

Eastern New Mexico University
College Effectiveness Report

College of Business
AY 2015-2016

Prepared by

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and

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Executive Summary

College of Business AY 2015-2016

Significant Accomplishments/Outcomes/Results for AY 2015-2016

- Completed and approved a strategic plan for 2016 to 2018 in preparation for ACBSP reaccreditation.
- Met the student learning outcomes' team simulation peer comparison targets for both BBA and MBA students.
- Continued to maintain state-wide articulation for lower-division business courses.
- Achieved 100% participation rate out of 22 full-time faculty members for participating in some type of professional development activity during the academic year.
- Achieved a 91% participation rate out of 22 full-time faculty members for participating in some type of scholarly activity during the academic year.
- Nine full-time faculty members helped students participate in academic co-curricular activities: 14 students participated in the ENMU 2016 Student Research Conference (an increase of 1 from last year); and 13 students participated in a formal internship (an increase 6 from last year).
- Dean Buzzard, Dr. Sue Stockly, and Dr. Jean-Marc Gandonou attended the ACBSP annual national conference. Dr. Gandonou participated in a pre-conference training in assessment. Dean Buzzard also attended the Region Six Annual Conference. Dr. Stockly continued as the COB champion and the Dean continued as 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.
- Successfully completed the 2016 Quality Assurance Report which resulted the Baccalaureate/Graduate Degree Board of Commissioners voting to accept our report with the following adjustments: (a) removal of Condition on Standard 4; (b) removal of Condition on Standard 5; and (c) removal of Note on Standard 3. Our reaffirmation is scheduled for 2018.
- Dean Buzzard and Dr. David Hemley actively participated in the Program Review Committee during the year.
- Three student organizations were active in the COB during 2015-2016.
- The COB Professional Development Series held six events. Each event was attended by an estimated 10 to 55 students with an estimated total attendance of 160.
- The COB faculty participated in the recruitment activities that are held each year and organized by ENMU Enrollment Services (i.e. Dawg Days Fair, Green & Silver Day, Junior Preview Day).
- Achieved during the last 5-year time period, an increase in total fall enrollments for undergraduate programs from 404 to 493, or by 22%.
- Achieved during the last 5-year time period, an increase in total fall enrollments for graduate programs from 86 to 269, or by 241%.

- Achieved a steady increase in degrees awarded from 2010 to 2016 (combined BBA and MBA degrees) from 101 to 172, or by 70%.
- Survey results of MBA alumni show that perceived satisfaction are “statistically equal” to comparison groups as well as improving from the last survey results (2009-10) in the area of learning.

Plans for improvement in Subsequent Years based on results of AY 2015-2016

- Preparing the ACBSP 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;
- Hold the Business Bistro and the College Expo in October/November as a recruitment/retention effort;
- Continue to market all COB undergraduate and graduate programs.

Goals and Effectiveness Measures

College of Business Academic Year 2015-2016

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 actively engage in business collaboration throughout the region.

We operate through an open and accessible governance structure which promotes ongoing self-evaluation and continuous improvement.

COB Goals and Objectives

COB Goal 1: The faculty of COB supports high quality academic programs that both enhance the marketability of graduates and encourage them to remain life-long learners. We develop new programs that reflect and respond to changing student and workforce needs.

COB Goal 1 Objectives:

- 1.1. Establish, measure and use student learning outcomes to enhance students' educational experience
- 1.2. Implement innovative pedagogy, effective technology and up-to-date curriculum(s) that enhance student learning
- 1.3. Support basic and applied research, scholarship, and creative activity for faculty
- 1.4. Expand applied learning opportunities for students (internships, practicums, research opportunities and presentations)
- 1.5. Maintain ACBSP accreditation
- 1.6. Fully participate in the ENMU Academic Affairs Program Review and the response processes

COB Goal 2: The faculty of COB prepares students for academic success by providing a positive campus experience and quality student services for online and on-campus students, and promoting students' leadership and civic responsibility.

COB Goal 2 Objectives:

- 2.1. Find ways that co-curricular activities can enhance students' college experience
- 2.2.a. Improve COB marketing and recruitment efforts.
- 2.2.b. Improve COB efforts to enhance student retention and graduation rates.

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

COB Goal 3: The COB faculty supports the development of programs and services that educate our students to become responsible stewards of resources for their communities and planet.

COB Goal 3 Objectives: None.

Goal 4: The COB faculty creates excellent and innovative structures to anticipate and meet needs of our students, faculty and staff.

COB Goal 4 Objective:

- 4.1. The COB faculty utilizes external feedback to improve program curriculum, the measuring of student learning outcomes, and teaching effectiveness.

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.

ENMU 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.

COB 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 2015-2016 (**Appendix One**) 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.

Outcomes and Discussion

Program Level Assessment Efforts. Over the last five 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. Compared to the stellar performance of 2014-15, this year's performance was disappointing. The overall mean score of 150 on the MFT for the academic year (n=62) was at the 43rd percentile. The “mean percent correct” on the MFT's sub-field indicators for the academic year had the following percentiles: Accounting at 43; Economics at 24; Management at 53; Quantitative at 66; Finance at 54; Marketing at 30; Legal/Social at 60; Info Systems at 47; and International at 24. The Team Simulation class average percentile was at the 49th percentile for Fall 2015, and again at the 49th percentile for Spring 2016, which were acceptable.

MBA Student Learning Outcomes. The year's percentile ranking for individual performance on the BSG Simulation for Fall 2015 was at the 57th percentile and for Spring 2016 was at the 42nd percentile, for an overall average at the 50th percentile. Fall 2015 had 33 students

enrolled in BUS 554 and the pass rate was 82%, and Spring 2016 had 36 students enrolled in BUS 554 and the pass rate was 100% which makes a combined average of 91%.

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, and 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 catalog: we revised the MBA comprehensive integrative project to where BUS 554 was eliminated and BUS 533 was increased to a 3 credit hour course. 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
Pattarapong Burusnukul	<ul style="list-style-type: none"> The 2016 UNM-NMSU Teaching Business Ethics Workshop, Sponsors: Daniels Fund Ethics Initiative, The La Posada Hotel & Spa, Santa Fe, New Mexico, April 28-29, 2016 	<ul style="list-style-type: none"> <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Miguel Bustamante		<ul style="list-style-type: none"> <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Janet Buzzard		<ul style="list-style-type: none"> <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Corey Cole	<ul style="list-style-type: none"> COB New Faculty Advising Training, February 2015 	<ul style="list-style-type: none"> <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Deborah Corbin	<ul style="list-style-type: none"> Quality Matters Peer Reviewer Course AARP Foundation Tax Aide Training for Instructors AARP Annual Tax Aide School Daniels Fund Teaching Ethics Workshop Elder Investment Financial Fraud presented by the New Mexico Securities Division PPOHA Online Teaching Toolkit: Evaluate and Improve Your Teaching KPMG Webcasts <ul style="list-style-type: none"> Using Anti-Bribery and Corruption-Based Analytics to Find “Bad Actors” Effective Strategies to Mitigate Bribery and Corruption Emerging Issues Task Force – November 2015 Renewable Energy Investments AICPA Webcasts <ul style="list-style-type: none"> Understanding Unconscious Bias Managing Unconscious Bias Developing the Finance Talent of the Future Pearson Education <ul style="list-style-type: none"> Innovative Strategies for Teaching Ethics in the Accounting Curriculum Revised Revenue Recognition Standard: What You Need to Know for Teaching Cambridge Publishers – Government and Not-for-Profit WebEx McGraw Hill Education - Integrating Big Data and Analytics into the Financial Statement Auditing Class Web seminar 	<ul style="list-style-type: none"> QM Certified Peer Reviewer - Achieved September 2015 AARP Foundation Tax Aide Trainer (Annual Certification) IRS Advanced VITA/TCE Certification (Annual Certification) NM Certified Public Accountant (Annual License) <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Terry Ervin		<ul style="list-style-type: none"> <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Jean-Marc Gandonou	<ul style="list-style-type: none"> Accreditation Council for Business Schools & Programs (ACBSP) Evaluator training. Atlanta, Georgia, June 20-21, 2016 Assessment of Student Learning: Been There and Done That – Now What? By 	<ul style="list-style-type: none"> <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University

