

***Eastern New Mexico University***

***College Effectiveness Report***

***College of Business***

***AY 2016-2017***

*Prepared by*

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*and*

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## ***Accomplishments and Mission***

### ***College of Business AY 2016-2017***

#### ***Significant Accomplishments/Outcomes/Results for AY 2016-2017:***

- Met the student learning outcomes' targets for our BBA team simulation peer comparisons.
- Ninety-three MBA students graduated during academic year with a 100% passing rate, indicating that the new format in BUS 553 is working.
- Continued to maintain statewide articulation for lower-division business courses, as well as the required assessment of these courses.
- Eleven full-time faculty members participated in professional development activities, attending 18 workshops and 9 conferences. Further, three faculty members maintained their NM CPA annual license.
- Twelve full-time faculty members participated in scholarship activities, with a total of 9 presentations, 12 publications, 1 grant, and 7 other scholarly or professional work.
- Twelve full-time faculty members helped students participate in academic co-curricular activities. Nineteen students from the COB participated in the ENMU 2017 Student Research Conference (an increase of 5 from the last academic year) and nine students participated in a formal internship.
- The COB submitted the 2012-13 to 2016-17 Academic Program Review Report for review to the ENMU Program Review Committee on September 21, 2017.
- Dean Janet Buzzard and Dr. David Hemley actively participated in the ENMU Program Review Committee during the academic year.
- Drs. John Luhman and Sue Stockly attended the ACBSP annual national conference in June 2017, and participated in a pre-conference workshop on strategic planning. Dr. Stockly continued as the ACBSP accreditation champion for the college, and Dean Buzzard continued as the co-champion until May 2017, then Interim Dean Luhman took over as co-champion. The entire COB faculty met several times, including during Assessment Day 2017, to assure that we geared our assessment strategies to meet the ACBSP standards.
- Three COB student organizations were active, with 75 members and 42 events during academic year.
- The COB Professional Development Series held six events. An average of 18 students attended each event with an estimated total attendance of 108.
- The COB faculty participated in recruitment activities on campus, including Dawg Days Fair, Green & Silver Preview Day, and Junior Preview Day.
- During the last 5-year period, total fall enrollments in COB undergraduate programs increased from 333 to 456, or by 37%.

- During the last 5-year period, total fall enrollments in the MBA increased from 112 to 298, or by 166%.
- We achieved a steady increase in degrees awarded from 2012 to 2017 by the COB (combined BBA and MBA degrees) from 79 to 185, or by 134%.
- Survey results of BBA alumni demonstrate that the levels of perceived satisfaction, learning, and program effectiveness are for the most part statistically equal to comparison groups. The means for the 2016-17 results were also statistically equal to the means for the 2012-13 results.
  - The perceived levels of learning were statistically higher than the means of comparison groups on the following factors: financial information, ethical and legal responsibilities, and working with diverse populations (i.e., cultural, ethnic, political).
  - The respondents rated the COB favorably for the value of the investment made in their degree based on the quality of their education.

***Plans for improvement in Subsequent Years based on results of AY 2016 - 2017:***

- We are preparing for re-affirmation of accreditation by submitting a Self-Study report for AY 2016-2017 in December 2017, and by holding a site visit by an evaluation team during the spring of 2018.
- Work on the revision of the graduate catalog based on the assessment results. The COB will be offering the MBA with a concentration in accounting. The intent of the MBA accounting concentration is to provide students with additional courses that may aid in obtaining their Certified Public Accountant (CPA) license, Certified Management Accountant (CMA) designation, and/or distinguish themselves from other MBAs by obtaining additional credits in accounting.
- Faculty members will continue to participate in professional development as well as scholarly activities.
- Faculty members will continue to encourage COB students to participate in the Student Research conference.
- Continue to encourage local businesses to participate in developing a more formal internship program. As part of this initiative, we will initiate an alumni outreach program to help with internships, curriculum development, job placement, and student organization activities.
- Initiate a new faculty position, the Social Media Coordinator. The duties, amongst others, are to work in conjunction with the COB Dean, Assistant Dean, and the chairs of relevant COB committees to enhance and expand our presence on social media for internship and alumni relations purposes.
- Initiate a new faculty position of Internship Coordinator to promote work experience opportunities for our students.
- Continue the collaboration with the Culinary Arts program. This may lead to further innovation with our Hospitality Management degree. The COB will also be looking into starting to collaborate with ENMU Ruidoso's culinary arts and hospitality program.

- Start collaboration with the cybersecurity associate degree program also at the ENMU Ruidoso campus. This may help improve our low-level of Information Systems (IS) degree students and will align with our planned efforts to further streamline the course offering and rotation of the IS curriculum.
- Intensify the promotion of our Personal Financial Planning offerings specifically as well as our online BBA and MBA degrees generally. We will be working closely with the Office of Communication Services to intensify online advertisement and social media efforts.
- Participate in Academic Affairs led effort to revamp the process of recruiting international students.
- Work closely with Academic Affairs to participate fully in offering on-site courses for the members of the Mescalero tribe.
- Faculty members will be encouraged to participate in the new Greyhound Mentor Program.
- Grow the membership of our student organizations as well as the number of events held.
- The COB Professional Development Series will continue to hold events and encourage student participation.
- Participate in recruitment activities on campus, including Dawg Days fair, Major Fest, COB Bistro, Green & Silver Preview Day, and Junior Preview Day.

***Provide a short mission/vision statement for the department. The statement should link to the mission/vision of the university (and graduate school if applicable).***

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

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

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

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

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

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

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

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

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

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

The graduate business program provides quality, student focused, graduate business education that uses traditional and distance delivery systems, preparing individuals for professional careers,

further education, and lifelong learning. The program prepares students for responsible managerial positions in an increasingly complex business environment.

**Provide a short description of how your department engages your faculty in the strategic planning process and in program assessment activities.**

All the full-time faculty members are voting members of the COB Council. The COB Council meets at least annually to review and revise, as necessary, the COB mission statement, vision statement, or strategic Plan.

All faculty members are responsible for their own course-level assessment. The faculty within each major and discipline meet to establish program-level assessment. The COB Council meets each academic year to make changes, if necessary, to the student learning outcomes for the BBA and MBA. Further, the Assessment, Retention and Completion Committee (comprising of 3 to 4 members from various disciplines, who are appointed by the Dean, and the Accreditation Coordinator) meets several times each semester to coordinate and oversee assessment activities for the college.

**Provide a short description of how your department “closes the loop” in the program assessment process (i.e., uses data results and analysis to take corrective actions or make improvements).**

When reviewing the COB undergraduate and graduate curriculum, the respective committees examine assessment data and findings when considering changes to the curriculum. In addition, the Assessment, Retention and Completion Committee also analyzes the data and findings to make recommendations about curriculum to the faculty that are appropriate to COB mission, are compatible with other COB programs, and can be implemented based on resource availability. The COB Council meets to discuss and approve all final revisions to either catalog and any changes to our overall assessment activities.

## **Goals and Effectiveness Measures**

### **College of Business Academic Year 2016-2017**

**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 Long-Term 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 Annual Objectives**

##### **1.1 Establish, measure and use student learning outcomes to enhance students' educational experience**

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

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

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

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

Please refer to **Appendix A** to view our Student Learning Outcomes (SLO) Report for 2016-17 and its reported achievements for both the Bachelor of Business Administration (BBA) program and the Master of Business Administration (MBA) program. We established the current set of SLOs back in 2011-12. In the past, the COB conducted program-wide assessment and course-level assessment activities. We recently expanded our SLOs to improve our compliance with new ACBSP standards. We now have SLOs at the overall

program-level for both the BBA and MBA degrees, and at each specific BBA major or emphasis level.

### ***Outcomes and Discussion***

BBA Student Learning Outcomes. We had a mixed performance this year compared to the previous academic year of 2015-16. The overall mean score of 150 on the MFT for the academic year (n=60) was at the 43<sup>rd</sup> percentile. The “mean percent correct” on the MFT’s sub-field indicators for the academic year had the following percentiles: Accounting at 41; Economics at 42; Management at 59; Quantitative Business Analysis at 37; Finance at 44; Marketing at 51; Legal and Social Environment at 50; Info Systems at 53; and International at 38. The Team Simulation class average percentile was at the 55<sup>th</sup> percentile for fall 2016 while at the 45<sup>th</sup> percentile for spring 2016. The faculty will meet and discuss these changes to make any necessary changes. See **Appendix A** for details.

MBA Student Learning Outcomes. The year’s percentile ranking for individual performance on the simulation for fall 2016 was at the 52<sup>nd</sup> percentile and for spring 2017 was at the 54<sup>th</sup> percentile, for an overall average at the 53<sup>rd</sup> percentile. Fall 2016 had 45 students enrolled in BUS 553 and the pass rate was 100%. Spring 2017 had 48 students enrolled in BUS 554 and the pass rate was 100%. See **Appendix A** for details.

Statewide Course Articulation. As a member of the *New Mexico Collegiate Business Articulation Consortium* since 1995, we have continually maintained certification of all articulated statewide business courses. Those courses are:

- ACCT 2113 – Principles of Accounting I – Financial (ACCT 201)
- ACCT 2123 – Principles of Accounting II – Managerial (ACCT 202)
- BCIS 1113 – Intro to Information Systems (IS 151)
- BFIN 2013 – Intro to Finance (FIN 201)
- BLAW 2113 – Business Law I (BUS 230)
- BLAW 2123 – Business Law II (BUS 317)
- BUSA 1113 – Intro to Business (BUS 151)
- ECON 2113 – Macroeconomics Principles (ECON 221)
- ECON 2123 – Microeconomics Principles (ECON 222)
- MATH 2113 – Statistics (STAT 213)
- MGMT 2113 – Principles of Management (MGT 201)
- MKTG 2113 – Principles of Marketing (MKT 201)

Certification implies not only that all of these business courses across state institutions of higher education have the same course learning outcomes, but also that we adequately assess those learning outcomes regularly.



Curriculum Changes. After considering the findings in previous assessment reports, the COB implemented several changes to the current undergraduate catalog. First, both the BBA Accounting major and the BBA Management major were streamlined to a fixed set of required courses, which allows for better course rotation, enrollment management, and staffing management. The streamlined Accounting degree is now a required 24 credit hours, while the streamlined Management degree is now a required 18 credit hours. Further, the COB added a new program to the 2015-2017 undergraduate catalog. The Personal Financial Planning program includes a BBA degree with an emphasis in Personal Financial Planning, a BAAS degree with a secondary concentration in Personal Financial Planning, and an undergraduate certificate in Personal Financial Planning for non-degree seeking students. This comprehensive online program is the only registered program in New Mexico. We began offering the full curriculum in the fall of 2016.

The next revision of the graduate catalog is taking place in the fall 2017 semester.

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**

**Table 1.2. Faculty Professional Development Activities**

Faculty Member	Workshops Attended	Conferences Attended	Certifications Received
Pattarapong Burusnukul	<ul style="list-style-type: none"> <li>“Grading Student Writing More Effectively” workshop attended March 2017</li> </ul>		
Miguel Bustamante			
Janet Buzzard			
Corey Cole	<ul style="list-style-type: none"> <li>“In Their Shoes: Military Spouse Students” workshop attended January 2017</li> </ul>		

Deborah Corbin	<ul style="list-style-type: none"> <li>• ENMU Distance Education and Outreach <ul style="list-style-type: none"> <li>○ Blackboard - Managing the Gradebook</li> <li>○ Preparing for Next Semester – Data Management Training</li> <li>○ Designing Learning Modules and Instructional Plans</li> </ul> </li> <li>• KPMG - IFRS Institute Webcast: IFRS 15 Revenue – 2017 Update and Implementation Issues</li> <li>• Cambridge Business Publishers <ul style="list-style-type: none"> <li>○ GNP with Susan Convery</li> <li>○ Alpine Cupcakes, Inc. Audit Case Study</li> <li>○ Advanced Accounting</li> </ul> </li> <li>• Blackboard <ul style="list-style-type: none"> <li>○ BbWorld Live 2017</li> <li>○ [BITS] Accessibility at Blackboard</li> <li>○ How To Make Your Course QM Awesome: Creative QM Applications</li> </ul> </li> <li>• Institute of Management Accountants - Excel-Based Active Learning for the Managerial Accounting Course</li> <li>• Wiley - Preparing Your Students for the New 2017 CPA Exam</li> <li>• Association of Certified Fraud Examiners <ul style="list-style-type: none"> <li>○ Trends and Best Practices in Global Procurement Fraud</li> <li>○ The Evolving Financial Crime Landscape: Using Next Generation Technologies to Solve the Puzzle</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• NMHEAR Conference, Albuquerque, NM</li> </ul>	<ul style="list-style-type: none"> <li>• NM Certified Public Accountant (Annual License)</li> </ul>
Terry Ervin			
Jean-Marc Gandonou			
Frederick Greene		<ul style="list-style-type: none"> <li>• Southwestern Social Science Association Conference, Austin, TX</li> </ul>	
Matthew Haney		<ul style="list-style-type: none"> <li>• 2 conferences?</li> </ul>	
David Hemley			

Nhat Ho	<ul style="list-style-type: none"> <li>• COB New Faculty Advising Training, February 2017</li> </ul>		
John Luhman			
Patricia Maguire			
Byron Mitchell			
Veena Parboteeah	<ul style="list-style-type: none"> <li>• “Grading Student Writing More Effectively” workshop attended March 2017</li> </ul>	<ul style="list-style-type: none"> <li>• NMHEAR Conference, Albuquerque, NM</li> </ul>	
Robert Schneider			
Sue Stockly		<ul style="list-style-type: none"> <li>• 2017 ACBSP Conference</li> <li>• Annual Conference on Teaching and Research in Economic Education, Denver, CO</li> <li>• American Economic Association/Association of Allied Social Science Associations Annual Meetings</li> </ul>	
Debra Stone			<ul style="list-style-type: none"> <li>• NM Certified Public Accountant (Annual License)</li> </ul>
Konni Wallace			<ul style="list-style-type: none"> <li>• NM Certified Public Accountant (Annual License)</li> </ul>
Crista Wiegel			
Wlamir Xavier		<ul style="list-style-type: none"> <li>• Academy of International Business, Dubai, UAE</li> </ul>	
Man Zhang			
<b>Total</b>	<b>18</b>	<b>9</b>	<b>3</b>

### ***Discussion***

Out of the 22 faculty members in the COB, 11 participated in some type of professional development activity during the academic year. That represents a participation rate of 50%, which is a decrease from the 100% participation rate in 2015-16; however, it is possible that several faculty members did not report on their activities this year.

COB faculty members participated in workshops geared to improving their courses, which will potentially improve student-learning outcomes. Further, of the conferences attended, several focused on improving teaching and assessment. The Interim Dean has been informing faculty of workshops available and encouraging them to participate more in professional development.

### 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.

#### **Measures**

A majority of faculty members conduct some type of scholarship or professional activity during the academic year.

#### **Outcomes**

**Table 1.3. Faculty Research, Scholarship, and Creative Activities**

<b>Faculty Member</b>	<b>Presentations</b>	<b>Publications</b>	<b>Grants</b>	<b>Other Scholarly or Professional Work</b>
Burusnukul, Pattarapong				1
Bustamante, Miguel				
Buzzard, Janet				1
Cole, Corey		1		
Corbin, Deborah	1			
Ervin, Terry				
Gandonou, Jean-Marc	1	2		1
Greene, Frederick	1			1
Haney, Matthew	2			
Hemley, David		2		
Ho, Nhat				
Luhman, John				
Maguire, Patricia				
Mitchell, Byron				1
Parboteeah, Veena	1	1		
Schneider, Robert				
Stockly, Sue	2	2		1
Stone, Debra				
Wallace, Konni				
Wiegel, Crista				
Xavier, Wlamir	1	4	1	1
Zhang, Man				
<b>Total</b>	<b>9</b>	<b>12</b>	<b>1</b>	<b>7</b>

## ***Discussion***

Twelve out of the 22 full-time faculty members in the COB participated in some type of scholarly activity during the academic year for a 55% participation rate. This represents a decrease from the 91% participation rate in 2015-16. However, it is possible that several 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 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***

**Table 1.4. Applied Learning Activities**

<b>Faculty Member</b>	<b>Student Presentations at Research Conferences</b>	<b>Internships</b>	<b>Directed Studies</b>
Pattarapong Burusnukul		1 – HRTM 489, Summer 2017	
Deborah Corbin		1 – ACCT 489, Spring 2017	1 – ACCT 491, Fall 2016 1 – ACCT 493, Fall 2016
Corey Cole			1 – BUS 491, Spring 2017
Terry Ervin		1 – BUS 489, Spring 2017	
Jean-Marc Gandonou	2 – Student Paper Presentations at ENMU Student Research Conference	1 – BUS 489, Spring 2017 1 – ECON 489, Spring 2017	
Matthew Haney	2 – Student Poster Presentations at ENMU Student Research Conference	1 – HRTM 489, Summer 2017	
David Hemley	5 – Student Paper Presentations at ENMU Student Research Conference		

John Luhman			1 – MGT 579, Fall 2016
Veena Parboteeah		1 – IS 489, Spring 2017	
Robert Schneider			1 – BUS 491, Fall 2016
Sue Stockly	5 – Student Poster Presentations at ENMU Student Research Conference 5 – Student Paper Presentations at ENMU Student Research Conference		
Konni Wallace		1 – ACCT 489, Summer 2017 1 – BUS 489, Fall 2016	
<b>Total</b>	<b>19</b>	<b>9</b>	<b>5</b>

### ***Discussion***

Twelve 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. This is an increase of three from 2015-16.

Nineteen students from the COB participated in the ENMU 2017 Student Research Conference, which is an increase of five from the last academic year. Opportunities for students to present research at the conference is a function of enrollment in specific classes that emphasize research. Faculty members teaching these courses continue to encourage their students to present their research or participate in the poster sessions.

Nine students participated in a formal internship, which is a decrease of four from the last academic year. The COB is starting new initiatives to increase the number of students participating in internships. First, the COB has started to encourage local businesses to participate in developing a more formal internship program. We also will expand our alumni outreach to help increase internship and job opportunities as well as seek advice on curriculum development. Second, a new faculty position, the Social Media Coordinator, will take on the duties to enhance and expand our presence on social media for recruitment, placement, and alumni relations purposes. Finally, a new faculty position of Internship Coordinator will take on promoting work experience opportunities for our students.

#### **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 the Association's activities. The COB will also maintain an active presence at the ACBSP regional level (Region 6).

## **Measures**

All COB faculty members will join ACBSP and Region 6 as members and gain access to the online membership portal. We select one faculty member to act as the ACBSP “champion” while the dean acts 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 6 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 2017, Drs. John Luhman and Sue Stockly attended the ACBSP annual national conference, and participated in the pre-conference workshop - *Introduction to Strategic Planning and Leading Accreditation*.

Dr. Stockly continued as Champion and Dean Buzzard continued as Co-champion until May, then Interim Dean Luhman took over as Co-champion. The entire COB faculty met several times during the year, including on Assessment Day 2017, to assure that we geared our assessment strategies to meet the ACBSP standards.

All members of the COB faculty, plus the Dean’s assistant, Ms. Kathie Rolston, are registered as ACBSP members.

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

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

#### **Strategy**

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

### **Measures**

The COB submitted the 2012-13 to 2016-17 Academic Program Review Report for review to the ENMU Program Review Committee on September 21, 2017. Since the COB has ACBSP accreditation, the requirement for Program Review dovetailed with the Quality Assurance and Reaffirmation efforts.

### **Outcomes**

Dean Janet Buzzard and Dr. David Hemley actively participated in the ENMU Program Review Committee during 2016-17, and Dr. Luhman acted 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 Long-Term 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 Annual 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

**Table 2.1.a. Co-curricular Activities: Student Organizations**

Student Organization	No. Members	Number of Activities	Funding Secured	Faculty Advisor
Accounting and Finance Club	10	2 Business Meetings 1 Field Trip to Johnson & Miller 1 Webinar on CPA 1 Guest Speakers Event	\$700	Konni Wallace
Business Student Club	20	2 Business Meetings 1 Community Service 1 Field Trip to Four Seasons Hotel in Santa Fe	\$0	Pattarapong Burusnukul
Delta Mu Delta Honor Society	45	3 Business Meetings 1 Induction Ceremony 24 Fund Raiser events 5 times represented at monthly PAC meetings (sponsored by Student Activities)	\$3,700	Corey Cole
<b>Total</b>	<b>75</b>	<b>42</b>		

**Table 2.1.b. Co-curricular Activities: Faculty Sponsored Professional Development Activities for Students**

Date	Professional Development Activities for Students	Estimated Participation
September 28, 2016	Speaker: "Motivating Your Path to Success"	15
November 2, 2016	Workshop: "Starting Your Career in the Financial Services Industry"	12
March 1, 2017	Information Session: Managers from the Four Seasons Hotel	30
March 24, 2017	Field Trip: Four Seasons Hotel in Santa Fe	24
April 6, 2017	Information Session: Summer Program in China	8
April 11, 2017	Workshop: Student Panel on Internship Experiences	19
<b>Total</b>	<b>6</b>	<b>108</b>

## Discussion

Three student organizations were active in the COB during 2016-17. 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 lifetime 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. An average of 18 students attended each event with an estimated total attendance of 108.

## 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 held and organized each year by the ENMU Enrollment Services. See **Appendix B** for list of recruitment activities and plans.

**Table 2.2.a. Annual Recruitment Activities**

Month	Recruitment Activity	Student Estimated Participation	Faculty Participation
August 2016	Dawg Days Fair	225	4
November 2016	Green & Silver Day	180	4
April 2017	Junior Preview Day	30	4
<b>Total</b>	<b>3</b>	<b>435</b>	<b>12</b>

The COB Marketing Plan, established in the spring of 2015, provides our recruitment and marketing plans for both the BBA and the MBA programs. The Dean of the COB, Dr. Janet Buzzard, completed the following marketing and recruitment activities in conjunction with the Recruitment, Marketing & Scholarship Committee.

