I - Review of All Academic Activities

Please complete Table 1, Review of All Academic Activities, found under the Evidence File tab (ACBSP Documents folder) above, referencing the information below.

a. Business Courses Offered by Business Unit. ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process takes into account the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation.

b. Business Degrees Offered by Business Unit. The accreditation process includes a review of all academic activities in a business school or program. In other words, if an institution offers associate degrees, bachelor's degrees, and graduate (masters and doctorate) degrees in the business school or business program, the accreditation process embraces all of these in the self-study.

   If an institution has only a bachelor's or master's degree program at the time of accreditation, but adds the bachelor's or the master's degree at some later date, the institution will have a maximum of five years from the date of the program's inception to achieve accreditation. When a new degree program in business is added after an institution has been accredited, it must be referred to in the institution's annual report to ACBSP. The new degree program needs to be operational, with enrolled students, for at least two years and have graduates before it can be considered for accreditation.

c. Business Content Courses Not Offered by Business Unit. At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.

d. Branch Campuses/Extension Centers. If an institution has a branch campus or campuses, or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited, and there must be sufficient distinction between accredited degrees and those degrees offered by excluded segments to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The School of Business offers the Bachelors of Business Administration (BBA) with concentrations in accounting, finance, management, marketing, and media marketing. (See catalog, page 83.) The catalog for the self-study year also reports a concentration in oil and gas management. However, that concentration was suspended in the Fall 2016 semester.

The School also offers the MBA with concentrations in accounting, finance, human resources management, international business, management, and marketing. (See catalog, pages 186-187.) The catalog reports a concentration in oil and gas management, which was suspended in the Fall 2016 semester.

Sources

- 2015-2017 Catalog
- 2015-2017 Catalog (page number 83)
- 2015-2017 Catalog (page number 186)
- Bachelor Degrees AY 2012 to AY 2016
- Table 1 Review of All Academic Activities

II - Organizational Charts

Attach as a source document in the Evidence File:

1. The institution's organizational chart
2. The business school or program's organizational chart

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The organizational charts for New Mexico Highlands University and Business Administration Department are attached in the evidence file.

Sources

- 2015-2017 Catalog
- Business Department Organizational Chart AY 2016-17
- NMHU Organizational Chart AY 2016-17

III - Conditions of Accreditation

a. Institutional Accreditation. Institutions operating in the United States must be accredited by their regional body. Non-U.S. institutions must have equivalent accreditation or recognition as appropriate. For non-U.S. institutions, this is typically a copy in an Appendix of a certified translation of an official document from an appropriate government organization in their respective countries stating recognition, accreditation, and/or their right to grant degrees.

   Membership in ACBSP requires regional accreditation or the filing of the official document by non-U.S. institutions. It is not necessary to provide these documents unless ACBSP staff cannot verify this information or there have been changes in the status. If this cannot be verified or is questioned, the institution will be required to provide documentation before the process can continue. Please note below any changes in regional or national accreditation status.

b. Statement of Mission—Institution. Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog or program offerings bulletin (see subsection d).

c. Statement of Mission—Business School or Program. The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Schools and programs must have a mission consistent with that of ACBSP. State the mission of the business school or program and whether the mission is listed in the institution's catalog or program offerings bulletin (see subsection d).

d. Public Information. An electronic copy or website link for the catalog or bulletin must be provided in the Evidence File. Printed copies of the catalog and self-study are no longer needed. State the catalog page number(s) where each of the following is located:

   1. Listing of the business degree programs
   2. The academic credentials of all faculty members
   3. The academic policies affecting students along with a clear description of the tuition and fees charged to the students
   4. The statement of mission of the institution
   5. The statement of mission of the business school or program

e. Accreditation of Doctoral Programs. Accreditation of doctoral programs must meet the following requirements:

   1. Institution must have ACBSP accrediting programs at the baccalaureate and/or master's level.
   2. Institution must perform a self-study addressing the six general standards and criteria and related subcategories to the extent appropriate.
   3. Program must be authorized by the appropriate regional accrediting organization and/or the appropriate governmental agency.
   4. Accreditation can only be awarded after individuals have graduated from the program.

   If the self-study includes accreditation of a doctoral program, please indicate below, with attached documents as required, that you have met these requirements or you intend to meet these requirements.

f. Please list below all campuses at your institution at which a student can earn a business degree.

g. **Business programs must routinely provide reliable information to the public on its performance, including student achievement, such as assessment results.**

   To demonstrate compliance with this criterion:

   1. Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding some of the following business student achievement measures:

- Attrition and retention
- Graduation
- Licensure pass rates
- Job placement rates (as appropriate)
- Employment advancement (as appropriate)
- Acceptance into graduate programs
- Successful transfer of credit
- Other

Note: Website links submitted to document the implementation of this requirement must be on the business landing page, clearly identified, and lead directly to information regarding business student achievement. Provide the link in Section III of the online reporting portal.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

a. Institutional Accreditation: New Mexico Highlands University (NMHU) is accredited by the Higher Learning Commission (HLC). The HLC placed the university on probation in the Fall 2016 semester. The entire university community is committed to working with the HLC to resolve all issues and concerns.

b. NMHU Mission Statement: New Mexico Highlands University is a public comprehensive university serving our local and global communities. Our mission is to provide opportunities for undergraduate and graduate students to attain an exceptional education by fostering creativity, critical thinking and research in the liberal arts, sciences, and professions within a diverse community.

Source: http://www.nmhu.edu/about-nmhu/

c. NMHU Business Program's Mission: The Department of Business Administration is committed to the success of our students and to the highest observance of our professional accreditation standards. The department's goal is to be the best small business department in the Southwest, preparing students to be confident, competent, ethical and responsible decision makers, managers, leaders and agents of economic and social betterment in today's changing global business environment.

d. Public Information. An electronic copy or website link for the catalog or bulletin must be provided in the Evidence File. Printed copies of the catalog and self-study are no longer needed. State the catalog page number(s) where each of the following is located:

1. Listing of the business degree programs: page numbers 82-88.

2. The academic credentials of all faculty members: page number 82.

3. The academic policies affecting students along with a clear description of the tuition and fees charged to the students: pages 32-44; pages 22-27. (Tuition and fee schedule available on-line.)

4. The statement of mission of the institution: page 13. (The University adopted a new mission statement, which is available at the University website.)

5. The statement of mission of the business school or program: page 82. (The business program's new mission statement is available at the

e. Accreditation of Doctoral Programs.

Not Applicable

f. Campuses -- Las Vegas, NM (Main Campus).

Students in the BBA may complete their programs from the Las Vegas, NM campus. They also may complete the BBA on-line once they have completed the BBA Core, either at Highlands University, or another college, most typically a New Mexico community college. MBA courses are offered at the Las Vegas campus and on-line. The MBA program can be completed entirely on-line. Students taking on-line classes are provided with the same services--advisement, career services, financial aid, library etc.--as students on the main campus.

g. Public Information on program performance.

The Business administration program shares information regarding student learning outcomes with faculty, staff and all stakeholders on its webpage: http://www.nmhu.edu/current-students/undergraduate/school-of-business-media-and-technology/business-administration/ The university also provides information on enrollment, retention, degrees awarded and performance and effectiveness through the Office of Institutional Effectiveness and Research at http://www.nmhu.edu/institutional-research/.

Sources

- 2015-2017 Catalog

IV - Organizational Description

The Organizational Profile is a snapshot of your business school or program, the key influences on how you operate, and the key challenges you face. It consists of two parts: Organizational Description and Organizational Challenges.

Importance of Beginning with your Organizational Profile. Your Organizational Profile is critically important because:

- it is the most appropriate starting point for self-assessment;
- it helps the institution identify potential gaps in key information and focus on key performance requirements and organizational performance results;
- it is used by ACBSP in all stages of review, including the site visit, to understand your organization and what you consider important;
- it also may be used by itself for an initial self-assessment; and
- if you identify topics for which conflicting, little, or no information is available, you can use these topics for goal-setting and action-planning.

Submit your responses to both the Organizational Description that follows and the Organization Challenges on the next page as documents and attach under the Evidence File tab above. Limit the response to the entire Organizational Profile to not more than five printed pages.

a. Organizational Description

Describe your organization's environment and key relationships with students and other stakeholders.

Within your response, include answers to the following:

1) Organizational Environment

a. What are the delivery mechanisms used to provide your education programs, offerings, and services to students?
b. What is the organizational context/culture?
c. What is your stated vision?
d. What are your stated values?
e. What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, use of contract employees.
f. What are your major technologies, equipment, and facilities?

2) Organizational Relationships

a. What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?
b. What are your key partnering relationships and communication mechanisms?

Notes: Student segment and stakeholder group requirements might include special accommodation, customized curricula, reduced class size, customized degree requirements, student advising, dropout recovery programs, and electronic communication.

Communication mechanisms should be two-way and might be in person, electronic, by telephone, and/or written. For many organizations, these mechanisms might be changing.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Organizational Description: New Mexico Highlands University, commonly known as NMHU or Highlands University, is a comprehensive university located in northern New Mexico. Founded in 1893 as a normal school, Highlands has a rich history as a Hispanic serving institution. We are committed to providing an outstanding education to all students, celebrating the diversity and culture of our region, and creating opportunities for under-served populations. The university's mission, vision and goals are ensconced in the University's strategic plan, and are the shared basis for all of its programs and offices.

Highlands' Mission: New Mexico Highlands University is a public comprehensive university serving our local and global communities. Our mission is to provide opportunities for undergraduate and graduate students to attain an exceptional education by fostering creativity, critical thinking and research in the liberal arts, sciences, and professions within a diverse community.

Highlands' Vision: Our vision is to be a premier comprehensive university transforming lives and communities now and for generations to come.

Highlands' Core Values:

- Excellence
- Diversity
- Accessibility
- Responsiveness

Department of Business Administration Mission: The Department of Business Administration is committed to the success of our students and to the highest observance of our professional accreditation standards. The department’s goal is to be the best small business department in the Southwest, preparing students to be confident, competent, ethical and responsible decision makers, managers, leaders and agents of economic and social betterment in today’s changing global business environment.

Department of Business Administration Vision: The Department of Business Administration provides an inspiring multicultural learning environment that promotes excellence, empowerment, transformation, and global understanding.

Department of Business Administration Core Values: Advancement of Knowledge, Active Learning, Student Success, Diversity of Ideas, Accessible Education, Community, Individual Well-Being, Sustainable Practices, Multiculturalism.

Organizational Environment: The NMHU Business Administration program is an integral part of Highlands University, in which all departments share a commitment to providing educational opportunities to all our students, especially those from under-served communities. As an institution dedicated to this mission, the university is open admission, accepting all students who have completed high school. Being an open admissions university implies accepting students who are sometimes under-prepared and in need of services to prepare them for success in college. This is a challenge and commitment that forms the core of the university's and its various departments' work. The Business Administration Department is one of two departments that make up the School of Business, Media and Technology. The department chair reports to School's Dean.

The Business Administration program's faculty has embraced this challenge by embracing high standards as it works to prepare students for the challenges of an ever-changing workplace that demands competent, ethical professionals and managers. The program's curriculum builds upon the University's core requirements that provide the basis for a well-rounded liberal arts education. The 40 credit-hour core provides students with a strong foundation in written and oral communication, mathematics, lab sciences, social and behavioral sciences and the arts. The business core, recently modified, provides our students with 45 hours of business related coursework, which is supplemented by work in a concentration area--accounting, finance, general business, management or marketing. Concentration areas require another 24 to 27 credit hours, with at least 15 hours specific to the discipline.

In the past, business students were encouraged to complete the core before starting their business education. This is no longer true. The university encourages students to declare a major early so that they can begin to study subjects and ideas that interest and motivate them. As such, the department regularly participates in freshmen orientation programs, providing encouragement, academic advising and learning community courses applicable appropriate for first-semester freshmen. By working early with students interested in business, we hope to capture young students passions and hopes for themselves and themselves and their broader world. We also believe that by working with students early on, we can help guide them through the requirements for degree completion, allowing those going full-time to complete their undergraduate education in four years. We also realize that many, probably most, of our undergraduate students are transfers, and many of those are non-traditional students, who are working their way through college. We endeavor to provide them with advising that will enable them to complete their programs as efficiently as possible.

Graduate education is the other key component to the business administration program. The Highlands MBA program offers concentrations in Accounting, Finance, Management, Human Resources Management, and International Business. The program consists of 36 total hours. For students in all concentrations except accounting concentration, the program requires 27 hours from the MBA core plus nine hours in the selected concentration. Students in the accounting concentration must have completed two intermediate accounting courses prior to being accepted in the program. They also take an advanced accounting course in place of the MBA level financial accounting course required for all other MBA students. MBA students entering the program from academic disciplines other than business are required to take a leveling course, Business 500, which covers the essential common professional components of an undergraduate business education. The department has partnered with Peregrine for the delivery of this course material. The MBA program is offered at the Las Vegas campus and on-line.

Faculty Profile: The department relies on a committed faculty to deliver the excellent education and advising that our students have come to expect. The faculty currently includes 15 full-time equivalent members and one adjunct. There are at least 2 faculty in each business discipline. Nine of the 15 full-time faculty are academically qualified and 6 are professionally qualified. Our sole adjunct faculty is Dr. Denise Montoya, the University's Human Resources Director and someone with a passion for teaching. Faculty qualifications are sufficient to meet ACBSP standards, but the department is expecting that two of the professionally qualified faculty will complete their doctorates in the next year or two, thus becoming academically qualified. The business faculty currently includes 7 members who are tenured or tenure track. However, the department expects that three of full-time contingent faculty lines be converted to tenure track positions next academic year. The business program's full-time contract employees form an important part of our faculty team. They are accepted by the Dean, Chair and tenured and tenure track faculty as full members of our faculty team. Almost all are full-time, meaning they teach 12 hours per semester. They also provide service to the department and university, advise students, and fully participate in department faculty meetings. Business Administration faculty are ably supported by Ms. Brenda Fresquez.

Facilities and Technology: The business administration program is housed in Sininger Hall. This building houses most of our classrooms, all equipped with new computers, smart-boards and updated software. All faculty have a fully equipped office in Sininger Hall. Graduate Assistants have shared office space. Because almost all of our faculty teach at least one-course on-line, they are also provided with equipment necessary for such courses. Faculty are committed to the use of technology. They have universally embraced the use of Zoom for the delivery of synchronous on-line class delivery and advising and D2L to support all classes--traditional face-to-face and on-line courses.

Organizational Relationships: The Business Administration Department's key relationships are its students, future employers and the greater Las Vegas-San Miguel community. The interests of students and future employers are largely aligned. Students expect an education that will prepare them for the workforce and help them find a job in their area of interest. Employers expect that students will have attained the hard and soft skills necessary for success in their organization.

Communication with students increasingly emphasizes the importance of technology. The department has conducted meetings with students using Facebook-live and Zoom. We meet with individual students with Zoom, over the phone, by email. And, no matter the technology, we strive to be responsive. The department's faculty unanimously endorsed a 24 hour response time requirement to email and phone inquiries from students. Many include this in their syllabus, and the Dean regularly reminds students that they should expect to be able to meet with their faculty adviser and get timely responses to all inquiries. While technology is an increasingly important part of our communication efforts, in person meetings remain central. This year the Dean, Department Chair and faculty have worked on several initiatives to create a sense of community within the Department. The department hosted a welcome back pizza party for all its students. The Dean established Coffee with the Dean and Pizza with Dean events. For the first time, the Department hosted a separate graduation ceremony for its BBA and MBA graduates. Finally, and perhaps most importantly, students are provided access to the Dean, the Department Chair and the faculty with an open door policy.

We regularly communicate with employers and community leaders, formally through the Advisory Board and informally from meetings at career fairs and other community-based venues. The Business Department--administration, faculty and students--has built good relations with local businesses and community organizations through its involvement with major organizations and events. Students regularly participate in community events, including parades where they represent the Department, clean-up campaigns, and tax assistance preparation for low-income and elderly residents. Administration and faculty represent the university in various organizations such as the Economic Development Corporation, Main-Street, the American Association of University Women and ALPFA.

Sources

There are no sources.

V - Organizational Challenges

Describe your organization’s competitive environment, your key strategic challenges, and your system for performance improvement.

Within your response, include answers to the following questions:

1. Competitive Environment
    a. What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.
    b. What are the factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.
2. Strategic Challenges
    a. What are your key strategic challenges? As appropriate, include education and learning, operational, human resources, and community challenges.
3. Performance Improvement System
    a. How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

Notes: Factors might include differentiators such as program leadership, services,e-services, geographic proximity, and program options.

Challenges might include electronic communication with key stakeholders, reduced educational program introduction cycle times, student transitions, entry into new markets or segments, changing demographics and competition, student persistence, and faculty/staff retention.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Business Administration Department's major challenges are student learning, excellence in teaching, communication and enrollment growth. All are addressed in the Department's strategic plan.