	Janice Stoudemire Atlanta, Georgia, July 17, 2016	
Frederick Greene		<ul style="list-style-type: none"> • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Matthew Haney	<ul style="list-style-type: none"> • COB New Faculty Advising Training, February 2015 	<ul style="list-style-type: none"> • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
David Hemley		<ul style="list-style-type: none"> • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
John Luhman	<ul style="list-style-type: none"> • “Moving into the Next Generation of Learning” Pre-Conference Workshop, New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM 	<ul style="list-style-type: none"> • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Patricia Maguire		<ul style="list-style-type: none"> • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Byron Mitchell		<ul style="list-style-type: none"> • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Veena Parboteeah		<ul style="list-style-type: none"> • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Robert Schneider	<ul style="list-style-type: none"> • COB New Faculty Advising Training, February 2015 	<ul style="list-style-type: none"> • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Sue Stockly	<ul style="list-style-type: none"> • 2016 ACBSP Pre-Conference Workshop, “Assessment of Student Learning: Been There and Done That— Now What?” 	<ul style="list-style-type: none"> • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Debra Stone		<ul style="list-style-type: none"> • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Konni Wallace		<ul style="list-style-type: none"> • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Crista Wiegel		<ul style="list-style-type: none"> • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Wlamir Xavier		<ul style="list-style-type: none"> • <i>Best Instructor Certificate</i>, X-Culture • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Man Zhang		<ul style="list-style-type: none"> • <i>Bridges: Building a Supportive Community</i>, Certificate of Completion, Eastern New Mexico University
Total	25	26

Discussion

Out of the 22 faculty members in the COB, all of them participated in some type of professional development activity during the academic year. That makes for a participation rate of 100%. In addition, the Assistant Dean, Dr. John Luhman, delivered the “New Faculty Advising Training” for the COB in February 2016.

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.

Outcomes

Faculty Member	Presentations	Publications	Grants	Other Scholarly	Professional
Burusnukul, Pattarapong		1			1
Bustamante, Miguel*					
Buzzard, Janet	1			1	1
Cole, Corey		1			
Corbin, Deborah					1
Ervin, Terry					1
Gandonou, Jean-Marc	2		1	1	1
Greene, Frederick	1			1	1
Haney, Matthew	1				1
Hemley, David	1	1			
Luhman, John	2				2
Maguire, Patricia	3				2
Mitchell, Byron					1
Parboteeah, Veena*					
Schneider, Robert	1				3
Stockly, Sue	1	1			1
Stone, Debra					1
Wallace, Konni					1
Wiegel, Crista					1
Xavier, Wlamir	2	6	1	3	
Zhang, Man		1	1		1
Total	15	11	3	5	20

Discussion

Twenty out of twenty-two of the full-time faculty members in the COB participated in some type of scholarly activity during the academic year for a 91% participation rate. That is small decrease from the 95% participation rate for 2014-15; however, two faculty members () did not report on their activities this year.*

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	Directed Studies
Pattarapong Burusnukul		1 – BUS 489, Summer 2016	
Deborah Corbin		1 – ACCT 489, Spring 2016 1 – ACCT 491, Spring 2016	1 – BUS 491, Spring 2016
Matthew Haney	8 – Student Poster Presentations at ENMU Student Research Conference 4 – Student Paper Presentations at ENMU Student Research Conference	1 – HRTM 489, Summer 2016	
David Hemley	1 – Student Paper Presentations at ENMU Student Research Conference		
John Luhman		1 – MGT 489, Fall 2015 1 – MGT 489, Summer 2016	
Patricia Maguire		1 – IS 489, Fall 2015	
Veena Parboteeah	1 – Student Paper Presentations at ENMU Student Research Conference	1 – IS 489, Spring 2016 1 – IS 489, Summer 2016	
Konni Wallace		2 – ACCT 489, Fall 2015 1 – ACCT 489, Summer 2016	
Crista Wiegel		1 – BUS 489, Summer 2016	
Total	14	13	1

Discussion

Nine full-time faculty members helped students participate in **academic co-curricular** activities to promote the knowledge, skills, and professionalism necessary for a successful

business career. Fourteen students participated in the ENMU 2016 Student Research Conference (an increase of 1 from last year). Thirteen students participated in a formal internship (an increase 6 from last year). 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 so that 2014-2015 was 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 and Discussion

In June, 2015, Dean Buzzard, Dr. Sue Stockly, and Dr. Jean-Marc Gandonou attended the ACBSP annual national conference. Dr. Gandonou participated in a pre-conference training in assessment.

In October, 2015, Dean Buzzard also attended the Region Six Annual Conference.

Dr. Stockly continued as the COB champion and the Dean continued as 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.

All members of the COB faculty, plus the Dean's Assistant, Kathie Rolston, are registered as ACBSP members.

COB efforts in AY 2015-2016 focused on successful completion of the 2016 Quality Assurance Report which was submitted in mid-February, 2016. On April 2016, the COB received a letter informing us that the Baccalaureate/Graduate Degree Board of Commissioners met and reviewed our 2016 Quality Assurance Report. After their review, the board voted to accept our report with the following adjustments: (a) removal of Condition on Standard 4; (b) removal of Condition on Standard 5; and (c) removal of Note on Standard 3 (see **Appendix Two** for a copy of the letter). Our reaffirmation is scheduled for 2018.

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 schedule 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

Dean Buzzard and Dr. David Hemley actively participated in the Program Review Committee during AY 2015-2016. Dr. Luhman was designated as the alternate faculty member.

ENMU 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.

COB 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	Number of Activities	Funding Secured	Faculty Advisor
Accounting and Finance Club	12	2 – Business Meetings 1 – Guest Speaker 1 – Other activities	\$0	Konni Wallace
Business Student Club	25	2 – Business Meetings 1 – Community Service 1 – Field Trip to Four Seasons Hotel in Santa Fe, NM	\$0	Pattarapong Burusnukul
Delta Mu Delta Honor Society	37	2 – Business Meetings 1 – Induction Ceremony	\$513.03	Corey Cole

Date	COB Professional Development Series for Students	Estimated Participation
October 21, 2015	Workshop: Resume Building	10
November 18, 2015	Workshop: Resume Building	10
February 17, 2016	Workshop: Marketing Yourself for the Modern Job Market through Social Media	25
March 23, 2016	Speaker: Managers from the Four Seasons Hotel	55
April 13, 2016	Workshop: Mock Interviews	45
April 15, 2016	Field Trip: Four Seasons Hotel in Santa Fe	15
Total	6	160

Discussion

Three student organizations were active in the COB during 2015-2016. The Accounting Club had two general meetings during the year. In addition, a guest speaker was featured. The ENMU Gamma Omega Chapter of Delta Mu Delta was also active during the past year. Induction ceremonies and business meetings were held in the spring semester. 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 Professional Development Series held six events. Each event was attended between an estimated 10 to 55 students with an estimated total attendance of 160.

2.2.a. Improve COB marketing and recruitment efforts.

Strategy

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

The COB faculty participated in the following recruitment activities that are held each year and organized by ENMU Enrollment Services.

Month	Recruitment Activity	Student Estimated Participation	Faculty Participation
August 2015	Dawg Days Fair	250	3
November 2015	Green & Silver Day	185	4
April 2016	Junior Preview Day	25	4
Total	3	460	11

The COB Marketing Plan established in the Spring of 2015 provides 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 COB Marketing Plan.

- 2015 – present – ABQ Sunport airport monitor ads running for the COB programs
- September 11- Santa Fe recruiting
- September 14 – Chinese Delegation - ENMU
- September 18 – Kirtland Airforce Base recruiting - ABQ
- September 21 – COB Bistro - ENMU
- October 5 – Texas Tech University met with PFP professors - Lubbock
- October 16 – Kirtland Airforce Base recruiting - ABQ
- October 20 – Financial Planning New Mexico - ABQ
- October 28 – COB EXPO - ENMU
- January 20 – Santa Fe Legislative Reception & Recruiting
- February 22 – DECA State Conference
- March 3 – China recruiting – Beijing, Chendu, Neijing, Ya’an
- April 7 – Skills USA Conference – ABQ
- April 8 – ABQ Journal Summer Guide (ad in June 8, 2016 publication)
- April 22 – ABQ Home & Garden Show and recruiting

2.2.b. Improve COB efforts to enhance student retention and graduation rates.

Strategy

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 2015. 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 red font in the first table).