- July 5 - Four Seasons-Santa Fe checking on internships
- July 21 - 2nd Annual Portales Chamber Luncheon
- October 5-6 - COB Expo - ENMU
- October 7 - Four Seasons –Santa Fe-internships
- November 2 - COB Bistro
- February 3-7 - Recruiting ENMU Ruidoso-Inn of the Mountain Gods/Dona Anna Community College 2+2
- February 20-22 - BPA-recruiting

- February 23 - ENMU Ruidoso - recruiting
- February 26-28 - DECA - recruiting
- March 24 - Four Seasons-internships - recruiting
- March 28-29 - Skills-USA ALBQ - recruiting
- March 30 - 3rd Annual Portales chamber Luncheon
- April 21-23 - ALBQ Home & Garden Show - 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. See **Appendix B** for list of retention activities and plans.

### ***Outcomes and Discussion***

The following two tables provide data on recruitment as well as retention and completion. The first reports on student enrollments between fall 2012 and fall 2016.

**Table 2.2.b.i. Number of Enrolled Students by Degree, Major, Emphasis**

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

\* Note: Fall semester numbers only.

During this five-year time period, total fall enrollments in COB undergraduate programs increased from 333 to 456, or by 37%. Total fall enrollments in COB graduate programs increased from 112 to 298, or by 166%. This indicates that changes to the curriculum and marketing efforts were successful in recruiting new students as well as retaining current students.

In 2016-17, our largest enrollments in majors were the MBA degree (298), and the BBA General Business emphasis (150), and BBA Accounting major (98).

**Table 2.2.b.ii. Number of Graduated Students by Degree, Major, Emphasis**

Number of Graduates*	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	5-Year Average	% Change Last Year	% Change 2-Year	Grad/Major
<b>BAAS Degrees</b>									
Business	0	0	13	9	17	7.8	88.9%	30.8%	<b>0.35</b>
Info Systems	0	0	2	7	6	3	-14.3%	200.0%	<b>0.32</b>
Personal Fin Plan	0	0	0	0	0	-	-	-	-
<b>Sub-Total</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>16</b>	<b>23</b>	<b>-</b>	<b>43.8%</b>	<b>53.3%</b>	<b>-</b>
<b>BBA Degrees</b>									
BBA, Accounting	11	23	11	23	15	16.6	-34.8%	36.4%	<b>0.17</b>
BBA, Ag Business	1	1	3	4	3	2.4	-25.0%	0.00%	<b>0.12</b>
BBA, Management	1	1	1	4	9	3.2	125.0%	800.0%	<b>0.18</b>
BBA, Business Administration with emphasis areas:									
Applied Econ & Fin	7	14	10	3	0	6.8	-100.0%	-100.0%	<b>0.20</b>
General Business	12	19	31	24	24	22	0.00%	-22.6%	<b>0.17</b>
Hospitality Mmg.	3	2	8	4	2	3.8	-50.0%	-75.0%	<b>0.17</b>
Info Systems	0	0	0	1	3	0.8	200.0%	-	<b>0.09</b>
Marketing	10	6	8	5	11	8	120.0%	37.5%	<b>0.20</b>
Personal Fin Plan	0	0	0	0	0	0	-	-	<b>0.00</b>
<b>Sub-Total</b>	<b>45</b>	<b>66</b>	<b>72</b>	<b>68</b>	<b>67</b>	<b>63.6</b>	<b>-1.47%</b>	<b>-6.94%</b>	<b>-</b>
<b>Undergraduate Total</b>	<b>45</b>	<b>66</b>	<b>87</b>	<b>84</b>	<b>90</b>	<b>74.4</b>	<b>7.1%</b>	<b>3.4%</b>	<b>-</b>
<b>MBA Degree</b>									
MBA	34	25	40	63	95	51.4	50.8%	137.5%	<b>0.26</b>
<b>Overall Total</b>	<b>79</b>	<b>91</b>	<b>127</b>	<b>147</b>	<b>185</b>	<b>125.8</b>	<b>25.9%</b>	<b>45.7%</b>	<b>-</b>

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

The second table above shows a steady increase in degrees awarded from 2012 to 2017 by the COB (combined BBA and MBA degrees) from 79 to 185, or by 134%. Total graduates in the MBA program increased from 34 to 95, or by 179%. 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 and track student success for entering workforce or graduate/post-graduate school

**Strategy**

COB will provide career planning events for graduating students such as leadership programs to ready students for the workforce, or job/graduate school fairs.

**Discussion**

While the curriculum for both the BBA and MBA programs do not require practicum, internship, or field experiences, COB students are strongly encouraged to participate in internships for career development as well as in the Student Research Conference. Participation in the research conference is beneficial to those students who are planning to go to graduate school. The number of students participating in the research conference increased from 14 to 19, or by 36%, from academic year 2015-16, while the number of students participating in internships decreased from 13 to 9, or a decrease of 31%.

The COB is starting new initiatives to increase the number of students participating in internships. First, the COB has started to encourage local businesses to participate in developing a more formal internship program. We will start an alumni outreach program to help with internships, curriculum development, job placement, and student organization activities. Second, we will state a new faculty position, the Social Media Coordinator, to work to enhance and expand our presence on social media for internship and alumni relations purposes. Finally, we are planning another new faculty position, the Internship Coordinator, to promote work experience opportunities for our students.

According to information from IR, during 2016-17 twenty-five BBA students requested that ENMU send their official transcripts to graduate programs around the country.

**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 21<sup>st</sup> century university.** *Create excellent and innovative structures to anticipate and meet needs of our students, faculty and staff.*

## **COB Long-Term Goal 4**

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

## **COB Goal 4 Annual Objectives**

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

### ***Strategies***

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

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

### ***Measure for Academic Year 2016-2017***

The COB surveyed recent BBA alumni. A copy of the full survey results, consisting of a total of 172 pages, is available upon request. All COB faculty members, the Dean, and the VPAA were provided with an electronic copy of the results report.

Survey questions were on a seven-point scale with 1 indicating being very dissatisfied and 7 indicating being very satisfied. The comparison data was threefold. First, we compare ourselves to a “Select 6” group of institutions with familiar characteristics, but we are limited by who also participated in this particular survey. Our “Select 6” institutions for academic year 2016-17 were:

- Belmont University
- California State University, Stanislaus
- Columbus State University
- Texas A & M University, Kingsville
- University of Nebraska at Kearney

- University of Northern Colorado

Second, we compare ourselves to our Carnegie Classification, which is “Master's Colleges & Universities: Small to Medium Programs.” For academic year 2016-17, there were four 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.

Third, we compare ourselves to “All Institutions” that participated in this particular survey for all of the years of the comparison. For academic year 2016-17, there were sixteen 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 2012-13 survey, there were 458 potential respondents with 72 actual respondents for a 15.7% response rate. Fifty percent of the respondents were male while 81.7% were employed full-time. In the 2016-17 survey, there were 418 potential respondents with 78 actual respondents for an 18.7% response rate, which is an increase of 3% from the respondents from 2012 - 2013 survey. Fifty percent of the respondents were male. When it comes to Race/Ethnicity, 60.3% were White, 20.5% Hispanic, 7.7% Asian, 2.6% American Indian, and 1.3% Native Hawaiian or Pacific Islander. Finally, 81.8% were employed full-time.

**Table 4.1. BBA Alumni Survey Results 2016-2017**

Selected BBA Alumni Survey Items with Longitudinal Comparisons	AY 12-13	AY 16-17	2016-17 Compared to			
	(n = 72)	(n = 78)	AY 12-13	Select 6	Carnegie	All Inst.
<b>SATISFACTION</b>						
Overall	5.58	5.66	=	=	=	=
Degree furthered career	4.94	4.44	=	=	=	=
Expand your career options	5.11	4.97	=	=	=	=
Increase your earning potential	5.28	4.86	=	=	=	=
Assist you in selecting a career	4.27	3.60	=	=	=	v
Degree provided access	3.46	3.59	=	=	=	=
Provide access to alumni	3.17	3.81	=	=	=	=
Provide access to employers	3.72	3.36	=	=	=	=
Knowledge and Skills to Succeed	5.24	5.43	=	=	=	=
Provide the knowledge necessary to succeed	5.15	5.48	=	=	=	=
Provide skills necessary to succeed	5.27	5.35	=	=	=	=
Contribution of school activities to success	3.64	3.18	=	v	v	v
Informal faculty contact	3.89	3.85	=	v	v	=
Student organization leadership	3.53	3.29	=	v	v	v
Student organization participation	3.60	3.27	=	v	v	v
Field projects	3.31	3.08	=	v	v	=

OVERALL LEARNING						
Overall	5.71	5.62	=	=	=	=
Practical competencies	5.16	5.28	=	=	=	=
Oral presentation skills	5.18	5.03	=	=	√	=
Writing skills	5.07	5.37	=	=	=	=
Reflective thinking skills	5.21	5.47	=	=	=	=
Cognitive complexity	5.25	5.43	=	=	=	=
Critical thinking skills	5.41	5.64	=	=	=	=
Define problems	5.11	5.24	=	=	=	=
Solve problems	5.25	5.40	=	=	=	=
Ethical and legal responsibilities	5.25	5.33	=	=	=	^
Make ethical decisions	5.28	5.39	=	=	=	=
Understand legal responsibilities	5.25	5.28	=	=	^	^
Financial information	5.28	5.47	=	^	^	^
Apply financial theories to real-world	4.96	5.23	=	=	=	^
Analyze financial information	5.45	5.54	=	^	^	^
Use data to make decisions	5.45	5.57	=	=	=	=
Organizational behaviors	5.17	5.23	=	=	=	=
Work in teams	5.27	5.32	=	=	=	=
Be an effective leader	5.04	5.12	=	=	=	=
Work with diverse populations	5.18	5.33	=	^	^	^
Domestic and global economies	4.68	4.78	=	=	=	=
Make decisions in global econ environment	4.53	4.51	=	=	=	=
Make decisions in domestic econ environment	4.81	5.04	=	=	=	=
OVERALL PROGRAM EFFECTIVENESS						
Overall	5.66	5.59	=	=	=	=
Provide a positive academic experience	5.72	5.79	=	=	=	=
Information learned applicable to future career	5.68	5.65	=	=	=	=
Challenged to do your best academic work	5.79	5.59	=	=	=	=
Motivated to do your best academic work	5.66	5.58	=	=	=	=
Recommend this school to a close friend	5.42	5.52	=	=	=	=
Rate value of investment to expense	5.70	5.38	=	^	^	^

### ***Discussion***

The comparative data presented above demonstrates that the levels of perceived satisfaction, learning, and program effectiveness of our BBA alumni are for the most part statistically equal to the means of peer institutions, means of similar-sized institutions, and means of all institutions. The means for the 2016-17 results were statistically equal to the means for the 2012-13 results.

### ***Favorable Comparisons***

The comparative data demonstrates that the levels of learning were statistically higher than the means of peer institutions, means of similar-sized institutions, and means of all institutions on the following factors:



- Financial information
- Financial information: Analyze financial information
- Organizational behaviors: Work with diverse populations

Similarly, the levels of learning were statistically higher than the means of similar-sized institutions, and means of all institutions on Ethical and legal responsibilities: Understand legal responsibilities.

Further, the levels of learning were statistically higher than the means of all institutions on the following factors:

- Ethical and legal responsibilities
- Financial information: Apply financial theories to real-world applications

The comparative data demonstrates that the levels of program effectiveness were statistically higher than the means of peer institutions, means of similar-sized institutions, and means of all institutions on Rate value of investment to expense. The respondents rated the COB favorably for the value of the investment made in their degree based on the quality of their education.

### Areas of Concern

The areas that we need to improve upon based on comparison with peer institutions, similar-sized institutions, and all institutions are in the area of career development:

- Degree furthered career: Assist you in selecting a career
- Contribution of school activities to success
- Field projects

We also need to work on involving the students more in student clubs as well as the interactions of students with faculty in informal settings.

- Informal faculty contact
- Student organization leadership
- Student organization participation

*This will be an ongoing issue with the population of students in the COB as the vast majority of our students are transfer students and distance students, i.e. they may only be with us for two years and they are not on-campus.*

The COB is working on several initiatives that will help in these two areas. First, we will start an alumni outreach program to help with internships, curriculum development, job

placement, and student organization activities. Second, we will state a new faculty position, the Social Media Coordinator, to work to enhance and expand our presence on social media for internship and alumni relations purposes. Finally, we are planning another new faculty position, the Internship Coordinator, to promote work experience opportunities for our students. Finally, through the Major Fest and COB Bistro, faculty will be more accessible to students.

A final area of concern we will address is that the means for oral presentation skills was statistically lower than the means of similar-sized institutions. The faculty needs to meet and discuss these results.

## Resource Request Report for 2017-2018

<p style="text-align: center;"><b>Short-Term Resource Request Summary</b>  <i>Department: College of Business</i>  <i>Academic Year: 2018-2019</i></p>						
Priority	Request	Category	Justification*	Cost	One-time or recurring?	When needed?
1	Change our current Accounting resource faculty member into a tenure-track faculty member	Staffing	Starting in fall 2018, the new MBA concentration in Accounting will require three additional graduate level courses taught by a doctoral degree faculty member. We request to transform a current resource position into a new tenure-track position.	\$36,700	Recurring	Fall 2018
2	Increased travel funds for faculty Scholarly Activity	Operating	Increased requirements and costs necessitates additional funds for faculty travel. An increase to \$20,000 from the current \$17,000 would allow for \$1,000 per 17 faculty members plus \$3,000 for ACBSP travel.	\$3,000	Recurring	Fall 2018

\* Expanded justifications for resource requests are below

**Request:** Change Current Accounting Resource Faculty into Tenure-Track Faculty

**Priority:** #1

**Category:** Staffing

**Justification:** Starting in fall 2018, the COB will be offering a new MBA concentration in accounting. The intent of the MBA accounting concentration is to provide students with additional courses that may aid in obtaining their Certified Public Accountant (CPA) license, Certified Management Accountant (CMA) designation, and/or distinguish themselves from other MBAs by obtaining additional credits in accounting. To be in accordance with ACBSP standards, we must teach the proposed three additional classes with faculty that have doctoral degree qualifications. Therefore, we request permission to move one of our current resource accounting faculty members into a tenure-track position. We estimate the increased funding requirement to be \$36,700.

**Request:** Increased Travel Funds for Faculty Scholarly Activity

**Priority:** #2

**Category:** Operating

**Justification:** The COB requests these funds to foster our Annual Objective 1.3. With the increased number of faculty members, the rising costs of air travel and lodging, and the increased demands on scholarly productivity for both tenure-track and tenured faculty, we are finding it hard funding an adequately level of faculty travel. In addition, the faculty travel budget line

covers the cost of participating in ACBSP events for faculty members. Therefore, an increase to \$20,000 from the current \$17,000 would allow for \$1,000 per 17 faculty members plus \$3,000 for ACBSP travel.

<p align="center"><b>Long-Term Resource Request Summary</b>  <i>Department: College of Business</i>  <i>Academic Years: 2019–2020 and 2020-2021</i></p>						
Priority	Request	Category	Justification*	Cost	One-time or recurring?	When needed?
1	Change our current Information Systems resource faculty member into a tenure-track Finance faculty member	Staffing	Planned growth of COB requires an additional tenure-track Finance faculty member with doctoral degree qualifications. We request to transform a current resource position into a new tenure-track position.	\$39,600	Recurring	Fall 2019
2	Addition of Management tenure-track faculty position	Staffing	Planned growth of COB, along with the over usage of part-time Management faculty, requires an additional tenure-track Management faculty member with doctoral degree qualifications. We request a new tenure-track position.	\$108,750	Recurring	Fall 2020

\* Expanded justifications for resource requests are below

**Request:** Change Information Systems Resource Faculty into Tenure-Track Finance Faculty

**Priority:** #1

**Category:** Staffing

**Justification:** The COB's plans to expand the Personal Financial Planning program, to recruit more for Applied Economics & Finance, and the addition of a MBA concentration in accounting, all require additional faculty support in the area of Finance. Currently we only have one regular faculty of Finance and one regular faculty of Personal Financial Planning. To be in accordance with ACBSP standards, we must teach upper-division undergraduate Finance courses and all MBA courses with faculty that have doctoral degree qualifications. We currently have a resource faculty member who plans to complete their doctoral degree in Finance by the end of the 2018 calendar year. That resource faculty member is an Instructor of Information Systems. The college will be able to handle all IS courses with the reduction of this one resource faculty position as we will turn to part-time faculty. Therefore, we request permission to move one of our current resource Information Systems faculty members into a tenure-track Assistant Professor of Finance faculty member. We estimate the increased funding requirement to be \$39,600.

**Request:** Addition of Management Tenure-Track Faculty Position

**Priority:** #2

**Category:** Staffing

**Justification:** The COB's plans for continued growth will put continued pressure to increase usage of resource faculty to supplement semester teaching requirements. For example, in the fall 2017 semester we utilized the following part-time Management faculty: two for Global Business; one for Principles of Management; two for Organizational Behavior; and one for Leadership & Organizational Change. In the spring 2018 semester, we will utilize the following part-time Management faculty: one for Global Business; one for Principles of Management; two for Organizational Behavior; one for Compensation Management; and one for Organizational Behavior and Management Theory. Therefore, we request permission to hire one additional tenure-track Assistant Professor of Management faculty member. We estimate the funding requirement for a new Assistant Professor of Management three years from now to be \$108,750 (salary plus benefits cost).

**APPENDIX A**  
**COB STUDENT LEARNING OUTCOMES RESULTS FOR 2016-2017**

**BBA Program Results**

**BBA Student Learning Outcome 1:** BBA students demonstrate a level of mastery of foundational and core business knowledge and skills.

The assessment measures and student outcomes reported for this Student Learning Outcome (SOL) are formative in that they measure important skills needed by BBA majors in key foundation and core courses required before the senior year.

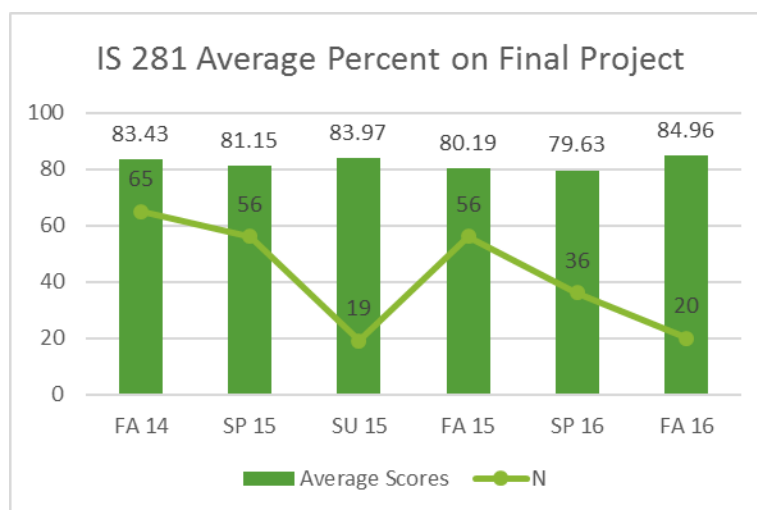
**Performance Measures & Criteria**

**1a.** This is an internal, direct and formative assessment measured by average scores on the final project for IS 281—Spreadsheets and Data Analysis.

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

**Criterion** The class average is expected to be **at least 70%** every semester.

**Results  
1a.**



**Analysis of Results** The average across all semester is 82.22. A trend line would be even indicating that student performance does not vary from semester to semester.

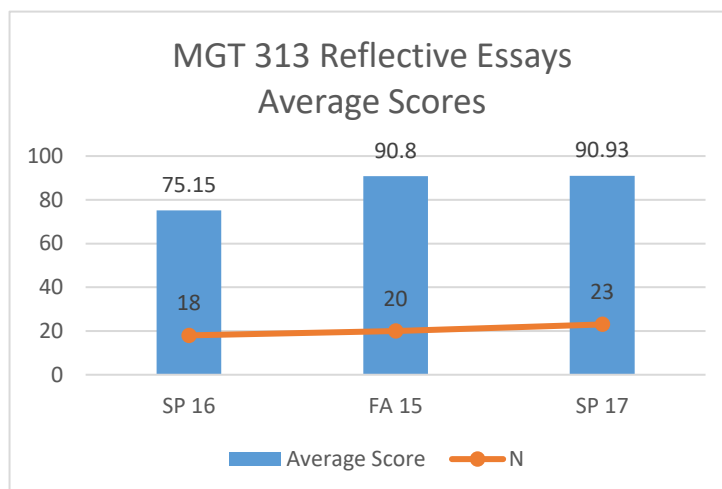
**Action(s) Taken** There are no recommendations for change. All students in the course are BBA majors and this assessment indicates students are learning the technical skills needed in subsequent coursework.

**1.b.** This is an internal, direct and formative assessment measured by average scores on a series of reflective essays on major topics in MGT 313—Organizational Behavior.

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

**Criterion** The class average is expected to be **at least 70%** every semester.

**1.b.**



**Analysis of Results** Average scores the first semester this assessment was implemented met the criterion, and then increased substantially the next two semesters.

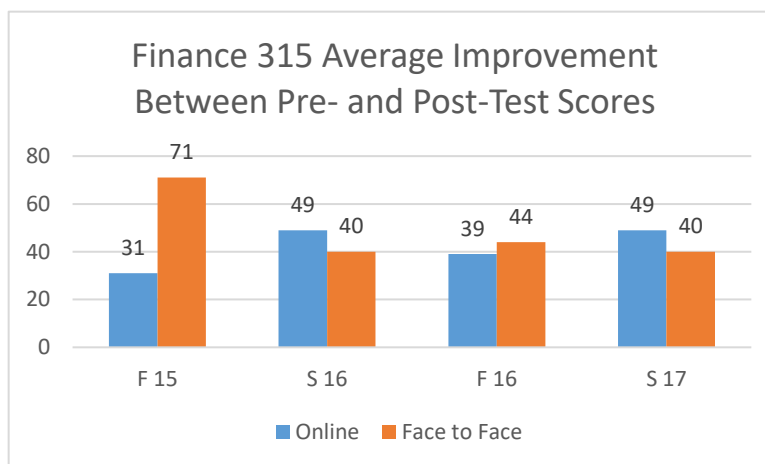
**Action(s) Taken** There are no recommendations for change at this time. Results from upcoming semesters can confirm the upward trend.

