deemed necessary at this time.</p> <p>2b. The MBA Matrix of Course Content will be updated every year.</p> <p>2c. No action was necessary.</p> <p>2d. No action was necessary.</p>	<p>Timeline for Action(s)</p> <p>2a. The new prerequisites were put in place In fall 2014 with the publication of the 2014-16 Graduate Catalog. Continue to monitor results to determine if change has impacted results.</p> <p>2b. The MBA Matrix of Course Content will be updated by the end of each year.</p> <p>2c. Another graduate alumni survey will be conducted this year which will begin our longitudinal data.</p> <p>2d. Not applicable.</p>

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

Gen Ed. Competency? **X** No ___ Yes
Competency Number ____

Measures

- 3a.** Overall average percentile ranking for individual performance on the simulation.
- 3b.** COB courses support the knowledge and skill content listed in the MBA Matrix of Course Content.
- 3c.** Focused questions on the *Alumni and Employer Surveys* to be developed.
- 3d.** Rate of passing for the MBA Integrative Comprehensive Project (see Appendix E to view the Project Outline, and see Appendix F to view the Scoring Criteria).

Performance Criteria

- 3a.** The overall average percentile ranking for the class is above the 50th percentile.
- 3b.** The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the MBA Matrix of Course Content.
- 3c.** Specific question items will be developed prior to administering another survey.
- 3d.** There is at least an 80% passing rate for the MBA Integrative Comprehensive Project.

Timeline / Population

- 3a.** All graduate business students participate in the simulation as part of the BUS 553/554 capstone course.
- 3b.** Evidence provided by COB instructors at the end of academic year.
- 3c.** To be determined.
- 3d.** All graduate business students participate in the MBA Integrative Comprehensive Project as part of the BUS 553/554 capstone course.

Outcome(s)

- 3a.** The year's percentile ranking for Fall 2013 for individual performance was at the 52 percentile which meets the minimum criteria. Note that the Spring 2014 results were not available.
- 3b.** The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.
- 3c.** The very first survey of MBA alumni was conducted in AY 2009-10. Therefore, the results are not longitudinal. However, the results indicated that the respondents were as satisfied with their learning and abilities compared to all other institutions.
- 3d.** In fall 2013 the passing rate was 80% and in spring 2014 the passing rate was 100% which makes a combined average of 90% (see Appendix E to view the Project Outline, and see Appendix F to view the Scoring Criteria).

Action(s) Taken

- 3a.** During 2013-2014 the prerequisites for BUS 553/554 were changed to require FIN 541 in order to better align prerequisites with the capstone simulation. No further action deemed necessary at this time.
- 3b.** The MBA Matrix of Course Content will be updated every year.
- 3c.** No action was necessary.
- 3d.** No action was necessary.

Timeline for Action(s)

- 3a.** The new prerequisites were put in place in fall 2014 with the publication of the 2014-16 Graduate Catalog. Continue to monitor results to determine if change has impacted results.
- 3b.** The MBA Matrix of Course Content will be updated each year.
- 3c.** Another graduate alumni survey should be conducted within the year which will begin our longitudinal data.
- 3d.** Not applicable.

Learning Outcome 4: All MBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.			Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes Competency Number ____
Measures 4. All COB courses support the <u>skill</u> content listed in the MBA Matrix of Course Content.	Performance Criteria 4. The Assessment Coordinator confirms with each discipline team that there is a 100% match between the content of current courses and the <u>skill</u> content listed in the MBA Matrix of Course Content.	Timeline / Population 4. Evidence provided by COB instructors at the end of academic year.	
Outcome(s) 4. The Assessment Coordinator confirmed through meetings with each discipline team that the content listed in the Matrix was being covered in the respective course.	Action(s) Taken 4. The MBA Matrix of Course Content will be updated every year.	Timeline for Action(s) 4. The MBA Matrix of Course Content will be updated each year.	
Learning Outcome 5: All MBA students demonstrate a willingness to adhere to ethical norms and values appropriate for a business professional.			Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes Competency Number ____
Measures 5. COB courses will include content that considers ethics and/or social responsibility.	Performance Criteria 5. 100% of COB foundational and core courses include at least one content item on the topics of ethics and/or social responsibility.	Timeline / Population 5. Evidence provided by COB instructors at the end of academic year.	
Outcome(s) 5. The complete measurement of this outcome was not possible because the College's syllabi did not provide information regarding covering the topic ethics or social responsibility. However, the current MBA program does require students to take BUS 501 – Law, Ethics and Social Responsibility which is specifically geared to covering both topics.	Action(s) Taken 5. No action has been taken at this point as the faculty members have not considered how to resolve this problem.	Timeline for Action(s) 5. This issue needs to be addressed this year.	