Enrolled Students By Level, Major, and Concentration			Fall Semester					5-Year	% Change In	% Change In
Degree	Major	Concentration	2011	2012	2013	2014	2015	Average	1 Year	2 Years
BBA	Accounting	None	90	90	105	100	96	96	-4	-9
		Not Applicable*	1	0	0	0	0	0		
	Agricultural Business	None	12	20	24	27	22	21	-19	-8
		Applied Economics and Finance	14	35	43	33	35	32	6	-19
	Business Administration	Finance*	17	3	1	0	0	4		-100
		General Business	38	116	136	138	120	110	-13	-12
		Hospitality Management	4	19	23	23	18	17	-22	-22
		Information Systems	0	0	8	9	18	7	100	125
		International Business*	2	1	1	1	0	1		-100
		Management*	3	0	0	0	0	1		
		Marketing	26	39	32	46	40	37	-13	25
		None*	92	44	6	20	10	34		-50
		Non-Emphasis Track*	0	0	14	4	2	4		-50
		Personal Financial Planning	0	0	0	0	3	1		
		Computer Information Systems*	None	1	0	0	0	0	0	
	Management	Emergency Medical Service Management*	2	1	1	1	0	1		-100
		Hospitality Management*	15	10	3	1	0	6		-100
		None	3	12	15	18	25	15	39	67
	BS	Information Systems*	43	37	29	14	8	26		-43
BAAS	Applied Arts and Sciences	None	0	2	0	0	0	0		
		Accounting*	0	2	0	0	0	0		
		Bookkeeping and Accounting*	0	1	1	0	0	0		-100
		Business	8	8	14	40	41	22	3	193
		Business Administration*	1	1	0	0	0	0		
		Computer Information Systems*	4	5	2	0	0	2		-100
		Hospitality and Tourism*	1	1	0	0	0	0		
		Information Systems	0	0	1	17	17	7	0	1600
		Management*	1	2	0	0	0	1		
		Marketing*	0	0	1	0	0	0		-100
BA	University Studies	Personal Financial Planning	0	0	0	0	1	0		
		Accounting*	1	2	1	4	1	2		-75
		Business	22	21	25	26	31	25	19	24
		Computer Information Systems*	3	3	1	1	1	2		0
		Information Systems*	0	0	0	1	3	1		200
		Management*	0	0	1	1	0	0		-100
		Marketing*	0	1	1	1	1	1		0
Undergraduate Totals			404	474	489	526	493			
MBA	Business Administration	None	86	104	139	163	256	150	57	84
	MBA Leveling	None	0	0	0	23	13	7	-43	
Graduate Totals			86	104	139	186	269			
Grand Totals			490	578	628	712	762			

* 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.

During this 5-year time period, total fall enrollments in COB undergraduate programs increased from 404 to 493, or by 22%. Total fall enrollments in COB graduate programs increased from 86 to 269, or by 241%. This indicates that changes to the curriculum and marketing efforts were successful in recruiting new students as well as retaining current students.

In the Fall 2015, our largest enrollments in majors were the MBA degree (269), and the BBA General Business emphasis (126) and BBA Accounting major (96).

Graduates By Level, Major, And Concentration			Academic Year					5-Year	% Change In	% Change In	Grad/Major	
Degree	Major	Concentration	2011-12	2012-13	2013-14	2014-15	2015-16	Average	1 Year	2 Years		
BBA	Accounting	None	13	14	21	9	23	16	155.6	9.5	0.166	
	Agricultural Business	None	2	0	2	2	4	2	100.0	100.0	0.095	
	Business Administration	Applied Economics and Finance		0	7	14	10	3	6.8	-70.0	-78.6	0.213
		Finance*		12	0	1	0	0	2.6		-100.0	0.619
		General Business		2	15	25	25	21	17.6	-16.0	-16.0	0.161
		Hospitality Management		0	2	2	7	3	2.8	-57.1	50.0	0.161
		Information Systems		0	0	0	0	1	0.2			0.029
		International Business*		1	0	0	1	0	0.4	-100.0		0.400
		Management*		0	1	0	0	0	0.2			0.333
		Marketing		6	7	6	8	7	6.8	-12.5	16.7	0.186
		None*		14	8	0	0	1	4.6			0.134
		Non-Emphasis Track*		0	2	6	3	1	2.4	-66.7	-83.3	0.600
	None		1	0	0	0	0	0.2			1.000	
	Management	Emergency Medical Service Management*		1	0	0	1	0	0.4	-100.0		0.400
		Hospitality Management*		2	1	1	1	0	1	-100.0	-100.0	0.172
None			1	0	1	3	3	1.6	0.0	200.0	0.110	
BS	Information Systems*	None	7	3	10	6	6	6.4	0.0	-40.0	0.244	
BAAS	Applied Arts and Sciences	Business	4	3	3	12	16	7.6	33.3	433.3	0.342	
		Business Administration*	1	1	0	0	0	0.4			1.000	
		Computer Information Systems*	0	3	2	0	0	1			-100.0	0.455
		Information Systems	0	0	0	3	8	2.2	166.7			0.314
		Marketing*	0	0	1	0	0	0.2			-100.0	1.000
BA	University Studies	Accounting*	0	1	0	2	0	0.6	-100.0		0.333	
		Business	8	11	16	11	8	10.8	-27.3	-50.0	0.432	
		Computer Information Systems*	2	1	0	0	1	0.8				0.444
		Information Systems*	0	0	1	0	1	0.4			0.0	0.500
		Management*	0	0	0	1	0	0.2	-100.0			0.500
		Marketing*	0	1	0	1	0	0.4	-100.0			0.500
Undergraduate Totals			77	81	112	106	107					
MBA	Business Administration	None	24	36	25	39	65	37.8	66.7	160.0	0.253	
Grand Totals			101	117	137	145	172					

* 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.

The second table above shows a steady increase in degrees awarded from 2010 to 2016 (combined BBA and MBA degrees) from 101 to 172, or by 70%. Increased in the number of degrees earned indicate there was progress made in retention and completion efforts as well.

- 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 2015-16 academic year, a plan was set in motion. First, the COB offered "resume workshops" once or twice a semester starting in the fall 2015. This activity was managed by the COB Speakers Series Committee. All students were invited to receive help with developing and improving their resume and job search skills. 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.

ENMU 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.

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

COB Goal 4 Objective

- 4.1. *The COB faculty utilizes external feedback to improve program curriculum, the measuring of student learning outcomes, and teaching effectiveness.*

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. All COB faculty members are provided with an electronic copy of the results report. Here is a list of surveys conducted by the COB in the last 10 years through our vendor, Educational Benchmark Inc. (formerly EBI, now called Skyfactor Benchworks):

BBA Exit Surveys: *AY 2014-15; AY 2013-14; AY 2012-13; AY 2009-10; and AY 2008-09.*

BBA Alumni Surveys: *AY 2016-17 (forthcoming); and AY 2012-13.*

MBA Alumni Surveys: *AY 2015-16; and AY 2009-10.*

Measure for 2015-16

The COB conducted a survey to recent MBA alumni (specifically, the last five years of graduates). A copy of the full survey results is available upon request as report is 177 pages in length. All COB faculty members, the Dean, and the VPAA, were provided with an electronic copy of the results report.

Questionnaire items were on a seven-point scale with 1 equal to "very dissatisfied," 4 equal to "neutral," and 7 equal to "very satisfied." The comparison data was threefold. First, we are compared to a "Select 6" group of six institutions with familiar characteristics but we are very limited by who also participates in EBI's system on that particular survey. Our Select 6 institutions for 2015-16 were:

- California State University, Dominguez Hills;
- California State University, Sacramento;
- Indiana University Southeast;
- Prairie View A&M University;
- Texas A&M University, Corpus Christ;
- University of St. Thomas, Houston.

Second, we are compared to our Carnegie Classification which is “Master’s Colleges & Universities: Small to Medium Programs. For 2015-16 there were 2 institutions in this comparison group so the data was not relevant nor reported. Third, we are compared to “All Institutions” that participated in EBI’s system for all the years of the comparison. For 2015-16 there 16 institutions in this comparison group. The comparison is 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.