**1.c.** This is an internal, direct and formative assessment measured by differences in Pre- and Post-Test Scores for students in FIN 315—Managerial Finance.

This course is part of the BBA Core. The focus is on application of math and analytical skills in a highly technical subject area.

**Criteria** Students are expected to gain **at least 40 points improvement** between the pre-test and the post-test scores. Students in the face-to-face and online sections of the course should earn similar scores.

**1.c.**



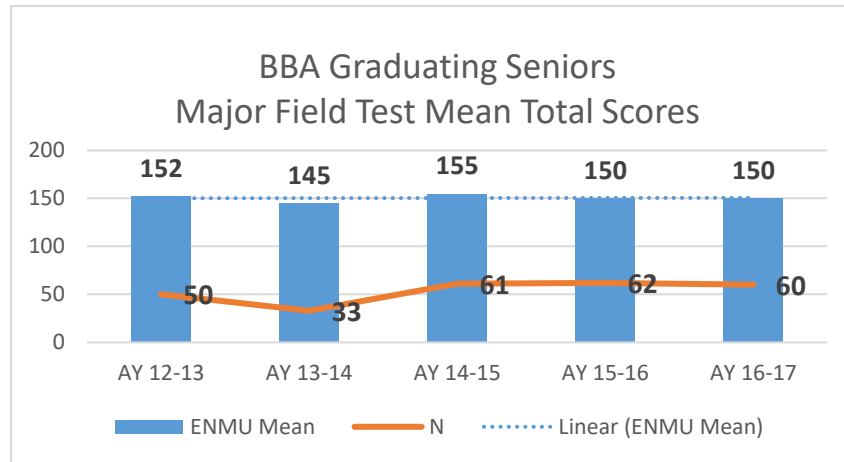
Semester	Online N	Face to Face N
F 15	19	16
S 16	14	19
F 16	35	15
S 17	17	15

<p><b>Analysis of Results</b> The first semester this assessment was used in-class students were well above the criterion by more than twice as much as online students. In subsequent semesters, the differences in student performance between in-class and online students. Average improvement for all students has not reached the criterion.</p>	<p><b>Action(s) Taken</b> An item analysis on this instrument will be done to determine the areas that students are not understanding. Increased focus will be given in those areas. Tutors will be made available for all students in the class.</p>
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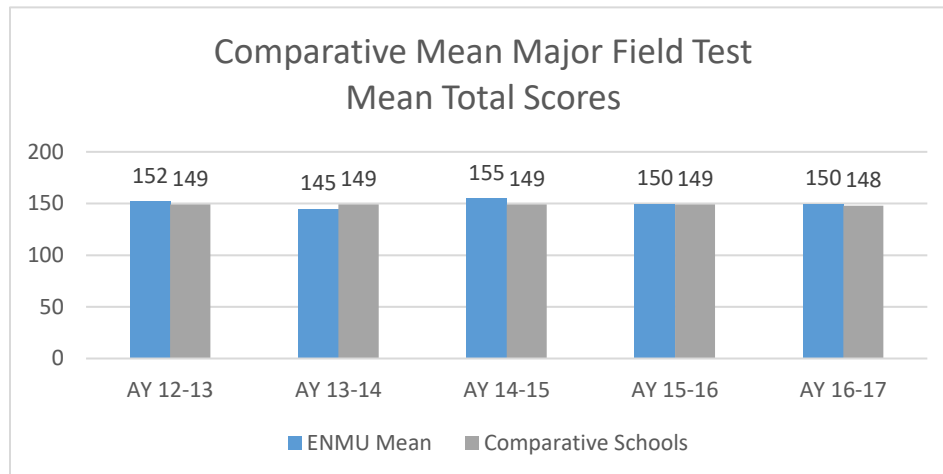
<p><b>BBA Student Learning Outcome 2:</b> BBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.</p> <p>The assessment measures and student outcomes reported for this SLO are summative in that these instruments are administered to graduating seniors during BUS 453—Business Strategy and Policy. This is the capstone course for the BBA degree.</p> <p><b>2a. Performance Measures &amp; Criteria</b>—The assessment that follows is direct, external and summative. The results are from the ETS Major Field Tests (MFT) in Business. Scores and trends are reported for BBA majors who are graduating seniors in the capstone course (BUS 453). Please note that this instrument is administered near the end of every fall and spring semester and the scores are then combined to report annual results.</p> <p><b>Criteria</b> Seniors graduating with the BBA are expected to earn MFT that are <b>at least 70%</b> of the 200 points available. These scores will also show consistency and stability over time.</p> <p>The ENMU scores and trend are followed by comparisons of ENMU average scores to those of ten institutions that are (1) similar to ENMU in size and that (2) administered the same ETS exams during the entire period studied. These institutions include: Adams State University (CO), Alcorn State University (MS), Angelo State University (TX), Colorado State University—Pueblo (CO), Lamar University (TX), Middle Tennessee State University (TN), Midwestern State University (TX), Pittsburg State University (KS), Prairie View A&amp;M University (TX), Rogers State University (OK).\</p> <p>Students at ENMU are expected to earn MFT average total <b>scores that are within 10%</b> of the scores earned by the comparison group.</p>
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**2a. Results**—Overall mean on the Major Field Test for Business (nationally normalized scores).



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



**Analysis of Results** Of the 200 points available on the MFT, ENMU students have earned at least 70% each year. In addition, student performance on the MFT during the past five years has varied only by 3 points while the number of students taking the test has increased during the past three years. In every year.

Average scores earned by ENMU students compare favorably to the other schools. Every year the target of 10% difference was met and in four of five years, the ENMU scores were slightly higher.

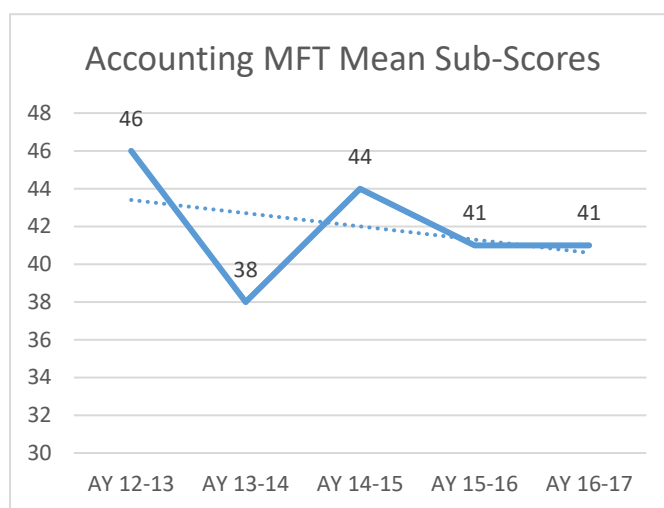
**Action(s) Taken** No changes are recommended at this time. The relatively low negative trend appears to be primarily influenced by the lowest score of 145 in AY 2013-2014. Course instructors were changed after that year and the number of students completing the test increased substantially. In subsequent years the trend is expected to reflect improvement

**2b. Performance Measures & Criteria**—The assessments that follow are all direct, external and summative. The results are from the ETS Major Field Tests Assessment Indicators (AI) for business sub-fields. Scores and trends are reported for BBA majors who are seniors in the capstone course (BUS 453). Please note that these instruments are administered near the end of every fall and spring semester and the scores are then combined to report annual results.

**Criteria** Seniors graduating with the BBA are expected to earn AI average total sub-scores that are **at least 50%** of 100 points possible. These scores will show consistency and stability over time.

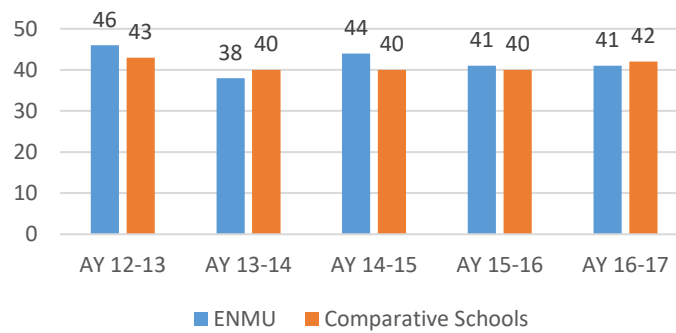
The ENMU scores and trends are followed by comparisons of ENMU average scores to those of ten institutions that are (1) similar to ENMU in size and that (2) administered the same ETS exams during the entire period studied. These institutions include: Adams State University (CO), Alcorn State University (MS), Angelo State University (TX), Colorado State University—Pueblo (CO), Lamar University (TX), Middle Tennessee State University (TN), Midwestern State University (TX), Pittsburg State University (KS), Prairie View A&M University (TX), Rogers State University (OK). Students at ENMU are expected to earn AI average **sub-scores that are within 10%** of the scores earned by the comparison group.

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

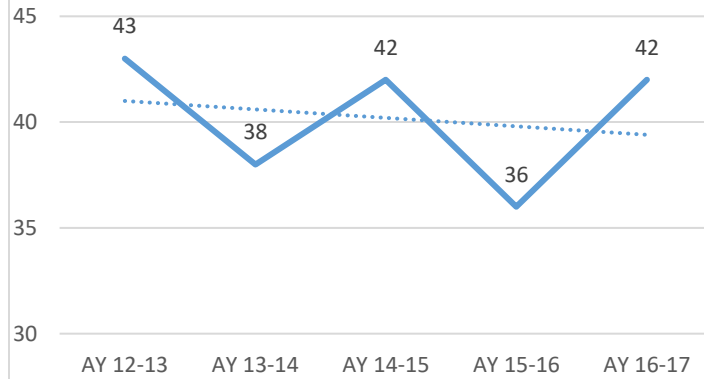


**Accounting** sub-group score trend is **Negative** with a standard deviation of **2.76**.

Comparative Accounting  
MFT Mean Sub-Scores

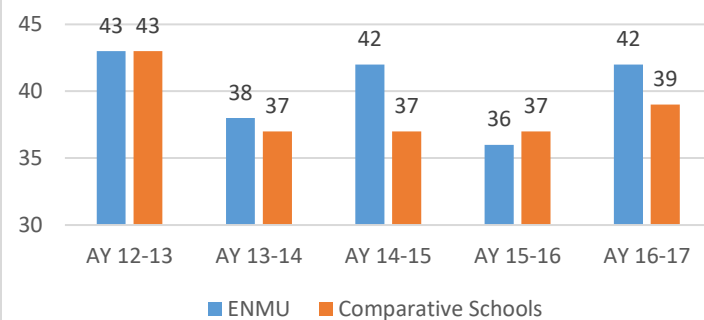


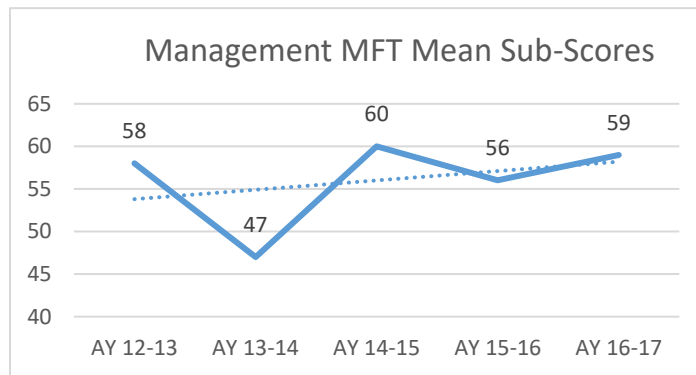
Economics MFT Mean Sub-Scores



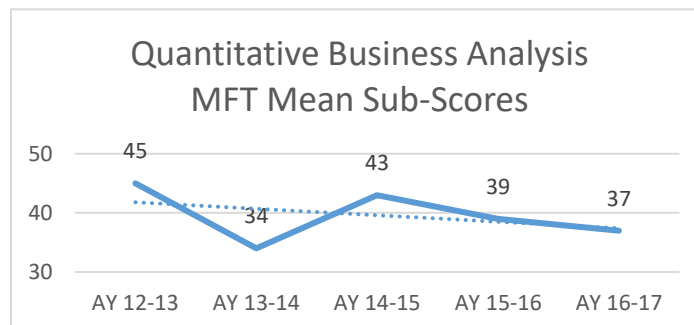
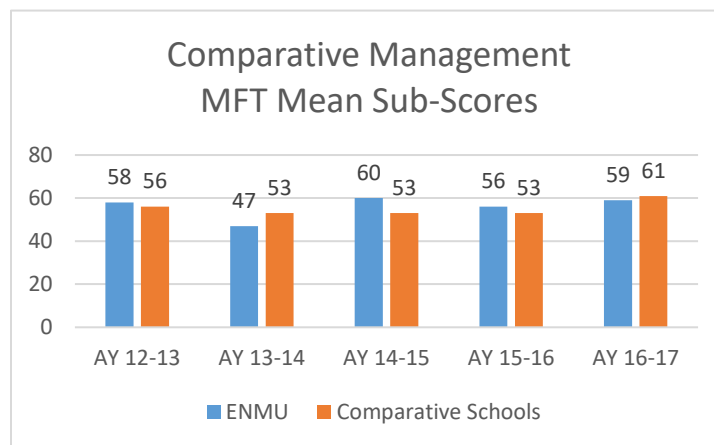
**Economics** sub-group score trend is **Negative** with a standard deviation of **2.71**.

Comparative Economics  
MFT Mean Sub-Scores



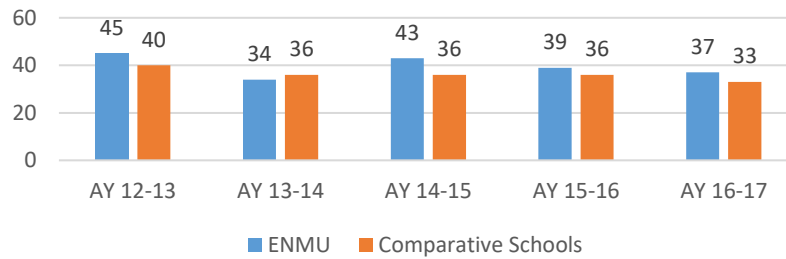


**Management** sub-group score trend is **Positive** with a standard deviation of **4.69**.

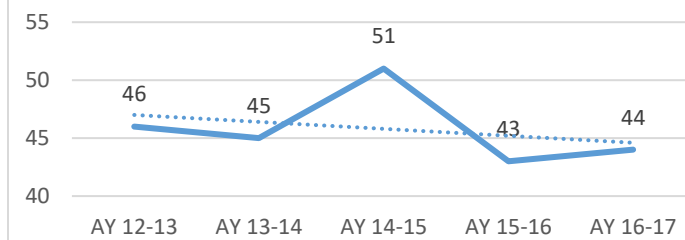


**Quantitative Business Analysis** sub-group score trend is **Negative** with a standard deviation of **3.98**.

### Comparative Quantitative Business Analysis MFT Mean Sub-Scores

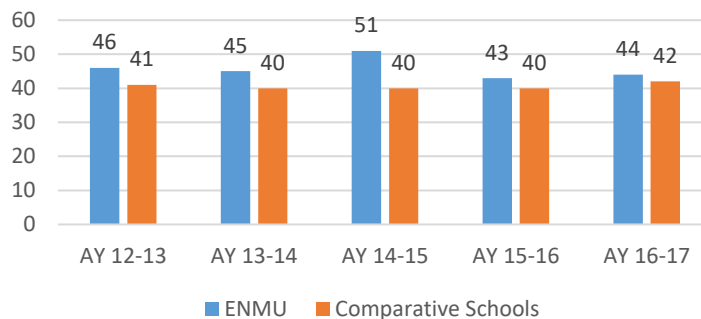


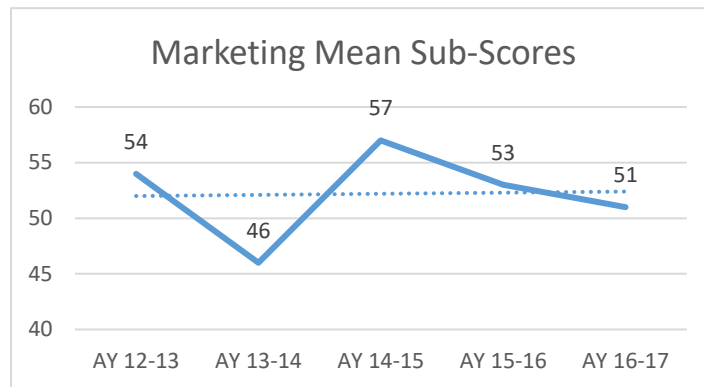
### Finance MFT Mean Sub-Scores



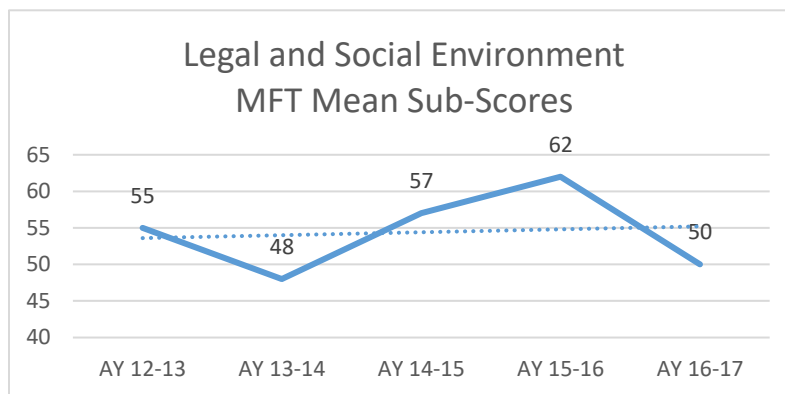
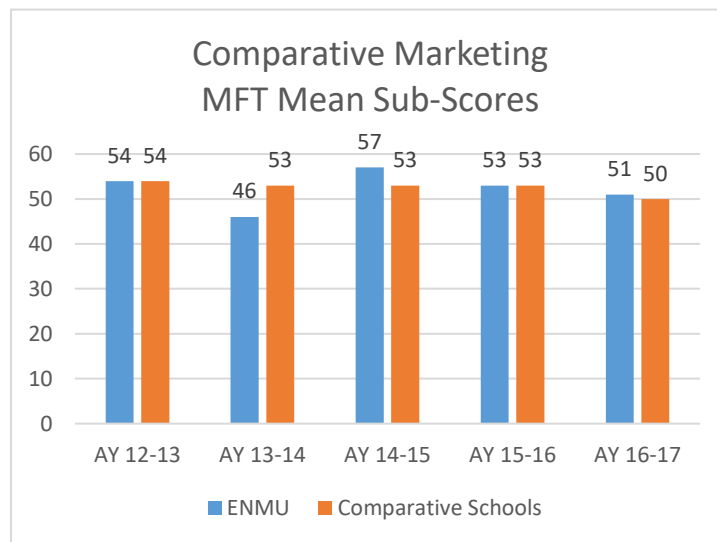
**Finance** sub-group score trend is **Negative** with a standard deviation of **2.79**.

### Comparative Finance MFT Mean Sub-Scores

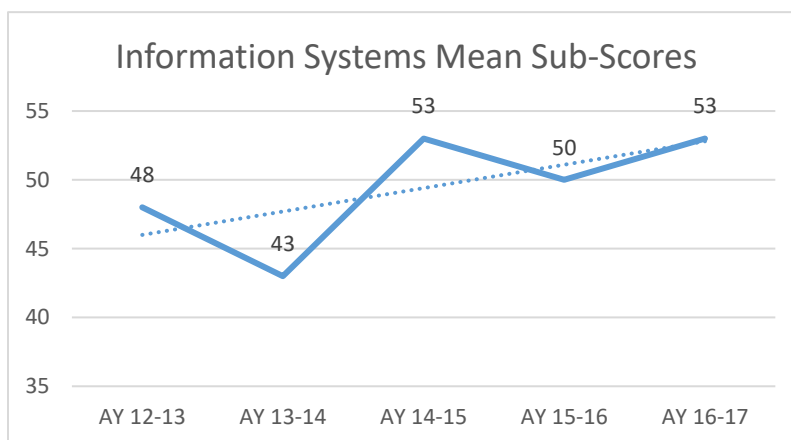




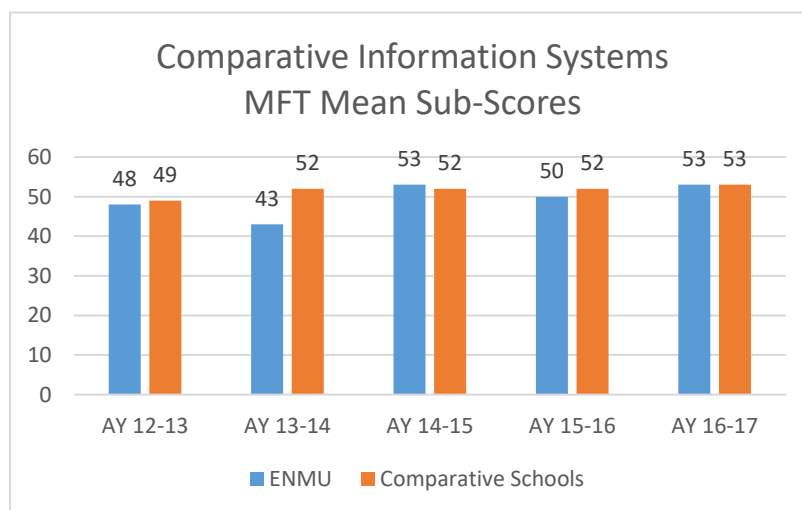
**Marketing** sub-group score trend is **Positive** with a standard deviation of **3.66**.



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



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



**Analysis of Results** Of the eight AI subjects, four have positive trends in overall scores: Management, Marketing, Legal and Social Environment and Information Systems, indicating continuous improvement for BBA majors. The negative trends in Accounting, Economics, Quantitative Business Analysis and Finance all have relatively low standard deviations, ranging from 2.71 to 3.98, which is more of an indication of consistency and stability than of problem areas.