APPENDIX B
COLLEGE OF BUSINESS SCHOLARLY ACTIVITY FOR 2014-2015

Pattarapong Burusnukul

Burusnukul, P., Parboteeah-Alex, D., Sukalakamala, S., Sukalakamala, P., & Zoe, H. (2015). *Investigating Generation Y's Internet Usage and Materialism. Journal of Contemporary Issues in Business Research*, 4 (1), 1-9.

Janet Buzzard

Buzzard, J., Maguire, T., & Roehl, J., *Using Rubrics to Grade Social Media in Online Classes. Panel discussion at the MBAA International Conference, Chicago, IL, March 2015.*

Roehl, J., Maguire, T. & Buzzard, J., *Performance-Based Assessment in Online Education. Presented research at the New Mexico Higher Education and Assessment Retention Conference, Albuquerque, NM, February 2015.*

Maguire, T., Roehl, J., & Buzzard, J., *Successful Student Engagement of Hispanic Learners on Discussion Boards. Research presented at the Student Success Symposium, Texas State University, San Marcos, TX, January 2015.*

Deborah Corbin

Corbin, D. A. (December, 2014). *GAAP Influence on Bid-Ask Spreads and Share Turnovers. Frontiers in Finance and Economics*, 11(2), 60-77.

2014-2015: Internal Research Grant, Eastern New Mexico University (\$2,550).

Jean-Marc Gandonou

Glover, B., Cade, T. M., & Gandonou, J.-M. (2014, October). "The willingness to pay for a native Central Texan plant as a food source." *HortTechnology*, 24(5), 580-589.

Gandonou, J-M (2015). "Economic Growth, Institutional Strength, and Sustainable Development: The tail of Three Fast Growing African Economies." Paper presented at the Southwestern Social Science Association annual meeting in Denver, CO, April 08-11, 2015.

Stockly, S. & Gandonou, J-M (2015). "Are Face-to-Face Students Gaining from the Availability of Recorded Lecture?" Paper presented at the AEA Conference on Teaching and Research in Economic Education in Minneapolis on May 27-29, 2015

John Luhman

Cunliffe, A. L., Helin, J. & Luhman, J. T. (2014). Michel Bakhtin (1895-1975). In Helin, J., Hernes, T., Hjorth, D. & Holt, R. (Eds.) *The Oxford Handbook of Process Philosophy and Organization Studies*: 333-347. London, UK: Oxford University Press.

Brown, T., Caldwell, P., Luhman, J. T. & Wickramasinghe, I. "Making sense of NSSE Data." Presentation at the New Mexico Higher Education Assessment and Retention Conference, Albuquerque, 2015.

Notable Business Reference Source for Key Concepts in Organization Theory, Outstanding Business References Sources of 2013, American Library Association – Reference and User Services Association / Business References and Services Section, 2014.

Trish Maguire

- Maguire, T., Roehl, J. *Student Receptiveness to Social Media in Online Classes*. Presented research at the MBAA International Conference, Chicago, IL, March 2015.
- Maguire, T., Roehl, J., & Buzzard, J., *Using Rubrics to Grade Social Media in Online Classes*. Panel discussion to present at the MBAA International Conference, Chicago, IL, March 2015.
- Roehl, J., Maguire, T., *Performance-Based Assessment in Online Education*. Presented research at the New Mexico Higher Education and Assessment Retention Conference, Albuquerque, NM, February 2015.
- Maguire, T., Roehl, J., & Buzzard, J., *Successful Student Engagement of Hispanic Learners on Discussion Boards*. Research presented at the Student Success Symposium, Texas State University, San Marcos, TX, January 2015.