Outcomes

In the 2009-10 survey, there were 326 potential respondents with 88 actual respondents making a 27% response rate. The respondent’s demographics were: 89% who graduated over two years ago with 74% being male, 73% being employed full-time, and 44% earning from \$50K to \$110K in an annual salary. In the 2015-16 survey, there were 223 MBA alumni contacted for this survey with 70 actual respondents for a 31.4% response rate (in comparison to the “All Institution” response rate for the same year of 25.1%). The reported demographics of respondents were 36% Female, 68.6% White, 14.3% Hispanic, 12.9% Asian, 1.4% African-American, and 1.4% Native American. Only 7.1% said they contribute financially annually and 14.3% said they contribute financially periodically.

MBA Alumni Survey Items with Longitudinal Comparisons		AY 2009-10 (n=88)	AY 2015-16 (n=70)	2015-16 Compared to Select 6	2015-16 Compared to All Inst.
Overall Satisfaction	Mean	5.50	5.92	=	=
	Compared to AY 2015-16	=			
Overall Program Effectiveness	Mean	5.46	5.90	=	=
	Compared to AY 2015-16	=			
Satisfaction: Knowledge and Skills to Succeed	Mean	5.61	5.65	=	=
	Compared to AY 2015-16	=			
Learning: Financial Information	Mean	5.08	5.32	=	=
	Compared to AY 2015-16	=			
Learning: Organizational Behavior	Mean	5.08	5.29	=	=
	Compared to AY 2015-16	=			
Program Effectiveness: Contribution of School Activities to Success	Mean	4.11	3.15	v	v
	Compared to AY 2015-16	^			

Program Effectiveness: Financial Information	Mean	5.08	5.32	=	=
	Compared to AY 2015-16	=			
Satisfaction: Degree Furthered Career – Expand your options	Mean	5.66	5.27	=	=
	Compared to AY 2015-16	=			
Satisfaction: Degree Furthered Career – Assist in Selecting Career	Mean	4.52	3.25	=	=
	Compared to AY 2015-16	^			
Satisfaction: Degree Furthered Career – Increase Earnings Potential	Mean	5.29	5.13	=	=
	Compared to AY 2015-16	=			
Satisfaction: Degree Provided Access – to Alumni	Mean	2.96	2.96	v	v
	Compared to AY 2015-16	=			
Satisfaction: Degree Provided Access – to Employers	Mean	4.71	3.56	=	=
	Compared to AY 2015-16	^			
Satisfaction: Contribution of School Activities to Success as Manager – Informal Faculty Contact	Mean	4.45	4.04	=	=
	Compared to AY 2015-16	=			
Satisfaction: Contribution of School Activities to Success as Manager – Establishing Network of Contacts	Mean	3.78	3.12	v	v
	Compared to AY 2015-16	=			
Learning: Ethical and Legal – Enhance Ability to Make Ethical Decisions	Mean	5.32	4.98	=	=
	Compared to AY 2015-16	=			
Learning: Financial Information – Apply Financial Theories to Real-World Applications	Mean	5.08	5.12	=	=
	Compared to AY 2015-16	=			
Learning: Organizational Behavior – Enhance Ability to Work in Teams	Mean	5.03	5.38	=	=
	Compared to AY 2015-16	=			
Learning: Organizational Behavior – Enhance Ability to be Effective Leader	Mean	5.10	5.42	=	=
	Compared to AY 2015-16	=			
Learning: Domestic and Global Economics – Enhance Ability to Make Decision in Global Environment	Mean	4.66	4.65	=	=
	Compared to AY 2015-16	=			
Learning: Critical Thinking and Problem Solving – Enhance Ability to Apply Knowledge	Mean	4.91	5.51	=	=
	Compared to AY 2015-16	v			
Learning: Critical Thinking and Problem Solving – Enhance Ability to Solve Problems	Mean	5.47	5.59	=	=
	Compared to AY 2015-16	=			
Overall Satisfaction: Recommend Program to a Close Friend	Mean	5.50	5.83	=	=
	Compared to AY 2015-16	=			
Overall Satisfaction: Rate Value of Investment to Expense	Mean	5.43	5.85	=	=
	Compared to AY 2015-16	=			

Core Subject Matter: Accounting	Mean	4.97	5.00	=	^
	Compared to AY 2015-16	=			
Core Subject Matter: Business Law	Mean	4.92	4.53	=	=
	Compared to AY 2015-16	=			
Core Subject Matter: Economics	Mean	4.96	4.93	=	=
	Compared to AY 2015-16	=		=	
Core Subject Matter: Finance	Mean	5.49	5.32	=	=
	Compared to AY 2015-16	=			
Core Subject Matter: Organizational Behavior	Mean	4.60	5.52	=	=
	Compared to AY 2015-16	v			
Core Subject Matter: Information Systems	Mean	4.41	4.67	=	^
	Compared to AY 2015-16	=			
Core Subject Matter: International Business	Mean	3.49	3.54	=	=
	Compared to AY 2015-16	=			
Core Subject Matter: Marketing	Mean	5.23	4.98	=	=
	Compared to AY 2015-16	=			
Core Subject Matter: Operations	Mean	3.80	5.10	=	=
	Compared to AY 2015-16	v			
Core Subject Matter: Statistics	Mean	4.24	4.53	=	=
	Compared to AY 2015-16	=			
Learning Outcomes: Enhance Ability to Use Information Technology	Mean	4.85	4.88	=	=
	Compared to AY 2015-16	=			

Discussion

*The comparative data presented above demonstrates that the levels of perceived satisfaction of our MBA alumni are for the most part “statistically equal” to both the mean of peer institutions and the mean of all institutions. **Concerns that we did improve upon from the last survey results (2009-10) are clearly in the area of learning:***

- *Core Subject Matter: Operations*
- *Core Subject Matter: Organizational Behavior*
- *Learning: Critical Thinking and Problem Solving – Enhance Ability to Apply Knowledge*

Concerns that we need to improve upon based on comparison with peer institutions from results in this year’s survey are clearly in the area of career development:

- *Program Effectiveness: Contribution of School Activities to Success*
- *Satisfaction: Degree Provided Access – to Alumni*
- *Satisfaction: Degree Provided Access – to Employers*

- *Satisfaction: Contribution of School Activities to Success as Manager – Establishing Network of Contacts*

**Resource Request
2015-2016 Report**

Short-Term Resource Request Summary						
<i>Department: College of Business Academic Year: 2017-2018</i>						
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	<i>Funds to cover costs of continuous MBA and BBA Major Field Tests.</i>	<i>Operating</i>	<i>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). A continuation of \$3,000 for MBA and \$3,000 for BBA is necessary.</i>	\$6,000	<i>Recurring</i>	<i>Fall 2017</i>
2	<i>Funds to cover costs of continuous Exit and Alumni External Surveys</i>	<i>Operating</i>	<i>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). A continuation of \$2,500 for either an exit survey or an alumni survey is necessary.</i>	\$2,500	<i>Recurring</i>	<i>Fall 2017</i>
3	<i>Increased Travel Funds for Faculty Scholarly Activity</i>	<i>Operating</i>	<i>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 \$18,000 from the current \$15,000 would allow for \$1,200 per 15 faculty members.</i>	\$3,000	<i>Recurring</i>	<i>Fall 2017</i>

** 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). A continuation of \$3,000 for MBA and \$3,000 for BBA is necessary.

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). A continuation of \$2,500 for either an exit survey an alumni survey is necessary.

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 \$18,000 from the current \$15,500 would allow for \$1,200 per 15 faculty members.