Student Learning: Excellence in business education with a focus on student learning is the department's most important strategic goal, and the department has made good progress in its efforts to focus on student learning through its outcomes assessment efforts. Learning objectives for all business concentration at both the BBA and MBA level are established and are regularly reported and reviewed. The department has focused extensively on improving learning outcomes, regularly addressing the issue in faculty meetings and meetings between the department chair and faculty members. The meetings included both one-on-one consultations and group meetings as faculty in the various disciplines worked together to develop coordinated plans. As a result more meaningful, rigorous standards have been established. More importantly, they are regularly reported and reviewed as a means for improving our courses and programs. A noteworthy benefit from the process has been improved coordination among the faculty. The department recognizes that it will need to extend a continuous effort on outcomes assessment. In particular, we need to improve our external validation of student learning, and plans for the adoption of new external assessment tools are under discussion.

Excellence in Teaching: The NMHU Business faculty is dedicated to student learning and the success of its students. The faculty are regularly evaluated by their students and peers. The department also discusses and holds presentations on innovative teaching methods and advising during faculty development week and subsequent faculty meetings. The faculty has readily accepted, indeed embraced, educational technology. All faculty use D2L, the university's learning platform for both on-line and traditional courses. All faculty also are migrating to the use of the Zoom technology for the delivery of synchronous on-line classes. All of our classrooms are equipped with computers, smart boards and the latest related technology, and faculty have been trained in their use. The biggest challenge facing the department is for faculty to develop the concepts and skills associated with a new mode of on-line delivery--asynchronous on-line classes. The department's interest in asynchronous courses is based on requests from current and prospective students, and the considerable promise they hold for enrollment growth. The challenge is that the department's extensive experience with on-line education up to this point has been with synchronous classes, using first the Elluminate technology and now Zoom. The department and the University are interested in moving in the direction of providing more courses and programs using the asynchronous format. However, we also are insistent that all such courses be high quality. Faculty interested in teaching in this format are required to participate successfully in a course created by the University's Center for Teaching Excellence. The final project for the course is the actual development of one of the on-line courses the Professor plans to teach. The university also will be providing additional resources to faculty interested in teaching on-line courses. The recently concluded collective bargaining agreement (CBA) includes a financial incentive for faculty to become trained in new modes of course delivery.

Communication: The business department has established good communication with its stakeholders, including faculty, students, prospective employers and the broader community. This communication usually takes place via regular individual and group meetings, phone calls and emails. The area in which the department needs to focus most attention is the improvement of its website. Efforts to update the website and keep it updated are underway with considerable improvement expected.

Enrollment Growth: Enrollment growth through improved recruitment and retention is part of both the university's and the department's strategic plans. The challenge got a little tougher when the Higher Learning Commission (HLC) placed the university on probation. While the university believes that it has successfully addressed the HLC's concerns and will be off probation in the near future, we expect that it will place a drag on recruitment efforts for the near future. For now, enrollment in both the BBA and MBA programs has been quite steady. The BBA program graduated 65 students in AY 2012. That number grew to 78 students in the following year and has stayed steady since.

Sources

- Bachelor Degrees AY 2012 to AY 2016

1 - Standard 1: Leadership

Administrators (chief academic officers, deans, department chairs) and faculty must personally lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. These values and expectations must be integrated into the business school's or program's leadership system; and the business school or program must continuously learn, improve, and address its societal responsibilities and community involvement.

Use the criteria on the following pages to document the extent to which the business school or program meets the standard for Leadership. Justify any omissions.

For each criterion on the pages that follow, list key things administrators and faculty do (or have recently done) that prove compliance.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Highlands University is committed to providing an outstanding education to all students, celebrating the diversity and culture of our region, and creating opportunities for under-served populations These values are central to the University's mission and vision and serve as the guiding principles to university processes, strategic planning and budgeting. After a lengthy writing and approval process, they were incorporated into the University's revised mission statement. The university's strategic planning process was participatory and included all university constituencies and external stakeholders. The strategic plan, which was formally adopted by the Board of Regents in 2016, among other initiatives, firmly established the university's commitment to academic excellence. Indeed, "academic excellence, academic integration and student success" is the first goal in its strategic plan, HU 2020.

In the Fall 2016 semester the business administration department's chair, faculty and dean embarked on the development of a strategic plan for the program. They endeavored to develop the plan in a way that supported and complemented the shared values and goals of the University's strategic plan. They quickly and readily embraced the academic excellence goal, making it central to the program's mission of "preparing students to be confident, competent, ethical and responsible decision makers, managers, leaders and agents of economic and social betterment in today’s changing global business environment". They found other areas where they could build on the values and goals from the university's strategic plan, and in the end built a strategic plan for the department that complemented the university's, focusing on academic excellence, community partnerships, and strategic enrollment management. The department's leadership, faculty and staff adopted the strategic plan by consensus, and it subsequently was approved by the University Administration. The program's leadership regularly reviews progress towards achieving goals, and reports back to the faculty on specific issues via regular communication channels, most importantly monthly faculty meetings. The program's leadership provides a comprehensive review with the faculty at the end of the academic year.

The stories about the university and department strategic plans and the processes used to build them is meant to be illustrative of the leadership style at Highlands University. The university leadership, starting with President Sam Minner, is collaborative and inclusive. The leadership team, which includes Vice President for Academic Affairs, Roxanne Gonzales, Vice President for Strategic Enrollment, Edward Martinez, and Vice President for Finance and Administration, Max Baca are all committed to strengthening the university's institutions and administrative capacity. Although all except Vice President Baca are relatively new to the university, they immediately established strong performance and accountability expectations. They understand and embrace the importance of accreditation for the university and its various programs. They regularly meet and communicate with university faculty, staff and stakeholders. Their commitment and inclusive leadership style has been adopted by deans, department chairs and administrative staff.

Leadership for academic programs at Highlands University starts with the Vice President for Academic Affairs, who provides overall direction to the academic programs and faculty. She and her Deans administer and enforce the faculty standards for hiring, promotion and discipline. All are guided by the faculty handbook and the collective bargaining agreement. The tone and direction for the academic year start with Faculty development week, which begins the week before classes begin. It provides time for department faculty to get re-acquainted and embark on important initiatives such as strategic planning, curriculum reviews and various workshops. The Business Administration program used this week to start the strategic planning process and essentially determine the key initiatives for the program for the following year.

The Dean for the School of Business, Media and Technology and Department Chair for the Business Administration program work closely together to develop a draft for the new academic years goals and objectives, which they share and discuss with faculty and then amend based on faculty input.   In AY 2016, strategic planning was central to this process. We started during faculty development week by sharing ideas, which the dean and chair turned into a draft strategic plan, which after discussion and minor changes was adopted and formed the basis for much of they year's work. The Dean and Department Chair provided leadership by following the goals, values and initiatives from the strategic plan.

Sources

- Faculty and Staff Development Week Schedule Fall 2016
- NMHU Faculty Development Week Schedule 8-2016

1.1 - Criterion 1.1

For each criterion, list key things administrators and faculty do (or have recently done) that prove compliance.

Criterion 1.1 - The leader of the business unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the business unit, and for their compliance with the ACBSP Standards and Criteria.

State key actions of the leader of the business unit that promote compliance.

Criterion 1.1.a. - Administrators and faculty must set, communicate, and deploy business school or program values and performance expectations.

State key actions of administrators and faculty pertinent to this criterion.

Criterion 1.1.b. - Administrators and faculty must review business school or program performance and capabilities to assess business school or program success and your business school's or program's ability to address its changing needs.

List the key performance measures regularly reviewed by your administrators and faculty, specifying who uses which measures and for what purposes.

Criterion 1.1.c. - The business school or program must have processes in place for evaluating the performance of both administrators and faculty.

Explain how the performances of administrators and faculty are evaluated.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Criterion 1.1. Leadership Accountability: The NMHU strategic plan is the basis for all leadership activities at the University. All university leaders, starting with the President, are dedicated to meeting the mission, goals and values established in that plan and the related department plan. The goals and activities included in the department plan were built to reflect both the university's plan and values and ACBSP standards. The Dean and Department Chair regularly meet to review progress in meeting the timelines established with the plan. Progress is also shared with the faculty at faculty meetings and by email correspondence. Finally, the Dean sends the report to the Vice President for Academic Affairs for her review.

1.1.a. Setting, Communicating and Deploying Program's Values and Expectations: The Dean for the School of Business, Media and Technology and the Business Department Chair worked closely together and with the faculty to develop the goals and expectations embedded in the Department's strategic plan. They continue to meet regularly to review the program's performance and challenges. The department holds monthly faculty meetings to discuss the business program's strategic plan, curriculum, scheduling (including teaching modalities), outcomes assessment, faculty evaluations and sharing of faculty's teaching methods and research. The department regularly invites representatives from other parts of the university to discuss issues that affect the business program and are part of the strategic plan. For example, the department has requested and gained participation from: the Provost on the strategic directions for the university; the Registrar's office on advising and the use of advising technology; the enrollment management and recruitment office on participation in various recruitment efforts; the library on their services to faculty and students, including access for distance education students; the center for teaching excellence on various topics, including effective methods for teaching on-line courses, recording course lectures in you-tube, and a writing intensive course initiative.

1.1. b. Administrator and Faculty Reviews of Business Programs to Build Success and Meet Changing Needs: The Business Administration Department holds monthly faculty meetings. These meetings are designed to not only convey information, but to determine strategic actions and to elicit faculty participation in the decision making process and implementation of department goals. The process is working. Faculty fully participated and embraced the strategic plan. More importantly, they have actively participated in key elements of the plan, including faculty evaluations, pro-active student advising, outcomes assessment, participation in various teaching initiatives, participation in recruitment efforts, the sharing of ideas related to their teaching and research interests. Evidence of these successes include: the adoption of the department's strategic plan with regular reviews by the Dean, Department Chair and faculty; a complete review of all tenure and tenured track faculty's performance in the areas of teaching, research and service; a review of all contingent faculty's classroom teaching; teaching method seminars at faculty meetings; participation in the Center for Teaching Excellence program's seminars and courses; full participation in the outcomes assessment process; and faculty participation with the Advisory Board, community activities and student initiated events, including the establishment of a special graduation ceremony for business students.

1.1.c. Processes for Evaluating Performance of Administrators and Faculty: The university has long required an annual evaluation of tenured and tenure-track faculty. In Academic Year 2016-17, the university developed, with the full participation and support of the faculty, a contingent faculty handbook. The handbook clearly sets out expectations for faculty training and evaluation. All the business program's faculty (with one exception who no longer works for the program) participated in the training and evaluation process, which included direct class room observation by tenured faculty and the chair and dean. The university also invites the faculty to participate in the review of the entire university administration, including Deans and Department Chairs. Copies of the evaluation templates are provided in the evidence file.

Sources

- 2016 2017 Administrators Evaluation Memo
- 2016 2017 Deans Eval (blank)
- 2016 2017 Dept. Chair Evals (blank)
- Annual Evaluation--ANNUAL REPORT OF ACTIVITIES
- Annual Evaluation--CHAIR EVALUATION 2015-16
- Annual Evaluation--DEAN EVALUATION 2015-16
- Annual Evaluation--PEER EVALUATION--TO CHAIR - 2015-16
- Collective Bargaining Agreement
- Collective Bargaining Agreement (page number 42)
- NMHU Contingent Faculty Handbook
- NMHU Contingent Faculty Handbook (page number 21)
- Strategic Plan Check List

1.2 - Criterion 1.2

For each criterion, list key things administrators and faculty do (or have recently done) that prove compliance.

Criterion 1.2 - Social Responsibility

Criterion 1.2.a. Administrators and faculty must create an environment that fosters and requires legal and ethical behavior.

State key actions by administrators and faculty pertinent to this criterion.

Criterion 1.2.b. - The business school or program should address the impacts on society of its program offerings, services, and operations.

Explain how societal impacts are addressed and measured.

Criterion 1.2.c. - The business school or program should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

Explain how ethical business practices are ensured.

Explain how ethical academic practices are ensured.

Criterion 1.2.d. - The business school or program should have processes in place for monitoring regulatory and legal compliance.

Explain how regulatory and legal compliance are ensured.

Note: Many examples of tables are provided throughout the criteria to help organize data and information.
The tables, which are found under the Evidence File tab (ACBSP documents folder) above, are examples that may be modified to fit the institution's needs.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Criterion 1.2.a. Administrators and faculty must create an environment that fosters and requires legal and ethical behavior.

Ethical Behavior is a cornerstone of New Mexico Highlands University. The university's addresses ethical behavior for the Board of Regents, the Administration, faculty, staff and students in multiple documents, including the NMHU Board of Regents Policy Guide, the NMHU Personnel Policies and Procedures Manual, and the NMHU Faculty Handbook, the NMHU Student Handbook.

The University promotes ethical behavior in the administration, faculty, staff and students. Documents such as those listed above are posted and easily found on the University's web page. Faculty and staff undergo a comprehensive annual performance evaluation. Student misconduct, complaints, grievances and appeals are addressed promptly, with the Office of Student Affairs handling non-academic issues, and the Faculty Student Affairs Committee handling those of an academic nature. The code of conduct and policies on academic integrity are included in both the university catalog and the student handbook. Furthermore, the university requires that all syllabi include a prescribed statement on academic integrity. The course syllabus for Economics 217 included in the evidence file includes the required integrity policy. Faculty regularly discuss issues of academic integrity during the first week of class.

Criterion 1.2.b.: The business administration faculty have sought to include ethical concepts, principles, and practices into almost every course, and certainly into every discipline's curriculum. Many have participated in the Daniels Foundation's business ethics training program. Because issues in business ethics were thoroughly covered throughout the program, the business ethics course was required only of students in the management concentration. This changed in Academic Year 2016. Department administration and faculty believed that widespread ethical violations in business indicated the need for a stronger focus on ethics. Both the undergraduate and graduate business core were modified, making business ethics a required course for all students. The faculty's commitment to addressing ethical principles and issues is further demonstrated by their enthusiasm in helping prepare a team for the ethics competition sponsored by the Daniel's foundation. Many participated in recruiting students, and three participated in helping coach and prepare student for the event. Although the program added the business ethics course, other courses in the program continue to reinforce ethical issues and concerns. We assess these efforts in our student learning outcomes.

Criterion 1.2.c.: The Business Administration Department seeks to ensure ethical business by requiring faculty to include the academic integrity policy in all course syllabi. The university also purchased the "turn it in software" program to detect plagiarism. It is widely used by business faculty. Faculty have also found that many students, including international students, have a poor understanding of what constitutes plagiarism. The concept is discussed in many courses, most thoroughly in the research methods courses. Violations of academic integrity are treated seriously by the department faculty, who often report cases to the Department Chair or Dean. The annual evaluation processes works to enforce ethical practices for faculty and administrators.

Criterion 1.2.d. Administrators and faculty in the Business Administration Department form part of the larger university. They are subject to all the ethical standards established for all faculty and administrators established with the University's various policy documents, most importantly, the faculty handbook and the personnel policies document. The administration annually requests faculty and administrators to report any outside employment and any other engagements that might conflict with its policies. The Office of Research and Sponsored Project has established policies related to faculty research, including intellectual property, environmental health, human subjects and the treatment of laboratory animals. These are reported in the Research Handbook. Violations of university policies may be grieved and taken to the Faculty Senate's Grievance and Conciliation Committee for resolution.

Sources

- 2015-2017 Catalog
- 2015-2017 Catalog (page number 29)
- 2015-2017 Catalog (page number 35)
- Econ 217 Syllabus
- NMHU Board of Regents Policy Guide
- NMHU Board of Regents Policy Guide (page number 15)
- NMHU Contingent Faculty Handbook
- NMHU Contingent Faculty Handbook (page number 27)
- NMHU Faculty Handbook
- NMHU Faculty Handbook (page number 43)
- NMHU Faculty Handbook (page number 28)
- NMHU Personnel Policies and Procedures
- NMHU Personnel Policies and Procedures (page number 52)

- NMHU Student Handbook 2016-2017
- NMHU Student Handbook 2016-2017 (page number 92)
- NMHU Student Handbook 2016-2017 (page number 57)
- Research Handbook

2 - Standard 2: Strategic Planning

The business school or program must have a process for setting strategic directions to better address key student and program performance requirements. The strategy development process should lead to an action plan for deploying and aligning key plan performance requirements. It should also create an environment that encourages and recognizes innovation and creativity.

Document the extent to which the business school or program meets the standard for Strategic Planning in Criterion 2.1 and 2.2. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The business administration program's strategic plan and strategic plan check list are included in the evidence file. Questions as to how the program meets the strategic planning process are addressed in criterion 2.1 and 2.2.

Sources

- Business Administration Program Strategic Plan
- Strategic Plan Check List

2.1 - Criterion 2.1

Use the following criteria to document the extent to which the business school or program meets the standard for Strategic Planning. Justify any omissions.

Criterion 2.1 - The business unit must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged.

Describe your formal process for strategic planning.

Criterion 2.1.a. - The faculty and staff members of the business unit should have significant input into the strategic planning process.

Explain how faculty and staff members participate and/or have a voice in the strategic planning process.

Criterion 2.1.b. - The strategic plan should identify the business school's or program's key strategic objectives and the timetable for the current planning period.