Sue Stockly

- "Gender and Ethnicity Effects of Class Size on Student Performance in a Hispanic-Serving Institution,"* Benjamin Matta (New Mexico State University), Joseph Guzman (Michigan State University), Sue K. Stockly (Eastern New Mexico University) and Benjamin Widner (New Mexico State University), *The Review of Black Political Economy*, forthcoming, 2015. This article is currently on the journal's website as an "online first article, not assigned to an issue."
[<http://link.springer.com/journal/12114/onlineFirst/page/1>].
- "Assessing Relative Quality of Student Responses in Online Structured Discussions,"* Sue K. Stockly, presented at the 5th annual Conference on Teaching & Research in Economic Education (CTREE), Session B6: Effectiveness of Blended Learning Tools, Minneapolis, MN, May 28, 2015.
- "An Unexpected and Positive Externality—The Effects of Lecture Capture on Face-to-Face Student Performance,"* Jean-Marc Gandonou (Eastern New Mexico University) and Sue K. Stockly, presented at the 5th annual Conference on Teaching & Research in Economic Education (CTREE), Session E4: Student Feedback, Effort and Performance Effects, Minneapolis, MN, May 29, 2015.
- "Assessing Face-to-Face Student Learning Outcomes in Economics Hybrid Classes,"* Sue K. Stockly, Jean-Marc Gandonou and Bo Zhang (Eastern New Mexico University), presented at the New Mexico Higher Education Assessment and Retention (NMHEAR) Conference, Session 4-4, Albuquerque, NM, February 26, 2015.
- "Shades of Wealth in Tulsa, OK – A Preliminary Analysis of Data from the National Asset Scorecard and Communities of Color Project,"* invited presentation with Mari Blyler and Katherynne Padilla at the 8th Annual ASHE Conference on Economic Issues Affecting Hispanic Communities, sponsored by Texas A&M University, Department of Economics and the American Society of Hispanic Economics, October 18, 2014, College Station, TX.
- "Stratification Economics—A New Framework for Analysis of Racial Discrimination,"* presented by Sue K. Stockly at the ENMU Faculty Lectureship Series, November 18, 2014.

Wlamir Xavier

- 2015: Xavier, W. (with Ochoa, S., Arvate, P.) *New business dynamics and aggressiveness between competitors*. *International Journal of Emerging Markets*.
- 2015: Xavier, W. (with Luz, T., Mussi, C., Fiates, G.) *Evaluating the Service Quality of Information Technology: The perspective of users and service providers from a Brazilian University*. *Business Management Review*.
- 2015: Xavier, W. (with Newbury, b, McIntire, J.) *Exploring the Interconnections between Institutions, Innovation, Geography, and Internationalization in Emerging Markets*. *International Journal of Emerging Markets*.

- 2015: Xavier, W. (with Domingues, F, Birochi, R.) *Gestão por Processos: Uma Análise da Ferramenta de Gestão Utilizada no Poder Judiciário de Santa Catarina* Revista Eletrônica de Estratégia e Negócios., v.8 (1), p. 200-238.
- 2015: Xavier, W. (with Carneiro, J., Bandeira-de-Mello, R., Cuervo-Cazurra, A., Gonzales-Perez, M., Parente, R.) *Doing Research and Publishing on Latin America*, book chapter in AIB-LAT Book Series, Palgrave Macmillan, New York.
- 2014: Xavier, W. (with Bandeira-de-Mello, R., Marcon, R.) *Institutional Environment and Business Groups Resilience*. *Journal of Business Research*.
- 2015: AIB/SE Academy of International Business - US SE Chapter, Savannah, US. *The moderating effect of industry concentration on the relationship between institutions and firm performance* (with Kallas, D.; Bandeira-de-Mello, R) – paper presentation.
- 2015: EnANPAD - Brazilian Academy of Management General Conference, Belo Horizonte, Brazil. *Research Networks - Panel presentation*.
- 2015: AOM - Academy of Management Meeting, Vancouver, Canada. *Junior Faculty paper Development Workshop Sovereign Wealth Funds: Analysis of the performance of the Brazilian Sovereign Wealth Fund* (with Camilo, S. P.; Darosi, G.) – paper presentation.
- 2015: AIB - Academy of International Business, Bangalore, India. *Multinationals in Big Emerging Markets: Dynamic Challenges, Opportunities and Implications for International Business Theory and Practice - Panel presentation*.
- 2014: AIB/SE Academy of International Business - US SE Chapter, Miami, US. *Superior Economic Performance in Developed and Developing Countries* (with Ruiz, S. & Arvate, P.) – paper presentation.
- 2015 (December): *PhD Seminar on Institution Theory*, UNIVALI (www.univali.br).
- 2015 (June): *Seminar Presentation on publishing in International Journals*, UNESCO (www.unesc.net).
- 2015: *Travel Stipend for AIB 2015 Bangalore – CAPES (Brazilian Ministry of Education) Process # 29111-15-9. Amount: US\$ 4,000.*
- 2014: *Travel Stipend for AIB/Lat 2014 Medellín – UNISUL Foundation. Amount: US\$ 2,000.*
- 2014-2016: *Research Grant - CNPq (Brazilian Ministry of Education) Amount: US\$ 5,200.*