APPENDIX ONE
COB STUDENT LEARNING OUTCOMES RESULTS FOR 2015-2016

BBA Program Results

BBA Student Learning Outcome 1: BBA students demonstrate a level of mastery of foundational and core business knowledge and skills.		
Measures	Performance Criteria	Timeline / Population
<p>1a. Overall average team percentile ranking on the Team Simulation for business students (internationally normalized scores).</p> <p>1b. Overall mean on the Major Field Test for business students (nationally normalized scores).</p> <p>1c. “Mean percent correct” for each sub-field indicator on the Major Field Test for business students (nationally normalized scores).</p> <p>1d. COB courses support the knowledge and skill content listed in the BBA Matrix of Course Content (see Appendix B).</p>	<p>1a. The Team Simulation class average percentile is above the 50th percentile for world-wide competition.</p> <p>1b. The overall mean on the MFT for the academic year are to show consistency and stability over time.</p> <p>1c. 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>1d. 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>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. All BBA students take the MFT as part of the BUS 453 capstone course (fall and spring only).</p> <p>1d. Evidence provided by COB instructors at the end of academic year.</p>
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>1a. The Team Simulation class average percentile was at the 49th percentile for Fall 2015, and again at the 49th percentile for Spring 2016.</p> <p>1b. As presented in Appendix G, the overall mean score of 150 on the MFT for the academic year was at the 43rd percentile (n=62).</p>	<p>1a. This year’s performance was one percentile below the target. The faculty needs to meet and discuss these results.</p> <p>1b. This year’s performance was very poor. The faculty needs to meet and discuss these results that only arrived in September 2016.</p>	<p>1a. End of the academic year.</p> <p>1b. End of the academic year.</p> <p>1c. End of the academic year.</p> <p>1d. Not applicable.</p>

<p>1c. As presented in Appendix G, the “mean percent correct” on the MFT’s sub-field indicators for the academic year had the following percentiles (n=62): Accounting at 43; Economics at 24; Management at 53; Quantitative at 66; Finance at 54; Marketing at 30; Legal/Social at 60; Info Systems at 47; and International at 24.</p> <p>1d. 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>1c. This year’s performance was poor. All but three of the performance criterion were not met. Legal/Social had a major improvement from the previous year. The faculty needs to meet and discuss these results that only arrived in September 2016.</p> <p>1d. The BBA Matrix of Course Content has been updated this year.</p>	
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BBA Student Learning Outcome 2: BBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.		
Measures	Performance Criteria	Timeline / Population
<p>2a. Overall average team percentile ranking on the Team Simulation for business students (internationally normalized scores).</p> <p>2b. “Mean percent correct” for each sub-field indicator on the Major Field Test for business students (nationally normalized scores).</p> <p>2c. COB courses support the knowledge and skill content listed in the BBA Matrix of Course Content.</p>	<p>2a. The Team Simulation class average percentile is above the 50th percentile.</p> <p>2b. 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>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.</p>	<p>2a. All business students participate in the Team Simulation as part of the BUS 453 capstone course (fall and spring only).</p> <p>2b. All BBA students take the MFT as part of the BUS 453 capstone course (fall and spring only).</p> <p>2c. Evidence provided by COB instructors at the end of academic year.</p>

Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>2a. The Team Simulation class average percentile was at the 49th percentile for Fall 2015, and again at the 49th percentile for Spring 2016.</p> <p>2b. As presented in Appendix G, the “mean percent correct” on the MFT’s sub-field indicators for the academic year had the following percentiles (n=62): Accounting at 43; Economics at 24; Management at 53; Quantitative at 66; Finance at 54; Marketing at 30; Legal/Social at 60; Info Systems at 47; and International at 24.</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>2a. This year’s performance was one percentile below the target. The faculty needs to meet and discuss these results.</p> <p>2b. This year’s performance was poor. All but three of the performance criterion were not met. Legal/Social had a major improvement from the previous year. The faculty needs to meet and discuss these results that only arrived in September 2016.</p> <p>2c. The BBA Matrix of Course Content has been updated this year.</p>	<p>2a. End of the academic year.</p> <p>2b. End of the academic year.</p> <p>2c. Not applicable.</p>

BBA Student Learning Outcome 3: BBA students demonstrate the ability to apply analytical skills and business knowledge in the interpretation of business information and data.		
Measures	Performance Criteria	Timeline / Population
<p>3a. Overall average team percentile ranking on the Team Simulation for business students (internationally normalized scores).</p> <p>3b. Distribution of team scores on the “Capstone Team Presentation Evaluation” rubric for <i>Section A</i> (see Appendix B for the Presentation Rubric).</p>	<p>3a. The Team Simulation class average percentile is above the 50th percentile.</p> <p>3b. 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.</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. All business students participate in Capstone Team Presentation as part of the BUS 453 capstone course (fall and spring only).</p>

Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>3a. The Team Simulation class average percentile was at the 49th percentile for Fall 2015, and again at the 49th percentile for Spring 2016.</p> <p>3b. The overall average for Fall 2015 was approximately 4.00 on a 5 points scale, and it was estimated that more than 70% of the distribution of team scores were between 3 and 5. The overall average for Spring 2016 was 3.95 on a 5 points scale, and it was estimated that more than 70% of the distribution of team scores were between 3 and 5.</p>	<p>3a. This year’s performance was one percentile below the target. The faculty needs to meet and discuss these results.</p> <p>3b. This year’s target was met.</p>	<p>3a. End of the academic year.</p> <p>3b. No action.</p>

BBA Student Learning Outcome 4: BBA students demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.		
Measures	Performance Criteria	Timeline / Population
<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. All COB courses support the <u>skill</u> content listed in the BBA Matrix of Course Content.</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. 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>4a. All business students participate in Capstone Team Presentation as part of the BUS 453 capstone course (fall and spring only).</p> <p>4b. Evidence provided by COB instructors at the end of academic year.</p>
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>4a. The overall average for Fall 2015 was approximately 4.00 on a 5 points scale, and it was estimated that more than 70% of the distribution of team scores were between 3 and 5. The overall average for Spring 2016 was 3.95 on</p>	<p>4a. This year’s target was met.</p> <p>4b. The BBA Matrix of Course Content has been updated this year.</p>	<p>4a. No action.</p> <p>4b. Not applicable.</p>

<p>a 5 points scale, and it was estimated that more than 70% of the distribution of team scores were between 3 and 5.</p> <p>4b. 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>		
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BBA Student Learning Outcome 5: BBA students demonstrate knowledge of current business events, of world cultures, and of global economics.		
Measures	Performance Criteria	Timeline / Population
<p>5. COB courses will include content that considers current business events, world cultures, and global economics.</p>	<p>5. 100% of COB foundational and core courses include at least one content item on the topics of current business events, world cultures, and global economics.</p>	<p>5. Evidence provided by COB instructors at the end of academic year.</p>
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>5. The measurement of this outcome was not possible because the College's syllabi did not provide information regarding coverage of the topics of current business events, world cultures, and global economics.</p>	<p>5. The Assessment Committee still needs to review this measure and provide recommendations.</p>	<p>5. End of academic year.</p>

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

Measures	Performance Criteria	Timeline / Population
<p>6. COB courses will include content that considers ethics and/or social responsibility.</p>	<p>6. 100% of COB foundational and core courses include at least one content item on the topics of ethics and/or social responsibility.</p>	<p>6. Evidence provided by COB instructors at the end of academic year.</p>
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>6. 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>6. The Assessment Committee still needs to review this measure and provide recommendations.</p>	<p>6. Possibly in the next academic year.</p>

MBA Program Results

MBA Student Learning Outcome 1: MBA students demonstrate a level of mastery of business knowledge and skills.		
Measures	Performance Criteria	Timeline / Population
<p>1a. Overall average percentile ranking for individual performance on the simulation.</p> <p>1b. Rate of passing for the MBA Integrative Comprehensive Project (see Appendix D to view the Project Outline, and see Appendix E to view the Scoring Criteria).</p> <p>1c. COB courses support the knowledge and skill content listed in the MBA Matrix of Course Content (see Appendix C).</p>	<p>1a. The overall average percentile ranking for the class is above the 50th percentile.</p> <p>1b. There is at least an 80% passing rate for the MBA Integrative Comprehensive Project.</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 MBA Matrix of Course Content.</p>	<p>1a. All graduate business students participate in the simulation as part of the BUS 553/554 capstone course.</p> <p>1b. All graduate business students participate in the MBA Integrative Comprehensive Project as part of the BUS 553/554 capstone course.</p> <p>1c. Evidence provided by COB instructors at the end of academic year.</p>
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>1a. The year's percentile ranking for individual performance for Fall 2015 was at the 57th percentile and for Spring 2016 was at the 42nd percentile, for an overall average at the 50th percentile.</p> <p>1b. Fall 2015 had 33 students enrolled in BUS 554 and the pass rate was 82%, and Spring 2016 had 36 students enrolled in BUS 554 and the pass rate was 100% which makes a combined average of 91%.</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>1a. The performance criteria were met. No action necessary.</p> <p>1b. The performance criteria were met. No action necessary.</p> <p>1c. The MBA Matrix of Course Content has been updated this year.</p>	<p>1a. Not applicable.</p> <p>1b. Not applicable.</p> <p>1c. Not applicable.</p>