Unweighted five-year averages for each AI are: Accounting 42 points, Economics 40 points, Management 56 points, Quantitative Business Analysis 40 points, Finance 46 points,

**Action(s) Taken** No changes are suggested at this time. The only field of potential concern is Quantitative Business Analysis because it has the highest standard deviation (3.98) of those subjects with negative trends. These scores will be closely watched in AY 2017-2018 to see if the BBA curriculum might need to be revised to help students improve learning in this area.

Marketing 52 points, Legal and Social Environment 54 points, Information Systems 49 points. Only four of the eight subject tests meet the 50-point criterion.

Yet, the comparison of ENMU average student scores to those of the other universities does support the assumption that graduating seniors in the BBA program are mastering these subject areas at an acceptable level since ENMU scores tend to be higher (21/35 data points) or equal to (4/35 data points) scores from other schools. In the instances where the average scores from the 10 comparison institutions are higher than the ENMU scores the differences are well within 10%.

**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.

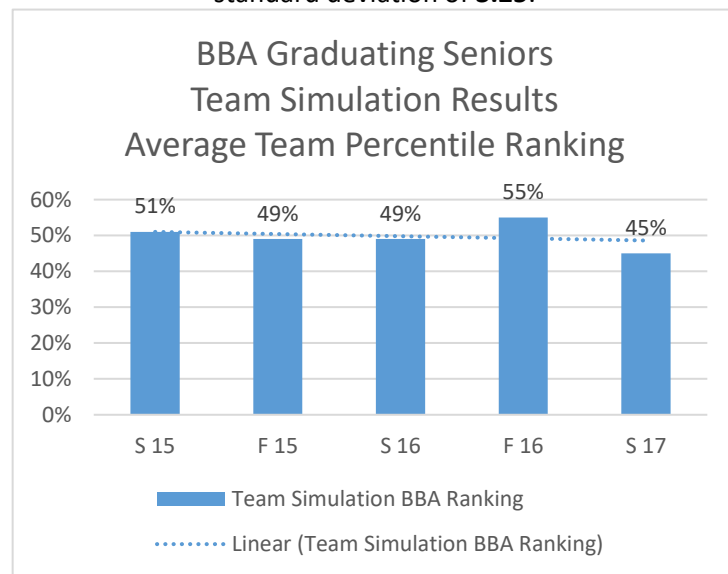
#### Performance Measures & Criteria

**3.** This is a direct, summative, internal assessment which uses the overall average team percentile ranking on the team results for the business simulation for graduating seniors in the capstone course (BUS 453). The scores are internationally normalized.

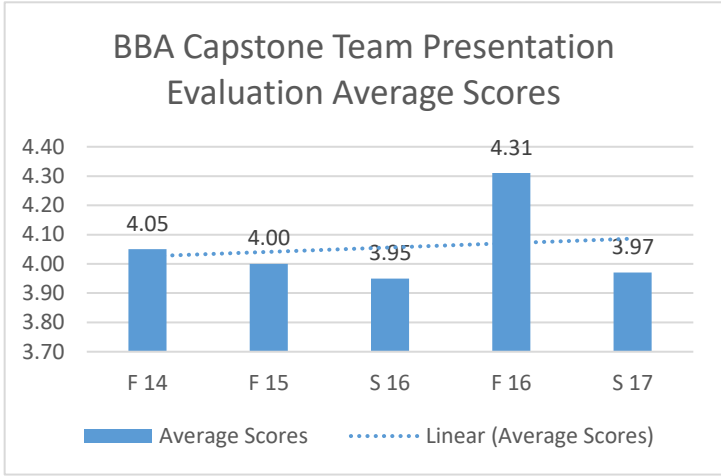
**Criterion** Students are expected to achieve at least a 50<sup>th</sup> percentile ranking on the team simulation results.

#### 3. Results

**Average Team Percentile Ranking** trend is **Negative** with a standard deviation of **3.25**.





<p><b>Analysis of Results</b> The average across the five data point illustrated is 49.8%, which meets the criterion of achieving at least the 50<sup>th</sup> percentile. The downward trend with a relatively small standard deviation of 3.25 is due primarily student performance in spring 17.</p>	<p><b>Action(s) Taken</b> No actions are suggested at this point though it will be important to see what happens in the next two semesters. If results show an increasing downward trend, then then COB faculty will need to determine whether are not the skills needed to achieve the criterion are emphasized in class instructions.</p>														
<p><b>BBA Student Learning Outcome 4:</b> BBA studen demonstrate a level of mastery in the written presentation of information as well as in the oral presentation of information.</p>															
<p><b>Performance Measures &amp; Criteria</b></p> <p><b>4.</b> This is a direct, summative, internal assessment which uses the overall average team percentile ranking on the team results for the business simulation for graduating seniors in the capstone course (BUS 453).</p> <p><b>Criterion</b> Average team scores on student presentations should be at least a 4.0 out of 5.0 possible points.</p>	<p><b>4. Results</b></p> <p><b>Presentation Evaluation Average Score</b> trend is <b>Positive</b> with a standard deviation of <b>0.13</b>.</p>  <table border="1"> <caption>BBA Capstone Team Presentation Evaluation Average Scores</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>F 14</td> <td>4.05</td> </tr> <tr> <td>F 15</td> <td>4.00</td> </tr> <tr> <td>S 16</td> <td>3.95</td> </tr> <tr> <td>F 16</td> <td>4.31</td> </tr> <tr> <td>S 17</td> <td>3.97</td> </tr> <tr> <td><b>Linear (Average Scores)</b></td> <td><b>3.97</b></td> </tr> </tbody> </table>	Semester	Average Score	F 14	4.05	F 15	4.00	S 16	3.95	F 16	4.31	S 17	3.97	<b>Linear (Average Scores)</b>	<b>3.97</b>
Semester	Average Score														
F 14	4.05														
F 15	4.00														
S 16	3.95														
F 16	4.31														
S 17	3.97														
<b>Linear (Average Scores)</b>	<b>3.97</b>														
<p><b>Analysis of Results</b> The trend over the past five semesters has been positive though this results is driven by the unusually high average earned in fall 2016. Without that semester, the trend would be a low negative number with an overall average of 4.0.</p>	<p><b>Action(s) Taken</b> No actions are suggested at this point though it will be important to see what happens in the next two semesters. If results show an increasing downward trend, then then COB faculty will need to determine whether or not the skills needed to achieve the criterion are emphasized in class instructions.</p>														

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

**Performance Measures & Criteria**

**5.** This external, direct, summative assessment, consists of the average sub-scores on the MFT International Issues Assessment Indicator over the last five years.

**Criteria** Seniors graduating with the BBA are expected to earn average sub-scores that are **at least 50%** of 100 points possible on the International Issues AI.

These scores will show consistency and stability over time.

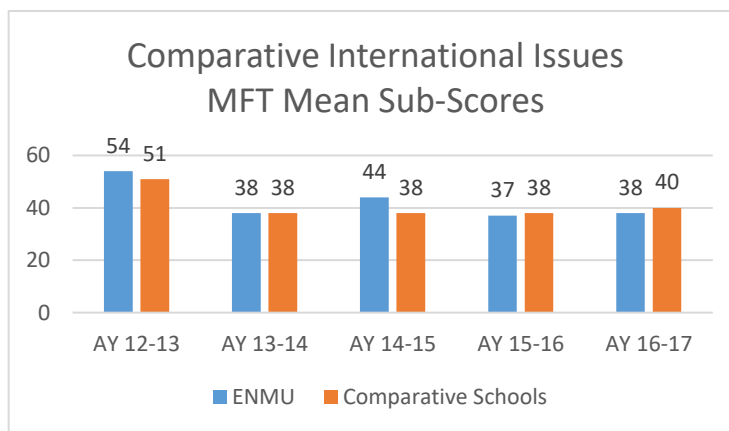
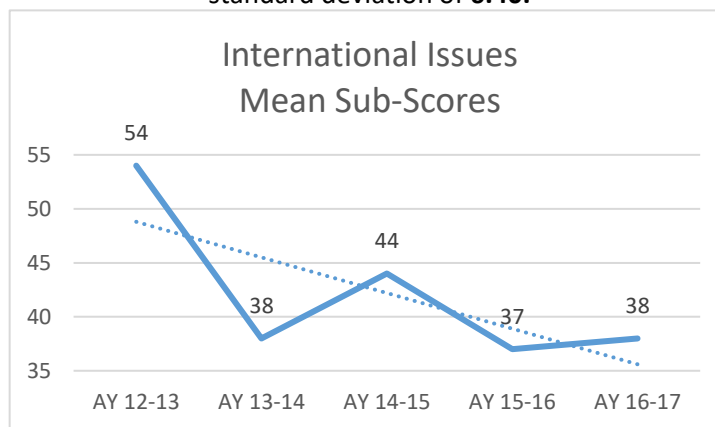
The ENMU scores and trends are followed by comparisons of ENMU average scores to those of ten institutions that are (1) similar to ENMU in size and that (2) administered the same ETS exams during the entire period studied. These institutions include: Adams State University (CO), Alcorn State University (MS), Angelo State University (TX), Colorado State University—Pueblo (CO), Lamar University (TX), Middle Tennessee State University (TN), Midwestern State University (TX), Pittsburg State University (KS), Prairie View A&M University (TX), Rogers State University (OK).

Students at ENMU are expected to earn AI average total **scores that are within 10%** of the scores earned by the comparison group.

**Analysis of Results** During the past five years, the trend in ENMU student performance on the AI International Issues test has been negative, falling from a high in AY 2012-2013 to an average of less than forty for the next four years. The comparison of ENMU scores with those of the ten other institutions

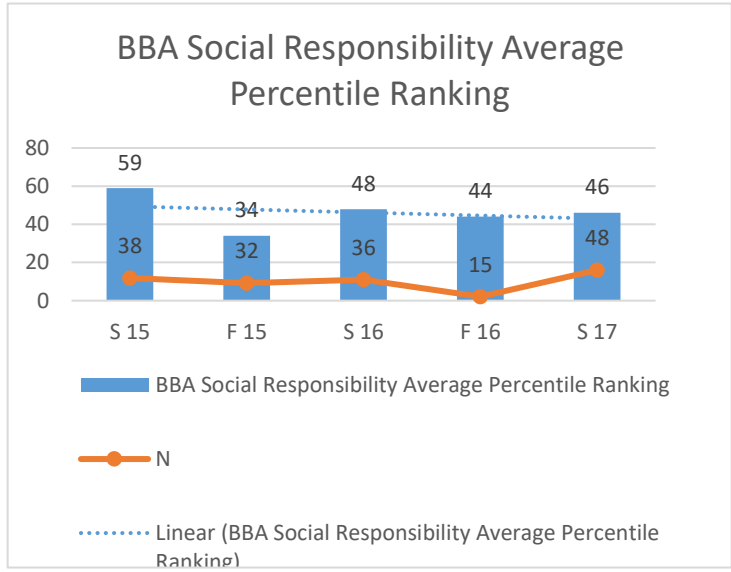
**5. Results**

**International Issues** sub-group score trend is **Negative** with a standard deviation of **6.40**.



**Action(s) Taken** The Curriculum Committee will be asked to carefully review the international courses completed by BBA major. Every major is required to take an upper-division international-focused course, but the courses vary by major and emphasis. It might be necessary to add a course the focuses on the general international business concepts or to

indicates a similar pattern. Overall, ENMU scores tend to be below the expected criterion of 50%, but well within the criterion of less than a ten percent difference between ENMU and the comparison group scores.	add course content to each of the international courses offered.
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<b>BBA Student Learning Outcome 6:</b> 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.																				
<p><b>Performance Measures &amp; Criteria</b></p> <p><b>6.</b> This external, direct, summative assessment, consists of the average percentile rankings earned by graduating seniors in the Social Responsibility section of the simulation results report. The simulation is completed during the capstone course (BUS 453) and the report gives team results.</p> <p><b>Criteria</b> Students at ENMU are expected to earn at least a 50<sup>th</sup> percentile ranking on the team simulation results. These rankings will also show consistency and stability over time.</p>	<p><b>6. Results</b></p> <p><b>BBA Social Responsibility</b> percentile ranking trend is <b>Negative</b> with a standard deviation of <b>8.01</b>.</p>  <table border="1"> <caption>BBA Social Responsibility Average Percentile Ranking Data</caption> <thead> <tr> <th>Semester</th> <th>Average Percentile Ranking</th> <th>Standard Deviation (N)</th> </tr> </thead> <tbody> <tr> <td>S 15</td> <td>59</td> <td>38</td> </tr> <tr> <td>F 15</td> <td>34</td> <td>32</td> </tr> <tr> <td>S 16</td> <td>48</td> <td>36</td> </tr> <tr> <td>F 16</td> <td>44</td> <td>15</td> </tr> <tr> <td>S 17</td> <td>46</td> <td>48</td> </tr> </tbody> </table>	Semester	Average Percentile Ranking	Standard Deviation (N)	S 15	59	38	F 15	34	32	S 16	48	36	F 16	44	15	S 17	46	48	
Semester	Average Percentile Ranking	Standard Deviation (N)																		
S 15	59	38																		
F 15	34	32																		
S 16	48	36																		
F 16	44	15																		
S 17	46	48																		
<p><b>Analysis of Results</b> The ranking earned during the past five semesters have been somewhat volatile, ranging from a high of 59 to a low of 34. The overall average across the semesters is 46. The criteria for this learning objective have not been met.</p>	<p><b>Action(s) Taken</b> The Assessment Committee will be asked to carefully from this assessment to see if improvements need to be made in class instruction or if there is a better measure of students learning in this area that might be added.</p>																			

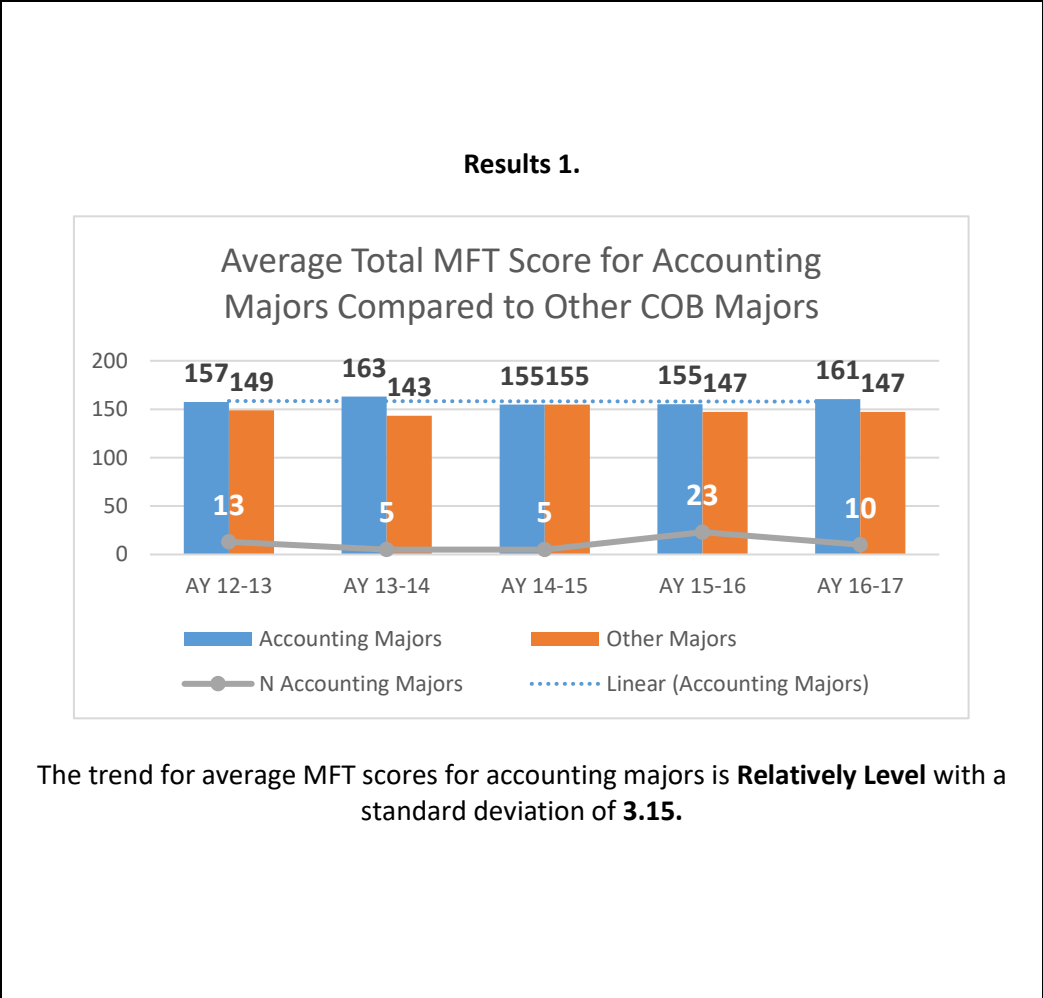
**Accounting Major Assessment**

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

**Performance Measures & Criteria**

This is an external, summative, assessment that compares average MFT total scores for Accounting majors to scores earned by all other COB majors.

**Criterion**  
Accounting majors are expected to achieve an average total score that is above, equal to or up to 5% below scores earned by other majors.



**Analysis of Results** Average total MFT scores earned by Accounting majors are above scores earned by other majors in four of the last five years. The scores were equal in the fifth year. The trend line does not indicate continuous improvement, though both the standard deviation and the number of Accounting majors that completed this assessment each year are too low for any type of statistical analysis.

**Action(s) Taken** There are no suggestions for changes at this point. The number of Accounting majors completing the MFT is expected to increase and this assessment will be continue to be reviewed every year.

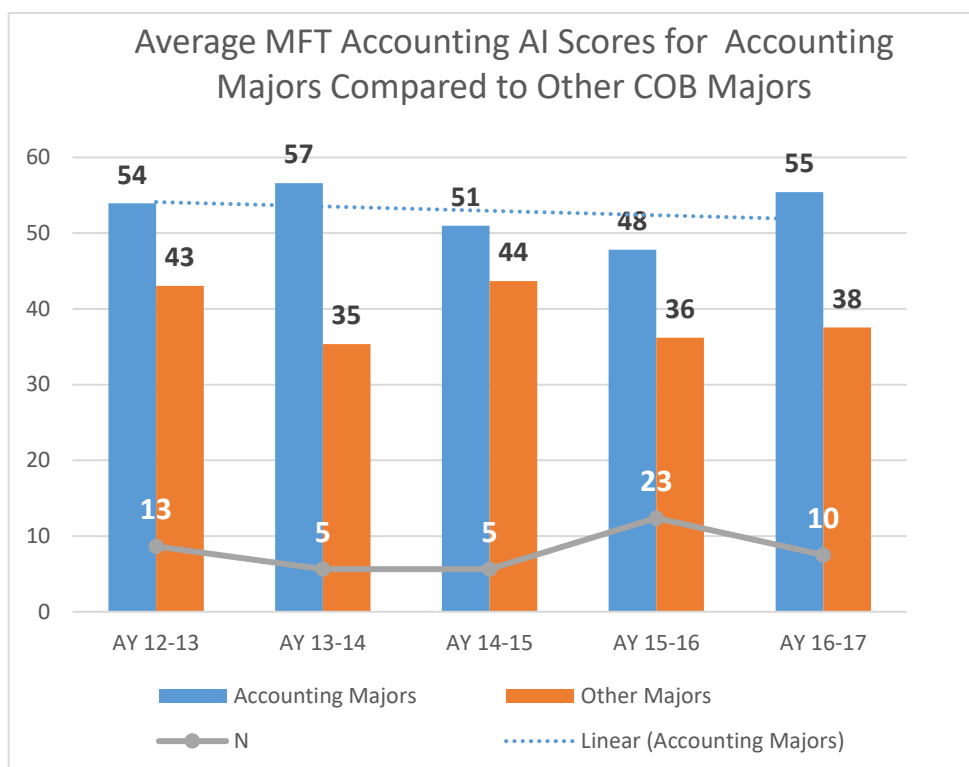
**Learning Outcome 2** Students will be able to identify the core concepts in financial accounting, tax, and audit.

**Performance Measures & Criteria**

**2a.** This is an external, summative, assessment that compares average MFT scores on the Accounting Assessment Indicator (AI) to scores earned by other COB majors.

**Criteria 1)** Accounting majors earn at last fifty of the 100 points available on the Accounting AI  
**2)** Accounting majors are expected to earn scores on this AI that are above scores earned by other majors.

**Results 2a.**



The average MFT Accounting sub-scores for accounting majors trend is **Negative** with a standard deviation of **3.17**.

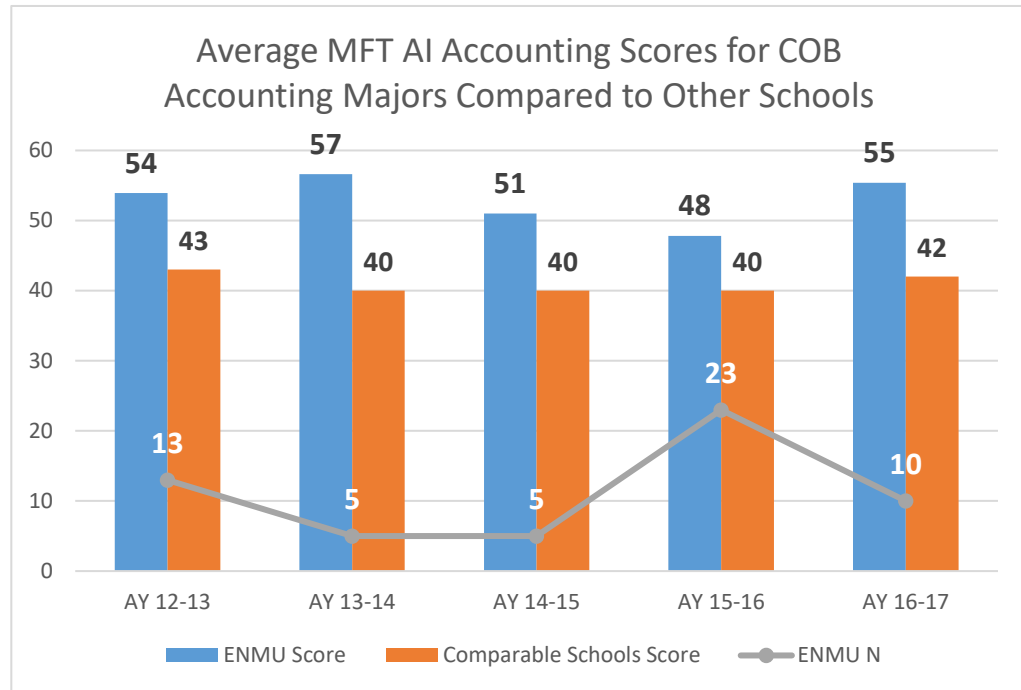
**Analysis of Results** In four of the five past years Account majors have met criterion 1 by earning scores above 50. In the fifth year the score was within one standard deviation. The trend was negative with a relatively low standard deviation. Criterion 2 was met every year as scores earned by Accounting majors were well above other COB majors.