Man Zhang

- Peer-reviewed presentation/proceeding at Association of Global Business Annual Conference (Nov 21-23, 2013)*
- Peer-reviewed presentation/proceeding at Academy of Business Research Conference (March 25-27, 2015)*
- ENMU funded research (\$ 800 research grant, 2014)*

APPENDIX C
ENMU COB MARKETING PLAN

Eastern New Mexico University
College of Business

Marketing Plan
Spring 2015

Created by the
COB Marketing & Recruitment Committee

Objectives

The overall purpose of this marketing plan for the ENMU College of Business is to create a strategic plan to support the ENMU growth objectives, while enhancing and expanding the course offerings within the College of Business.

- Objective One – Expand the enrollment for the COB BBA Degree
- Objective Two – Expand the enrollment for the MBA online degree program
- Objective Three – Expand the enrollment for the MBA in class (International) student
- Objective Four – Implement the Personal Financial Planning Program

College of Business Marketing Plan SWOT Analysis

Strengths	Weaknesses	Opportunities	Threats
<p>Affordable</p> <ul style="list-style-type: none"> • BBA degree is one of the most affordable in the U.S. Southwest • MBA degree one of the most affordable in country <p>Flexible</p> <ul style="list-style-type: none"> • Most Business degree courses can be taken online • The MBA curriculum can be taken entirely online <p>Enhanced online</p> <ul style="list-style-type: none"> • lecture capture, • MediaSite • Collaborate <p>Accredited</p> <ul style="list-style-type: none"> • Doctoral-qualified faculty <p>MBA</p> <ul style="list-style-type: none"> • 30 credit hours • GMAT not required • ACBSP • Use of Ivy Software for leveling classes 	<p>Limited resources to support promotional programs</p> <ul style="list-style-type: none"> • Advertising • Collateral material <p>Limited faculty Resources to support growth (MBA) Hybrid model</p> <p>MBA website improvement needed</p> <p>Limited class offerings</p>	<p>Less than 22% of local population 25+ adults have a college degree</p> <p>The employment need or a Bachelor's degree is increasing</p> <p>Increasing growth in applications for MBA degrees</p> <p>Online MBA degree experiencing growth</p> <p>Affordable graduate degrees becoming more attractive</p>	<p>Potential Tuition increases impacting the affordability advantage</p> <p>Other Universities in NM offering online MBA Curriculum</p> <p>More private Colleges/Univ. offering online degrees</p> <p>Many online schools are conducting national advertising campaigns</p>

International Students

Before we move into the discussion of degree and targets, the following is a brief discussion about the international students at ENMU. The current international student body at ENMU represents students (graduate and undergraduate) from over 20 countries. The top two countries of origin are China and India. The successful “1-2-1” and “2-2” exchange student programs (exchange students, mostly from China, are on J1 visa) and ENMU’s athletic scholarship program (international students, mostly from UK, Canada and other countries, are on F1 visa) have been keys to maintaining and expanding international enrollments. The international program at ENMU involves major stakeholders such as international students and parents, target country’s educational authorities, education institutions, third-party agency, U.S. immigration authority, and educational authorities in State of New Mexico.