Present your current strategic plan as a source document, and summarize it by using a table such as Figure 2.1 found under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Criterion 2.1.a. The business administration program's process for developing its strategic plan was integrated with the university's strategic planning process. Both processes were collaborative with a strong focus on faculty involvement. The business program strategic planning process built on the University's Mission, Vision, Goals and Core Values. Business administration faculty and staff participation in the strategic plan process included a thorough discussion of its key elements. Plan elements were discussed in faculty meetings early in the fall 2016 semester. Based on faculty and staff input, the Dean integrated various input into a draft plan, which was circulated among faculty for further discussion and comment. The final plan was embraced by the faculty by consensus.

Criterion 2.1.b. The business program's strategic plan and a summary checklist that includes its key objectives and a timetable with target dates are included in the evidence file. The Department Chair and Dean use the check list file to monitor progress towards meeting strategic goals, and to report back to department faculty and other stakeholders.

Sources

- Business Administration Program Strategic Plan
- Strategic Plan Check List

2.2 - Criterion 2.2

Use the following criteria to document the extent to which the business school or program meets the standard for Strategic Planning. Justify any omissions.

Criterion 2.2 - Strategy Deployment

Criterion 2.2.a. - Strategic action plans should address both short- and long-term objectives as in Figure 2.2 found under the Evidence File tab (ACBSP Documents folder) above.

Summarize your short- and long-term action plans and objectives.

Note: If you develop your key human resource plans as part of your business school or program's short- and long-term strategic objectives and action plans, please list "HR Plans (See Standard 5)" here, but describe those plans under Standard 5.

Criterion 2.2.b. -The business unit shall have established performance measures for tracking progress relative to strategic action plans.

Identify the performance measure(s) pertaining to each action item in your strategic plan. See Figure 2.3 found under the Evidence File tab above.

Criterion 2.2.c. - The leadership of the business unit should communicate strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate.

Show evidence of how strategic objectives, action plans, and measurements are communicated to all faculty, staff, and stakeholders.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Criterion 2.2 - Strategy Deployment

Criterion 2.2.a.: The Business Department's strategic plan and the associated check list are included in the evidence files. The plan identifies six strategic goals, all tied to the department's mission and vision. The seven strategic goals can be summarized as follows:

1. Excellence in Business Education
2. Increased Enrollment and Retention
3. Enhanced student life
4. Community Partnerships
5. Improved use of technology for teaching and communication
6. Better internal and external communication.

Criterion 2.2.b.: The business administration department's strategic plan identifies strategies and actions for each strategic goal. These are tracked in the check-list developed to complement the strategic plan and in Figure 2.3.

Criterion 2.2.c. The business administration department leadership reports progress on strategic planning, including the progress on actions and goals to the faculty and the Vice President for Academic Affairs Office. Strategic planning for the university falls under that office. The department also will share this information with the broader community on its website.

Sources

- Business Administration Program Strategic Plan
- Figure 2.1 Table for Strategic Direction
- Figure 2.2 Table for Action Plans
- Strategic Plan Check List

3 - Standard 3: Student and Stakeholder Focus

A business school or program must have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business school or program enhances relationships with students and stakeholders and determines their satisfaction. Stakeholders may include parents, employers, alumni, donors, other schools, communities, etc.

Please use the criteria on the following pages to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

There is no response.

Sources

There are no sources.

3.1 - Criterion 3.1

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.1 - The business school or program must determine (or target) the student segments its educational programs will address.

State targeted and served student segments.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

New Mexico Highlands University is a state comprehensive university, serving both undergraduate and graduate students. In 2016, the university counted 1,786 FTE undergraduates and 869 FTE Graduates. The vast majority of our students hail from the northern and central parts of the state. For both undergraduates and graduates, Business Administration students were just over 15 percent of the total.

Highlands accepts undergraduate students on an open admissions basis, and although the Freshmen class typically has an average high school GPA right around 3.0, many students are not well prepared for college and need to take remedial math or English or both. The Business Administration program accepts all students who declare business as a major. Once a student has declared his major as business, the department assigns the student an adviser. Typically, the student is paired with an adviser based on the concentration area in which they expressed an interest. Advisers meet with students to explore their interests and provide them with the appropriate program of study and an academic road map, which helps guide them through all the requirements necessary to complete their degree in the most efficient way possible. (Copies of the programs of study and road maps are included in the evidence file for this section.) Transfer students, whether taking classes at the Las Vegas campus or on-line, are also assigned an adviser. The adviser meets with the student, which could happen in in person, over the telephone, on-line, or by email. Some faculty like to meet with their using Zoom, our on-line delivery program for such meetings, as it introduces students to the technology and provides for a more intimate meeting.

The business program used to encourage students to concentrate on meeting university core requirements before starting their business studies. As a means to better connect students with their interest and increase retention, the university now highly encourages students to declare a major in their first year. Virtually all freshmen participate in the first year experience, which creates cohorts of students with shared interests. They choose paired classes that correspond to their academic interests. For example, a freshmen interested in majoring in business might be directed to take the first year learning class pairing the Principles of Microeconomics course with College Algebra. The process of having students declare a major early and participate in the first year experience program has helped the department make an early connection with students and provide them with good advising early in their studies.

Our MBA students, for the most part, fall into two broad categories: international students who are located at the main campus and on-line students, who are typically working adults, often working on their MBA part-time. All of our MBA courses are offered in the evening. The courses offered from the Las Vegas campus are offered in a blended format. In other words, they are offered in a classroom setting for students on campus, with on-line students joining the class using the Zoom technology. We also offer strictly on-line courses with faculty located in the Albuquerque-Rio Rancho area. Their courses are strictly on-line, but most have offices at the Rio Rancho campus, allowing us to provide advising and in person office hours to our many MBA students who live in that area. We are finding,however, that most of our working students prefer the flexibility provided by virtual and electronic advisement meetings. Student preferences for flexibility regarding the timing of courses is pushing us towards offering more asynchronous courses in the future.

Sources

- BBA ACCOUNTING 2017-2018
- BBA FINANCE 2017-2018
- BBA GENERAL BUSINESS 2017-2018
- BBA MANAGEMENT 2017-2018
- BBA Maps
- BBA MARKETING 2017-2018
- BBA MEDIA MARKETING 2017-2018
- MBA ACCOUNTING 2017-2018
- MBA FINANCE 2017-2018
- MBA HR MANAGEMENT 2017-2018
- MBA INTERNATIONAL BUSINESS 2017-2018
- MBA MANAGEMENT 2017-2018
- MBA Maps
- MBA MARKETING 2017-2018
- NMHU Factbook

3.2 - Criterion 3.2

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.2 - The business unit will have identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.

List your business unit's major stakeholders other than your students.

Briefly describe how you gather and use relevant information from students and stakeholders.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Business Administration Program's major stakeholders are its students, faculty and the broader Las Vegas and other New Mexico communities served by the university. The Department regularly meets and listens to its stakeholders.

Faculty input is highly valued and is received via faculty meetings and informal meetings throughout the year. The Dean and the Department Chair both have an open door policy, and faculty know that they are always welcome to drop by, call or communicate via email. They also know that collegiality and responsiveness are highly valued university and departmental values, and that they will be treated with respect.

The department regularly communicates with its students in a number of venues. We hold welcome back events every semester and listening session throughout. The listening sessions take the form of coffees or pizza with the dean. The dean prepares brief opening remarks and then opens the meetings to students, who are free to share their concerns and recommendations for the department. We have conducted these meetings in our patio, the Dean's office, classrooms, and on-line using mediums such as Zoom and Facebook Live. The revived ALPFA club also has provided a productive way to communicate with students. Students know from these meetings and experience about the department's open door policies, so they regularly drop by our offices to share ideas and concerns. Students understand that the department values their inputs, and that their ideas and sentiments matter. They suggested towards the end of last academic year that the department create a graduation ceremony to complement the University's large graduation event. providing a more intimate way for them to celebrate with their fellow-students, families and business faculty. The idea was immediately embraced by the department's administration and faculty. Planning began the next day, and we had a joyful celebration a few weeks later.

The department has revived its advisory board to better communicate with our third stakeholder, the broader community. One of new faculty members, who has long, deep roots in the community took the lead in this area. We were able to recruit business and community leaders. Everyone in the room shared a strong sense of purpose and community, and walked away feeling that their input was valued and would be listened to. The group agreed to meet every semester to deepen this partnership and to work on a couple of concrete initiatives including a girls CAN program and mini-courses to support entrepreneurship in the community.

Sources

- Advisory Board Meeting Notes 4.28.17 kt 7.10.2017.FINAL

3.3 - Criterion 3.3

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.3 - The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions.

Describe your periodic review processes pertinent to this criterion.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Business Administration Department has developed several methods for listening to its stakeholders--students, faculty and community.

We listen to students by inviting them to events throughout the year, including meetings with the Dean and Chair over coffee and pizza. In order to encourage communication with off-campus students, we have made ourselves available for student meetings at the University's Centers in Santa Fe and Rio Rancho and held virtual meetings using Facebook Live and Zoom Technology. We also hear from them through our student club--ALPFA. We also have an open door policy, and students regular avail themselves of it by dropping by our offices.

We listen to the community through our recently revived Advisory Board and by participating in various community and civic organizations, including the Main Street Board and the Las Vegas-San Miguel County Economic Development Corporation.

Sources

There are no sources.

3.4 - Criterion 3.4

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.4 - The business unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.

Describe your processes pertinent to this criterion. See Figure 3.1 found under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Business Administration Department uses various methods to gather information from its stakeholder groups--students, faculty and the community. Information gathering, or listening processes, include both regularly scheduled, institutionalized practices such as the student evaluation of faculty and the faculty review processes as well as more informal listening practices that happen in student club meetings, business advisory board meetings, faculty meetings and individual meetings with members of all these groups. The department's leadership tries to keep its ear close to the ground with its open door policy and by proactively wandering the halls to speak with students and faculty and by participating in various community and business organizations. Information so gathered is often used in department's planning efforts such as strategic planning, curriculum design, course scheduling, graduation ceremonies and other department sponsored initiatives. Table 3.1 included in the evidence file for this section provides an overview of the department's constituencies, their concerns and how we listen to them.

Sources

- Figure 3.1 Table for Student and Stakeholder Groups

3.5 - Criterion 3.5

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.5 - The business unit should have processes to attract and retain students, and to build relationships with desired stakeholders.

Define and describe your processes pertinent to this criterion.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Business Administration Department's works on recruitment by participating in all university sponsored recruitment efforts, including college fairs, university centers sponsored recruitment and orientation events and the new student orientations organized during the summer by our academic support office. We meet with students and prospective students at these events to provide information about our program to prospective students, and academic and career advising to new students. We also regularly host meetings for potential recruits identified by the recruitment office and the athletics department. Finally, we practice good customer service by fielding and responding to email and telephone inquiries from prospective students in a timely manner. Our goal is respond to all inquiries in within 24 hours.

The department works to retain students by participating in the formal activities developed and administered by the Academic Support office. These include attendance alert, early alert and midterm alert. We also regularly participate in "house call", an initiative organized by our student housing office. House call entails selected administrators and faculty visiting with students who live in our residential halls, allowing students to communicate how they are adapting to student life at Highlands and any concerns they may have. We encourage them to call on us whenever they like. Finally, our faculty and administration have open door policies that encourage students to visit to discuss progress in their classes, their academic program or anything else they wish.

Sources

There are no sources.

3.6 - Criterion 3.6

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.6 - The business unit should have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders.

Describe process(es).

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Business Administration Department's processes for seeking input from students and other stakeholders is addressed in criterion 3.4. The Department goes to considerable lengths to make these processes work for our stakeholders. Our leadership team team has an open door policy that encourages stakeholders to share their concerns, and we work hard to see that they are satisfactorily resolved in a timely manner, whenever possible.

Sources

There are no sources.

3.7 - Criterion 3.7

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.7 - The business unit should have a system to determine student and key stakeholder satisfaction and dissatisfaction.

Describe your system of assessing student and stakeholder satisfaction or dissatisfaction. See Figure 3.2 under the Evidence file tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Business Administration Department assesses student satisfaction through the use of the student evaluation of faculty process, through student-department meetings organized for this purpose, and through one-on-one meetings between students and their faculty, the department chair and the dean. The department also relies on the university's student satisfaction survey. It recognizes that the survey does not provide department specific information, and thus plans to work with the office of Institutional research to see how it can administer the survey in a way that provides information specific to the Business Administration Department. The department, working with the Office of Academic Affairs, plans to develop and administer its own student satisfaction survey in the Fall 2017 semester.

The department's faculty, another major stakeholder, has several ways to communicate their satisfaction or dissatisfaction with the department's practices and direction. The most effective is communication that happens at department meetings and one-on-one meetings between the faculty and the department chair and dean. They also have the opportunity to formally evaluate the chair and the dean every year. These evaluations have been positive.

The department is able to assess the business and general community's satisfaction with its programs through business advisory meetings and through its participation with community organizations. These methods have provided positive, albeit informal feedback. The department will establish a more formal evaluation method for the business advisory group in the Fall 2017 meeting.

Sources

There are no sources.

3.8 - Criterion 3.8

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.8 - The business unit should present graphs or tables of assessment results pertinent to this standard.

Attach source documents and summarize assessment results using Figure 3.2 and Figure 3.3 found in the Evidence File tab above (ACBSP Documents folder).

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Business Administration Department's efforts to assess student and other stakeholders' satisfaction with its programs are addressed in earlier criteria pages for Standard 3. We noted that formal processes include students evaluation of faculty and faculty evaluation of the Department Chair and Dean. We would be glad to share these during the accreditation visit, but feel uncomfortable sharing them in this document with all participants consent.

The university's student satisfaction survey continues to demonstrate high levels of student satisfaction with their education at Highlands. There was a dip in AY 2015-16, yet 92.5 percent of students still reported overall satisfaction with their education at Highlands. We believe that students in the Business Administration programs are as happy as all other Highlands students. We will work with the Office of Institutional Research to see if we can get dis-aggregated results. Alternatively, we will begin to conduct our own surveys.

Sources

- Advisory Board Meeting Notes 4.28.17 kt 7.10.2017.FINAL
- Annual Evaluation--ANNUAL REPORT OF ACTIVITIES
- Annual Evaluation--CHAIR EVALUATION 2015-16
- Annual Evaluation--DEAN EVALUATION 2015-16
- Annual Evaluation--PEER EVALUATION--TO CHAIR - 2015-16
- First Destination Survey results for Business Administration Program
- New Mexico Public Universities Performance Effectivenss Report
- New Mexico Public Universities Performance Effectivenss Report (page number 52)
- NMHU Student Satisfaction Survey AY 2015-16
- Student Satisfaction Survey Results

4 - Standard 4: Measurement and Analysis of Student Learning and Performance

Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

ACBSP believes that the learning outcomes of the education process are of paramount importance. Student learning outcomes cover a wide range of skills, knowledge, and attitudes that can be influenced by the educational experience. Therefore, when implementing a student learning outcomes assessment program, careful consideration must be given to the learning outcomes that are most important to the missions of the institution and business school or program and the level of the degree awarded. Accordingly, a business school or program must have established a learning outcomes assessment program to indicate the effectiveness of the process, as well as new directions it might take.

The diversity of educational institutions, coupled with other characteristics unique to a given college or university, suggests that learning outcomes assessments may be conducted differently at each school. While the emphases may vary, the learning outcomes assessment plan implemented must approximate the learning outcomes assessment standard herein described.

Use the Standard 4 criteria on the following pages to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Mary Romero

Institution Response

There is no response.

Sources

There are no sources.

4.1 - Criterion 4.1

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.1 - The business unit shall have a learning outcomes assessment program.

a. State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

   Note: Include learning objectives for each program. For example, for students completing the CPC courses and then 12 or more required credit hours in accounting, international business, or human resources, there must be measurable learning outcomes for the accounting, international business, and human resources programs.

b. Describe your learning outcomes assessment process for each program.
c. Identify internal learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.
d. Identify external learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.
e. Identify formative and summative learning outcome assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed **|** **Due Date:** Not Set

Assigned To
Mary Romero

Institution Response

Criterion 4.1. The business unit shall have a learning outcomes assessment program. The Department of Business Administration has a comprehensive assessment program which is reviewed annually and updated as necessary. Results of learning outcomes data reported in this self-study are based on the fall 2015 revision. The outcomes assessment plans for the BBA and MBA concentrations are attached in the evidence file.

The outcomes assessment plans underwent a major revision in spring 2017 as a result of changes in the BBA and MBA programs curriculum. Outcomes assessment results for spring 2017 are not yet reported but will be posted as soon as the results are available.

4.1.a. Learning Objectives for each BBA and MBA program are attached in the evidence file.

4.1.b. The Department of Business Administration follows the outcomes assessment process outlined in the University's Outcomes Assessment Handbook. At the Department of Business Administration, the faculty is responsible for developing the assessments and for determining at what point in the curriculum the measurement of student learning occurs. Academic program outcomes assessment are developed and approved by the Department of Business Administration faculty. Once the faculty has developed or revised the plans they are sent to the Office of Institutional Effectiveness and Research (OIER), where they are entered into a database. Outcomes assessment data is uploaded into the University's Banner system by the department chair. Each fall the OIER generates reports for each academic program summarizing the data entered. The program faculty reviews the reports, adding their interpretations of the data and how the data will be utilized for program improvement, and returns the reports to OIER. The reports are posted on the OIER website and are available to students, parents, faculty administration, and other stakeholders. Outcomes assessment general requirements are outlined beginning on page 7 of the Outcomes Assessment Handbook attached in the evidence file.