**Action(s) Taken** At this point it is useful to continue this assessment every year. Accounting faculty in the COB will work with students to strive for continuous improvement by emphasizing the importance of strong performance on this test.

**2b.** This is an external, summative, assessment that compares MFT AI Accounting scores earned by COB Accounting majors to scores earned by students in the comparative schools.

**Criterion**  
Students are expected to earn scores on the Accounting AI that are above, equal to or up to 5% below the scores earned by students in the comparison institutions.

### Results 2b.



**Analysis of Results** In each of the past five years, COB Accounting majors did earn scores that were well-above scores earned by students in the comparison institutions.

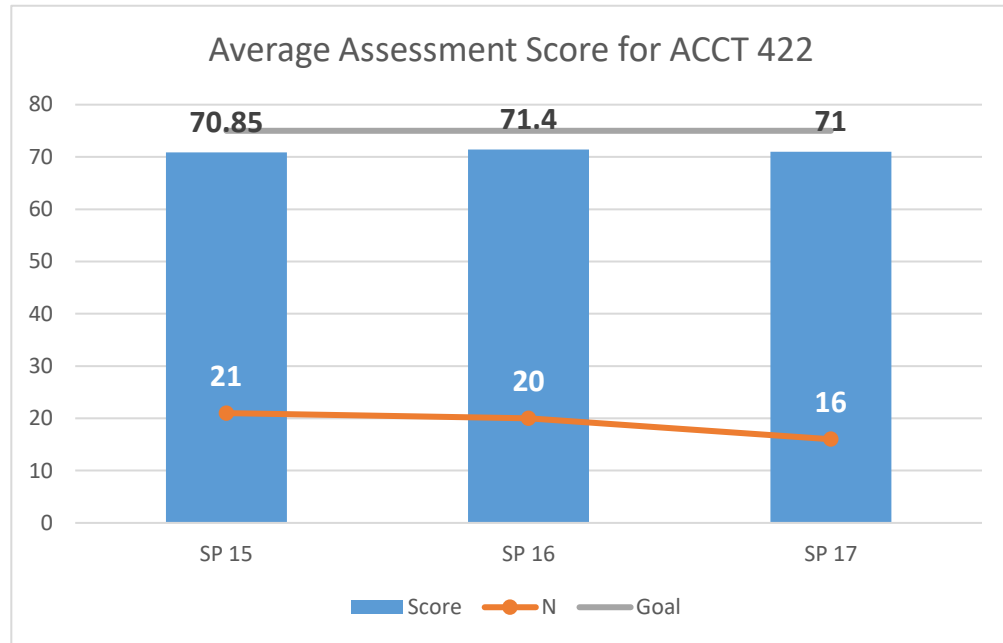
**Action(s) Taken** No changes are suggested at this point. The numbers of COB Accounting students taking this test has been quite low each year. The number of Accounting majors who are graduating seniors is expected to increase over the next few semesters and it will be important to continue use of this assessment to track the progress of COB majors in comparison to other institutions.

**2c.** This is an internal, formative, assessment that consists of average scores earned on a 20-question, multiple-choice instrument designed by COB Accounting faculty to measure end-of-course skills in ACCT 422—Auditing.

**Criterion**

Students are expected to achieve an average score of at least 75%.

**Results 2c.**



**Analysis of Results** The average score earned on the ACCT 422 assessment was 71% every year. This score falls short of the criterion. In addition, the number of students completing the assessment declined over the three years.

**Action(s) Taken** Accounting faculty have decided to change this assessment so that it is a pre- and post-test. This is to assure measurement of student improvement in the course.

Agricultural Business Major Assessment		
Learning Outcome 1 Students demonstrate proficiency in business cores and foundational courses.		
<p><b>Performance Measures &amp; Criteria</b></p> <p><b>1a.</b> This is an external, summative, assessment in which average total MFT scores earned by Agricultural Business (Ag. Bus.) majors are compared to scores earned by all other students taking the test.</p> <p><b>Criterion</b> Students are expected to achieve an average total score that is above, equal to or up to 5% of scores earned by other majors.</p>	<p><b>Results 1.</b></p>  <p>Agricultural Business Major Assessment scores' trend is <b>Negative</b> with a standard deviation of <b>2.63</b>.</p>	
<p><b>Analysis of Results</b> There were very few Ag. Bus. Majors who completed the MFT at that was only during the semesters displayed above. In every semester, the score or average scores earned by these majors was substantially above the averages earned by other majors and the criterion was met each year.</p>	<p><b>Action(s) Taken</b> Graduating seniors that are Ag. Bus. majors earn scores on the MFT that indicate a good working knowledge of business. Due to the e relatively small number of these majors who graduate each year, required courses were carefully reviewed and substantially changed in the 2017-2019 Undergraduate Catalog revision.</p>	



**Learning Outcome 2** Students will interpret and apply business practices to agricultural enterprises using basic macroeconomic and microeconomic models and financial principles.

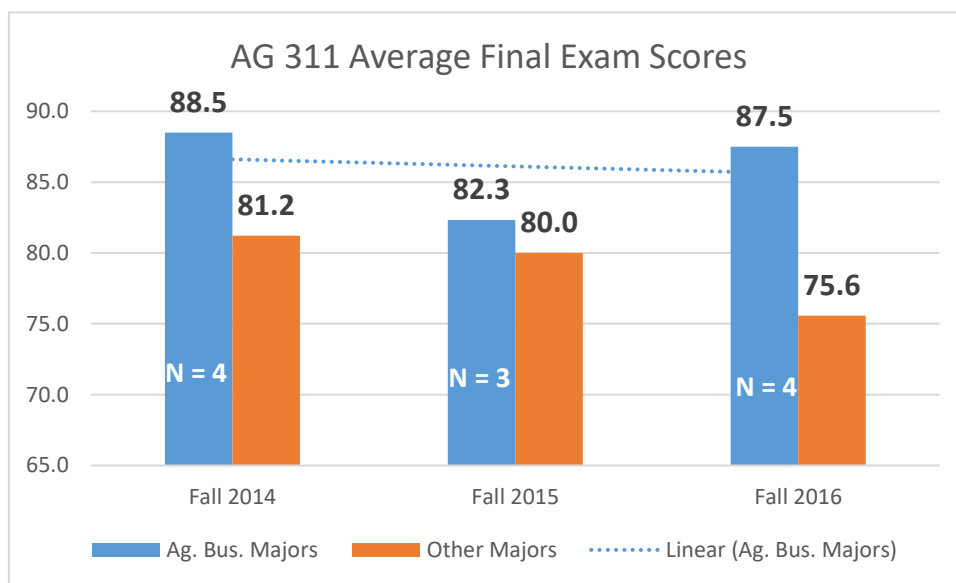
**Performance Measures & Criteria**

**1a.** This is an internal, formative assessment that consists of final exam scores earned in AG 311— Farm Management and Record.

**Criterion**

Students are expected to achieve an average total score that is above, equal to or up to 5% below scores earned by other majors.

**Results 2.**



The trend for Ag. Bus. Major Final Exam scores is **Negative** with a standard deviation of **2.63**.

**Analysis of Results** On average, the few Ag. Bus. majors who took this course during the past three years do earn scores that are substantially above other students in this class that is required for both Ag. Bus. and Agriculture majors in the College of Education and Technology.

**Action(s) Taken** Although the number of Ag. Bus. majors taking this course is relatively small (total class enrollment was 18 each year), this indicator of strong performance led to keeping AG 311 as the only agriculture course in the revised degree program (2017-2019 Undergraduate Catalog). The other agriculture courses previously required seemed redundant and the major requirements were decreased from 21 to 18 hours.

## Management Major Assessment

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

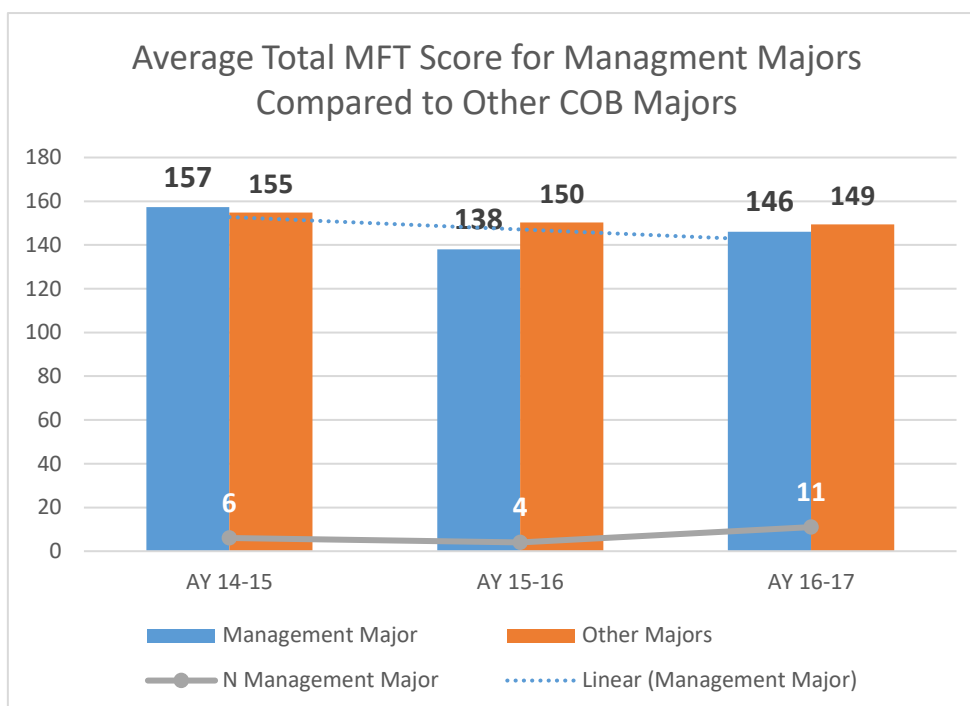
### Performance Measures & Criteria

**1a.** This is an external, summative, assessment in which total average MFT scores earned by Management majors are compared to scores earned by all other students taking the test.

### Criterion

Students are expected to achieve an average total score that is above, equal to or up to 5% of scores earned by other majors.

### Results 1.



The trend for average MFT scores for Management Major is **Negative** with a standard deviation of **7.93**.

**Analysis of Results** The criterion was met in two of the past three years. The trend for Management majors is negative. Of concern is the relatively small number of Management majors who graduated in the first two years.

**Action(s) Taken** Requirements for the Management major were carefully reviewed and substantially revised in the 2017-2019 Undergraduate Catalog. In order to better meet the needs of COB students, the focus for this major was shifted to small-business entrepreneurship.

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

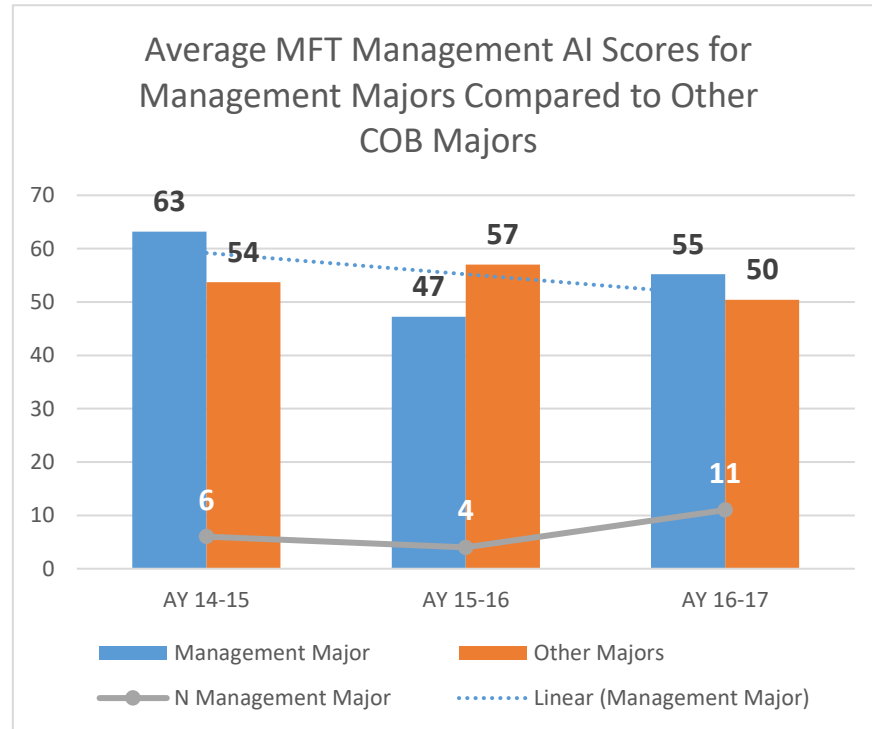
**Performance Measures & Criteria**

**2a.** This is an external, summative, assessment that compares average scores earned by Management majors on the MFT Management AI to scores earned by all other COB majors.

**Criterion**

Students are expected to achieve an average total score that is above scores earned by other majors.

**Results 2a.**



The trend for average MFT Management sub-scores for Management Majors is **Negative** with a standard deviation of **6.5**.

**Analysis of Results** The criterion was met in two of the three past years. Performance on this test by Management majors in AY 2015-2016 was particularly low, as was the number of students taking the test.

**Action(s) Taken** Overall, Management majors do seem to have a better understanding of the areas measured by this assessment than non-majors. Revisions made to the 2017-2019 catalog are expected to encourage more students to major in Management and help students improve their scores on this specialized assessment.

Performance Measures & Criteria	Results 2b.						
	Fall 2016 & Spring 2017						
Course	Number of Students	Skill Category	Assessment Level				Weighted Mean
			Proficient 4	Developing 3	Novice 2	Below Novice 1	
MGT 201	N = 5	A	2	8	5	0	3.0
		B	5	8	2	0	
		C	2	13	0	0	
		D	4	7	4	0	
		Total Counts	13	36	11	0	
MGT 313	N = 5	A	2	4	7	2	2.6
		B	3	6	3	2	
		C	2	6	7	1	
		D	2	9	3	0	
		Total Counts	9	25	20	5	
MGT 475	N = 5	A	7	5	3	0	3.3
		B	10	3	2	0	
		C	7	6	2	0	
		D	6	6	3	0	
		Total Counts	30	20	10	0	
Overall	N = 15	A	11	17	15	2	3.0
		B	18	17	7	2	
		C	11	25	9	1	
		D	12	22	10	0	
		Total Counts	52	81	41	5	

Applied Economics and Finance Emphasis Assessment																		
Learning Outcome 1 Students will demonstrate proficiency in business core and foundational courses.																		
<p><b>Performance Measures &amp; Criteria</b></p> <p>1. This is an external, summative, assessment that compares average MFT total scores for students completing the Applied Economics and Finance Emphasis (ECON &amp; FIN) to scores earned by all other COB majors.</p> <p><b>Criterion</b></p> <p>Students are expected to achieve an average total score that is above, equal to or within 5% below.</p>	<p><b>Results 1.</b></p> <div><p>Average Total MFT Score Applied Economics &amp; Finance Majors Compared to Other COB Majors</p><table border="1"><thead><tr><th>Year</th><th>Applied Economics and Finance Emphasis</th><th>Other Majors</th><th>N Applied Economics and Finance Emphasis</th></tr></thead><tbody><tr><td>AY 12-13</td><td>162</td><td>151</td><td>8</td></tr><tr><td>AY 13-14</td><td>134</td><td>146</td><td>11</td></tr><tr><td>AY 14-15</td><td>156</td><td>155</td><td>9</td></tr></tbody></table></div> <p>The trend in average MFT scores for Applied Economics and Finance Emphasis is <b>Relatively Level</b> with a standard deviation of <b>11.82</b>.</p>	Year	Applied Economics and Finance Emphasis	Other Majors	N Applied Economics and Finance Emphasis	AY 12-13	162	151	8	AY 13-14	134	146	11	AY 14-15	156	155	9	<p><b>Analysis of Results</b> The semesters illustrated are the latest for which the number of ECON &amp; FIN students was sufficient for comparison. In 2015-2016 and 2016-2017, there were only 3 and 1 students respectively. The criterion was met in two of three years. Overall the trend does not indicate continuous improvement.</p> <p><b>Action(s) Taken</b> This is a useful measurement and no changes are suggested at this time. The ECON &amp; FIN team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to identify areas that might be roadblocks to graduation.</p>
Year	Applied Economics and Finance Emphasis	Other Majors	N Applied Economics and Finance Emphasis															
AY 12-13	162	151	8															
AY 13-14	134	146	11															
AY 14-15	156	155	9															

**Learning Outcome 2** Students demonstrate proficiency in interpretation and application of basic macroeconomics and microeconomics models.

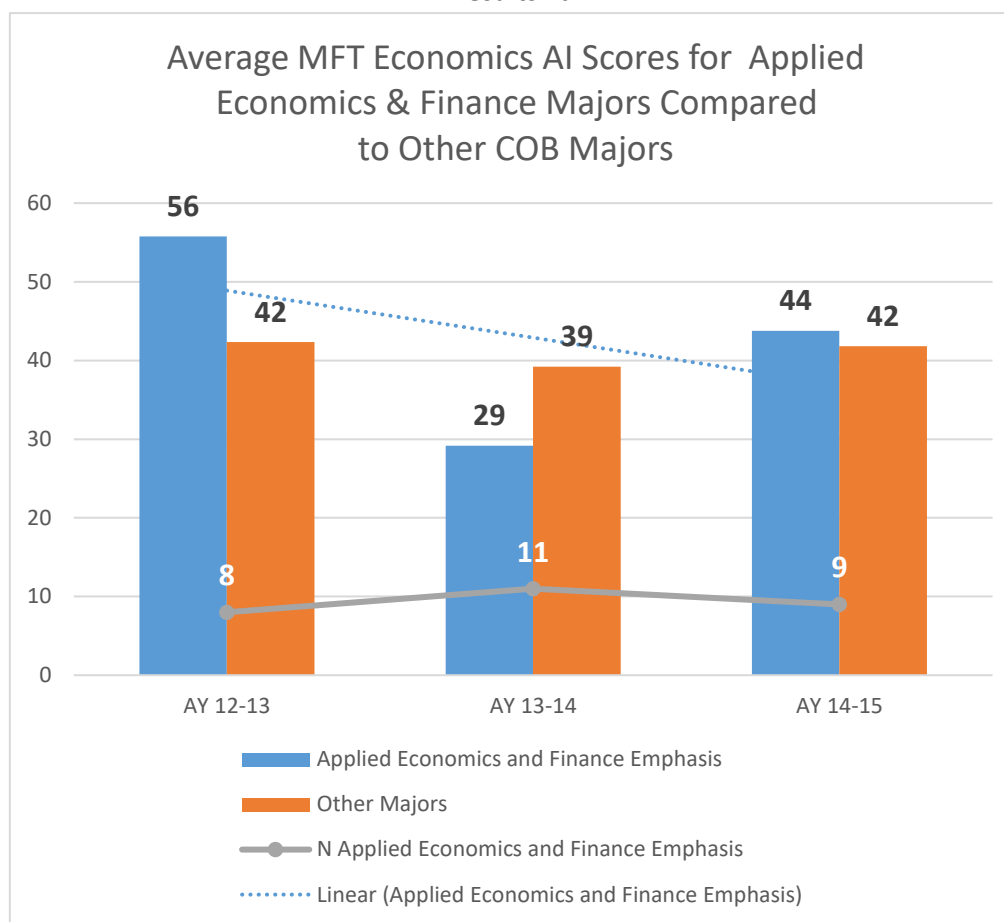
**Performance Measures & Criteria**

**2a.** This is an external, summative assessment that compares average scores earned by students in the ECON & FIN program to all other students taking the MFT Economics AI.

**Criterion**

Students are expected to achieve an average total scores that are above scores earned by other majors.

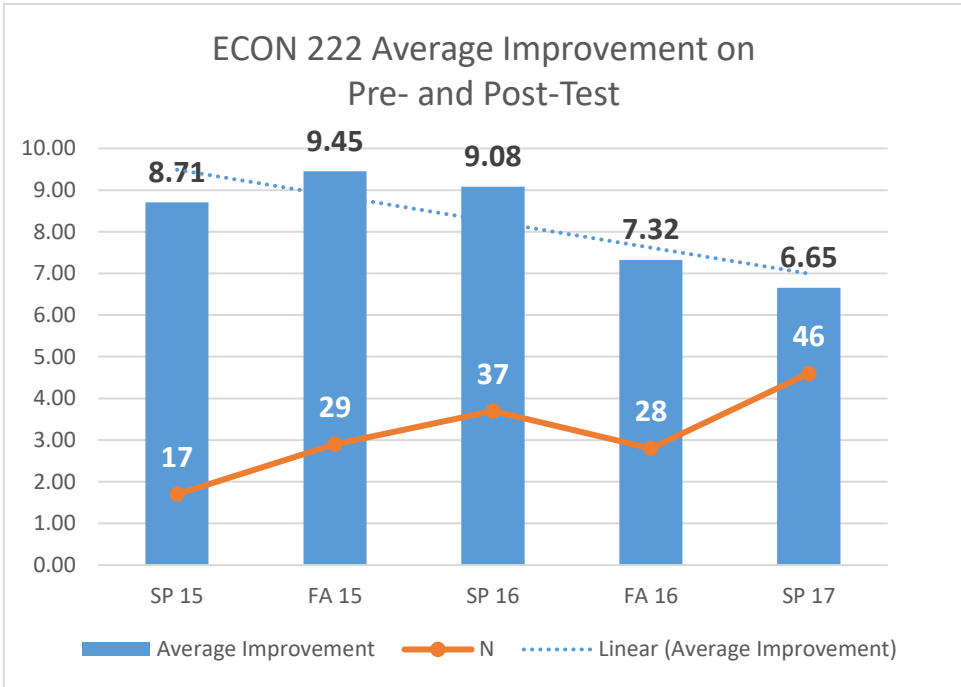
**Results 2a.**



The average MFT Economics sub-scores for Applied Economics and Finance Emphasis trend is **Negative** with a standard deviation of **10.86**.