For international exchange student program, working with, evaluating and selecting agencies is the major part of our overall market strategy. The target markets identified include Brazil, India, China, and Mexico and Canada. As mentioned above the exchange student programs from China, India and Brazil will provide short-term student that will fill the classroom for the undergraduate curriculum and potentially provide an interest in the enrollment for the MBA curriculum.

Currently, World American Cultural Exchange (WACE) takes responsibility for marketing the exchange student program in China. As a third-party agency based on in USA, WACE has established operation and network in China to recruit students, and provide consultation services such as visa application. The COB may be able to leverage the relationship with WACE’s media and marketing contacts in China to promote the MBA curriculum. New agencies in China may be considered to match COB’s needs and fill the gap in distribution/promotional channel in China. Brazil is another potential market. The Brazilian government has a program to allow a finite number of student to apply for and receive a grant for the student exchange program. The identification of agencies in other potential markets will be explored.

Degrees and Student Targets

Bachelor of Business Administration:

The student target for the BBA is multiple in nature. The first and logical target is the traditional high school graduate. The ENMU college recruiting program does an excellent job in seeking out and maintaining a relationship with the various surrounding area high schools in New Mexico and accessible communities in Texas. An opportunity exists in the creation of a partnership with the recruiting group to share collateral material and also to support their efforts in the recruiting efforts. Their recruiting efforts generate a rather large database of potential student, their major interest and their current status, accepted, applied, and interested. The information is sorted by the student’s interest, accounting, business administration, liberal arts, etc. The use of faculty to contact a limited number of those interested would likely convince some to apply.

The transfer students from Junior and community colleges are another area in which the recruiting group is committed to entice prospective students to attend ENMU. Any additional efforts by the college of business, beyond supporting their efforts with information and potentially informational displays where appropriate, are not necessary.

The sports program also brings prospective students, both domestic and international, into the school. Creating a partnership with the athletic department coaches to provide information about the business majors and area of emphasis would support their recruitment efforts as well as potentially increasing the enrollment for the college of business and expanding the classroom utilization.

The primary target for which the college of business can potentially expand undergraduate enrollment is the non-traditional student. This population consists of individuals that started and never finished or never started a degree program. The two key features that ENMU can offer the non-traditional student is the flexibility of learning methods, (on-line, cross-listed classes, and face-to-face classroom). The second feature of affordability is generally very important to this population. The typical characteristics of this population are adult student over the age of 25, working full time, with a family. They are seeking either to complete a college degree that was put on hold, or to start a degree that was not possible in the past. Often this population attends colleges on a part time basis. (Pelletier, 2010)

Masters of Business Administration:

The MBA program offered at ENMU is a combination of Traditional and non-traditional students both domestic and international. With the MBA program being offered in both the on-line and traditional classroom format, the prospective learner has the flexibility to create a schedule that best fits their life style and needs.

The target population for the MBA program is truly any learner in the world that seeks to earn a Master's of Business Administration degree. Flexibility and affordability are the key features and potential drivers of the MBA program at ENMU. The use of MediaSite in the cross-listed classes provides the learner with the exposure to the classroom lecture environment without the necessity of physically being in the classroom. In general, the financial consideration (affordability) becomes an attraction for most learners seeking a graduate degree. According to On-line MBA, guide (www.onlinemba.com) an on-line MBA cost between \$10,000 – 91,000 with the average of \$30,000 – 55,000. The cost at ENMU is typically less than \$7,000.

Personal Financial Planning:

The personal financial planning program is scheduled to start in the fall of 2015. The program prepares those interested in becoming a Certified Financial Planner. The program requires the completion of seven courses (21 hours) with all course work available online and taught by faculty with an expertise in financial planning. Once the course work is completed the participants with a Bachelor's degree or higher may sit for the Certified Financial Planning exam administered by the CFP® board.

The target for this program is varied: Bank officers, Bank managers, Insurance Brokers, Insurance Agents, Human Resource Specialist, individuals that work in financial markets or sell mutual funds, Tax specialist, or anybody that is not currently certified, but offers consumer financial advice.