4.1.c.d.e. Figure 4.1 - Table for Student learning Outcomes Assessment Data is attached in the evidence file.

Sources

- BBA - Outcomes Assessment Plans - REVISED FALL 2015
- Criterion 4.1.a. Learning Objective for Programs
- Figure 4.1.c.d.e Table for SLO Assessment Data
- MBA Outcomes Assessment Plans - REVISED FALL 2015
- Outcomes Assessment Handbook 2017

4.2 - Criterion 4.2

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.2 - To identify trends, the business school or program should report, at a minimum, three successive sets of periodic assessment results.

Use Figure 4.2 found in the Evidence File tab (ACBSP documents folder) above, present tables and graphs, providing three to five consecutive sets of assessment results. Do not use course grades or grade point averages.

Note: You must have learning outcome competencies that are measurable in each core business program as well as competencies in each concentration (12 or more credit hours) associated with the core. As an example, you will have measurable competencies for the MBA program and if the MBA program has a concentration in International Business (12 or more credit hours) and you have an MBA with a concentration in Finance (12 or more credit hours) then you must have a measurable competency in both concentrations as well as the core.

Describe how these assessment results are made systematically available to faculty, administration, students, or other stakeholders, as appropriate.

Note: Ideally, report three to five years of trend data, but at a minimum, ACBSP requires three cycles of learning outcomes measurement data.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Mary Romero

Institution Response

4.2. See Figure 4.2 - Measurement and Analysis of Student Learning and Performance attached in the evidence file.

The assessment results are available to students, parents, faculty administration, and other stakeholders on the University's Office of Institutional Effectiveness and Research website:

Business Assessment Reports

Sources

- Figure 4.2 - Measurement and Analysis of Student Learning and Performance

4.3 - Criterion 4.3

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.3 - Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks and intended outcomes.

Report your comparative assessment results. **See Figure 4.3** under the Evidence File tab (ACBSP Documents folder) above.

Describe the business schools or program's selection, management, and use of benchmarking (comparing to best practices) or comparison (comparing with other business schools or programs) information and data to improve overall performance.

Note: Results reported could be based upon a variety of assessment methods and should include current and past comparisons as developed in pursuit of Criterion 4.3. The methods used should reflect the school or program's primary improvement objectives and together represent holistic appraisals of students (i.e., appraisals with respect to quantitative skills and communication skills, ethical awareness and global awareness, etc.).

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Mary Romero

Institution Response

The Business Administration Department has four years of measurable learning outcomes results from the Business Strategy Game for both the BBA and MBA programs. Spring semester 2017 results are summarized in Figure 4.3. Table for Comparative Information and Data is attached in the evidence file. Results for fall semester 2013 through spring semester 2017 are included in the evidence files for the Performance Benchmarks Report and the Learning Assurance Report.

The Performance Benchmarks Report provides data comparing the performance of Highlands Department of Business Administration students on the Business Strategy Game simulation in the last 12 months with that of students (undergraduates and graduates) at other institutions in the United States and around the world.

The Learning Assurance Report provides solid empirical data regarding the business skills and decision-making capabilities of our students relative to those of other students who have completed the Business Strategy Game. The Learning Assurance Report offers credible evidence about the business abilities of our students in areas such as financial management, operations management, marketing management, human resource management and corporate social responsibility. The Learning Assurance Report is useful for two important reasons: 1) It provides clear overview of how well our students rank relative to others who have completed the competition-based simulation. 2) Because the report offers highly credible evidence regarding the caliber of business understanding and decision-making mastery of our students, it can be used to help assess whether our academic curriculum in business is providing students with the desired degree of business understanding and decision-making expertise.

Sources

- BBA - BSG Performance Benchmarks Results
- BBA - BSG Simulation Learning Assurance Results

- Figure 4.3. Table for Comparative Information and Data
- MBA - BSG Performance Benchmarks Results
- MBA - BSG Simulation Learning Assurance Results

4.4 - Criterion 4.4

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.4 - The business unit shall make use of the learning outcomes assessment results analyzed in criterion 4.2 to improve its educational processes in the interest of continuously improving student learning outcomes. The business unit must describe specific improvements it has made to is programs based on information obtained from its learning outcomes assessment results for a minimum of three improvement cycles.

To demonstrate compliance with this criterion:

Identify specific program improvements based on what the business unit has learned from analyses of assessment results.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Mary Romero

Institution Response

Analysis of the Department's outcomes assessment plans and reports of results has led to changes and improvements in the business curriculum. Improvements and actions taken include the following:

1) An annual review of outcomes assessment plans. Outcomes assessment plans were revised in the fall 2012 semester, the fall 2015 semester, and again in the 2017 spring semester. Importantly, revisions included changes based on prior outcomes assessment results.

2) An increased emphasis on ethics and globalization. During fall 2016 semester, the Department conducted a comprehensive review of its curriculum for the BBA and MBA programs. The purpose of the review was to align the program's requirements with the university's overall graduation requirements and ACBSP requirements, to provide greater flexibility for students in pursuing courses of interest, and to align the curriculum with the Department's capacity to dependably and regularly deliver the curriculum. Changes made to the BBA and MBA curriculum are summarized in the memo and the side by side tables that department submitted to the Academic Affairs Committee. These are included in the evidence file.

3) Improvements in course content and delivery. Faculty has made modifications to individual course requirements and the means of assessments in several courses.

4) Adoption of the Business Strategy Game. We began using the Business Strategy Game as a means of assessment in both BBA and MBA capstone courses in fall 2013.

5) The addition of prerequisites to both BBA and MBA capstone courses so students have a strong foundation in the business principles necessary for competing in the Business Strategy Game.

6) The increased availability of tutoring services. The department's faculty and graduate assistants provide students with the tutoring support they need. Tutoring is available face-to-face and through the use of the Zoom conferencing tool and by NetTutor, an online tutoring service that is available to all university students.

7) The required use of Desire2Learn, the university's online course learning management system, by all faculty for all courses, whether traditional, hybrid or online.

Sources

- AAC - Side by Side Comparison Tables
- AAC Cover Sheets & Summary Memo

5 - Standard 5: Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must:

1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives;

2) evaluate the faculty based on defined criteria and objectives;

3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and

4) foster an atmosphere conducive to superior teaching.

Use the criteria on the following pages to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Highlands Business Administration Department's ability to fulfill its mission and meet the standard for Faculty and Staff Focus are addressed using the criteria included in the following pages of this section.

Sources

There are no sources.

5.1 - Criterion 5.1

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.1 - The business unit will have a Human Resource Plan that supports its Strategic Plan.

a. Summarize and attach under the Evidence File tab above your current human resource (HR) plan.
b. In a brief statement here, explain your HR plan's relationship to your strategic goals.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Human Resources Planning: The Business Administration's human resources planning is embedded within New Mexico Highlands University overall human resources policies. These are established in the NMHU Faculty Handbook and the Collective Bargaining Agreement (CBA). The Faculty Handbook includes personnel policies that define different types of faculty and qualifications and establish procedures for hiring, professional ethics and equal opportunity. The CBA governs policies related to faculty compensation, workload, faculty development (including sabbatical leave and travel), evaluation, post-tenure review, reductions in force and academic dismissal. These documents acknowledge that personnel policies should be consistent with the University's Strategic Plan. Exhibit 5.1 summarizes key personnel policies for faculty.

Figure 5.1: NMHU Personnel Policies

Faculty Handbook	
Policy	**Page(s)**
Faculty Definitions	37-40
Types of Contracts	40-41
Faculty Hiring	41-42
Professional Ethics	42-44
Equal Opportunity	44-45
Collective Bargaining Agreement	

Policy	**Page(s)**
Workload	18-21
Sabbatical Leave	23-27
Evaluation	42-51
Post Tenure Review	52-53
Salaries	54
Travel	69

The Business Administration department does not have a human resources plan separate from the University's. It closely follows the University's personnel policies, while also attempting to meet ACBSP faculty guidelines.

The university and department's human resources policies are consistent with the University and Department's strategic plans. They allow the department to employ the faculty resources necessary to provide students an excellent educational experience. They are also appropriate to the department's focus on teaching. Faculty are evaluated based on teaching, research and service; the primary focus is on excellent teaching. The workload is 24 hours per year, which the department regularly observes with no exceptions in the recent past. Course schedules are prepared to ensure that faculty have six or fewer preparations in the academic year. All faculty--tenured, tenure track and contract faculty--are regularly evaluated by their students, their peers, the department chair and the Dean.

Sources

- Collective Bargaining Agreement
- Collective Bargaining Agreement (page number 18)
- Collective Bargaining Agreement (page number 23)
- Collective Bargaining Agreement (page number 42)
- Collective Bargaining Agreement (page number 52)
- Collective Bargaining Agreement (page number 54)
- Collective Bargaining Agreement (page number 69)
- NMHU Faculty Handbook
- NMHU Faculty Handbook (page number 37)
- NMHU Faculty Handbook (page number 40)
- NMHU Faculty Handbook (page number 41)
- NMHU Faculty Handbook (page number 42)
- NMHU Faculty Handbook (page number 44)

5.2 - Criterion 5.2

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.2 - Employment Practices

Criterion 5.2.1 - The business school or program must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives. In doing so, you may address:

a. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;
b. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

Criterion 5.2.2 - In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

Explain or describe:

a. how you develop qualified full-time and part-time faculty;
b. how you orient new faculty to the program;
c. how you orient new faculty to assigned course(s);
d. how you provide opportunity for part-time and/or full-time faculty to meet with others teaching the same courses;
e. how you provide guidance and assistance for new faculty in text selection, testing, grading, and teaching methods; and
f. how you provide for course monitoring and evaluation.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Business Administration Department has 15 full-time faculty. As shown in Exhibit 5.2., eight are academically qualified and 7 are professionally qualified. The Department has at least two faculty for each of its concentrations. Two of the professionally qualified faculty, Keith Tucker and Melanie Zollner, are in Ph.D. programs and are ABD. We expect that Keith will finish his dissertation in AY 2017. Melanie Zollner, who also is in the New Mexico Minority Fellowship Program, is expected to complete her dissertation in AY 2018.

Exhibit 5.2: Faculty Qualifications

	Faculty Member	Disciplines	Qualification
1	Ali Arshad, Ph.D.	Economics and Finance	Academic
2	Kent Tucker, DBA	Finance	Academic

3	Keith Tucker, ABD	Management and Finance	Professional
4	Nicolas Leger, J.D.	Business Law	Academic
5	Emmanuel Nkwenti, Ph.D.	International Business and Management	Academic
6	Luis Ortiz, Ph.D.	International Business and Management	Academic
7	Carla Romero, MBA	Management and Quantitative Methods	Professional
8	Rodney Sanchez, Ph.D.	MIS and Management	Academic
9	Charles Swim, DBA	Management	Academic
10	Melanie Zollner, ABD	Management	Professional
11	Chien-Chung Chen, Ph.D	Marketing	Academic
12	Heath Anderson, MBA	Marketing	Professional
13	Tracy Armijo, CPA	Accounting	Professional
14	Mary Romero, Retired CPA	Accounting	Professional
15	Donna Vigil, MBA	Accounting	Professional

The University and the Business Department requires that new faculty be assigned a mentor, who introduces the tenure-track faculty member to the University's policies and procedures, expectations for teaching, service and research, good teaching practices and assists with integration into university life. A major requirement in the mentoring process is regular evaluation of the new faculty member's teaching. Mentoring continues until tenure is achieved.

Faculty hired on a contract basis are required to participate in various activities that orient them to the university and their duties as a faculty member. All must participate in the new faculty orientation at which they are provided with the Contingent Faculty Handbook, if they haven't already received it. They are required to complete the new faculty orientation before they begin teaching. The dates of the orientations, which are offered in person and on-line, are included in their contracts. They also are contractually required to participate in professional development activities during the week prior to the commencement of classes. The Business program requires that they also participate in department meetings throughout the year. During the first week of the year, or before, they are required to file their course syllabi, which is reviewed by the department chair or Dean. This review would consider such factors as coverage, textbook selection, course assignments and assessments. The faculty member meets with the department chair and others involved in the outcomes assessment process to ensure that her assessments are consistent with the outcomes assessment plan.

The department has scheduled courses to minimize the use of different faculty teaching the same or similar courses. However, some courses are taught by more than one faculty member. In such cases, the faculty are asked to work together on the selection of textbooks, course coverage, course evaluations, etc. Typically, this means that the junior faculty member follows the lead of the more experienced faculty member. Faculty teaching sequenced courses also are required to meet to discuss what is taught in each course and textbook selection.

University policies require that all faculty be reviewed on a regular basis. Term and per course faculty members are evaluated every term, with continued employment contingent on good performance. In their first semester, the dean, chair or a tenured faculty member are required to observe the faculty member's class and prepare a written evaluation. The dean or chair schedules a post session conference between the person who conducted the evaluation and the faculty member to review and acknowledge receipt of the report. The faculty member is allowed to respond to the report. The CBA also requires all tenure-track and tenured faculty to be evaluated. The evaluation process, which begins with the faculty member preparing a report on their activities in the areas of teaching, research and service. Although all three areas are important and evaluated, greatest weight is given to teaching. Tenured faculty are evaluated every two-years. Tenure-track faculty are evaluated annually and the evaluation is formative and meant to help the faculty member improve their skills.

Sources

- Collective Bargaining Agreement
- Collective Bargaining Agreement (page number 40)
- Collective Bargaining Agreement (page number 42)
- Figure 5.1 Faculty Qualifications
- NMHU Contingent Faculty Handbook
- NMHU Contingent Faculty Handbook (page number 22)
- NMHU Faculty Handbook

5.3 - Criterion 5.3

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.3 - Faculty Qualifications, Workload, and Coverage

Criterion 5.3.1 - The composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

To demonstrate compliance with Criterion 5.3.1, please:

a. Present your faculty qualifications in a table such as Figure 5.1, found under the Evidence File tab above.
Note 1. In Figure 5.1, Dr. True is considered academically qualified to teach marketing at the undergraduate level because she has taken five graduate-level marketing courses, has ten years as CEO with XYZ Publishing Company, and has successful teaching experience in the field. (See portfolio containing complete transcripts and vita with detailed description of professional experience.)

b. Provide credit hour production data by faculty member, separating full-time and part-time faculty. See Figure 5.2 found under the Evidence File tab above.
Note (1). In Figure 5.2, Dr. Link also taught a statistics course for the Math Department, but since this is a service course for non-business majors it is not considered a part of the business program and therefore not included in this table.

c. Present your coverage of programs by academically and/or professionally qualified faculty in a table such as Figure 5.3 found under the Evidence File tab above.

Criterion 5.3.2.a - Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided in the Evidence File.

Directions: Create a sub-folder under Standard Five in the Evidence File called "Faculty Vitae" and upload a copy for all faculty teaching during the self-study academic year.

Note: Faculty who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.) should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit, and the course is coded as a business course (and therefore part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty who teach courses which are under the direct administration of the business unit head and coded as business courses."

Criterion 5.3.2.b - Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- At least 80 percent of the undergraduate credit hours in business and 90 percent of the graduate credit hours in business are taught by academically or professionally qualified faculty. (See Glossary of Terms under the HELP tab for definitions of *academically and professionally qualified.*)
- At least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by academically qualified faculty.
- One hundred percent of the doctorate credit hours in business are taught by academically qualified faculty.

If your faculty qualifications as presented in Figure 5.3 (under the Evidence File tab above in the ACBSP Documents folder) meet these historically acceptable levels, you may consider this section completed, and proceed to Section 5.4.

If your institution does not come within five percent of these historically acceptable faculty-credentialing levels, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

The requirements for Academically Qualified and Professionally Qualified faculty are listed below:

Academically Qualified:

To be considered academically qualified a faculty member must successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching. In addition, the faculty member must:

1. Hold a doctorate in business with graduate level major, minor, or concentration in the area of teaching responsibility.
2. Hold a doctorate in business with professional certification in the area of teaching responsibility.
3. Hold a doctorate in business with five or more years of professional and management experience directly related to the area of teaching responsibility.
4. Hold a Juris Doctor (JD) and teach business law, legal environment of business or other area with predominantly legal content.
5. Hold an out of field doctorate,
   (a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (b) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
6. Hold an out of field doctorate,
   (a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
7. Hold an out of field doctorate,
   (a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by substantial professional or management level practice.
8. Hold an out of field doctorate,
   (a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant consulting activity.
9. Hold an out of field doctorate,
   (a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
10. Hold an out of field doctorate,
    (a) Master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
11. Hold an out of field doctorate,
    (a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
12. Hold an out of field doctorate,
    (a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c)

demonstrate successful professional practice evidenced by significant consulting activity.