**Analysis of Results** The criterion was met in two of three years. Overall, the trend does not indicate continuous improvement.

**Action(s) Taken** This is a useful measurement and no changes are suggested at this time. The ECON & FIN team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to identify areas that might be roadblocks to graduation.

<p><b>Performance Measures &amp; Criteria</b></p> <p><b>2b.</b> This is an internal, formative assessment that measures the average improvement on a multiple-choice instrument covering basic concepts in ECON 222—Principles of Micro-economics.</p> <p><b>Criterion</b> The average difference between the pre- and post-test is expected to be positive and statistically significant.</p>	<p><b>Results 2b.</b></p>  <p>The trend for average improvement on ECON 222 on pre and post-test scores is <b>Negative</b> with a standard deviation of <b>1.07</b>.</p>
<p><b>Analysis of Results</b> In each of the last five semesters, difference of means t-tests were statistically significant at the .001 level. The criterion was met every year.</p>	<p><b>Action(s) Taken</b> This assessment is a good indicator that students in ECON 222, on average improve their knowledge of microeconomics. A concern, though, is that the trend is negative, especially for the last two semesters. The course instructor has completed an item analysis and will change some the wording of some questions so that they more closely match the terminology used in class.</p>

**Learning Outcome 3** Students will interpret relationships between financial statements that include balance sheet, income statement, and statement of cash flow.

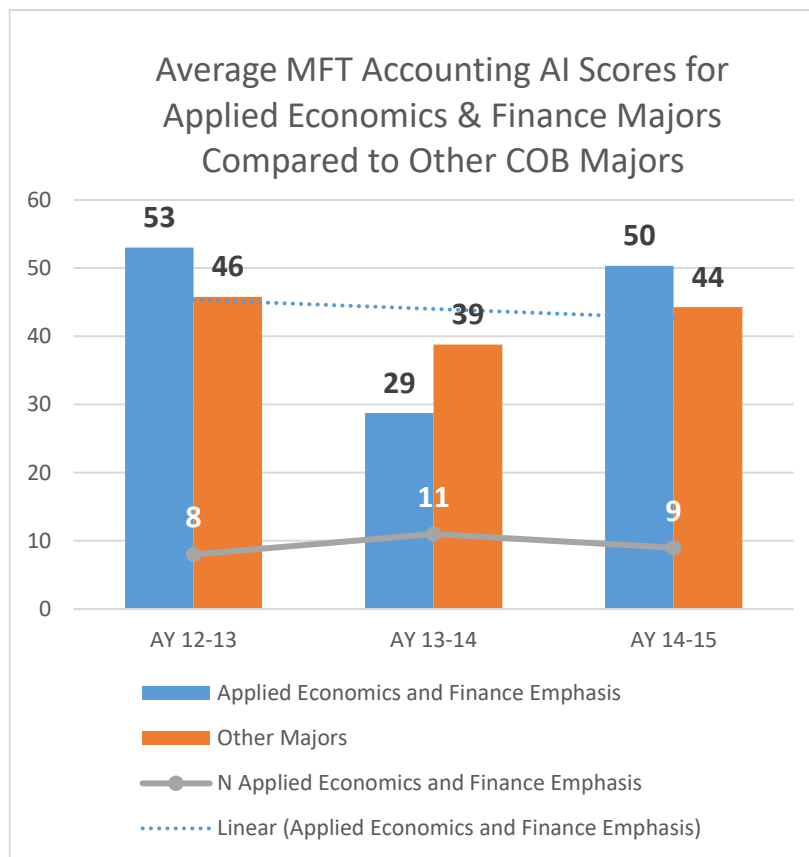
**Performance Measures & Criteria**

**2a.** This is an external, summative assessment that compares average scores earned by students in the ECON & FIN program to all other students taking the Accounting AI.

**Criterion**

Students are expected to achieve an average total score that is above, equal to or within 5% of scores earned by other majors.

**Results 3.**



The average MFT Accounting sub-scores for Applied Economics and Finance Emphasis trend is **Negative** with a standard deviation of **10.87**.

**Analysis of Results** The criterion was met in two of three years. Overall, the trend does not indicate continuous improvement.

**Action(s) Taken** This is a useful measurement and no changes are suggested at this time. The ECON & FIN team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to identify areas that might be roadblocks to graduation.



**Learning Outcome 4** Students demonstrate proficiency in demonstration and application of basic concepts in finance.

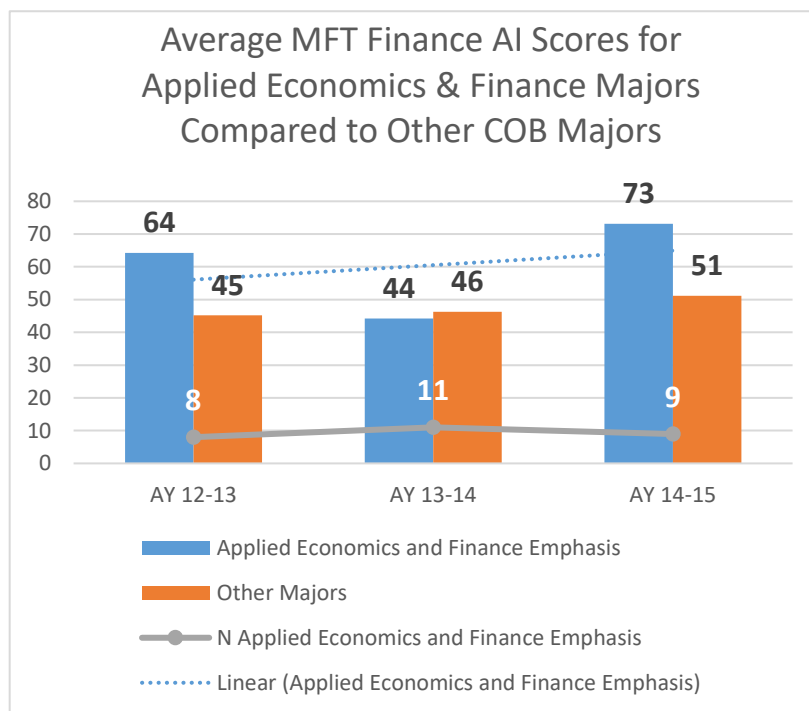
**Performance Measures & Criteria**

**2a.** This is an external, summative assessment that compares average scores earned by students in the ECON & FIN program to all other students taking the Finance AI.

**Criterion**

Students are expected to achieve an average total scores that are above, scores earned by other majors.

**Results 4.**



The average MFT Finance sub-scores for Applied Economics and Finance Emphasis trend is **Positive** with a standard deviation of **12.1**.

**Analysis of Results** The criterion was met in two of the past years. Average scores in the first and third years for ECON & FIN students are substantially higher than those of other students taking the text. The trend is not only positive, but also has a relatively high standard deviation.

**Action(s) Taken** This is a useful measurement and no changes are suggested at this time. When the faculty ECON & FIN team reviews the curriculum in FA 2018, this assessment indicates that student learning in the finance courses in the program is a strength.

**Learning Outcome 5** Students demonstrate proficiency in application of quantitative analysis skills.

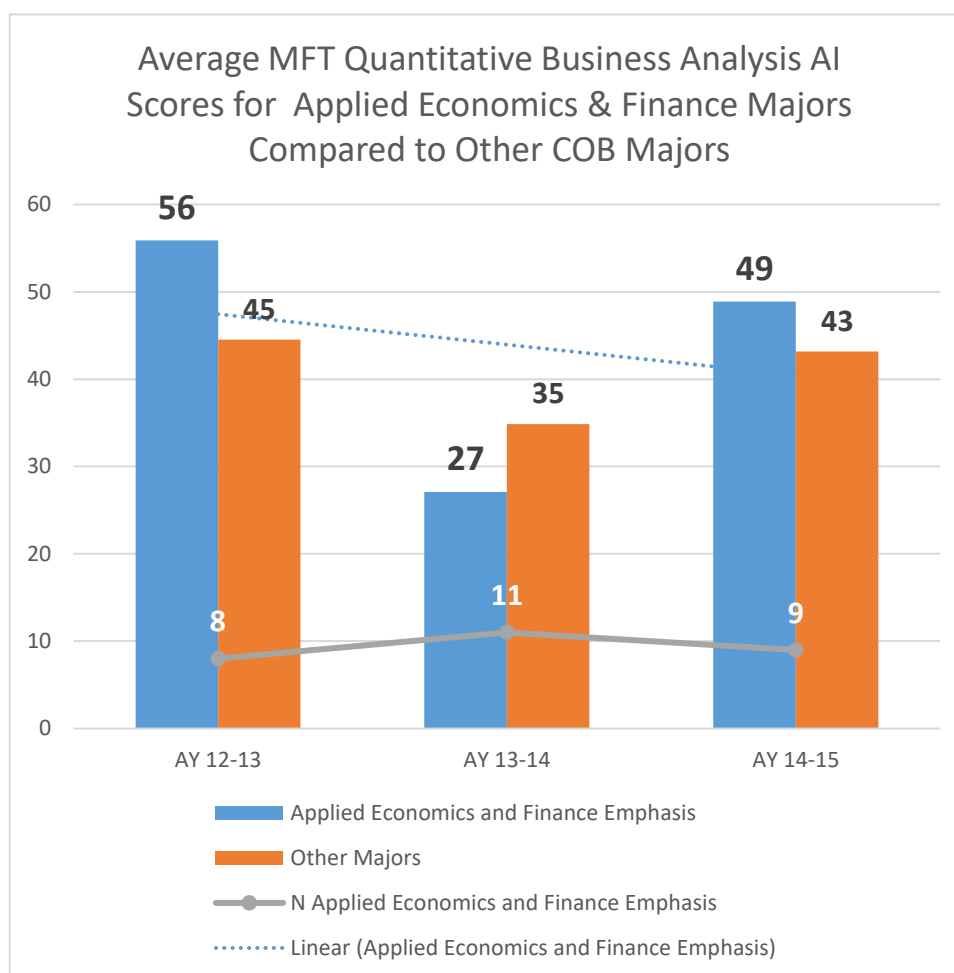
**Performance Measures & Criteria**

**5.** This is an external, summative assessment that compares average scores earned by students in the ECON & FIN program to all other students taking the Quantitative Business Analysis AI.

**Criterion**

Students are expected to achieve an average total score that is above, equal to or within 5% of scores earned by other majors.

**Results 5.**



The average MFT Quantitative Business Analysis sub-scores for Applied Economics and Finance Emphasis trend is **Negative** with a standard deviation of **12.26**.

**Analysis of Results** The criterion was met in two of three years. Overall, the trend does not indicate continuous improvement.

**Action(s) Taken** This is a useful measurement and no changes are suggested at this time. The ECON & FIN team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to identify areas that might be roadblocks to graduation.

Hospitality Management Emphasis Assessment																		
Learning Outcome 1 Students will demonstrate proficiency in business core and foundational courses.																		
<p><b>Performance Measures &amp; Criteria</b></p> <p>1. This is an external, summative, assessment that compares average MFT total scores for students completing the Hospitality Management emphasis to scores earned by all other COB students.</p> <p><b>Criterion</b> Students are expected to achieve an average total score that is above, equal to or within 5% below.</p>	<p><b>Results 1.</b></p> <p>Average Total MFT Score for Hospitality Management Majors Compared to Other COB Majors</p> <table><thead><tr><th>Year</th><th>Hospitality Management Emphasis</th><th>Other Majors</th><th>N Hospitality Management Emphasis</th></tr></thead><tbody><tr><td>AY 14-15</td><td>162</td><td>155</td><td>7</td></tr><tr><td>AY 15-16</td><td>158</td><td>150</td><td>3</td></tr><tr><td>AY 16-17</td><td>149</td><td>149</td><td>4</td></tr></tbody></table> <p>The trend for average MFT scores for Hospitality Management Emphasis trend is <b>Negative</b> with a standard deviation of <b>5.62</b>.</p>	Year	Hospitality Management Emphasis	Other Majors	N Hospitality Management Emphasis	AY 14-15	162	155	7	AY 15-16	158	150	3	AY 16-17	149	149	4	
Year	Hospitality Management Emphasis	Other Majors	N Hospitality Management Emphasis															
AY 14-15	162	155	7															
AY 15-16	158	150	3															
AY 16-17	149	149	4															
<p><b>Analysis of Results</b> The criterion was met in all of the past three years. The trend does not indicate continuous improvement. Of major concern is the small and decreasing number of students enrolled in the hospitality management emphasis who are in the BBA capstone course.</p>	<p><b>Action(s) Taken</b> This is a useful measurement and no changes are suggested at this time. The Hospitality Management team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to identify areas that might be roadblocks to graduation</p>																	

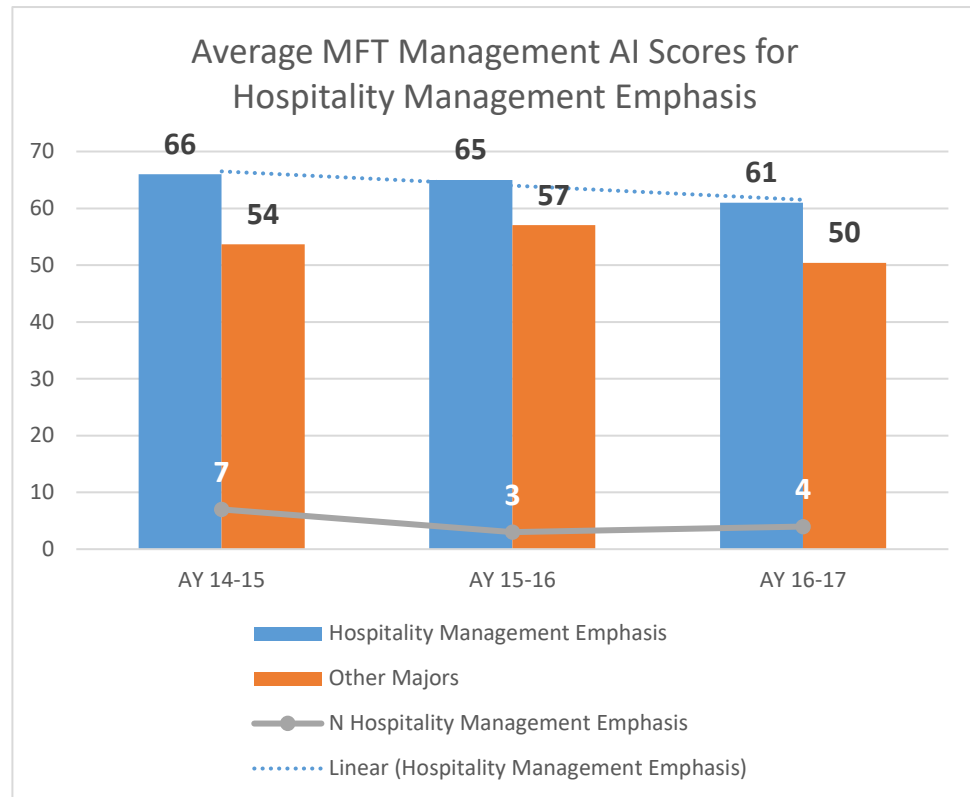
**Learning Outcome 2** Students will demonstrate knowledge and skills to effectively manage a hospitality operation including the unique challenges and contexts pertaining to various segments of the industry using applicable theories from multiple business disciplines.

**Measures & Criteria**

**2.** This is an external, summative assessment that compares average scores earned by students in the Hospitality Management program to all other students taking the Management AI.

**Criterion** Students are expected to achieve an average score that is above, equal to or within 5% of scores earned by other majors.

**Results 2.**



Average MFT Management AI sub-scores for the Hospitality Management Emphasis trend is **Negative** with a standard deviation of **2.16**.

**Analysis of Results** The criterion was met in each of the past three years and scores earned by Hospitality Management students are substantially higher (greater than one standard deviation) than the average scores earned by other COB students. The results indicate that the few Hospitality Management students who were graduating seniors do have a good working knowledge of basic management concepts.

**Action(s) Taken** There are no suggestions for change at this point.

<p><b>Performance Measures &amp; Criteria</b></p> <p>2. This is an internal, formative assessment measured with a comparison of average grades earned on the Business Plan assignment in HRTM 420—Bar and Beverage Management by Hospitality Management students and other COB students who take this course as an upper-division elective.</p> <p><b>Criterion</b> Hospitality Management emphasis students are expected to achieve an average total grade that is above, equal to or within 5% of grades earned by other majors.</p>	<p style="text-align: center;"><b>Results 2.</b></p> <div><p style="text-align: center;">Hospitality Management Average Business Plan Grades</p><table border="1"><thead><tr><th>Semester</th><th>Hospitality Management</th><th>Other Majors</th><th>N</th></tr></thead><tbody><tr><td>SP 15</td><td>44</td><td>40</td><td>3</td></tr><tr><td>SP 16</td><td>45</td><td>40</td><td>4</td></tr><tr><td>SP 17</td><td>46</td><td>42</td><td>3</td></tr></tbody></table></div> <p style="text-align: center;">Hospitality Management average Business Plan grades’ trend is <b>Positive</b> with a standard deviation of <b>0.68</b>.</p>		Semester	Hospitality Management	Other Majors	N	SP 15	44	40	3	SP 16	45	40	4	SP 17	46	42	3
Semester	Hospitality Management	Other Majors	N															
SP 15	44	40	3															
SP 16	45	40	4															
SP 17	46	42	3															
<p><b>Analysis of Results</b> The criterion was met in each of the past three semesters that the course was offered. The trend is positive though the standard deviation is quite small. An important concern is that there are so few Hospitality Management students enrolled in this required course.</p>	<p><b>Action(s) Taken</b> Hospitality Management student performance appears to be good, but the Hospitality Management faculty team will carefully review the curriculum during the fall 2018 Undergraduate catalog revision to identify ways to increase students in the emphasis.</p>																	

## Information Systems Emphasis Assessment

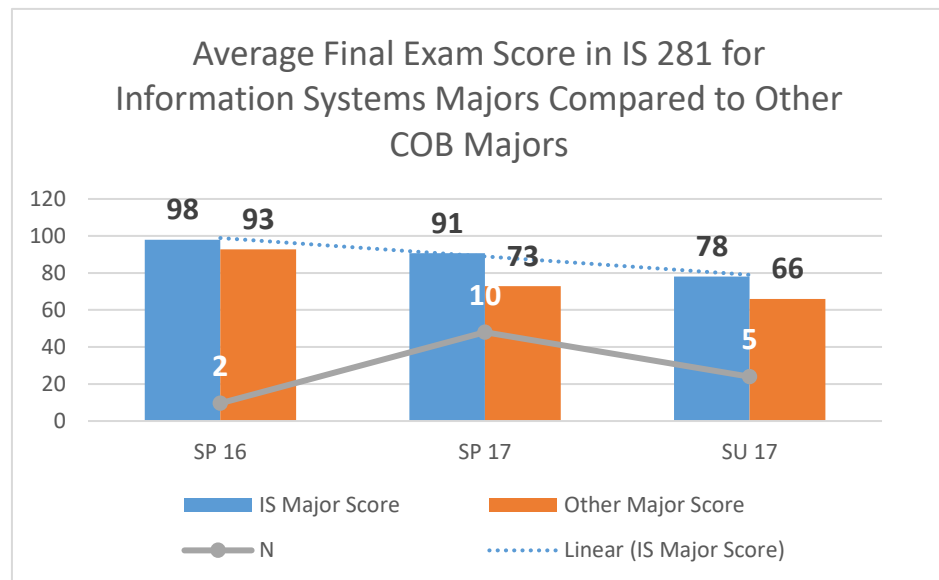
**Learning Outcome 1** Students will demonstrate proficiency in business core and foundational courses.

### Performance Measures & Criteria

**1.** This is an internal, formative assessment that compares the average scores earned by students in the Information Systems (IS) emphasis on the final exam for IS 281—Spreadsheets and Data Analysis, to other students taking this exam. This lower-division course is required for all BBA students as part of the Business Foundation.