The PFP program can also be included as a concentration for the BBA program or the B.A.A.S degree. Once the student completes the program and receives their Bachelor degree, they may sit for the exam.

Promotional Strategy for the Programs Targets

Bachelor of Business Administration - Non-Traditional Student

The recruitment team has an effective promotion program designed to generate interest in ENMU and hopefully the college of business, for HS graduates and Community college transfer students. The one target, the non-traditional student, typically is not reached with their efforts. As pointed out in the discussion above the non-traditional student fits into one of the following categories:

- Student returning to complete their degree
- Individuals who did not have the opportunity to attend college after HS
- Working individuals without a degree that realize the benefit of obtaining a degree

The promotional strategy for this target is to create awareness of the opportunities and benefit of enrolling in a degree program for the college of business. Promotional approaches for this target will include:

- ¼ page information ads in the local town papers in Eastern New Mexico and Western Texas (within 135 miles of Portales) featuring the advantages of a BBA Degree at ENMU
- Table displays at the home sport events providing information on the BBA curriculums.
- Table displays at select social events, i.e., state fair, county fairs, home shows, etc. (depending on cost) providing information about the BBA curriculums.
- Attending the Albuquerque Home and Garden Show, April 25.26 Received a 10x10 area free to display information about the BBA curriculum
- ¼ page advertisement in local newspaper most likely as a combined ad with the MBA curriculum information.
- Mailing or email to previously attended student explaining the value of completion of either the Associates or Bachelor's degree
- Investigate opportunities to work with international exchange student agencies, from Brazil, China, and India, to expand the in class participation of student

The Cannon Air Force base presents another opportunity to provide non-traditional students for the Bachelor of Business Administration. The Air Force base administration is interested in providing a partnership with the college; however, the primary question is reaching an agreement as to the location of the educational facilities. This market segment will not necessitate any marketing strategy or investment other than faculty.

- There is a Weekly newsprint, Cannon Connection that is mailed to all members of the Air Force Community that may be a good exposure media.

Masters of Business Administration – all Targets

The current marketing initiatives for the MBA program are a limited amount of journal ads in military journals, Word of mouth, and limited mailing. Due to current growth patterns, the MBA program is close to meeting the capacity of the current COB graduate faculty.

To continue the growth in the MBA program the following strategic promotional plan is proposed.

- ¼ page MBA advertisement placed in the United Airlines flight magazine
- Print and distribute a tri fold brochure with information on the MBA curriculum
- Emails campaign to ENMU alumni promoting the MBA program
- In class together with media site presentations to the BBA Capstone course to inform graduating seniors about the advantages of the MBA curriculum at Eastern
- Table top display at home sport events providing information on the BBA, MBA, and the Personal Finance Planning curriculum
- Table top display at select social events, i.e., state fair, county fairs, home shows, etc., (depending on cost) providing information about the BBA, MBA, and the Personal Finance Planning curriculum
- Attending the Albuquerque Home and Garden Show, April 25.26 Received a 10x10 area free to display information about the MBA curriculum
- ¼ page newspaper advertisement placed in widely distributed bi-monthly or quarterly publication such as Farmer's & Ranchers Journal, which covers eight states. The weekly publications: Cannon Connections (distributed to Cannon Air Force Base), and Shoppette (distributed to subscribers of the total market of the Clovis Media Inc.).
- ¼ page advertisement placed in selected newspapers and local news and advertising journals in Lubbock and Amarillo
- ¼ page advertisement placed in selected editions of Association of Business Officials and the American Association of School Personnel Administrators
- Explore obtaining mailing list for potentially qualified MBA candidates.
- Create a mail campaign directed to the head of HR in selected medium sized business, to explain the advantages of the MBA program at ENMU.

Personal Finance Planner – all Targets

The Personal Financial Planner program is a new addition to the ENMU's program. As such, it does not enjoy the benefit of existing promotional programs. The targets for this program are multiple in nature. The PFP program is an area of emphasis (concentration) within the BBA and the B.A.A.S. Degrees. The program is also available to individuals that are interested in the Certificate in Personal Financial Planning. (Must have at least a bachelor's degree to participate or sit for the CFP ® Board exam.) Ideally, the program is designed for students and individuals working in the areas of financial planning, accounting, insurance, banking, and investment. The promotional plan for PFP is similar to the plan for the BBA and MBA curriculum, with some additions.