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

Measures	Performance Criteria	Timeline / Population
<p>2a. Overall average percentile ranking for individual performance on the simulation.</p> <p>2b. Rate of passing for the MBA Integrative Comprehensive Project (see Appendix D to view the Project Outline, and see Appendix E to view the Scoring Criteria).</p> <p>2c. COB courses support the knowledge and skill content listed in the MBA Matrix of Course Content (see Appendix C).</p>	<p>2a. The overall average percentile ranking for the class is above the 50th percentile.</p> <p>2b. There is at least an 80% passing rate for the MBA Integrative Comprehensive Project.</p> <p>2c. 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>2a. All graduate business students participate in the simulation as part of the BUS 553/554 capstone course.</p> <p>2b. All graduate business students participate in the MBA Integrative Comprehensive Project as part of the BUS 553/554 capstone course.</p> <p>2c. Evidence provided by COB instructors at the end of academic year.</p>
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>2a. The year's percentile ranking for individual performance for Fall 2015 was at the 57th percentile and for Spring 2016 was at the 42nd percentile, for an overall average at the 50th percentile.</p> <p>2b. Fall 2015 had 33 students enrolled in BUS 554 and the pass rate was 82%, and Spring 2016 had 36 students enrolled in BUS 554 and the pass rate was 100% which makes a combined average of 91%.</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>2a. The performance criteria were met. No action necessary.</p> <p>2b. The performance criteria were met. No action necessary.</p> <p>2c. The MBA Matrix of Course Content has been updated this year.</p>	<p>2a. Not applicable.</p> <p>2b. Not applicable.</p> <p>2c. Not applicable.</p>

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

Measures	Performance Criteria	Timeline / Population
<p>3a. Overall average percentile ranking for individual performance on the simulation.</p> <p>3b. Rate of passing for the MBA Integrative Comprehensive Project (see Appendix D to view the Project Outline, and see Appendix E to view the Scoring Criteria).</p> <p>3c. COB courses support the knowledge and skill content listed in the MBA Matrix of Course Content (see Appendix C).</p>	<p>3a. The overall average percentile ranking for the class is above the 50th percentile.</p> <p>3b. There is at least an 80% passing rate for the MBA Integrative Comprehensive Project.</p> <p>3c. 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>3a. All graduate business students participate in the simulation as part of the BUS 553/554 capstone course.</p> <p>3b. All graduate business students participate in the MBA Integrative Comprehensive Project as part of the BUS 553/554 capstone course.</p> <p>3c. Evidence provided by COB instructors at the end of academic year.</p>
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>3a. The year's percentile ranking for individual performance for Fall 2015 was at the 57th percentile and for Spring 2016 was at the 42nd percentile, for an overall average at the 50th percentile.</p> <p>3b. Fall 2015 had 33 students enrolled in BUS 554 and the pass rate was 82%, and Spring 2016 had 36 students enrolled in BUS 554 and the pass rate was 100% which makes a combined average of 91%.</p> <p>3c. 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>3a. The performance criteria were met. No action necessary.</p> <p>3b. The performance criteria were met. No action necessary.</p> <p>3c. The MBA Matrix of Course Content has been updated this year.</p>	<p>3a. Not applicable.</p> <p>3b. Not applicable.</p> <p>3c. Not applicable.</p>

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

Measures	Performance Criteria	Timeline / Population
<p>4. All COB courses support the <u>skill</u> content listed in the MBA Matrix of Course Content (see Appendix C).</p>	<p>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.</p>	<p>4. Evidence provided by COB instructors at the end of academic year.</p>
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>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.</p>	<p>4. The MBA Matrix of Course Content has been updated this year.</p>	<p>4. Not applicable.</p>

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

Measures	Performance Criteria	Timeline / Population
<p>5. COB courses will include content that considers ethics and/or social responsibility.</p>	<p>5. 100% of COB foundational and core courses include at least one content item on the topics of ethics and/or social responsibility.</p>	<p>5. Evidence provided by COB instructors at the end of academic year.</p>
Outcome(s)	Action(s) Taken	Timeline for Action(s)
<p>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.</p>	<p>5. No action has been taken at this point as the faculty members have not considered how to resolve this problem.</p>	<p>5. This issue needs to be addressed this year.</p>

APPENICES FOR THE COB STUDENT LEARNING OUTCOMES RESULTS FOR 2015-2016

APPENDIX A: BBA CAPSTONE TEAM PRESENTATION RUBRIC

Rating System

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Cannot Determine
5	4	3	2	1	X

A. Demonstration of Strategic Analysis and Planning						
A.1. The team members provide an excellent introduction of their company's mission and product lines .	5	4	3	2	1	X
A.2. The team members provide an excellent analysis of their company's current strategic position (industry competition and market segments).	5	4	3	2	1	X
A.3. The team members provide an excellent analysis of their company's current financial performance relating to their current strategic position.	5	4	3	2	1	X
A.4. The team members provide an excellent analysis of their company's competitive advantage .	5	4	3	2	1	X
A.5. The team members provide an excellent formulation of their company's future strategic policies .	5	4	3	2	1	X
A.6. The team members provide an excellent formulation of their company's future performance targets to monitor their new strategic policies.	5	4	3	2	1	X
A.7. The team members provide an excellent formulation of their company's future financial requirements to implement their new strategic policies.	5	4	3	2	1	X
A.8. The team members demonstrate a clear understanding of the importance of integrating all business functions in order to succeed in a complex market environment.	5	4	3	2	1	X
B. Demonstration of Presentation Skills						
B.1. The team members demonstrate an exceptional level of professionalism in the textual and visual style of their electronic slides.	5	4	3	2	1	X
B.2. The team members demonstrate an exceptional level of professionalism in the quality of their numerical graphs and figures in their electronic slides.	5	4	3	2	1	X
B.3. The team members demonstrate an exceptional level of professionalism in the delivery of their presentation (i.e. verbal skills and non-verbal skills).	5	4	3	2	1	X
B.4. The team members demonstrate an exceptional level of persuasiveness in the delivery of their presentation (i.e. they made their argument well).	5	4	3	2	1	X
B.5. The team members demonstrate an exceptional level of persuasiveness during their question and answer time.	5	4	3	2	1	X

APPENDIX B: BBA MATRIX OF COURSE CONTENT

		Basic Skills				Foundational										Core							Integrative
		ENG	COMM	MATH	STAT	ACCT	ACCT	BUS	ECON	ECON	FIN	IS	IS	MGT	MKT	BUS	BUS	FIN	IS	MGT	MKT	INTL	BUS
Knowledge Content		1XX	1XX	119	213	201	202	230	221	222	201	151	281	201	201	330	381	315	301	313	425	4XX	453
1	administrative principles													N		D						D	P
2	budgeting						N				N	N						D					D
3	business organizational forms/structures					D		N		D				N					D	D	D	D	P
4	business-level strategic management													N	D				D		D		P
5	capacity planning/forecasting															D		D					D
6	cash flow					N					D							D					P
7	compensation													N									D
8	consumer behavior									D					D				D		P		D
9	contracts							D															
10	corporate-level strategic management													N							D	D	P
11	costs - analysis						N			N	N		N			D		D					P
12	costs - concepts						N		N	D	D				N	D		D			D		P
13	currency exchange								N													N	D
14	current events/news							D	D	D					D		D	D	D		D	P	
15	decision making						D	D	D	D				N	D	D		D	D	D	D		P
16	dispute resolution							D															
17	ethical reasoning					N		D				N		D	D		D	D	D	D	D		P
18	financial ratios					D					D		D					D					P
19	financial statement analysis					N					D						D	D					P
20	functional-level strategic management													N								D	D
21	global economics								D						N							D	P
22	governmental regulation/securities regulations										N							D	N				
23	human resource law													N									
24	human resource planning													N								D	
25	information systems/data management											N	D									D	
26	international management							N	D												D	D	P

57	statistics - application				N							D		D				D	D	D							
58	business software -data manipulation												N	D						D							P
59	business software - information presentation												N	D						D		D					P
60	business communication - writing	N	N				D	D	D	D			N		N					D	D	D	D				P
61	business communication - oral presentation	N	N					D					N							D		D					P

Legend: Students are at the **Novice level (N)**, or are **Developing (D)**, or should be **Proficient (P)** in regards to BBA curriculum knowledge and skills.