In lieu of successfully completing a minimum of fifteen (15) graduate credit hours in the discipline, a faculty member may satisfy one of the following criteria:

1. Hold a Juris Doctor (JD) and hold a business related master’s degree with a specialization in the area of teaching responsibility.
2. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of the certification.
3. Hold a Juris Doctor (JD) and have five (5) or more years of professional and management experience directly related to the area of teaching responsibility.
4. Hold an out of field doctorate,
   (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
5. Hold and out of field doctorate,
   (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
6. Hold an out of field doctorate,
   (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
7. Hold an out of field doctorate,
   (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.
8. Hold an out of field doctorate,
   (a) Have completed a special post-graduate educational program (AVBSP approved) especially designed to improve the faculty member’s knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expe3rt work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
9. Hold an out of field doctorate,
   (a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member’s knowledge and teaching skills in the area of assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
10. Hold an out of field doctorate,
    (a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member’s knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement professional organizations related to the teaching field.
11. Hold an out of field doctorate,
    (a) Have completed a special post-graduate education program (ACBSP approved) especially designed to improve the faculty member’s knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

NOTE: The intent is that for faculty members with out of field doctorates to be academically qualified, they must demonstrate content knowledge, teaching effectiveness, and scholarly productivity or successful professional practice. The credentials committee will review those portfolios of faculty members who meet the general criteria in alternative ways or where the degree of meeting stated criteria is unclear. Credential review is at the request of an individual institution rather than the individual faculty member.

Professionally Qualified:

To be considered professionally qualified a faculty member must:

1. Hold an MBA plus three years relevant work and/or teaching experience to be qualified to teach principle or introductory level business courses only.
2. Be ABD, (All But Dissertation, meaning the individual has completed all course work required for a Ph.D. in business or DBA and passed the general exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities.
3. Hold a master's degree in a business-related field and professional certification (e.g., CPA, CDP, CFM, CMA, PHR., etc.) appropriate to his or her assigned teaching responsibilities.
4. Hold a Master's degree and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research directly related to the teaching discipline.
5. Hold a master's degree and have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities.
6. Hold a master's degree and successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching or have completed a special post-graduate training program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

Minimum Qualifications: The minimum qualifications for a faculty member must include a master's degree in a business-related discipline. An institution may make an exception to this minimum requirement only in emergency cases or special situations where the faculty member has unique qualifications that meet a specialized need.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Criterion 5.3.1: Faculty qualifications, credit hour production and program coverage by academically or professional qualified faculty are reported in figures 5.1, 5.2 and 5.3 respectively.

Criterion 5.3.2.a: A copy of all faculty who taught for the Business Department in 2016-17 is included in the attachment labeled Faculty Vitae.

Criterion 5.3.2.b: Program Coverage by academically qualified and professionally qualified faculty is presented in figure 5.3.

Sources

- Faculty Vitae
- Figure 5.1 Faculty Qualifications
- Figure 5.2 Faculty Credit Hour Production
- Figure 5.3 Faculty and Staff Focus

5.4 - Criterion 5.4

Use the following criteria to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.4 - Faculty Deployment - Each school or program must deploy faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on or off campus, day or night, or online) will have an opportunity to receive instruction from an appropriate mix of faculty to ensure consistent quality across programs and student groups. For each academic major offered, a school or program must provide sufficient academic leadership at each location where the program is offered to ensure effective service to students and other stakeholders.

To demonstrate compliance, present your deployment pattern in a table such as Figure 5.4 found under the Evidence File tab (found in ACBSP Documents folder) above.

Criterion 5.4.1 - The business unit shall have at least one full-time academically and/or professionally qualified faculty member teaching in each academic program, major, or concentration at each location where the program is delivered.

Prepare a listing of all academic majors and concentrations at each location where a program is offered and show the name of one full-time academically and/or professionally qualified faculty member who teaches in that major field at that location. Please label this listing **'Deployment of Faculty by Major and Location.'**

If your business programs do not meet this criterion, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

Criterion 5.4.2 - The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

Describe the leadership, advisement and assessment processes for each location at which business unit programs are delivered. A narrative or tabular format may be used.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Criterion 5.4.1 - Deployment of Faculty by Major and Location: The NMHU Business Administration program officially offers all of its programs from the Las Vegas, NM campus, or on-line. The MBA program is available entirely, although not exclusively, on-line. The on-line offering has been accredited by the Higher Learning Commission. The BBA program can be completed on-line once students have completed core classes. The attached "Deployment of Faculty by Major and Location" table shows all concentrations and an academically or professionally qualified faculty member. These faculty members serve all of our students, whether they are at the Las Vegas campus or on-line. On-line students are able to avail themselves of the academic and support services available to students on the Las Vegas campus. These services are available by electronic communication and by phone.

Criterion 5.4.2 - Leadership Resources at Each Location: The Business Administration program has only one official location--the Las Vegas, NM Campus. However, as noted above, the MBA program is available entirely on-line and the BBA can be completed on-line. The university and department provide administrative services for on-line students from the main campus and campus center locations in Farmington, Rio Rancho and Santa Fe. The Center directors and their staff are regularly available to assist with administrative services, including financial aid, the registrar and the business office. For advising, they refer students to their academic adviser, who is a faculty member from their concentration area. Academic advising is a faculty responsibility, which our faculty considers to be an important part of their duties. They agreed that we should commit to responding to all student inquiries, however they are made, within 24 hours. We included responsiveness to students in the department's strategic plan. The Dean, Chair and Faculty have communicated our commitment to responsiveness to students in various forums, including the Dean and Chairs "coffee and pizza" meetings, on-line meetings with students, and student club meetings. Some faculty include their commitment to responsiveness in their syllabi. Students also know that both the Dean and Chair have an "open door" policy. This means that they can stop by the office, call or email, and expect to get assistance with their questions or complaints in a timely manner.

In AY 2016, the assessment process in the Business Administration Department included a log kept by the department's administrative assistant. The log tracked student inquiries. The University just established a customer service work group consisting of the provost, academic deans, the Registrar, the Financial Aid Director, the Comptroller and the Vice President for Enrollment Management. The university soon will be hiring a professional to ensure that the university regularly and systematically provides all students (in all locations and on-line) with excellent customer services.

Sources

- Figure 5.4 Deployment of Faculty

5.5 - Criterion 5.5

Use the following criteria to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.5 - Faculty Size and Load

The number of faculty in the business school or program should be sufficient to effectively fulfill its mission of excellence in educating business students.

Provide a table such as Figure 5.5, found under the Evidence File tab above, to summarize your faculty loads.

Criterion 5.5.1 - ACBSP considers the following functions to be essential responsibilities of the faculty and staff. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following:

- Classroom teaching assignments
- Student advising and counseling activities
- Scholarly and professional activities
- Community and college service activities
- Administrative activities
- Business and industry interaction
- Special research programs and projects
- Thesis and dissertation supervision and direction, if applicable
- Travel to off-campus locations, and/or non-traditional teaching, if applicable

Teaching Loads:

The appropriate teaching load for a full time faculty member at ACBSP-Accredited Baccalaureate Institutions has historically been limited to not more than 12 credit hours per semester, with appropriate release time granted for administrative duties or for graduate teaching. Overload teaching has been prohibited as a business unit policy, and has been accepted by ACBSP only under emergency circumstances**.**

With regard to Criterion 5.5.1, please address:

a. how you determine the appropriate teaching load for your faculty;
b. how you demonstrate that faculty and staff are of sufficient numbers to ensure performance of the above nine functions;
c. the institutional policy that determines the normal teaching load of a full-time faculty member;
d. how the combination of teaching and other responsibilities for full- and part-time faculty is consistent with fulfilling all nine functions effectively; and
e. how your part-time faculty members participate in these essential functions.

If your business programs do not meet this criterion, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your teaching loads support your mission and program objectives.

Criterion 5.5.2 - A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities.

Explain your institution's policies with respect to the granting of release time for faculty performing the sorts of exceptional duties referred to in Criterion 5.5.2.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Criterion 5.5.1: Faculty Responsibilities: Highlands University has established faculty responsibilities for teaching, advising, scholarship and service in its collective bargaining agreement (CBA) for tenured and tenure track faculty. By contract, these faculty are expected to teach 24 credit hours per academic year, advise students, provide service to the university or community (or both), and be involved in scholarship. These requirements are documented on page 16 of the CBA and the attached evaluation forms, which demonstrate how faculty performance in these various areas are evaluated and documented. The Business administration department adheres closely to these requirements, and extends the same responsibilities for teaching, advising and service to its full time contract faculty. And, although contract faculty are not evaluated on research activities, some choose to do so. The department has sufficient faculty resources to offer all required courses every year, and most of them every semester. We have not allowed overloads, and have no plans to do so.

Faculty are encouraged to travel to present research and participate in conferences. The recently concluded CBA provides up to $1,500 for each tenured and tenure track faculty for these purposes in AY 2018. (See CBA, page 69). In addition, faculty are encouraged to travel to the various campus centers to meet their students. The Las Vegas campus is the sole official location for the business program, but we have many on-line students who we invite to meet with the Dean, Chair and faculty at university centers. On-line faculty also are encouraged to travel to the Las Vegas campus to meet with students and colleagues.

Criterion 5.5.2. Compensation for Faculty with Extensive Administrative Duties: The department has two faculty members with heavy administrative duties--the department chair and the graduate coordinator. By contract, the Department Chair has 9 hours of re-assigned time per year. The graduate coordinator has been provided one course release per semester for the past several years.

Sources

- Annual Evaluation--ANNUAL REPORT OF ACTIVITIES
- Annual Evaluation--CHAIR EVALUATION 2015-16
- Annual Evaluation--PEER EVALUATION--TO CHAIR - 2015-16
- Collective Bargaining Agreement
- Collective Bargaining Agreement (page number 18)
- Collective Bargaining Agreement (page number 69)
- Figure 5.5 Faculty Load
- NMHU Undergraduate Advising Manual

5.6 - Criterion 5.6

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.6 - Faculty Evaluation

Criterion 5.6.1 - Each business school or program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations.

This standard requires justification of personnel decisions based on the mission of the business school or program. The actual system of annual evaluation is within the jurisdiction of the individual school or program. The system of evaluation must provide for some measurement of instructional performance, and should consider related areas as appropriate, not limited to these topics:

a. How you monitor/evaluate your faculty’s teaching.
b. How you monitor/evaluate your faculty’s student advising and counseling
c. How you monitor/evaluate your faculty’s scholarly, professional and service activities (see glossary of terms for scholarly activities).
d. How you monitor/evaluate your faculty’s business and industry relations.
e. How you monitor/evaluate your faculty’s development activities.
f. How you monitor/evaluate your faculty’s consulting activities.
g. How your faculty and staff demonstrate and promote a student focus.
h. How your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives, and
i. How you improve your faculty/staff evaluation system.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

New Mexico Highlands University has established formal policies and procedures for faculty evaluation. For Tenured and tenure-track faculty these are established in the Collective Bargaining Agreement (CBA); for contract faculty, including full-time term faculty and adjuncts, they are established in the Contingent Faculty Handbook. Both documents are included in the evidence file for this section.

The CBA provides a detailed process for performance evaluations for tenured and tenure-track faculty (see Collective Bargaining Agreement, page 42). Evaluations are based on teaching, research and service. Teaching is considered central to the evaluation. The evaluation process starts with the faculty member's report of faculty activities. This report asks the faculty member to address their activities and accomplishments in the areas of teaching, research and service. The department encourages faculty to supplement the report with evidence, most importantly annual teaching evaluations from students and course syllabi. Tenured faculty are now evaluated biennially by their peers, which may include both tenured and tenure-track faculty, the department chair and the Dean. The review includes a categorical and summative review of the faculty member's report of faculty activities. It also includes classroom observations by peers, the chair and the dean. Tenured faculty with serious deficits in their performance evaluation are required to meet with the department chair and dean to discuss appropriate action, which may include post-tenure review (See Collective Bargaining Agreement, page 52). Tenure-track faculty are evaluated every year for performance in teaching, research and service until they are granted tenure. Their evaluation includes a process for annual reappointment. The procedure for awarding or denying tenure also includes an evaluation by the university's tenure and promotion committee. This committee also reviews and makes recommendations to the Provost and President regarding applications for promotion to Associate and Full Professor status.

The Business Administration Department also relies heavily on its full-time contract faculty. Other than research activity, the performance expectations for this group is similar to that of tenured and tenure track faculty. Teaching, including advising, is their central responsibility. They also provide service to the university and the department by serving on university and department committees and serving as advisers to our largest business club, the Association of Latino Professionals for America (ALPFA). Evaluation policies for our contingent faculty, i.e. full-time contract faculty and per-course faculty, is established in the Contingent Faculty Handbook (See NMHU Contingent Faculty Handbook, page 21). Contingent faculty are evaluated by tenured faculty, the department chair and the dean every semester, with continued employment contingent on good performance. The evaluation includes a classroom observation in the first semester of employment. Further classroom observations are required every other year.

In addition to the formal evaluation processes established in the Collective Bargaining Agreement and the Contingent Faculty Handbook, the department also evaluates faculty informally. The Dean and Chair have open door policies, and readily and often meet with faculty regarding questions regarding syllabi, teaching strategies, course content, student behavior, outcomes assessment, etc. Both also regularly regularly drop into faculty offices to develop a sense of collegiality and teamwork. Often, faculty request their help with explaining university policies to their classes, which they gladly provide. On the unhappy occasion of poor student evaluations or student complaints, the department chair or dean gather information and take appropriate action. Such situations have been rare in the recent past, and all have been resolved satisfactorily.

Sources

- Annual Evaluation--ANNUAL REPORT OF ACTIVITIES
- Collective Bargaining Agreement
- Collective Bargaining Agreement (page number 42)
- Collective Bargaining Agreement (page number 52)
- NMHU Contingent Faculty Handbook
- NMHU Contingent Faculty Handbook (page number 21)

5.7 - Criterion 5.7

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.7 - Faculty and Staff Operational Procedures, Policies and Practices, and Development

Criterion 5.7.1 - Each institution (school or program) must have a written system of procedures, policies, and practices for the management and development of faculty members. Written information on all of these must be available to faculty and staff members.

a. Attach under the Evidence File tab above or link a copy of your Faculty Handbook, or equivalent, and explain here how it is disseminated in your institution. If the information you present does not address these bulleted items, please explain why not.
    - Faculty development, including eligibility criteria
    - Tenure and promotion policies
    - Evaluation procedures and criteria
    - Workload policies
    - Service policies
    - Professional expectations
    - Scholarly expectations
    - Termination policies
b. Explain how your institution improves these procedures, policies, and practices.

Criterion 5.7.2 - Each business school or program must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional needs and expectations. Part-time faculty should participate in appropriate faculty development activities.

In addressing Criterion 5.7.2, please describe or explain:

a. how you determine faculty and staff development needs;
b. what orientation and training programs are available;
c. how you get input from the faculty and staff about their development needs;
d. how you allocate faculty and staff development resources;
e. how you make development activities available to part-time faculty; and
f. whether the faculty and staff development process employs activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical, and research support, etc.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Criterion 5.7.1- Written Procedures for Faculty Management and Development: New Mexico Highlands

University's policies and procedures for the management and development of faculty are established in the Faculty Handbook, the Collective Bargaining Agreement and the Contingent Faculty Handbook. These documents address in detail faculty development, tenure and promotion, evaluation, workload, service requirements, professional ethics, scholarly activity and termination. All are widely disseminated, available on the University's web page and discussed with faculty in various forums.

The Collective Bargain Agreement (CBA) covers many policies and procedures related to the management and development of tenured and tenure track faculty. It supersedes the faculty handbook on any issue it covers. The faculty association and administration negotiate various provisions in the CBA. Changes and updates to the agreement are shared by email with tenured and tenure track faculty whenever the agreement is updated. Moreover, the document is discussed with the campus at faculty union meetings, development week workshops and other venues. Faculty Association meetings are open to all faculty, who are encouraged to participate with their ideas and suggestions. The Business Department highlights policy issues that would be of interest to all faculty. For example, department meetings late in the year discussed incentives provided in the agreement for the development of new courses and the adoption of open source textbooks.

The Faculty Handbook is widely disseminated. Updates and changes are regularly discussed in faculty senate meetings and general faculty meetings, both of which are open to all faculty. The Department's representative on the Faculty Senate shares these and other senate activities with the business faculty at its monthly faculty meetings. Policy recommendations and changes are also discussed at university wide general faculty meetings. Faculty are often polled directly at these meetings or later via survey monkey for their input.

The Contingent Faculty Handbook is provided to all contingent faculty upon hire, or shortly thereafter. The handbook recommends that new faculty meet with their department chair or dean or both to discuss any questions they might have about the handbook, or the university generally. The university also requires that new contingent faculty participate in a new faculty orientation and other developmental activities during faculty development week, which proceeds the first week of classes. The Business Department also requires these faculty members to participate in the School and Department meetings during development week and throughout the academic year.