- Emails campaign to ENMU alumni promoting the PFP program
- Print and distribute a tri fold brochure with information on the PFP Program
- In class together with media site presentations to the BBA Capstone course to inform graduating senior about the advantages of the PFP curriculum at Eastern after graduation
- Table top display at home sport events providing information on the BBA, MBA, and the Personal Finance Planning curriculum
- Table top display at select social events, i.e., state fair, county fairs, home shows, etc., (depending on cost) providing information about the BBA, MBA, and the Personal Finance Planning curriculum
- Attending the Albuquerque Home and Garden Show, April 25.26 Received a 10x10 area free to display information about the PFP program
- ¼ page newspaper advertisement placed in widely distributed bi-monthly or quarterly publication such as Farmer's & Ranchers Journal, which covers eight states. The weekly publications: Cannon Connections (distributed to Cannon Air Force Base), and Shoppette (distributed to subscribers of the total market of the Clovis Media Inc.).
- ¼ page advertisement placed in selected newspapers and local news and advertising journals in Lubbock and Amarillo
- ¼ page advertisement placed in selected editions of Association of Business Officials
- Create a mail campaign to select banks, investment agencies, and insurance company to present the PFP program.

APPENDIX D
SELECTED ITEM RESULTS FROM THE UNDERGRADUATE EXIT SURVEY

The items in the table below are all 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 twofold. First, we are compared to a “Select 6” group of six institutions with familiar characteristics and who also participate in EBI’s system. Currently, those institutions are: Northern Arizona University (2015); Northwestern Oklahoma State University (2015); Sam Houston State University (2013); Texas A & M University-Corpus Christi (2014); University of Northern Colorado (2015); and West Texas A&M University (2015). Second, we are compared to “All Institutions” (All Inst.) who participated in EBI’s system for all the years of the comparison. The comparison 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.

Survey Item		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			
Satisfaction: Breadth of the Curriculum – Opportunities for practical experiences	Mean	5.42	5.27	5.04	3.72	4.65	=	=
	Compared to AY 14-15	=	=	=	v			
Satisfaction: Breadth of the Curriculum – Opportunities for interactions with practitioners	Mean	4.97	5.09	4.57	3.71	4.52	=	=
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Advisor	Mean	5.90	5.71	6.22	5.30	5.85	^	^
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Advisor - Availability	Mean	5.97	5.62	6.23	5.51	6.03	^	^
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Advisor – Knowledge of requirements	Mean	5.88	5.76	6.31	5.17	6.00	^	^
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Advisor – Helpfulness of recommendations	Mean	5.91	5.76	6.35	5.26	5.65	=	=
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Advisor – Interest in student’s progress	Mean	5.85	5.71	6.00	5.26	5.71	^	^
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Computing Resources/Services	Mean	4.91	5.79	6.21	5.16	5.81	=	=
	Compared to AY 14-15	v	=	=	=			
Satisfaction: Classmates – Academic quality	Mean	5.24	5.53	5.38	4.76	5.30	=	=
	Compared to AY 14-15	=	=	=	=			