APPENDIX C: MBA MATRIX OF COURSE CONTENT

Knowledge Content		Program Courses										Exit	per content
		ACCT	BUS	BUS	BUS	ECON	FIN	IS	MGT	MGT	MKT	BUS	
		551	501	518	553	525	541	500	501	513	517	554	
1	administrative principles		1							1			2
2	budgeting	1				1	1				1		4
3	business organizational forms/structures		1		1					1	1		4
4	business-level strategic management				1		1	1	1			1	5
5	capacity planning/forecasting				1		1		1		1	1	5
6	cash flow	1			1		1					1	4
7	company analysis				1			1			1	1	4
8	compensation					1	1						2
9	competitor analysis				1			1			1	1	4
10	consumer behavior			1		1					1		3
11	contracts		1										1
12	corporate-level strategic management				1		1					1	3
13	costs - analysis	1			1	1	1				1		5
14	costs - concepts	1			1	1	1				1		5
15	currency exchange				1	1	1				1		4
16	current events/news		1		1	1	1	1			1		6
17	decision making		1	1	1	1		1	1	1	1	1	9
18	dispute resolution		1										1
19	ethical reasoning		1	1	1			1	1		1	1	7
20	financial ratios	1			1		1					1	4
21	financial statement analysis	1			1		1					1	4
22	functional-level strategic management								1				1
23	global economics				1	1							2
24	governmental regulation/securities regulations		1										1
25	human resource law		1										1
26	human resource planning									1			1
27	industry analysis				1		1				1	1	4
28	information systems							1					1
29	international management		1		1			1			1		4
30	inventory management							1	1				2
31	leadership practices/theories		1		1					1			3
32	legal topics		1					1					2
33	marginal/incremental analysis	1			1	1	1						4

34	market demand forecasting			1			1		1		1	1	5
35	market segment productivity											1	1
36	market structures					1					1		2
38	marketing concept and mix			1		1					1		3
39	methods of data collection and analysis			1			1		1				3
40	organizational structure and culture		1						1	1			3
41	planning and evaluation			1			1	1	1			1	5
42	pricing	1			1	1	1				1	1	6
43	product life cycle						1		1		1		3
44	productivity					1		1	1		1		4
45	profit measurement/break even analysis	1			1	1	1				1	1	6
46	quality management							1	1				2
47	risk and return	1				1	1				1		4
48	risk management and liability		1			1		1					3
49	social responsibility		1		1			1		1	1		5
50	statistics - concepts			1			1		1				3
52	strategic management theories				1				1			1	3
53	supply and demand/elasticity					1			1		1	1	4
54	supply chain management							1	1				2
55	team/group dynamics and effectiveness		1		1					1			3
56	time value of money						1						1
57	UCC sales & commercial paper						1						1
58	valuation of assets	1				1	1						3
59	vision/mission/objectives				1			1			1	1	4
Skill Content													
60	teamwork				1			1				1	3
61	math skills	1			1	1	1		1			1	6
62	statistics - application			1			1		1				3
63	business software - data manipulation			1	1		1					1	4
64	business software - information presentation				1							1	2
65	business communication - writing	1	1	1	1	1	1	1	1	1	1	1	11
66	business communication - oral presentation				1							1	2
per course		13	17	11	32	21	30	19	19	10	26	24	

APPENDIX D: MBA COMPREHENSIVE INTEGRATIVE PROJECT PAPER OUTLINE

STRATEGIC ANALYSIS OUTLINE

A. Introduction
A.1. An overview of your report’s content.
A.2. Introduction of the overall industry, and to your company (including your company’s mission statement, and a brief history), and to your company’s product lines.
B. Strategic Analysis
B.1. Discussion and analysis of your company’s <i>current</i> strategic position as it relates to the current industry competition and market segments (i.e. external analysis).
B.2. Discussion and analysis of your company’s <i>current</i> financial performance (i.e. Balance Sheet, Income Statement, and Statement of Cash Flow), and how these relate to your company’s current strategic position.
B.3. Discussion and analysis of your company’s competitive advantage (e.g. internal resources).
B.4. Presentation and discussion of your SWOT analysis on your company.
C. Strategy Formulation
C.1. Discussion of possible future strategic policies generated by your SWOT analysis.
C.2. Selection and presentation of your company’s future (two to three years) strategic policies.
C.3. Presentation and discussion of your company’s future performance targets (financial and non-financial targets) as they relate to each of your future strategic policies (and relate to your <i>pro-forma</i> documents).
C.4. Presentation and discussion of your company’s future investment requirements (in relationship to your <i>pro-forma</i> documents) to support your company’s future strategic policies.
D. Appendices
D.1. Presentation of your company’s past three years of financial documents in normal format (for your Income Statement, Balance Sheet, and Statement of Cash Flow) along with common size format (for your Income Statement, and Balance Sheet).
D.2. Presentation of your company’s future three years of <i>pro-forma</i> financial documents (i.e. Income Statement, Balance Sheet, and Statement of Cash Flow).

APPENDIX E: MBA COMPREHENSIVE INTEGRATIVE PROJECT PAPER RUBRIC

SCORING CRITERIA

Semester: _____

Paper Number: _____

Pass or Fail: _____

		Points	1	2	3	4	5		
Weights	Content		No evidence	Demonstrated minimal evidence of understanding strategic analysis and the process of developing a strategic plan.	Demonstrated understanding of strategic analysis and the process of developing a strategic plan, but omitted some steps.	Demonstrated an understanding of a strategic analysis and the process of developing a strategic plan, and completed all steps.	Demonstrated a high level understanding of strategic analysis and the process of developing a strategic plan, and completed all steps.	Weighted Points	
25	Strategic Analysis: Company's mission, vision, and current strategic position (industry competition and market segments); current financial performance relating to current strategic position; company's competitive advantage; SWOT analysis.								
30	Strategy Formulation: Connection between SWOT & future strategic policies; future strategic policies and future performance targets; future financial requirements to fund future strategic policies.								
20	Appendices: Normal format of Income Statement, Balance Sheet, and Statement of Cash Flow; Common size format of Income Statement, and Balance Sheet; three year <i>pro-forma</i> of Income Statement, Balance Sheet, and Statement of Cash Flow.								
25	Professional Presentation: Good grammar, developed paragraphs, logical and flowing style; use of headings, pagination, citation of sources, and referencing of sources; minimal typographical errors.								
[With 500 points available, a minimum of 375 points is required to pass.]								Total	

APPENDIX F: MBA COMPREHENSIVE INTEGRATIVE PROJECT PRESENTATION RUBRIC

Rating System

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Cannot Determine
5	4	3	2	1	X

A. Demonstration of Strategic Analysis and Planning						
A.1. The team members provide an excellent introduction of their company's <i>mission and product lines</i> .	5	4	3	2	1	X
A.2. The team members provide an excellent analysis of their company's <i>marketing management</i> .	5	4	3	2	1	X
A.3. The team members provide an excellent analysis of their company's <i>operations management</i> .	5	4	3	2	1	X
A.4. The team members provide an excellent analysis of their company's <i>financial management</i> .	5	4	3	2	1	X
A.5. The team members provide an excellent analysis of their company's <i>current strategic position</i> (industry competition and market segments).	5	4	3	2	1	X
A.6. The team members provide an excellent formulation of their company's <i>SWOT analysis</i> that properly represents their external and internal conditions.	5	4	3	2	1	X
A.7. The team members provide an excellent formulation of their company's <i>future strategic policies</i> and <i>future performance targets</i> and <i>financial requirements</i> to monitor their new strategic policies.	5	4	3	2	1	X
A.8. The team members demonstrate a clear understanding of the importance of <i>integrating all business functions</i> in order to succeed in a complex market environment.	5	4	3	2	1	X
B. Demonstration of Presentation Skills						
B.1. The team members demonstrate an exceptional level of professionalism in the textual and visual style of their electronic slides.	5	4	3	2	1	X
B.2. The team members demonstrate an exceptional level of professionalism in the quality of their numerical graphs and figures in their electronic slides.	5	4	3	2	1	X
B.3. The team members demonstrate an exceptional level of professionalism in the delivery of their presentation (i.e. verbal skills and non-verbal skills).	5	4	3	2	1	X
B.4. The team members demonstrate an exceptional level of persuasiveness in the delivery of their presentation (i.e. they made their argument well).	5	4	3	2	1	X
B.5. The team members demonstrate an exceptional level of persuasiveness during their question and answer time.	5	4	3	2	1	X