Criterion 5.7.2- Faculty and Staff Development Opportunities: Highlands University and the Business Department highly encourage faculty to engage in development activities. The CBA has provisions that provide funding for tenured and tenure-track faculty to participate in academic conferences. The newly negotiated contract provides up to $1,500 per tenured and tenure-track faculty member. The contract also covers sabbaticals. The University's Center for Teaching Excellence (CTE) annually conducts professional development week activities, which include a wide range of workshops. Examples include the orientation for new faculty, faculty association contracts, research funding, library services, technology, teaching methodologies such as learning communities, high impact practices and writing across the curriculum. The schedule for last year's faculty development week activities and the file "faculty development week sessions AY 2016", which shows business faculty participation in these activities, are included in the evidence file for this section. The CTE also provides seminars throughout the year. Department faculty participated in several of these as evidenced by the file Business Faculty Participation File. The Department also provides development activities in its monthly faculty meetings. Activities in the last academic year included presentations by department administration and faculty on student learning outcomes, student advising, the degree audit program, recently adopted classroom methodologies as well as seminars presented by CTE regarding on-line course techniques.

Sources

- Business Faculty Participation in CTE Faculty Development Offerings
- Collective Bargaining Agreement
- Collective Bargaining Agreement (page number 69)
- Collective Bargaining Agreement (page number 23)
- Faculty Development Week Sessions AY 2016
- NMHU Contingent Faculty Handbook

- NMHU Faculty Development Week Schedule 8-2016
- NMHU Faculty Handbook

5.8 - Criterion 5.8

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.8 - Scholarly and Professional Activities

Criterion 5.8.1 - Scholarship

Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole consistent with the stated institutional mission.

To demonstrate compliance with Criterion 5.8.1., describe or explain:

- the types of scholarly research in which your faculty members are involved;
- the publications in which your faculty members have recently published; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

Scholarship is defined to include four types of intellectual activity. They are: (1) the scholarship of teaching, (2) the scholarship of discovery, (3) the scholarship of integration, and (4) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully accessed and held to a high standard of excellence. Each of these types of scholarship is discussed further below:

The scholarship of teaching can be the most rigorous scholarship of all. It starts with what the teacher knows—teachers must be widely read and intellectually engaged in their fields—but teaching becomes consequential only when knowledge can be conveyed and is understood by others. The scholarship of teaching has to do with understanding how students learn in different fields. To be a good teacher means not just knowing the field, but also understanding and using the most effective teaching methodologies available. This includes the development of new teaching materials, development and evaluation of new methods of instruction, and the development of techniques to evaluate the effectiveness of instruction. Each of these activities must be documented and assessed. Documentation could include publications dealing with pedagogy and/or teaching techniques, participation in workshops and seminars devoted to improving teaching skills, written evaluations of teaching materials, and the development of outcomes assessment tools.

The scholarship of discovery is the closest to what is meant by the term 'basic research.' Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this; however, institutions having research missions and graduate programs would be expected to have on-going research activities.

The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Comprehensive articles and monographs, participating in curricular innovation, conducting interdisciplinary seminars and textbook writing are examples of the scholarship of integration.

The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application does not include regular service activities or routine consulting. (These are considered professional activities and are discussed below.) The scholarship of application must be tied directly to one's field of knowledge and relate to and flow directly out of creative professional activity. The engagement in applied research and/or development may take the form of contract research, consultation, technical assistance, policy analysis, or program evaluation--if these are meaningful intellectual activities. This kind of scholarship requires creativity, and critical thought in analyzing real problems. These activities must be documented and should include an evaluation from those receiving these services.

Criterion 5.8.2 - Professional Activities

The concept of 'actively involved' intentionally implies that meeting attendance, though desirable as a professional activity, is not sufficient to demonstrate active engagement in scholarship.

The concept of 'reasonable balance' indicates that all four areas of scholarship teaching, discovery, application, and integration) and professional activities described below should be represented in the activities of the faculty as a whole. Though the extent of representation and the balance may vary from institution to institution based on mission, it is expected that students will be exposed to faculty with a full range of scholarly and professional activities.

It is also expected that each faculty member be continuously and actively engaged in scholarship and professional development activities. If adjunct faculties provide a significant portion of instruction, they must also demonstrate their contribution to the scholarship and professional development activities of the department or school.

For the purposes of this standard, **professional activities** are defined as:

- activities involving the use of professional expertise in helping solve either practical problems in the private or public sectors (e.g., professionally related consultation, policy analysis, etc.)
- activities in support of professional organizations (e.g., attending and participating in professional meetings and performing in leadership roles in professional organizations)
- professionally-related service activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business school or program (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)

This category is designed to include the routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as wellas for volunteer services. The key determination is 'professionally-related.' Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally-related.

The determination of 'professionally related' depends upon the nature of the activity. For example, if a CPA conducts a men’s bible class, it is not professionally-related; however, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related.

Professionally related also includes activities in support of professional organizations. This might include serving as an officer of a professional organization; it might include participation in a professional meeting as a program chairperson, paper presenter, or a discussant; or it could include participation in seminars, symposia, short courses, and/or workshops intended as professional development or enrichment activities.

Criterion 5.8.2.a - To demonstrate compliance with Criterion 5.8.2, please describe or explain:

- professional activities in which your faculty members are involved; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution’s mission.

Criterion 5.8.2.b - Summarize each faculty member's scholarly and professional activities for the last three years in a table similar to Figure 5.6 found under the Evidence File tab (ACBSP Documents folder) above.

Another consideration to this example could be to add a column for classroom activities and take credit for developing case studies and exercises as scholarly activities.

Figure 5.6 is an example that assumes the Boyer model. If your school uses another model or process to determine scholarly activities please describe your process.

List the faculty member's name, highest earned degree, and any professional certificate held. Professional certificates must be the result of a written test monitored and graded by a professional organization (e.g., a Certified Public Accounting examination).

5.8.3 Scholarship for Doctoral Programs

A minimum of 80 percent of the academically and/or qualified faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If your institution deviates significantly [five percent or more] from this research participation level, you must explain your explicit rationale for the alternate requirements, and provide performance evaluation results to demonstrate that your participation level is sufficient as related to your student learning and scholarship program objectives.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Highlands University Business Department faculty are involved in various scholarly and professional activities. These are summarized in the faculty scholarship and research activity files included in the evidence file for this section.

Criterion 5.8.1-Scholarship: Although teaching is the central focus for all faculty at Highlands University, tenured and tenure track faculty are expected to be active in research activities. The University does not have the same requirements for term faculty, but many, with the encouragement of the department, participate in scholarly activities.

The University gives the department considerable flexibility in determining what constitutes research, and the business department has adhered to the Boyer Model for many years. Given the teaching focus of the Business Administration Department, it is not surprising that most faculty research activity is focused on the scholarship of teaching, integration and application. Such activity includes the development of new courses, using new modes of delivery for courses, presentations to other faculty during faculty development week and throughout the year on new teaching techniques and new modes of delivery. Examples from last year include presentations on concepts and techniques such as the flipped classroom, how to use Zoom technology to increase student involvement in synchronous on-line courses, the development of new and revised courses. It also includes participation with community and state organizations that promote community development. Last year, faculty participated with Los Alamos National Laboratory to promote entrepreneurship, with the American Association of University Women (AAUW) to stimulate girls' interest in the stem fields, with the Economic Development Corporation to share information on the state's economy and revenues, and how those impact the local community, and with state and local governments on the use of technology in education. Faculty were also involved in consulting activities such as providing economic impact analyses on real estate developments for local government, accounting and financial reporting for local non-profits, on how to conduct policy analyses and how to forecast and track revenues for the State's Legislative Finance Committee. Faculty involvement in applied research and community service are central to the University's Strategic Plan, which includes community partnerships as one of its six strategic goals. While most faculty scholarly activity was focused on application, the files summarizing research activity show that several of our faculty have also been involved in the scholarship of discovery. Scholarly papers were written and presented at business association conferences in marketing, management, and international business. One faculty member participated in the Western Economics Association meeting as an evaluator, discussant and chair for two different sessions.

The university encourages participation in scholarly and professional activities by providing financial support for participation and travel to conferences. The level of support will increase next year as the recently completed Collective Bargaining Agreement (CBA) significantly increased support for travel; faculty will now be provided up to $1,500 per academic year for travel to academic conferences. The evaluation process for tenured and tenure track faculty also encourages scholarly activity. This is especially important for faculty interested in promotion to full professor. The department also encourages faculty to share their research activity in its faculty meetings.

Criterion 5.8.2-Professional Activities: Highlands faculty have a high level of active involvement with professional organizations. Examples include faculty who have served on or provided service to various community organizations, including the Las Vegas Main Street Board, the New Mexico Association of Counties, the San Miguel County Board of Commissioners, the New Mexico Society for Human Resource Management Council, the NMHU Foundation, the San Miguel Entrepreneurial Forum, the American Association of University Women, the New Mexico Film Office, the City of Las Vegas Lodgers Tax Board, the Las Vegas-San Miguel Economic Development Corporation and the Albuquerque International Balloon Fiesta. Faculty service tends to be active service, with faculty holding positions such as President, Treasurer and Consultant.

The Business Administration department has had good success with getting faculty involved with professional activities. As noted earlier, active participation with community organizations is a positive factor in the evaluation process for tenured and tenure-track faculty. Our faculty is highly participatory because they are self-motivated and because the faculty ethos encourages involvement. We regularly invite each other to the various events we are involved with and encourage each other to participate and join.

Sources

- Faculty Scholarly and Research Activities
- Figure 5.6 Scholarly and Professional Activity

6 - Standard 6: Educational and Business Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass not only business subjects, but also subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business.

Thus, business students share common professional requirements. For this reason, certain common subject matter (the Common Professional Component, or “CPC”) as well as areas of specialization are expected to be covered in baccalaureate degree programs in business.

The CPC is implicit graduate requirement for graduate-level business programs as well, whether required for admission to a graduate program, or delivered within a program as added coursework above the base of graduate program credit hours.

Financial resources, physical facilities, library and other learning resources, equipment including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Each business school or program must have policies and procedures addressing the areas of recruiting, admitting, and retraining its students.

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

There is no response.

Sources

There are no sources.

6.1.1 - Criterion 6.1.1

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1 - Educational Design and Delivery

This section examines the key learning-centered processes that create student, stakeholder, and organizational value. Emphasis is on how processes are designed, delivered, and improved to maximize student learning and success.

Criterion 6.1.1. - Educational Design

The business school or program must describe and explain its approach(es) to the design of educational programs and offerings, its method(s) of making curricular changes related to the business school's or program's mission statement and strategic plan, and its use of student and stakeholder input in these processes.

To fulfill this criterion, provide a narrative statement and a table such as Figure 6.1. found under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Business Department periodically reviews its curriculum to consider modifications to meet changes in economic and business environment. The process for making changes to curriculum follows university policies that require the department to vet any changes with its faculty, achieve a consensus and submit proposed changes to the University's Academic Affairs Committee for discussion and approval or disapproval.

Early in the Fall 2016 semester, the Department conducted a thorough review of its curriculum for the BBA and MBA programs. One reason for the review was to consider reductions in program requirements which the department's administration considered to be too heavy and too restrictive based on the University's decision to reduce the number of hours required for graduation from 128 to 120 and an internal analysis comparing our requirements with the requirement of other accredited, state financed universities. This resulted in modest changes to the program. The changes are summarized in the memo and the side by side tables that the department submitted to the Academic Affairs Committee. They are included in the evidence file.

Sources

- AAC - Side by Side Comparison Tables
- AAC Cover Sheets & Summary Memo
- Figure 6.1 Table for Educational Design

6.1.2 - Criterion 6.1.2

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1.2. - Degree Program Delivery

For each degree program, the business school or program must describe its degree program delivery.

To fulfill this criterion you must provide the following information:

a. the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);
b. the program delivery methods employed in each program (classroom, correspondence, independent study, computerized distance learning, etc.);
c. the number of contact (or coverage) hours required to earn three (3) semester hours (four quarter hours) of credit; and
d. If your unit confers nontraditional business degrees such as accelerated, executive, specially designed to meet the needs of specific stakeholders other than traditional college students, etc. describe how:
    1. nontraditional degrees support and/or relate to the business school or program's mission and objectives;
    2. credits are earned in these programs;
    3. you assess their academic merit; and
    4. demonstrate assessment data, their equivalence to traditional degree programs.

Note: Historically, 45 actual classroom contact (or coverage) hours have been considered the minimum acceptable to constitute three (3) Semester Credit-Hours. This number is equivalent to 15 weeks of classes at three scheduled classroom hours per week. (In some ACBSP institutions, a "scheduled classroom hour" is somewhat fewer than 60 minutes in duration to allow time for students to go from class to class.) For any program not meeting or exceeding this minimum, the business unit must justify with course content, learning outcomes, and/or stakeholder satisfaction data that the courses in its program are equivalent to traditional semester-long three credit-hour courses.

To fulfill Criterion 6.1.2, provide both a narrative statement and a table such as Figure 6.2. found under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Criterion 6.1.2.- Program Delivery: Highlands University requires 120 hours for a Bachelor's degree. The university operates on 16 week semester. Courses typically meet three hours per week. Courses offered in a shorter term such as eight week summer courses, must have an equivalent number of contact hours.

a. A full time student can complete their degree in four years by taking 15 credit hours per semester. The Business program is designed to enable full-time students to meet all of the program's degree requirements within the overall 120 hour requirements in four years. The program's curriculum was changed last year to be consistent with the university's reduction in credit hour requirements from 128 to 120 as well as to reflect the department's desire for an increased emphasis on business ethics and global issues.

Very few first time Freshmen at Highlands complete their degrees within four years. In part this is due to the fact that our retention rate for first time Freshmen is weak, our Fall to Fall retention week in AY 2015 was 53 percent. This is further complicated by the fact that many of our students have to work, and thus have to attend school on a part-time basis. The enrollment and degree data tell a more encouraging story for the Business Administration program. In AY 2015-16, the Department had 79 students graduate with a BBA, while it had 317 majors as of the Fall of that year, thus implying that 24 percent of our majors graduated. This is not an anomaly, a review of the data included in the enrollment and degree programs file, shows the department regularly graduates about a quarter of its majors every year.

MBA students, who come to program with an undergraduate business education, are required to take 36 credit hours, with 9 hours per semester constituting a full-load. Full-time students can finish the degree in two-years, or faster. However, many of our MBA students are working adults, who proceed on part-time basis. The data included in the enrollment and degree programs report indicates that it typically takes MBA students three years to complete their degree. For example, in AY 2015-16, the program had 193 students at the start of the year, and sixty graduates that year, implying that 31 percent of them graduated that year. This is lower than the previous year's rate, but the long-run trend is on an upwards path.

b. Most of our undergraduate students take classes at the Las Vegas campus in the traditional classroom setting, although some of them opt to take on-line courses when those are available and convenient. Many of our transfer students complete their degree requirements by taking on-line classes exclusively. Almost all of our on-line classes are synchronous, with students meeting at a specific time using either the Black Board Collaborate or the Zoom technology. Based on student demand, the department plans to start making some on-line classes regularly available in an asynchronous format. The department encourages students to follow their program of study, paying close attention to ensure that required courses are available every year, if not every semester. The use of independent studies is very rare.

The MBA program offers courses in both the traditional classroom and on-line. All MBA courses are offered in the evenings as most of MBA students are working adults. Almost all our on-line courses have been offered in a synchronous format. However, we plan to make more available asynchronously to meet student requests.

c. A three semester hour course at Highlands requires three contact hours per week for a 16 week semester. Contact hours are defined on page 32 of the catalog, which is included in the evidence file for this section. The University and Department closely monitor class offering to make sure that they meet the contact hour requirements established by the Higher Learning Commission and the State of New Mexico.

d. The Business Administration Department does not offer non-traditional degrees.

Sources

- 2015-2017 Catalog
- 2015-2017 Catalog (page number 32)
- Enrollment and Degree Programs 2016
- Enrollment and Degree Programs 2016 (page number 21)
- Figure 6.2 Table for Degree Programs
- NMHU Retention and Graduation Rates

6.1.3 - Criterion 6.1.3

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1.3. - Undergraduate Common Professional Component (CPC)

Programs that include a B.A. (with a business major), B.S. (with a business major), B.B.A., B.S.B.A., or objectives that imply general business preparation with or without a functional specialization must include coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP. The CPC as outlined below must be included in the content of the courses taught in the undergraduate programs of all accredited schools and programs. Each CPC area must receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent), or approximately 30 coverage hours.

UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas	a. b. c. d.	Marketing Business Finance Accounting Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management
The Business Environment	e. f. g. h.	Legal Environment of Business Economics Business Ethics Global Dimensions of Business
Technical Skills	i. j.	Information Systems Quantitative Techniques/Statistics
Integrative Areas	k. l.	Business Policies, or A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

Note: If your institution deviates significantly from these historically proven coverage levels, you must explain your explicit rationale for the reduced requirements, and provide performance evaluation results to demonstrate that your coverage is sufficient as related to your program objectives.

CPC topics covered in business core courses are not mutually exclusive.The CPC hours shown in this summary total more than 45 because certain topical areas of the CPC are covered along with the primary subject of marketing. For example, a lecture on international marketing could include hours under CPC headings of both "Marketing" and "Global" dimensions.