Satisfaction: Classmates – Ability to work in teams	Mean	5.18	5.56	4.96	4.32	4.74	=	=
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Classmates – Level of camaraderie	Mean	5.76	5.68	5.48	4.74	5.30	=	=
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Career Services – preparation for permanent job search	Mean	4.21	5.03	4.12	3.58	4.86	=	=
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Career Services – Access to school's alumni to cultivate career opportunities	Mean	3.56	5.03	4.14	3.62	4.17	=	=
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Career Services – Satisfaction number of companies recruiting on campus	Mean	4.13	5.03	3.58	3.32	4.62	=	=
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Career Services – quality of companies recruiting on campus	Mean	4.20	4.94	3.83	3.67	5.13	=	=
	Compared to AY 14-15	=	=	=	✓			
Learning: Practical Competencies – Enhance oral presentation skills	Mean	5.79	5.60	5.48	5.38	5.61	=	=
	Compared to AY 14-15	=	=	=	=			
Learning: Practical Competencies – Enhance writing skills	Mean	5.42	5.24	5.46	5.56	5.76	=	^
	Compared to AY 14-15	=	=	=	=			
Learning: Cognitive Complexity – Enhance ability to think critically	Mean	6.12	5.77	6.04	5.74	5.97	=	=
	Compared to AY 14-15	=	=	=	=			
Learning: Cognitive Complexity – Enhance ability to define problems	Mean	6.09	5.73	5.96	5.68	5.88	=	=
	Compared to AY 14-15	=	=	=	=			
Learning: Cognitive Complexity – Enhance ability to solve problems	Mean	6.03	5.75	6.00	5.71	6.00	=	=
	Compared to AY 14-15	=	=	=	=			
Learning: Organizational Behaviors – Enhance ability to work in teams	Mean	5.58	5.29	5.69	5.15	5.55	=	=
	Compared to AY 14-15	=	=	=	=			
Learning: Organizational Behaviors – Enhance ability to be an effective manager	Mean	5.64	5.49	5.92	5.62	5.82	=	=
	Compared to AY 14-15	=	=	=	=			
Learning: Organizational Behaviors – Enhance ability to be an effective leader	Mean	5.52	5.66	5.88	5.71	5.79	=	=
	Compared to AY 14-15	=	=	=	=			
Learning: Use and Manage Information Technology – Increase ability to effectively use information technology	Mean	5.68	5.13	5.81	5.47	5.61	=	=
	Compared to AY 14-15	=	=	=	=			
Learning: Use and Manage Information Technology – Increase ability to effectively manage information technology	Mean	5.35	5.16	5.92	5.44	5.59	=	=
	Compared to AY 14-15	=	=	=	=			
Overall Program Effectiveness	Mean	5.51	5.07	6.12	5.23	5.70	=	=
	Compared to AY 14-15	=	=	=	=			
Overall Program Effectiveness	Mean	5.68	4.91	6.04	5.06	5.65	=	=

– Inclined to recommend program to close friend	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	=	=	=	=			
Satisfaction: Teaching in Core Subject – Accounting	Mean	5.38	5.50	6.17	5.38	5.81	^	^
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Teaching in Core Subject – Strategy	Mean	6.25	5.26	5.96	5.17	5.42	=	=
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Teaching in Core Subject – Legal Environment	Mean	5.50	4.95	5.76	5.37	5.53	=	=
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Teaching in Core Subject – Business Economics	Mean	5.77	4.93	6.04	5.70	5.70	^	^
	Compared to AY 14-15	=	✓	=	=			
Satisfaction: Teaching in Core Subject – Finance	Mean	5.26	5.36	5.73	5.38	5.97	=	^
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Teaching in Core Subject – Management, Human Resources, Organizational Behavior	Mean	5.71	5.20	6.24	5.53	5.73	=	=
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Teaching in Core Subject – International Business	Mean	6.00	5.35	5.88	5.50	5.72	^	^
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Teaching in Core Subject – Information Systems	Mean	5.94	5.48	5.85	5.44	5.70	^	^
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Teaching in Core Subject – Marketing	Mean	5.52	5.75	5.87	5.62	5.53	=	=
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Teaching in Core Subject – Operations	Mean	5.97	5.24	6.17	5.70	5.88	^	^
	Compared to AY 14-15	=	=	=	=			
Satisfaction: Teaching in Core Subject – Statistics	Mean	6.16	6.00	5.91	5.70	5.83	^	^
	Compared to AY 14-15	=	=	=	=			
Online Environment: Functional Software	Mean	x	x	x	5.29	5.75	=	=
	Compared to AY 14-15	x	x	x	=			
Online Environment: Interaction with Instructor	Mean	x	x	x	4.82	5.59	^	^
	Compared to AY 14-15	x	x	x	=			
Online Environment: Interaction with Classmates	Mean	x	x	x	4.85	5.47	^	^
	Compared to AY 14-15	x	x	x	=			

Source: Educational Benchmark Incorporated (2015). 2014-15 EBI Undergraduate Business Exit Assessment – Eastern New Mexico University. Springfield, MO: EBI MAP-Works, LLC.