**Criterion** Students are expected to achieve an average score that is above, equal to or within 5% below.

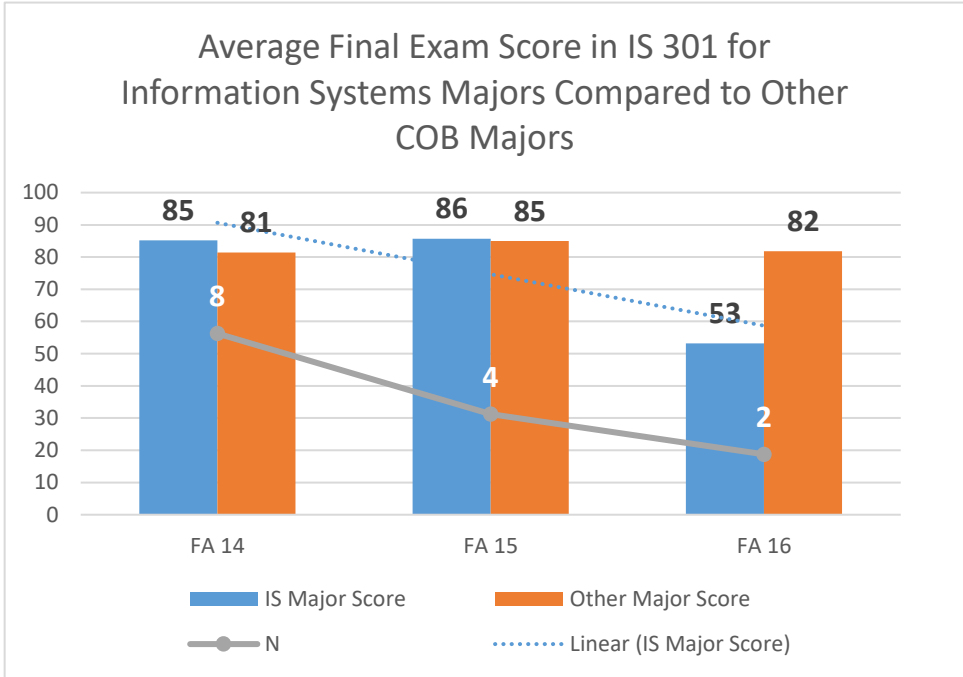
### Results 1a.



The trend for the final exam score in IS 281 earned by IS majors is **negative** with a standard deviation of **8.22**.

**Analysis of Results** The criterion was met for every semester in which there were IS majors taking this course. The trend does not indicate continuous improvement. Please note that the data includes only those sections of the course for which students in the new IS emphasis were enrolled. In addition, many students in the COB do not declare their specific majors or emphases until after they complete the Foundation coursework.

**Action(s) Taken** The IS emphasis is a new program and this is the first assessment comparing IS students to other COB students in this course. At this point, there are no suggestions for improvement. The IS faculty team will further review student performance as more IS students take this class.

<p><b>Performance Measures &amp; Criteria</b></p> <p>1. This is an internal, formative assessment that compares the average scores earned by IS students on the final exam for IS 301— Information Systems for Managers, to other students taking this exam. This upper-division course is required for all BBA students as part of the Business Core.</p> <p><b>Criterion</b> Students are expected to achieve an average score that is above, equal to or within 5% below.</p>	<p><b>Results 1b.</b></p> <div><p>Average Final Exam Score in IS 301 for Information Systems Majors Compared to Other COB Majors</p><table><caption>Data for Results 1b Chart</caption><thead><tr><th>Term</th><th>IS Major Score</th><th>Other Major Score</th><th>N (IS Majors)</th></tr></thead><tbody><tr><td>FA 14</td><td>85</td><td>81</td><td>8</td></tr><tr><td>FA 15</td><td>86</td><td>85</td><td>4</td></tr><tr><td>FA 16</td><td>53</td><td>82</td><td>2</td></tr></tbody></table></div> <p>The trend for average final exam scores for IS majors in IS 301 is <b>negative</b> with a standard deviation of <b>15.19</b>.</p>	Term	IS Major Score	Other Major Score	N (IS Majors)	FA 14	85	81	8	FA 15	86	85	4	FA 16	53	82	2
Term	IS Major Score	Other Major Score	N (IS Majors)														
FA 14	85	81	8														
FA 15	86	85	4														
FA 16	53	82	2														
<p><b>Analysis of Results</b> This course is taught every semester, including during the summer, but two IS faculty members who taught the course left ENMU and it was not possible to assess all sections of the course. We consider the data presented to be a preliminary assessment of relative student performance. The IS majors for which we have scores in fall 2014 and fall 2015 did meet the criterion. The fall 2016 is skewed since only two IS students were in the course.</p>	<p><b>Action(s) Taken</b> The IS emphasis is a new program and this is the first assessment comparing IS students to other COB students in this course. At this point, there are no suggestions for improvement. The IS faculty team will further review student performance as more IS students take this class.</p>																

**Learning Outcome 2** Students apply knowledge and skills learned to facilitate the design, implementation, and management of IS.

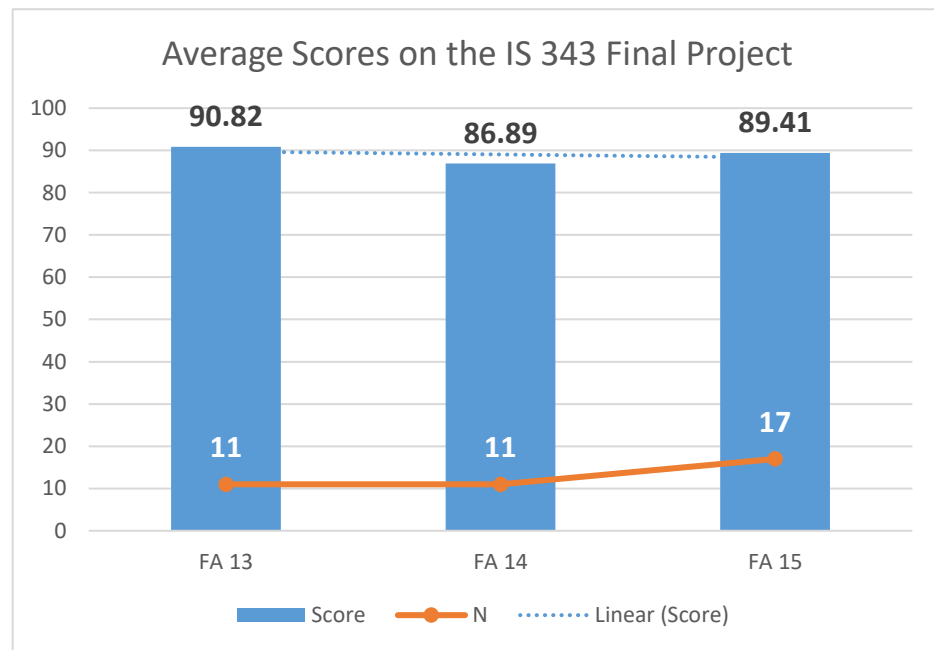
**Performance Measures & Criteria**

**2a.** This is an internal, formative assessment that consists of average scores earned on the final project in IS 343— Database Management Systems. This junior-level course is required in the IS emphasis program of study and only IS students take the course.

**Criterion**

Students are expected to achieve an average score of at least 70%.

**Results 2a.**



The trend for average scores on the final project in BIS 343 Student is **Relatively Flat** with a standard deviation of **1.63**.

**Analysis of Results** The criterion was met in each year for which data are available. Please note that the number of IS students in this course is increasing.

**Action(s) Taken** At this point in there are no suggestions for improvement.



<p><b>Performance Measures &amp; Criteria</b></p> <p><b>2b.</b>This is an internal, formative assessment that consists of average scores earned on the final project in IS 420—Systems Analysis and Design. This senior-level course is required in the IS emphasis program of study and only IS students take the course.</p> <p><b>Criterion</b> Students are expected to achieve an average score of at least 70%.</p>	<p><b>Results 2b.</b></p> <div><p>IS 420 Final Project Average Scores</p><table border="1"><thead><tr><th>Semester</th><th>Score</th><th>N</th></tr></thead><tbody><tr><td>SP 15</td><td>90.4</td><td>10</td></tr><tr><td>SP 16</td><td>55.94</td><td>8</td></tr><tr><td>SP 17</td><td>91.79</td><td>7</td></tr></tbody></table></div> <p>The trend for average scores on the final project in IS 420 is <b>Relatively Flat</b> with a standard deviation of <b>16.58</b>.</p>	Semester	Score	N	SP 15	90.4	10	SP 16	55.94	8	SP 17	91.79	7
Semester	Score	N											
SP 15	90.4	10											
SP 16	55.94	8											
SP 17	91.79	7											
<p><b>Analysis of Results</b> The criterion was met in two of the last three spring semesters, when the course was taught. In spite of the low average scores in spring 2018, the trend is not negative. The number of students enrolled in the course shows a slight decrease.</p>	<p><b>Action(s) Taken</b> At this point in there are no suggestions for improvement. The number of students taking this course is expected to increase and the IS Faculty team will closely monitor the assessment with the objective of continuous improvement in student performance.</p>												

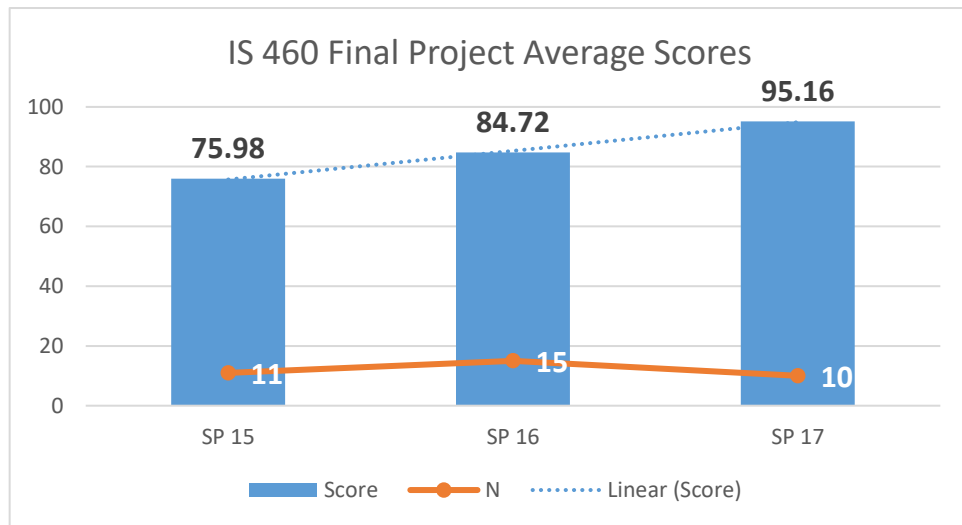
**Learning Outcome 3** Students demonstrate the ability to integrate high performance in design and implementation, along with strong business capabilities.

**3.** This is an internal, summative assessment that consists of average scores earned on the final project in IS 460—Program Management. This senior-level course is required in the IS emphasis program of study and only IS students take the course. It is also the capstone course for the program.

**Criterion**

Students are expected to achieve an average score of at least 70%.

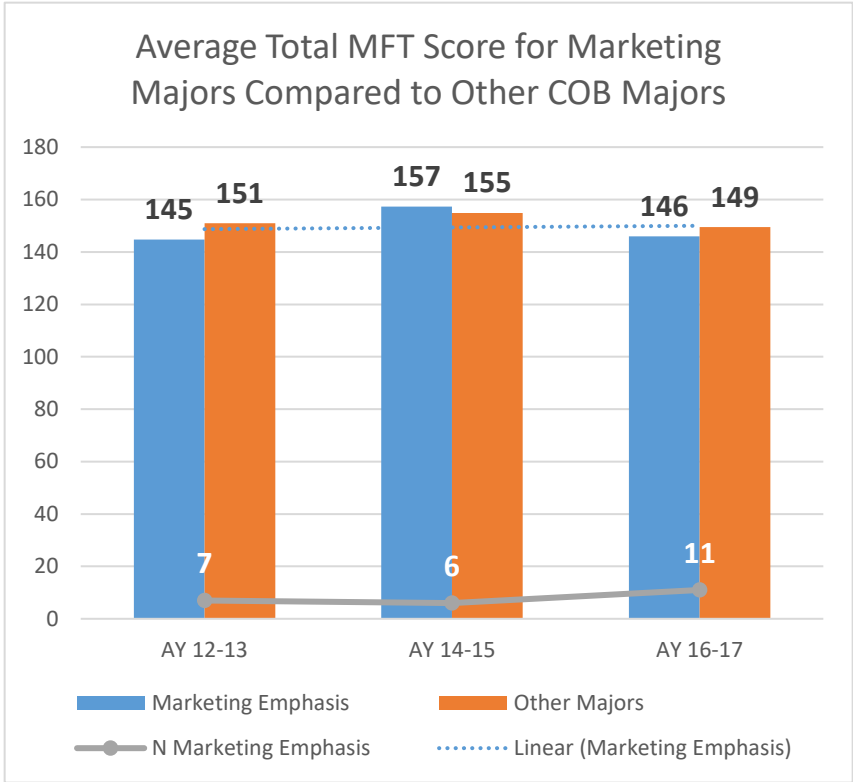
**Results 3.**



The trend for average scores on the final project in IS 420 is **Positive** with a standard deviation of **7.84**.

**Analysis of Results** The criterion was met in each of the last three semesters that the course was offered. In addition, the trend has been one of continuous improvement. The numbers of students taking the course indicates that more IS students will be graduating soon.

**Action(s) Taken** No changes are suggested at this time. The IS Faculty team will continue to monitor the trend in this course as an indicator of continuous improvement in student performance.

Marketing Emphasis Assessment		
Learning Outcome 1 Students will demonstrate proficiency in business core and foundational courses.		
<p><b>Performance Measures &amp; Criteria</b></p> <p>1. This is an external, summative, assessment that compares average MFT total scores for students completing the Marketing emphasis to scores earned by all other COB students.</p> <p><b>Criterion</b> Students are expected to achieve an average total score that is above scores earned by other COB majors.</p>	<p><b>Results 1.</b></p>  <p>The trend for average MFT scores for marketing emphasis students is <b>Relatively Level</b> with a standard deviation of <b>5.67</b>.</p>	
<p><b>Analysis of Results</b> Although average total scores on the MFT was lower for students in the Marketing emphasis over the last three years, criterion was met every year as they were within 5% of the averages earned by all other COB majors. The number of Marketing students who were graduating seniors each year may be increasing.</p>	<p><b>Action(s) Taken</b> No action is suggested at this point.</p>	

**Learning Outcome 2** Students will integrate and apply marketing knowledge and skills to develop effective segmentation and marketing mix strategies for either profit or non-profit organization in marketing of products to meet consumer and/or business buyers' need and behaviors.

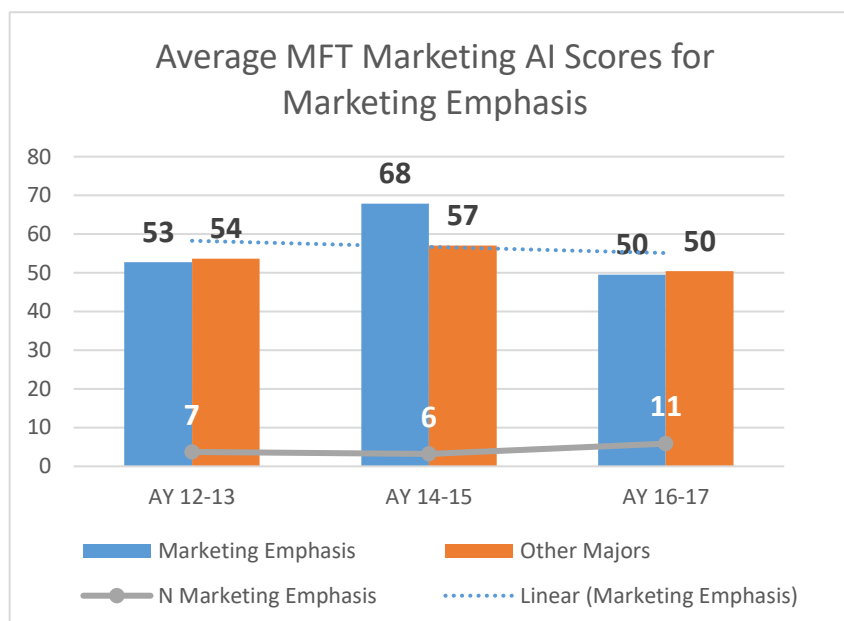
**Measures & Criteria**

**2a.** This is an external, summative assessment that compares average scores earned by students in the Marketing program to all other students taking the Marketing AI.

**Criterion**

Students are expected to achieve average scores that are above scores earned by other majors.

**Results 2a**



The trend for average MFT Marketing sub-scores for Marketing Majors is **Negative** with a standard deviation of **7.98**.

**Analysis of Results** Average scores earned by Marketing students on the Marketing AI test are above the scores earned by other COB majors in only one of the past three years. The trend does not indicate continuous improvement in student performance.

**Action(s) Taken** The Marketing team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to identify areas that can reinforce student learning in basic Marketing concepts.

<p><b>Measures &amp; Criteria</b></p> <p><b>2b.</b>This is an internal, formative assessment that consists of average scores earned on the final exam in MKT 425—Marketing Management. This senior-level course is required in the BBA Core.</p> <p><b>Criterion</b> Students in the Marketing emphasis are expected to earn higher scores on the final exam than other COB majors.</p>	<p><b>Results 2b.</b></p> <div><p>Marketing Major Average Scores on the MKT 425 Final Exam</p><table><thead><tr><th>Year</th><th>Marketing Score</th><th>Other Major Score</th><th>Marketing N</th></tr></thead><tbody><tr><td>14-15</td><td>823</td><td>918</td><td>1</td></tr><tr><td>15-16</td><td>901</td><td>870</td><td>3</td></tr><tr><td>16-17</td><td>856</td><td>881</td><td>5</td></tr></tbody></table></div> <p>Marketing Major Score on MKT 425 Final trend is <b>positive</b> with a standard deviation of <b>31.8</b>.</p>		Year	Marketing Score	Other Major Score	Marketing N	14-15	823	918	1	15-16	901	870	3	16-17	856	881	5
Year	Marketing Score	Other Major Score	Marketing N															
14-15	823	918	1															
15-16	901	870	3															
16-17	856	881	5															
<p><b>Analysis of Results</b> In only one of the past three years were average final exam scores higher than those of other COB majors. The trend is positive, but the primary concern is that very few Marketing majors are enrolled in the course.</p>	<p><b>Action(s) Taken</b> The Marketing team plans to carefully review the curriculum for this program in FA 2018 when the process for the next undergraduate catalog revision begins. The goal will be to find ways to increase the number of students in the Marketing emphasis.</p>																	

## MBA Program Results

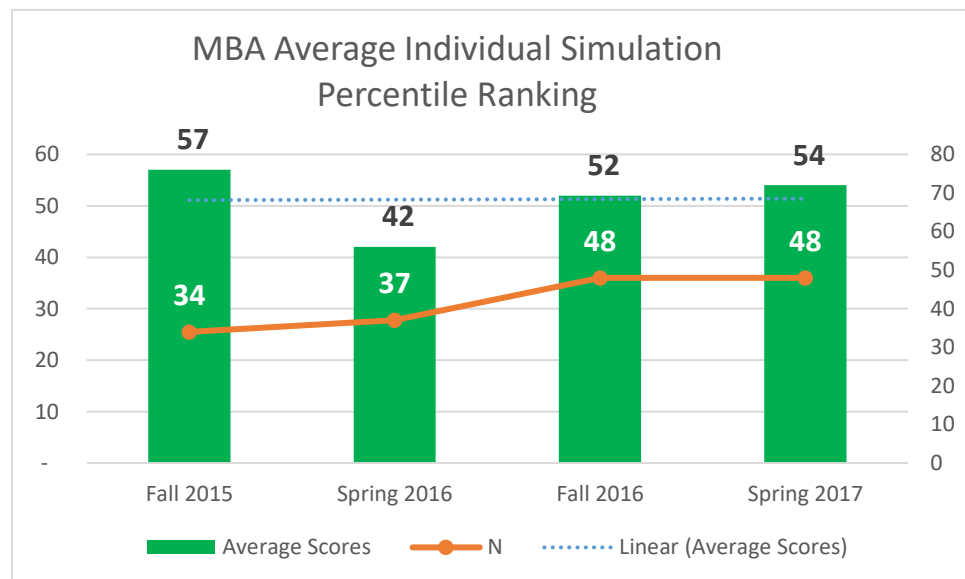
**MBA Student Learning Outcome 1:** MBA students demonstrate a level of mastery of business knowledge and skills.

### Performance Measures & Criteria

**1a.** This is an external, summative assessment measured by the average individual scores earned in the team simulation. Students in BUS 553 complete the Global Business Strategy Simulation Game, development by Glo-Bus. Students take on roles of board members that direct their firms in the industry. Scores earned are internationally normalized and reported as percentile rankings.