To demonstrate compliance with Criterion 6.1.3, identify where the topical areas of the CPC are covered in the required course offerings by completing an Abbreviated Course Syllabus for each undergraduate required course taught in the business core. (An example of a completed course syllabus is provided in Figure 6.4., found under the Evidence File tab (ACBSP Documents folder) above.) A completed example and blank template have been provided in the Excel file. Then, summarize the CPC content of your required undergraduate courses in a table such as 6.5 also found under the Evidence File tab above.

Note: For required courses in the business core that are taught by an academic department outside of the business unit, prepare an Abbreviated Syllabus and include it with this section of the self-study (e.g., statistics taught by Math Department).

Note: The totals that are less than 30 on Figure 6.5 would require additional coverage. The substance of this *requirement also applies to schools measuring coverage by percentage of a three credit-hour course.*

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Highlands Business Administration BBA program covers all of the undergraduate common professional components (CPC). The department's faculty teach all courses in this area except for the introduction to statistics course, which is taught by the Math Department. We also require our student to take a technical writing course from the English Department. Our undergraduate programs of study, the table summarizing coverage of the CPC requirements and abbreviated syllabi for our core courses are included in the evidence file for this section. The abbreviated syllabi table shows each course in a different tab.

Sources

- BBA ACCOUNTING 2017-2018
- BBA FINANCE 2017-2018
- BBA GENERAL BUSINESS 2017-2018
- BBA MANAGEMENT 2017-2018
- BBA MARKETING 2017-2018
- BBA MEDIA MARKETING 2017-2018
- Figure 6.4 Completed Abbreviated Syllabi
- Figure 6.5 Undergraduate Common Professional Components

6.1.4 - Criterion 6.1.4

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.Curriculum Design Beyond CPC.

Curriculum 6.1.4.a. - Curriculum Design Beyond CPC

For each program or major, curriculum design must provide breadth and depth beyond the Common Professional Component through advanced and specialized business courses and general education and elective courses, all aimed at meeting student and stakeholder expectations and requirements.

Use Figure 6.6 found under the Evidence File tab above to support your presentations for Criterion 6.1.4.a.

Curriculum 6.1.4.b. - Curriculum Design for General Education

Schools of Business and programs should demonstrate a sufficient foundation in general education, which should generally be the equivalent of 40 percent of the hours required for the degree. Communication and critical thinking skills should be addressed.

Use Figure 6.6 found under the Evidence File tab (ACBSP Documents folder) above to support your presentations for Criterion 6.1.4.b.

In your narrative on Criteria 6.1.4.a. & 6.1.4.b., explain how your educational processes focus on students' active learning for the development of problem solving skills, intellectual curiosity, and capacity for creative and independent thought and action.

Note: Each institution should have on file, and available for inspection by the evaluators: syllabi; curriculum sheets; degree plans; degree audit forms; or other documents that reflect deployment of the curriculum design.

If your business programs do not meet this criterion, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your general education coverage supports your mission and program objectives.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Curriculum 6.1.4.a. - Curriculum Design Beyond CPC:

Table 6.6, Baccalaureate Curriculum Credits, summarizes the curriculum for all of the Business Administration's BBA concentration areas. Our students must complete the university's 46 hour core requirements, the 45 BBA core plus the requirements for their concentration area. All concentration areas include at least 24 hours, with at least 15 these hours being upper division courses specific to concentration. The program typically provides enough room for the student to take two additional elective courses to meet their interests and goals.

Curriculum 6.1.4.b. - Curriculum Design for General Education:

The mission of the university states, "New Mexico Highlands University is a public comprehensive university serving our local and global communities. Our mission is to provide opportunities for undergraduates and graduate students to attain an exceptional education by fostering, creativity, critical thinking and research in the liberal arts, sciences and professions within a diverse community." The university emphasizes a balanced curriculum that promotes undergraduate study that is firmly grounded in the liberal arts and sciences. The general education curriculum includes proficiency requirements in math, English and computer proficiency, the 35 hour state-mandated common core plus our extended core. The common-core requires students to take 9 credit hours in Area I: Communications, 3 hours in Area II: Mathematics, 8 hours in Area III: Lab Science, 6-9 hours in Area IV: Social/Behavioral Sciences, and 6-9 hours in Area V: Humanities and Fine Arts.The Highlands extended core, which consists of two courses in a second language, an upper-division literature class and two credits in physical education, reflects our commitment to ensuring that all our students will acquire an education that is broadly relevant to living and working in our complex, modern society. Total undergraduate core requirements sum to 46 credit hours. These requirements can be found in the Highlands University catalog.

Sources

- 2015-2017 Catalog
- 2015-2017 Catalog (page number 40)
- Figure 6.6 Table of Baccalaureate Curriculum Credits

6.1.5 - Criterion 6.1.5

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.Curriculum Design Beyond CPC.Other Business-related Programs

Curriculum 6.1.5. - Other Business-related Program

Other business-related programs must include sufficient coverage of undergraduate CPC topics to meet the long-term needs of students and other stakeholders. Other business-related programs that lead to bachelors or master's degrees must have a minimum of 25 percent of the total undergraduate curriculum devoted to business. Other business-related programs might include programs such as sports management, master of science in management, hotel and motel management, computer information systems, etc.

In your narrative regarding this criterion, use the information from Figure 6.6, found under the Evidence File tab (ACBSP Documents folder) above, for each “other business-related program” to compute and report the percentage of the undergraduate curriculum devoted to business. Also report the hours of CPC coverage for undergraduate degrees, or CPC competency for a graduate degree. Explain how the coverage meets the long-term needs of students and other stakeholders, given the objectives of the program.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Highlands does not have other business-related programs.

Sources

There are no sources.

6.1.6 - Criterion 6.1.6

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1.6. - Curriculum Design in Graduate Programs

Master’s degree programs in business should require at least 30 semester credit hours or 45 quarter hours (or equivalent) of graduate level work in business coverage beyond the basic undergraduate Common Professional Component (CPC). The undergraduate CPC (excluding the comprehensive or integrating experience) may be determined through a competency based evaluation or by completing undergraduate or graduate courses. The 30 semester credit hours (45 quarter hours) of graduate-level work beyond the CPC topics normally should be in courses reserved for graduate students. The Master’s degree program may be either a general degree (such as the MBA) or a specialized degree (such as a Master’s in Accounting). If the institution offers a specialized master’s degree in business, at least 15 credit hours should be in the area of specialization.

Doctoral programs in business should require that graduates have completed the equivalent of the undergraduate CPC, the master’s level degree requirements in a business field, and doctoral courses equivalent to 30 semester hours (45 quarter hours) beyond the master’s level. Doctoral program requirements will normally include courses in research methods, data analysis and statistical inference, formal academic writing and publication, as well as independent research and the preparation of a doctoral dissertation. While it is acceptable for doctoral students to take some master’s-level courses in a doctoral program, a substantial percentage of the required course work should be in courses reserved for doctoral students.

Note: If your institution deviates significantly from this curriculum design, you must explain your explicit rationale for the alternate requirements, and provide student learning performance evaluation results to demonstrate that your coverage is sufficient as related to your program objectives.

In addressing Criterion 6.1.6., present your catalog descriptions of all your graduate programs, and tabulate here for each program:

a. the hours of graduate level work in business coverage beyond the CPC;
b. how you determine the appropriate number of hours of graduate level work in business coverage beyond the basic Common Professional Components topics that will provide your students with a quality business education appropriate for graduate level learning.

Note: If your business school or program offers graduate programs (master and doctorate), the assessment requirements of Standards 3 and 4 apply to those programs. The assessment of student and stakeholder satisfaction and of learning outcomes for those programs, at that level, must be fully explained and reported in your self-study under Standards 3 & 4.

If your business programs do not meet this criterion you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your curriculum design in graduate programs support your mission and program objectives.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Criterion 6.1.6 - Curriculum Design in Graduate Programs

The Highlands University catalog provides the following description for our MBA program:

T*he master of business administration program requires a minimum of 37 credit hours, with at least 30 hours in courses restricted to graduate students. The program prepares students for leadership positions in business, state and federal government. or non-profit institutions. Building on a foundation of of management, accounting, finance, economics and marketing, the program emphasizes administrative ability, managerial potential, financial decision making and long-range planning skills.*

Our program utilizes an intensive problem-solving approach, featuring case studies and simulations across the spectrum of decision areas within business organizations and emphasizing the integrative nature of managerial responsibilities.

In AY 2016-17, the Business Administration Department faculty and administration made some small changes to the MBA program. Most importantly, we added Business and Society (Management 621) to the MBA Core. This course provides a strong foundation in ethical issues in business. We also made a small change to the the number hours required for the program, reducing the number from 37 to 36. We did this by eliminating the one-hour business case study course (Management 696), which had been coupled with the Business Strategy course (Management 689). The case study is now incorporated within the business strategy course.

The programs of study for each MBA concentration area are included in the evidence file for this section.

Sources

- 2015-2017 Catalog
- 2015-2017 Catalog (page number 186)
- MBA ACCOUNTING 2017-2018
- MBA FINANCE 2017-2018
- MBA HR MANAGEMENT 2017-2018
- MBA INTERNATIONAL BUSINESS 2017-2018
- MBA MANAGEMENT 2017-2018
- MBA MARKETING 2017-2018
- MSW-MBA Dual Degree HR MGMT 2017-2018

6.1.7 - Criterion 6.1.7

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Curriculum 6.1.7. - Education (Design and Delivery) Evaluation

The school and/or program must provide evidence that ongoing educational programs and offerings are systematically tracked and regularly evaluated.

In addressing Criterion 6.1.7., report and explain your methods and processes for program evaluation. These observations and/or indicators could include such measures as: enrollment and participation figures, student evaluations of courses and instructors, success/completion rates, attendance rates, dropout rates, complaints, student feedback, and observations by school and/or program leaders. Explain whether these evaluations are internal to the business unit, or required by your institution, and in either case, how and by whom they are used in the continuous improvement of the business school or program's offerings.

A table such as Figure 6.8, found under the Evidence File tab (ACBSP Documents folder) above, should be included.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The University and the Business Administration program have a number of procedures for evaluating programs.

The university collects and reports data on enrollment and graduation for all programs. Information for business programs are included in pages 21 and 22 of the enrollment and degree programs report, which is included in the evidence file for this section. The Dean and Department chair use this and course by course data which they independently compile to review the performance and viability of various courses and program. For example, low enrollment numbers in the oil and gas program and the financial planning programs indicated that these program were not viable and the department suspended them, helping student to finish the program or switch to another. The University's Academic Affairs Committee also conducts periodic reviews of programs. These reviews focus on the cost of programs and their productivity as measured by the number of majors and degrees awarded. Programs with independent accreditation evaluations, including the Business, Education and Social Work programs, are allowed to use their accreditation reports as the basis for these reviews.

The Business Administration Department's administration and faculty use the outcomes assessment process developed by the Faculty Senate's Outcomes Assessment Committee to evaluate student learning. The Outcomes Assessment Plan was developed with the participation of the Department's administration and faculty. Faculty report the outcomes for assessed classes every time they are offered, which is every year or every semester for business courses. The Chair and the Dean review and discuss the outcomes reports with faculty to explore how courses and programs could be improved. The outcomes assessment process is discussed more thoroughly in that section of the accreditation report.

The Business Administration Department evaluates teaching performance based on policies established by the university administration and faculty. These are reported in the Collective Bargaining Agreement and the Contingent Faculty Handbook. Student evaluations form an important part of the process. Students evaluate every course every semester. The university encourages student participation in this process by requiring students to complete the on-line evaluation before getting access to their grades. The student evaluations play an important part in the evaluation of faculty. Faculty's teaching performance is also regularly reviewed and evaluated per the university's policies. Contract faculty are evaluated every semester, with their classes being observed by the Dean, Chair or Peer faculty in their first semester and every two years thereafter. Tenure-track faculty are evaluated annually, while tenured faculty are evaluated biennially.

Sources

- Collective Bargaining Agreement
- Collective Bargaining Agreement (page number 42)
- Enrollment and Degree Programs 2016
- Enrollment and Degree Programs 2016 (page number 21)
- NMHU Contingent Faculty Handbook
- NMHU Contingent Faculty Handbook (page number 13)
- NMHU Faculty Handbook
- NMHU Faculty Handbook (page number 25)

6.2.1 - Criterion 6.2.1

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.2. - Management of Educational Support Service Processes and Business Operation Processes

Criterion 6.2.1. - Education Support Processes

Each business school or program should describe its use of education support processes (counseling, advising, placement, tutorial, computer facilities, equipment, classrooms, office space, and libraries) and explain how they are designed, managed, and improved, including those at all educational locations and on the Internet.

In addressing Criterion 6.2.1, present both a brief narrative and a table such as Figure 6.9 found under the Evidence File tab (ACBSP Documents folder) above.

Suggested topics for the narrative;

a. how you ensure that education support processes are performing effectively;
b. how are the following types of information used to evaluate your support processes:
    1. feedback from students, stakeholders, faculty and staff;
    2. benchmarking;
    3. peer evaluations; and
    4. data from observations and measurements

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Highlands University provides educational support services through various offices. These are concentrated under the Offices of Strategic Enrollment Management and Office of Student affairs, headed respectively by the Vice President for Strategic Enrollment Management and the Dean of Students. Key offices and the services they provide include:

1. The Office of Academic Support organizes new student orientations prior to each semester; coordinates retention efforts such as Early Attendance, Early Alert and Midterm Alert; provides academic advising to new freshmen and other students who have not yet declared a major; employs students as peer mentors to help fellow students succeed academically. (Note: faculty advise students who have declared a major.)
2. Educational Outreach Services (EOS) provides access to educational opportunities through distance education and off campus services. Their support includes the management of the university's on-line learning management program, Desire to Learn and support for the Zoom technology used extensively by the Business Department for synchronous on-line courses. EOS efforts are critical support to the Business Department's on-line program. The Office maintains a help desk with extended hours to support faculty and staff with on-line classes. They also provide video conferencing help for department meetings and workshops.
3. Library Support Services: In addition to offering library services at our Las Vegas campus, the NMHU Library

offers off campus students a variety of services. Faculty and students have access to eReserves, the inter-library loans service, the LIBROS online catalog, more than 30 online databases and other web-based resources. Via the Library Online Helpdesk, Blackboard Collaborate line, the Library provides online research assistance.

4. The Writing Center helps all students with all stages of the writing process. It provides its services to students at Las Vegas campus and on-line.
5. Student Support Services provides tutoring in person and on-line for many courses, including business courses. The University recently purchased the on-line tutoring program, NetTutor, to provide live tutoring in more than 30 subjects. The service is available 24 hours a day.
6. The Office of Accessibility Services provides services to students who apply and qualify under the Americans with Disabilities Act. It advocates on their behalf, and it advises faculty, staff and management on disability issues. It also advises students on academic, career and transitional issues.
7. The Native American Student Services Office provides Native American students help with academic advising, financial aid and scholarships. It also provides support for the Native American Club and outreach to communities on higher education issues important to the Native Americans community.
8. The Office of Student Affairs contracts with El Centro Family Health Center to provide free office visits for medical and mental health issues. Students are also provided discounts on laboratory tests and prescriptions.
9. The HU CARES program provides services and support to students who are victims/survivors of domestic violence, dating violence, sexual assault, stalking and suicide prevention.
10. Information Technology Services (ITS) provides enterprise level technology support to students, faculty, and staff. Their support includes services to offices, classroom, and laboratories.
11. The Office of the Registrar provides various registration-related functions. These include assisting students with registering for classes, processing transcripts, conducting final degree checks, posting grades and degrees awarded, monitoring course offerings, reporting enrollment history patterns, and maintaining Degree Audit, the tool heavily used by faculty for academic advising.
12. The Career Services Center helps students and alumni with career planning, including gaining meaningful work experiences related to their majors; learning effective job search skills in marketing their education, classroom knowledge and skills, extra-curricular activities, work and volunteer experiences to world of work; and making connections with regional and global employers. Career Services is an integral part of the university as it helps students achieve gainful employment and career advancement upon graduation.
13. Office Space: All business administration faculty, who are located at the Las Vegas campus are provided a fully-equipped office. Our tenured-tenure track faculty located in the Albuquerque-Rio Rancho area teach on-line. They also are provided office space that they use to meet with students, prepare for classes, participate in university meeting (using Zoom) and conduct research..
14. Classrooms: The Business Administration Department is located in Sininger Hall. All main campus department faculty have their offices in Sininger Hall, and most classes are offered in the building. Sininger Hall class rooms have recently been equipped with new computers and new software for their smart-boards. Several classrooms can be used for teleconferencing. The building has two computer labs, the larger of which is used for classroom instruction.

The University is committed to student concerns. Indeed, responsiveness is one of the values established in our strategic plan. The university acknowledges that it needs to be more proactive in ensuring that its commitment to responsiveness is regularly practiced and students get excellent customer service. To that end, we have launched a customer service initiative. We are logging and tracking student concerns across university offices and are creating a new position--Customer Relations Coordinator Ombudsman.