ENMU College of Business - BBA Major Field Test¹

Comparative Table Showing Year-Over-Year Performance

Testing Period	Data Source ²	Number of Participants (N)	Mean of ENMU Student Scores ³	Comparative Percentile Ranking	Three-Year Test Average Mean Score	Three-Year Test Percentile Ranking
Summer 2002 ⁴	NA	20	154	55	n/a	n/a
Spring 2003	Feb. 2003 - June 2006	37	158	80	156	70
Spring 2004	Feb. 2003 - June 2006	23	156	70		
Spring 2005	Feb. 2003 - June 2006	24	154	60		
Spring 2006	Feb. 2003 - June 2006	33	155	65		
Spring 2007	Aug. 2006 - June 2009	31	152	45	153	50
Fall 2007	Aug. 2006 - June 2009	29	149	30		
Spring 2008	Aug. 2006 - June 2009	30	160	85		
Fall 2008	Aug. 2006 - June 2009	28	151	40		
Spring 2009	Aug. 2006 - June 2009	40	155	65		
Summer & Fall 2009	Aug. 2006 - June 2009	29	153	50		
Spring & Summer 2010	Sept. 2010 - June 2013	42	150	43	153	60
Fall 2010	Sept. 2010 - June 2013	14	148	34		
Spring 2011	Sept. 2010 - June 2013	32	154	65		
Fall 2011 & Spring 2012	Sept. 2010 - June 2013	41	157	82		
Fall 2012 & Spring 2013	Sept. 2010 - June 2013	50	152	54		
Fall 2013 & Spring 2014	Sept. 2013 - June 2014	33	145	19	151	49
Fall 2014 & Spring 2015	Sept. 2013 - June 2014	61	155	73		
Fall 2015 & Spring 2016	Sept. 2013 - June 2014	62	150	43		

Comparative Table Showing Year-Over-Year Performance by Sub-Group

Testing Period	Data Source ²	Number of Participants (N)	Accounting		Economics		Management		Quantitative		Finance		Marketing		Legal/Social		Information Systems ⁵		International	
			Mean of ENMU Student Scores	Comparative Percentile Ranking ⁶	Mean of ENMU Student Scores	Comparative Percentile Ranking ⁶	Mean of ENMU Student Scores	Comparative Percentile Ranking ⁶	Mean of ENMU Student Scores	Comparative Percentile Ranking ⁶	Mean of ENMU Student Scores	Comparative Percentile Ranking ⁶	Mean of ENMU Student Scores	Comparative Percentile Ranking ⁶	Mean of ENMU Student Scores	Comparative Percentile Ranking ⁶	Mean of ENMU Student Scores	Comparative Percentile Ranking ⁶	Mean of ENMU Student Scores	Comparative Percentile Ranking ⁶
Summer 2002 ⁴	NA	20	53	90	43	35	59	55	61	70	36	45	43	20	53	65	NA	NA	39	15
Spring 2003	Feb. 2003 - June 2006	37	54	90	49	80	62	70	59	60	41	75	49	60	57	85	NA	NA	51	80
Spring 2004	Feb. 2003 - June 2006	23	55	90	53	90	60	60	59	60	43	85	40	10	50	45	NA	NA	49	75
Spring 2005	Feb. 2003 - June 2006	24	53	90	45	60	54	25	57	45	36	45	47	45	53	65	NA	NA	39	15
Spring 2006	Feb. 2003 - June 2006	33	52	85	45	60	57	40	59	60	36	45	47	45	54	70	NA	NA	37	10
Spring 2007	Aug. 2006 - June 2009	31	52	55	45	25	51	25	49	65	61	70	52	40	45	35	59	50	51	30
Fall 2007	Aug. 2006 - June 2009	29	50	45	40	10	50	20	51	75	52	30	46	15	44	30	58	40	47	15
Spring 2008	Aug. 2006 - June 2009	30	63	95	56	85	61	75	49	65	68	90	57	70	54	85	59	50	63	80
Fall 2008	Aug. 2006 - June 2009	28	53	65	49	55	47	10	50	70	57	55	52	40	40	10	56	25	52	35
Spring 2009	Aug. 2006 - June 2009	40	57	80	53	75	52	30	52	80	63	80	53	50	43	25	56	25	60	70
Summer & Fall 2009	Aug. 2006 - June 2009	29	53	65	53	75	51	25	53	85	61	70	54	55	39	10	55	20	60	70
Spring & Summer 2010	Sept. 2010 - June 2013	42	52	84	51	87	47	7	48	95	53	92	47	13	41	2	53	72	54	52
Fall 2010	Sept. 2010 - June 2013	14	42	37	41	24	54	25	41	51	42	42	51	25	54	29	51	60	51	33
Spring 2011	Sept. 2010 - June 2013	32	50	76	43	36	61	66	47	92	45	59	56	49	60	74	53	72	52	39
Fall 2011 & Spring 2012	Sept. 2010 - June 2013	41	53	88	47	66	63	79	46	89	52	90	56	49	59	66	53	72	57	69
Fall 2012 & Spring 2013	Sept. 2010 - June 2013	50	46	54	43	36	58	46	45	83	46	66	54	38	55	36	48	43	54	52
Fall 2013 & Spring 2014	Sept. 2013 - June 2016	33	38	24	38	36	47	14	34	29	45	65	46	10	48	3	43	11	38	29
Fall 2014 & Spring 2015	Sept. 2013 - June 2016	61	44	65	42	61	60	80	43	87	51	89	57	55	57	26	53	63	44	71
Fall 2015 & Spring 2016	Sept. 2013 - June 2016	62	41	43	36	24	56	53	39	66	43	54	53	30	62	60	50	47	37	24

Notes:

1. ETS changes the Major Field Test (MFT) every three years; thus year-over-year comparison data is represented in three year increments.
2. Source Data: represented over three year segments as the exam administered by ETS changes every three years. ETS provides the resulting data in three year increments, so the data will mirror how the resulting data is presented to ENMU.
3. Mean of ENMU Student Scores: the scale ranges from a low of 120 points to a high of 200 points.
4. Summer 2002 data is included here for informational purposes but may not be reliable since the comparative data time frame could not be determined.
5. The business sub-field, Information Systems, was not included in the Major Field Test until Spring, 2007. No data exists prior to this date.
6. For the Comparative Percentile Ranking, the Institutional Data Report provided to ENMU by ETS for that corresponding testing period. The scale for the percentile ranking begins at 0 and ends at the 100th percentile.

APPENDIX TWO
ACBSP QUALITY ASSURANCE 2016 RESPONSE



**ACCREDITATION COUNCIL FOR
BUSINESS SCHOOLS AND PROGRAMS**

Bringing Together Those Dedicated to Teaching Excellence

June 10, 2016

Dr. Sue Stockly
Associate Professor of Economics
Eastern New Mexico University
1220 W. University Station 49
Portales, New Mexico 88130

Dear Dr. Stockly:

The Baccalaureate/Graduate Degree Board of Commissioners met on April 15, 2016, and reviewed your Quality Assurance Report. After review, the board voted to accept your report. The Board provided the following comments:

Remove Condition on Standard 4.

Remove Condition on Standard 5.

Remove Note on Standard 3.

Your reaffirmation is scheduled for 2018. Commissioner Ray Eldridge may be contacted at 615-966-5946, or by e-mail at ray.eldridge@lipscomb.edu, if you have questions. You may also contact Diana Hallerud, Associate Director of Accreditation, at 913-339-9356, or by e-mail at dianahallerud@acbsp.org.

We hope to see you at the ACBSP Annual Conference in Atlanta, Georgia, June 17-19, 2016. For more information on the conference including its location and host hotel, please see www.acbsp.org. Additional information will be available on our website beginning in January.

ACBSP is looking forward to our continued relationship with Eastern New Mexico University. Thank you for providing quality business programs for your students. We are happy to have you as one of our valued members.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Parscale".

Steve Parscale, Ph.D.
Chief Accreditation Officer

Cc: Dr. Janet Buzzard, Dean, College of Business
Dr. Ray Eldridge, Baccalaureate/Graduation Degree Board of Commissioners

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