**Criterion** Students are expected to achieve an average of at least 50%.

### Results 1a.



**MBA Average Individual Simulation Score trend is positive** with a standard deviation of **5.63**.

**Analysis of Results** In four of the last five semesters, average student performance exceeds the criterion of 50%. The trend is positive, but

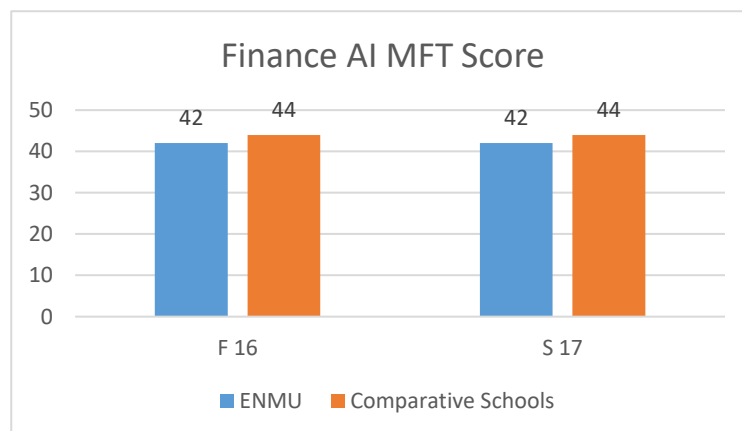
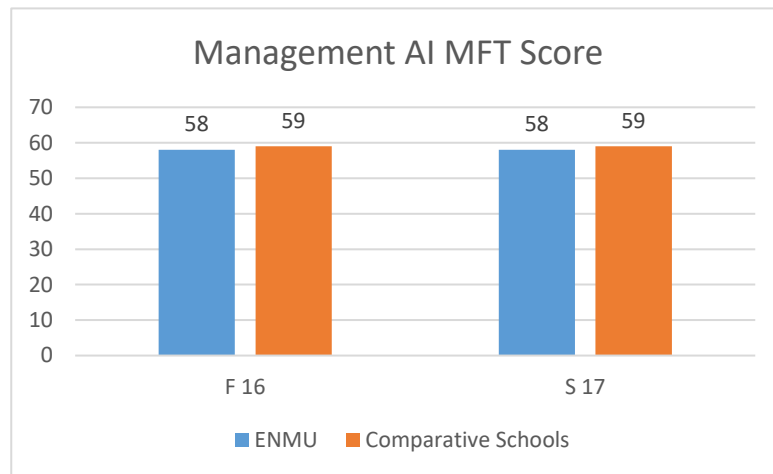
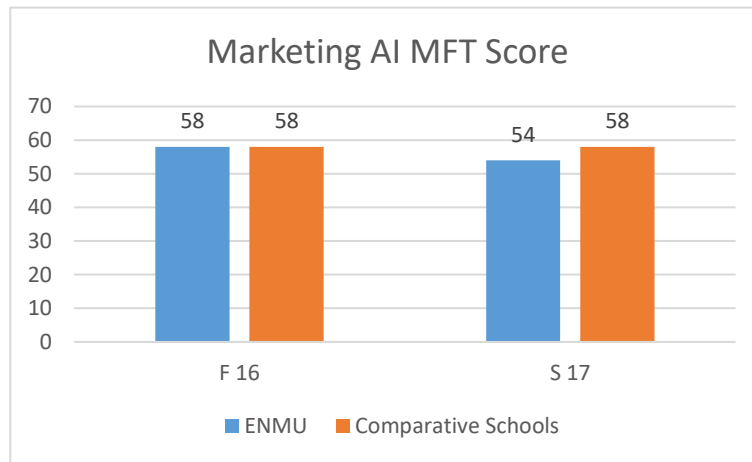
**Action(s) Taken** Overall, student performance is improving, indicating that this is a useful learning activity.

scores fall in Spring 2016, and increase in the next two semesters.										
The following assessments are measured by scores on the MBA Major Field Test (MFT) earned by MBA students at ENMU enrolled in the capstone course BUS 553. Since the MBA-MFT has only been administered in two semesters, it is too soon to identify a trend. The scores are included here for preliminary analysis and cannot be used as a basis for decisions These ENMU average student scores are compared to those of ten institutions that are similar to ENMU and that administered the same ETS exams during 2016-2017. These institutions include: Adams State University (CO), Alcorn State University (MS), Angelo State University (TX), Colorado State University—Pueblo (CO), Lamar University (TX), Middle Tennessee State University (TN), Midwestern State University (TX), Pittsburg State University (KS), Prairie View A&M University (TX), Rogers State University (OK).										
<p><b>Performance Measures &amp; Criteria</b></p> <p><b>1b.</b> This is an external, summative, direct assessment measured by the scores earned on the MBA Major Field Test. Total scores range from 220 – 300. Comparisons of these scores are made to the average of MBA students in ten similar universities</p> <p><b>Criterion</b> Students are expected to achieve an average to score that is within 10% of the comparison group average score.</p>	<p><b>Results 1b.</b></p> <div><p>MBA Major Field Test Total Scores for ENMU and the Average of Ten Comparason Universities</p><table><thead><tr><th>Semester</th><th>ENMU Score (N)</th><th>Comparative Schools Score</th></tr></thead><tbody><tr><td>F 16</td><td>248 (N = 42)</td><td>249</td></tr><tr><td>S 17</td><td>246 (N = 48)</td><td>249</td></tr></tbody></table></div>	Semester	ENMU Score (N)	Comparative Schools Score	F 16	248 (N = 42)	249	S 17	246 (N = 48)	249
Semester	ENMU Score (N)	Comparative Schools Score								
F 16	248 (N = 42)	249								
S 17	246 (N = 48)	249								

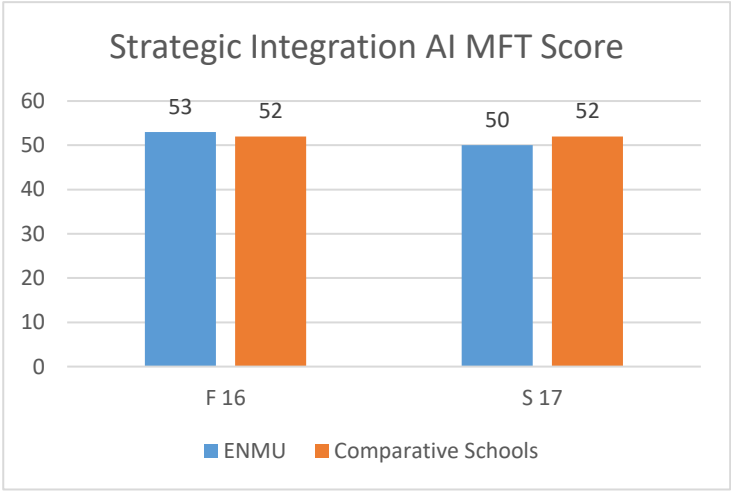
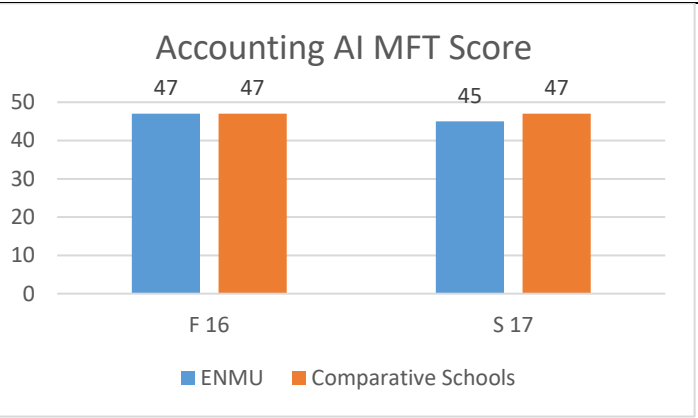
**1c.** This is an external, summative, direct assessment measured by total scores earned on the MBA MFT Assessment Indicators (AI) for specific sub-fields. Comparisons of these scores are made to the average of MBA students in ten similar universities

**Criterion** Students are expected to achieve an average to score that is within 10% of the comparison group average score.

### Results 1c.





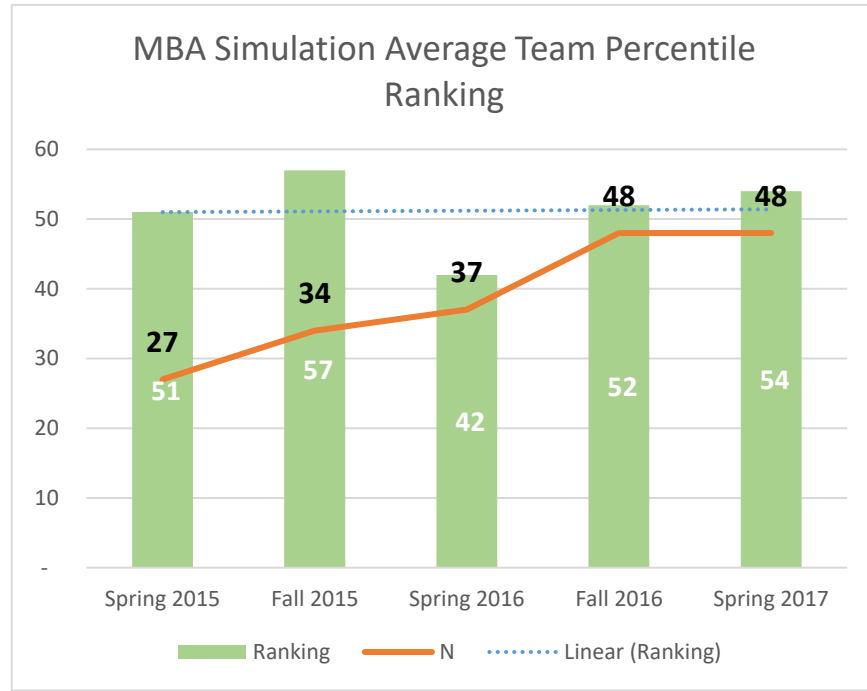


**MBA Student Learning Outcome 2:** MBA students demonstrate the ability to integrate the knowledge and skills derived from the different functional areas of business administration.

**Performance Measures & Criteria**

**2.** This is an external, summative assessment in which student learning is measured by average team performance on the business simulation. The results are internationally normed Team Percentile Rankings.

**Results 2.**



**Team Simulation** percentile-ranking trend is **Positive** with a standard deviation of **5.04**.

**Analysis of Results** In four of the last five semesters, average student performance exceeds the criterion of 50%. The trend is positive, but scores fall in Spring 2016, and increase in the next two semesters.

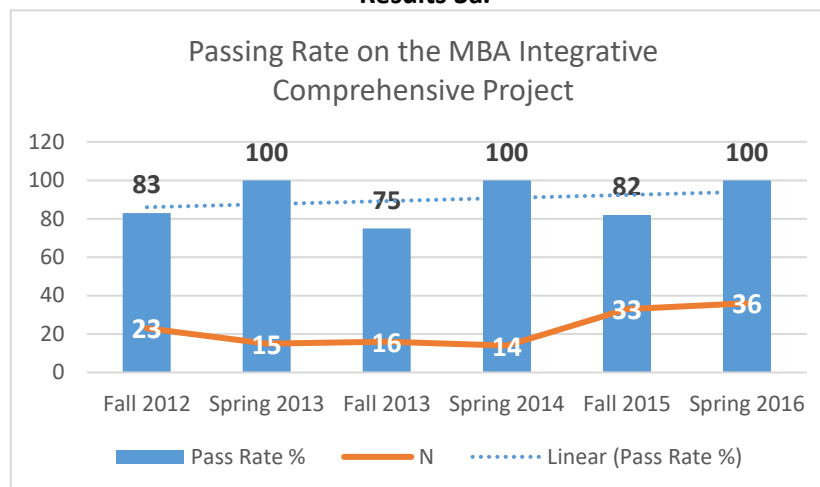
**Action(s) Taken** Overall, student performance is improving, indicating that this is a useful learning activity.

**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.

**Performance Measures & Criteria**

**3a.** This is an internal, summative, direct assessment which measures the passing rate for students writing an extensive analysis of the business simulation: the MBA Integrative Comprehensive Project.  
**Criterion** At least 70% of students completing the written project are expected to pass.

**Results 3a.**



**MBA Passing Rate trend is Positive with a standard deviation of 10.31.**

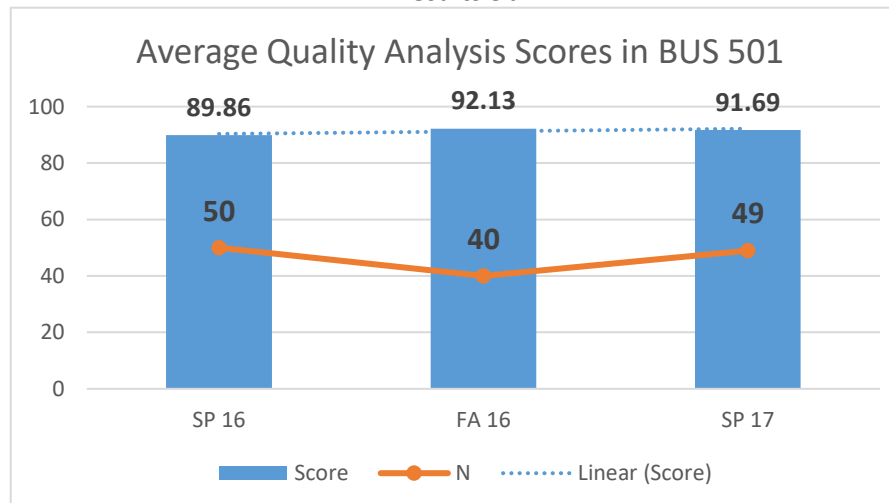
**Analysis of Results** The criterion was met every semester during the three years in which this assessment was used.

**Action(s) Taken** Passing rates have a positive trend. Enrollments increased substantially in Fall 2015 and Spring 2016 and passing rates continued to improve. The COB Graduate Council decided to stop using this assessment and to replace it with formative assessments from courses taken before the capstone course.

**3b.** This is an internal, formative assessment measured by MBA student average scores earned on a Quality Analysis written project assigned in BUS 501— Law, Ethics and Social Responsibility.

**Criterion** Students are expected to earn an average score of at least 80%.

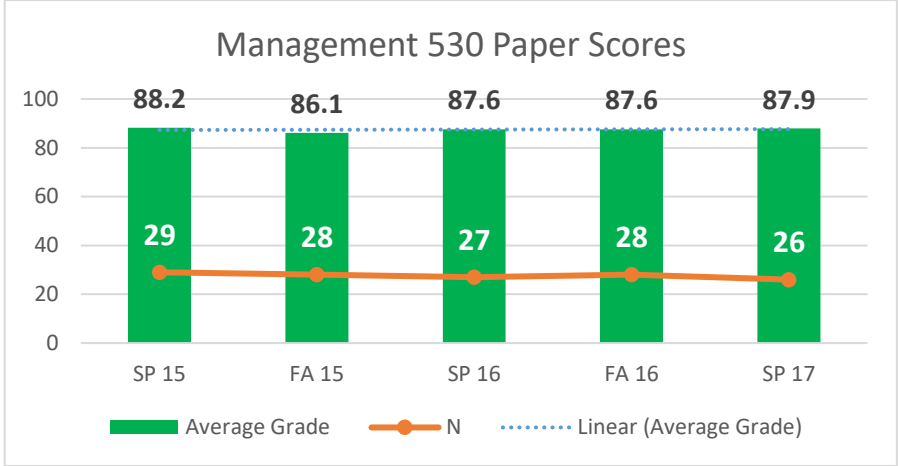
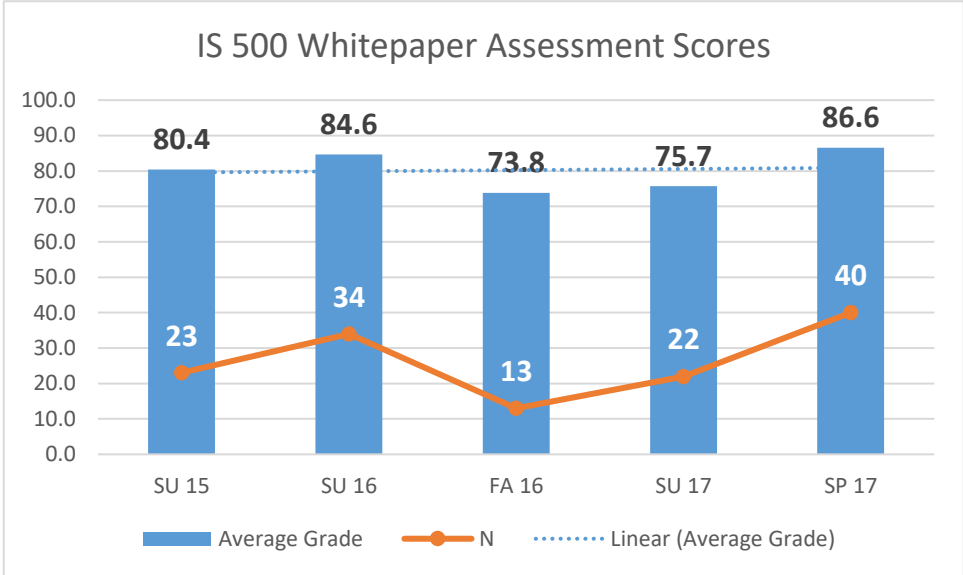
**Results 3b.**



**Average Quality Analysis Scores trend is Positive with a standard deviation of 0.98.**

**Analysis of Results** Average student performance met the criterion in each of the last three semesters. The trend is relatively flat, with a small standard

**Action(s) Taken** No action is required at this time. The COB Graduate Council will review assessment

deviation, but is positive and shows continuous improvement.	results that include Fall 2017 and Spring 2019 during the Graduate Catalog review process in Fall 2019.
<p><b>3c.</b> This is an internal, formative assessment measured by MBA student average scores earned on a written project assigned in MGT 530—Law, Ethics and Social Responsibility.</p> <p><b>Criterion</b> Students are expected to earn an average score of at least 80%.</p>	<p style="text-align: center;"><b>Results 3c.</b></p>  <p style="text-align: center;"><b>Management 530 Paper Scores trend is Positive with a standard deviation of 0.72.</b></p>
<p><b>Analysis of Results</b> Average scores on this written assignment have been level over the past five semesters. The trend is positive, but with a very low standard deviation.</p>	<p><b>Action(s) Taken</b> Since the criterion has been meet every semester, this appears to be an effective teaching activity.</p>
<p><b>3d.</b> This is an internal, formative assessment measured by MBA student average scores earned on a written project assigned in IS 500—Information Systems for Managers.</p> <p><b>Criterion</b> Students are expected to earn an average score of at least 80%.</p>	<p style="text-align: center;"><b>Results 3d.</b></p>  <p style="text-align: center;"><b>Information Systems 500 Whitepaper Assessment Scores trend is Positive with a standard deviation of 4.92.</b></p>
<p><b>Analysis of Results</b> Average scores on this written assessment have improved overall during the last five semesters, evidenced by the positive trend.</p>	<p><b>Action(s) Taken</b> Since the criterion was met in three of the last five semesters, no changes will be made at this time.</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.														
<p><b>Performance Measures &amp; Criteria</b></p> <p>4. This is an internal, formative, direct assessment measured by average scores earned through team presentations for their results of the simulation in the capstone course. Faculty use a rubric to evaluate these presentations.</p> <p><b>Criterion</b> Teams are expected to achieve an average to score of at least 4.0 (80%).</p>	<p style="text-align: center;"><b>Results 4.</b></p> <div><p style="text-align: center;">MBA Capstone Team Presentation Evaluation Average Scores</p><table border="1"><thead><tr><th>Semester</th><th>Average Score</th></tr></thead><tbody><tr><td>S 14</td><td>4.26</td></tr><tr><td>F 14</td><td>3.96</td></tr><tr><td>S 16</td><td>4.23</td></tr><tr><td>F 16</td><td>4.02</td></tr><tr><td>S 17</td><td>4.02</td></tr></tbody></table></div> <p style="text-align: center;"><b>Evaluation Average Scores</b> trend is <b>Negative</b> with a standard deviation of <b>0.12</b>.</p>	Semester	Average Score	S 14	4.26	F 14	3.96	S 16	4.23	F 16	4.02	S 17	4.02	
Semester	Average Score													
S 14	4.26													
F 14	3.96													
S 16	4.23													
F 16	4.02													
S 17	4.02													
<p><b>Analysis of Results</b> Over the past five semesters, team presentations were relatively level since the standard deviation on the trend is so small. The criterion was met in four of five semesters. The one semester below the criterion contributes to the negative trend, but it is still within the standard deviation.</p>	<p><b>Action(s) Taken</b> This is a useful activity that serves as an ending point for the MBA as students present their work to the entire COB faculty. It includes a question and answer session that is quite lively. No changes are suggested at this point.</p>													

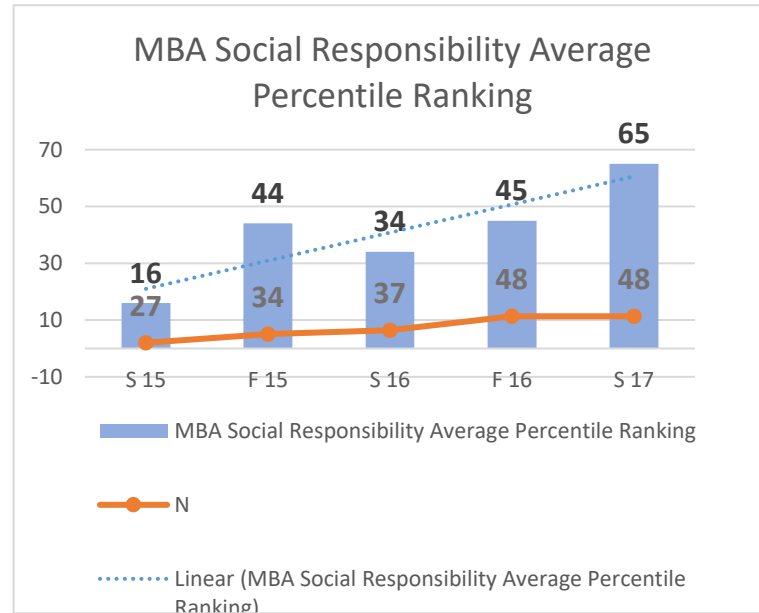
**MBA Student Learning Outcome 5:** MBA students demonstrate the ability to recognize ethical situations and ethical norms and values in business and the ability to apply ethical decision-making tools appropriate for a business professional.

**Performance Measures & Criteria**

**5.** This is an external, summative, assessment measured with separate, internationally-normed team percentile rankings from the simulation that measure corporate social responsibility. This area is defined by Glo-Bus as, “Assessment of a group’s awareness of and commitment to operating the company in a socially responsible manner and being a ‘model corporate citizen’.”

**Criterion** Students are expected to achieve at a least a 50<sup>th</sup> percentile ranking.

**Results 5.**



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

**Analysis of Results** The criterion was met in only one of the last five semesters. Trend is positive, with a relatively large standard deviation, indicating improvement over time.

**Action(s) Taken** Since the last semester of the series has the highest average percentile ranking and the highest number of students who completed the simulation, no changes are suggested at this time.

**APPENDIX B**  
**COB RECRUITMENT AND RETENTION ACTIVITIES**

In 2016-17, the COB attempted to improve recruitment by:

- Continued implementation of our Marketing Plan;
- Continue with a single point of contact for all interested students (phone calls, emails, campus tours) with the establishment of an Assistant Dean position;
- Reaching out to re-establish “2+2” business degree agreements with area community colleges;
- Dean Buzzard’s recruitment trips to Albuquerque, Kirkland, and Lubbock;
- Dr. Zhang’s recruitment trip to China in July 2017;
- Continued participation in recruitment events of Dawg Days Fair, Green & Silver Day, College Expo, and Junior Preview Day;
- Coordinating with the Office of Communication Services in the production and fine-tuning of the 2017 ENMU web page improvement.

In 2016-17, the COB attempted to improve retention and completion by:

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

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

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

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

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

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