Sources

- 2015-2017 Catalog
- 2015-2017 Catalog (page number 27)

- Figure 6.9 Education Support Processes
- First Destination Survey results for Business Administration Program
- NMHU Career Services Student Usage 2015-2016

6.2.2 - Criterion 6.2.2

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.2.2. - Business Operation Processes

The business school or program should ensure effective management of its key business operation processes (financial resources, secretarial and other administrative services, marketing, information services, public relations, etc.).

In addressing Criterion 6.2.2., use a table such as Figure 6.10. found under the Evidence File tab (ACBSP Documents folder) above, for all educational locations and the Internet. Explain or describe:

a. your key business operation processes;
b. how you determine your key customer requirements;
c. how you set measures and/or indicators and goals;
d. how you monitor performance;
e. how you evaluate and improve business operation processes to achieve better performance, including cost and productivity; and
f. how you use the following types of information to evaluate your key business operation processes:
    1. feedback from students, stakeholders, faculty and staff;
    2. benchmarking;
    3. peer evaluations; and
    4. data from observations and measurements

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The Highlands University Business Administration Department's primary responsibility is the provision of high quality educational services. This is why the department's strategic plan focuses first and foremost on educational quality, outcomes assessment, faculty development and evaluation, the use of technology for teaching etc. The department's business operations focus on the management of its budget and its human and equipment resources. The department plays an important, but supportive role in other operational areas such as marketing, recruitment, informational services and public relations. For example, the School Dean is a member of the customer service team, and the School's faculty have provided important support for marketing initiatives.

As we have explained in other parts of the self-study, our primary strategy for determining our customers' requirements is by sponsoring activities for students, faculty and other stakeholders. These typically include an agenda, but often we hold these meetings primarily to hear their concerns. We also have collaborated with other university departments such as career services on surveys such as the First Destination Survey by encouraging students to participate.

The Business Department's goals are established in its strategic plan. They are determined by discussion that includes the department's administration and faculty. The goals represent a consensus and typically suggest full compliance. For example, we agreed that all faculty would respond to student inquiries and complaints within twenty-four hours.

Performance is monitored by procedures and deadlines established by the University and administered and enforced by the School Dean and the Department Chair. Examples include the budget process, the faculty evaluation process and the outcomes assessment process.

We evaluate performance through the University and Department established processes. For example, we make sure that faculty actually complete their outcomes assessment report by the required deadline. Completion of these reports includes a review by the department chair and often a meeting between the chair and the faculty to discuss their reports and to improve their quality. We also systematically review certain processes such as progress towards meeting goals established in the strategic plan.

The types of information used to evaluate our operations include:

- student evaluations and peer evaluations for teaching;
- faculty evaluations of the department chair and Dean;
- reports from university offices, for example the enrollment reports created by the Strategic Enrollment Office.
- monitoring activity through programs such as banner and degree audit for course enrollment trends and academic advising.
- special reports prepared by university offices and their consultants. For example, the university's strategic enrollment efforts are based on analyses and reports prepared by the Rufallo-Noel-Levitz consulting firm.
- benchmarking for student outcomes compared to peers across the country, learning outcomes for courses established by the business schools articulation committee.

Sources

- Figure 6.10 Organizational Performance

6.3.1 - Criterion 6.3.1

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3 - Enrollment Management

Criterion 6.3.1. - Admissions Policies and Procedures

The business unit should include in an appendix or refer to the page in the catalog wherein are found the policies and procedures for undergraduate admission to its programs in the business unit.

In addressing Criterion 6.3.1 you should provide:

a. the policies and procedures for admission of first-year students (freshmen); and
b. the policies and procedures for admission of transfer of students from within the institution to the undergraduate business programs.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Highlands University has an open enrollment policy for undergraduates. Students who have earned a high school diploma with a grade point average of 2.0 or higher are granted regular admission. Students who graduated with a grade point average below 2.0 may be admitted on probationary status. Freshmen are encouraged to declare a major early. The Business Department accepts all students wishing to declare a business major or minor. (See page 12 in the University Catalog)

Students wishing to transfer from one Highlands program to another are required to declare their major by submitting a major form with the Registrar's Office. (See page 38 in the University Catalog.)

Sources

- 2015-2017 Catalog
- 2015-2017 Catalog (page number 12)
- 2015-2017 Catalog (page number 38)

6.3.2 - Criterion 6.3.2

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.2. - External Articulation Process

The business unit should include a source document that includes (or refer to the page in the catalog wherein are found) the policies and procedures for articulation with relevant two-year business programs, and admission of undergraduate transfer students from other institutions to programs in the business unit.

For the purpose of satisfying Criterion 6.3.2, explain or describe any articulation and/or course transfer arrangements you have with other institutions. Also, please report:

a. what ongoing communication exists between the administration and faculty of the business unit and representatives of two-year institutions from which the business unit regularly receives transfer students;
b. the principal institutions from/to which the institution receives/sends transfer students;
c. the policies and procedures pertaining to the admission of transfer students from outside institutions into your business programs;
d. any mechanisms in place to avoid requiring students to unnecessarily duplicate course work, and the student advisement process which counsels students as to the transferability of course work; and
e. the policies for acceptance of transfer of credit from other institutions and the method of validating the credits for both undergraduate and graduate programs.
f. persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions; and
g. total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward business degree requirements at receiving institution.

See Figure 6.11 under the Evidence File tab (ACBSP Documents folder) for an example of a table for External Articulation.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Highlands University considers admitting transfer students from other regionally accredited colleges and universities. We accept academic credits from such colleges for courses that are appropriate to our degree provided the student successfully completed the course. Transfer course grades are not included in the students GPA at Highlands. University policies for transfer students are articulated on page 13 of the catalog.

New Mexico colleges and universities with business programs participate in the New Mexico Business Articulation Consortium (NMBAC). This body meets every semester to articulate several business courses, thus making it easy for students to transfer from one state institution to another.   The NMBAC also establishes learning outcomes for these courses. These learning outcomes are incorporated to course syllabi and are the basis for course articulation. The NMBAC core competencies and articulation matrix are included in the evidence files for this section.

In the Fall of 2016, Highlands received 333 transfer students. Virtually all of them were from New Mexico colleges or Universities. In fact, 84 percent were from four community colleges, Central New Mexico Community College, San Juan College, Santa Fe Community College and Luna Community College. The Highlands Business Administration program has articulation agreements with all of these schools. Our Department Chair periodically meets with administration and faculty with these schools to compare curriculum and to update agreements. One of our goals for the upcoming academic year is to update articulation agreements.

We do not have many transfer students from institutions outside of New Mexico. The department works with these students individually to minimize any unnecessary duplication by reviewing transcripts to see what courses we will allow to transfer. We may ask students to get course syllabi for courses with content that is not obvious from the course description.

Most transfer students complete their final two years at Highlands. Typically, that means that they will complete about 60 hours with us. The University's policy of requiring 45 upper division hours means that they all, or nearly all, have to complete 15 courses with our program.

Sources

- 2015-2017 Catalog
- 2015-2017 Catalog (page number 13)
- AAC Cover Sheets & Summary Memo
- NMBAC Articulation Matrix
- NMBAC Core Competencies
- NMHU Factbook
- NMHU Factbook (page number 26)

6.3.3 - Criterion 6.3.3

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.3 - Graduate Program Articulation and Admissions Policy

A graduate program must have an admissions policy that accepts students who can reasonably be expected to succeed in a graduate business school.

In addressing this criterion, report and explain or describe:

a. the admission policies of the business unit for each of the graduate level programs;
b. the page numbers in the academic catalog that describe the admission policy for graduate programs in business;
c. each type of student classification given to graduate students in the business unit (i.e., unclassified, post-baccalaureate, non-degree, provisional, conditional, probationary, etc.) and describe how these classifications are administered. (Also, give the student catalog page number as a reference.);
d. any difference between the day and evening graduate program in business in terms of admission and classification;
e. whether admissions requirements allow entry to students who can reasonably be expected to succeed in graduate business studies. Please explain and give reasons for this conclusion.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The NMHU catalog reports that the admissions requirement for the NMHU Masters of Business Administration program is an undergraduate grade point average of 2.8. We have since increased the required GPA to 3.0. This will be reflected in the new catalog. Our practice is to give a regular admission to students with an undergraduate degree in business and a 3.0 GPA. Students coming from another discipline are granted a provisional admittance. The provision is that they successfully complete the Principles of Business course that we have established based on the Peregrine modular program. Students with a GPA between 2.8 and 3.0 are provided provisional admittance, with the provisional requirement that they complete the first 12 hours in the program with an overall GPA of 3.0 or higher.

The Business Administration Department believes that the entrance requirements for the MBA requirement are appropriate. The Department's experience indicates that students with an undergraduate degree much below a 3.0 often struggle to pass classes and complete the program. On the other hand, we have observed that students with high GPA's do well. Many of our students are working adults, and thus do not take a full load every semester. Nonetheless, our enrollment and graduation data indicates that we graduate about one-third of our MBA students every year.

The Highlands MBA program is only offered in the evening. So, the question about differences between day and night programs is not applicable.

Sources

- 2015-2017 Catalog
- 2015-2017 Catalog (page number 185)
- Enrollment and Degree Programs 2016
- Enrollment and Degree Programs 2016 (page number 22)

6.3.4 - Criterion 6.3.4

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.4. - Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated.

Describe the academic policies used by the business unit for placing students on probation, for suspending students, and for readmitting students who were suspended.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Freshmen must earn at least a 1.75 GPA in their first 29 credit hours for satisfactory progress. All other undergraduates must earn at least a 2.0 GPA for satisfactory progress. If a student's GPA is less than that required for satisfactory progress, they are put on probation for one semester. The student is removed from probation, if he earns a GPA of 2.0 or better in the following semester. If his academic performance in the following semester is not satisfactory, the student is placed on academic dismissal for semester or one academic year. The student may appeal the academic dismissal to the Office of Academic Affairs.

The process for graduate students runs parallel to that for undergraduates. They must earn a 2.75 GPA in their first 9 credit hours. After 9 credit hours, their GPA must be at least 3.0. Students who do not meet these academic standards are placed on probation. If after two semesters on probation, they still do not meet the required academic standards, they are put on academic dismissal for one calendar year. They may appeal the dismissal to the Office of Academic Affairs. After dismissal, the student must petition for readmission in the Office of Graduate Studies.

Sources

- 2015-2017 Catalog
- 2015-2017 Catalog (page number 34)

6.3.5 - Criterion 6.3.5

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.5. - Academic Policies for Recruiting, Admitting, and Retaining Students will be clearly stated.

Describe the academic policies used by the business unit for:

a. recruiting students;
b. admitting students; and
c. retaining students.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

New Mexico Highlands University has an open admissions policy for undergraduate students. The University recruits students from New Mexico and neighboring states. Most of our students come from Northern and Central New Mexico. This poses a challenge for the university as the state's economy has been weak and overall population growth is nil. Population growth in rural, northeastern New Mexico, home to the Las Vegas campus, is negative. These facts are reflected in the enrollment by country numbers reported in the NMHU Factbook. The University and other state institutions can address this challenge in a number of ways. First, it can increase the percentage of high school graduates that go to college. New Mexico is behind other states in this metric. Second, we can seek to attract more students from outside our traditional recruiting grounds. This too is a challenge because we are competing against many other schools facing the same problem.

The Business Administration Department plays a supportive role in recruitment efforts. We participate in events organized by the Recruitment Office. Last year, for example, we participated in College Night, an initiative to interest local area students in college, and a recruitment fair that targeted high school counselors. The Dean and Chair also participate in recruitment events centered in Albuquerque and Santa Fe areas, which are important as they form the Rio Grande corridor, currently the primary growth pole for the state. The University gets a number of inquiries from prospective students, which it then sends to the appropriate department. We reply quickly to those inquiries. However, the department does not have a systematic approach for following up after the first response to these inquiries, which is something we will need to work on.

The University holds six Freshmen Orientation events during the Summer months. The department's Dean, Chair and faculty participate in these events, meeting with students who have expressed an interest in a business education. We encourage them to consider any business courses that are being offered as part of the University's Learning Community initiative. This year, we are offering the Principles of Accounting and the introductory Business Analysis courses as learning community classes.

The university employs numerous strategies to improve its retention rate. Last year, we retained 53 percent of our freshmen students on a Fall to Fall basis. We know that is not nearly good enough. Retention strategies include the already mentioned learning communities, which attempt to create a bond among students in their cohort group. Academic initiatives are supplemented with outdoor and community events that have a similar goal. The early attendance, early alert and midterm alert programs are designed to identify students who are at risk. The Business Department encourages faculty to participate in this program. Increasing faculty participation in this effort is an important way the department can help with retention.

Finally, the Business Department faculty takes pride in the personal relationships that it is able to build with students. We try to build those relationships with welcome back events for our students, with support for student clubs, and with open door policies. Highlands faculty, staff and students have noticed that these relationships distinguish the university, and last year declared, *We are family* to be part of the University's branding. The Business Department believes that we do have a special relationship with our students, and is making efforts to develop a sense of belonging...a sense of family.

Sources

- NMHU Factbook

6.3.6 - Criterion 6.3.6

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.6. - Results of Enrollment Management will be reported.

Summarize results for enrollment management not reported elsewhere in the report.

You could include measures/indicators that reflect effectiveness in areas such as student retention, graduation rates, recruitment, and relationships with suppliers of students. The use of graphs, such as Figure 6.10 found under the Evidence File tab above, is encouraged.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

The New Mexico Highlands University strategic plan, Vision 2020, has six strategic goals, one being strategic enrollment management. The Business Administration Department's strategic plan's second strategic goal calls on the department to coordinate efforts with the university's strategic enrollment management office.

The university's retention plan, which has the broad support of faculty, staff, the administration and the Board of Regents, is central to our retention efforts. The plan notes our commitment to open access and affordability, and that about half of our first time freshmen are first time college students, many from low-income families. The plan highlights numerous retention practices developed over several years, including early attendance, early alert, degree works and a revitalized, robust freshmen learning community program. The retention plan, which is included in the evidence file for this section, establishes six objectives, steps to achieve them and target completion dates.

The Business Administration Department recognizes that it is a full partner in making the university's recruitment and retention plans work. We can only grow our program's enrollment by making a contribution to overall enrollment for the university. Our partnership with the Strategic Enrollment Management Office is self-reinforcing and mutually beneficial.

The Business Department's degrees awarded numbers suggest a steady, if a bit bumpy, upward trend pattern of growth. From 2005-6 to 2015-16, the number of degrees awarded has increased by 21.5 percent. Enrollments over this period were roughly steady. Increasing graduation numbers over a relatively constant enrollment base suggests that we are having some success in moving students towards degree completion.

Sources

- Enrollment and Degree Programs 2016
- Enrollment and Degree Programs 2016 (page number 21)
- NMHU Factbook
- NMHU Factbook (page number 5)
- NMHU Retention Plan

6.3.7 - Criterion 6.3.7

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.7. - Improvement in Enrollment Management will be pursued on a continuous basis.

Explain how you improve the enrollment management processes, and how the improvements are deployed across the organization

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
William Taylor

Institution Response

Starting two years ago, Highlands University embarked on a major push to improve its enrollment management policies and practices. In Fall 2015, the President, Dr. Sam Minner, created the Office of Strategic Enrollment Management (SEM) for the purpose of providing institutional coordination of recruitment, retention and completion. The University's strategic plan included strategic enrollment management as one of its six Strategic Goals. In January 2016, the university hired a Vice President of Strategic Enrollment, Dr. Edward Martinez, to oversee the development and implementation of a revised retention plan. This effort started with the reconstitution of the university's retention committee, which was charged with working with Dr. Martinez and others in the administration to revise the university's retention plan. The university quickly engaged with Ruffalo-Noel-Levitz, a consulting firm specializing in enrollment management and retention services, for the purpose of helping to develop a data driven approach to strategic management.

The revised retention plan was a collaborative effort. SEM, with the assistance of Ruffalo-Noel-Levitz, sponsored a number of workshops to garner input from faculty and staff. Dr. Martinez made periodic reports to the university community. In the end, the plan earned full support from the University community. It was approved by the Faculty Senate, the General Faculty, the Staff Senate and the Board of Regents, the University's governing body. This support has continued to the implementation stage. Academic Deans are working with SEM management to incorporate recruitment and retention efforts into their action plans.

The Business Administration Department's leadership and faculty support for the strategic enrollment goal is evident from a number of actions. The department's faculty and administration participated in many of SEM's retention plan workshops. The department embraced the university's strategic management goal, incorporating it in the department's own strategic plan. We also have taken a number of steps to implement strategies and activities identified in the retention plan. These include a commitment by faculty to student advising, the provision of academic advising training on the use of of Banner and Degree Audit, the development and dissemination of four year degree maps for each business concentration area, the development of a course scheduling plan that ensures that all required courses are offered every year, if not every semester. We also have committed to participate with the early attendance, early alert and midterm alert programs.

The Business Administration Department is committed to collaboration with SEM. Our collaboration will focus on both implementing currently identified strategies and activities included in the retention plan as well as participating with SEM in a process of investigation and continuous improvement.

Sources

- Business Administration Program Strategic Plan
- NMHU Factbook
- NMHU Factbook (page number 5)
- NMHU Retention Plan