

**Evaluation of Academic Program
ASU School of Business
Undergraduate Report
Prepared February 5, 2018**

The School of Business (SoB) offers two undergraduate degrees: Bachelor of Science (BS) in Business Administration and Bachelor of Arts (BA) in Business Administration.

The emphasis areas for the BS degree are:

- Accounting,
- Agribusiness
- Economics
- Finance
- General Business
- Health Care Administration,
- Management,
- Marketing
- Small Business Management

The emphasis areas for the BA degree are:

- Advertising
- General Business
- International Business
- Business Education (secondary licensure)

Current Number of Faculty & Rank				
Professor	Associate Professor	Assistant Professor	Visiting	Adjunct
2	1	4	5*	7**

***NOTE:** There are 6 individuals defined as Visiting; however, this includes 2 who share a position (1 teaches fall, 1 teaches spring)

****NOTE:** This number varies from semester to semester depending on need.

The seven criteria listed below are addressed in Data and Assessment for our program.

Criteria 1: Impact and overall essentiality of the program; connection to mission/vision/ASU2020:

GOAL 1: Academic Excellence

Adams State University will provide challenging and responsive curricula that educate, serve, and inspire our diverse populations.

Initiative 1.1: Ensure a quality education for our diverse populations by offering relevant, current, and rigorous undergraduate and graduate degree programs: The School of Business continues to analyze competition to ensure the program is relevant and current. We consistently update best practices, courses, and emphases to stay current to ensure relevant degrees and the knowledge needed to either enter the desired field or to gain the desired career advancement.

Marketing (and advertising) is changing and evolving rapidly due to technology and social media. The marketing faculty work hard on staying current and adjusting courses as needed to keep up with the industry needs so as to ensure graduates in that emphasis are ready to enter the marketplace.

The management emphasis includes healthcare administration (HCA) and small business management emphases. As changes happen in these areas the appropriate changes are made in these programs. One change for 2018 is the need for a change from small business management to entrepreneurship to stay relevant with the industry needs. The accounting emphasis ensures a quality education evidenced by the success rate of students both in acquiring employment post-graduation and acceptance by graduate programs.

The healthcare administration emphasis graduates many female, minority, and Pell-eligible students empowering these students to pursue leadership opportunities. Curriculum is contemporary and relevant integrating the rigor of professional training and professional credentialing from leading industry associations such as Institute for Health Care Improvement. Faculty offer experience directly from the health care industry, and a new faculty member added in fall 2017, brings seven years of local SLV health care experience.

Initiative 1.2: Provide a responsive and professional education that fosters civic responsibility in a global culture: Every undergraduate emphasis makes sure to have an ethics and international component that does speak specifically to sustainability, civic responsibility, and the understanding of different cultures globally. This area is a School of Business program goal so is measured with specific assigned assessment tools.

Because health care is a world-wide public service, the HCA emphasis strives to prepare and connect students with non-profits delivering essential health care services. The HCA emphasis requires an internship as part of the required curriculum, and many interns work with local non-profits delivering health care in our local community.

Initiative 1.3: Strategically strengthen and expand the University's undergraduate and graduate degree programs: The marketing emphasis has stayed current with the major changes in social media and technology. Two classes have been developed specifically for the social media and 21st Century marketing trends. These two courses are restructured yearly as the changes happen quickly. Marketing students are also taught skills on how to keep up and adjust to the changes when they are outside the classroom.

The small business management emphasis has been changed to an entrepreneurship emphasis. Two new classes have replaced some outdated classes to make this emphasis current and relevant to the times. Many generation Z students are looking for this emphasis as entrepreneurship aligns with an emerging business market. The accounting emphasis stays current with the requirements of the State of Colorado with regards to certification and makes changes as needed to comply.

The creation of the HCA emphasis was to position ASU into a unique program offering undergraduate education for the business and administrative side of health care. Often, clinical preparation and training highlights health education. The forgotten side tends to be the preparation of individuals for the business, financial, strategic, and operations approaches to health care. ASU strengthens this educational approach which differentiates ASU from its peer institutions.

Initiative 1.4: Enhance efforts to recruit and retain a diverse faculty and administration with experiences, skills, and personal attributes that foster inclusion and equity via targeted searches, endowed positions, or other viable means: The School of Business recruits faculty who have experience in the business world, specifically in the field they will be teaching. This is important as it allows professors to supplement their teachings with real world examples they have experienced. Strong efforts have been made to diversify the faculty, both full-time and part-time faculty members. Gender, socio-economic, and experience backgrounds are well represented throughout all emphasis areas. Our current professors have work experience in many areas such as accounting, finance, entrepreneurship, health care, marketing, management—and several faculty have traveled and worked outside the US.

Goal 2: Student Success

Adams State University will address diverse student needs by offering varied learning opportunities and support services for all students to achieve educational, personal, and career successes.

Initiative 2.1: Provide flexible avenues and entry points from which to be engaged in and to progress toward their educational, personal, and career goals: The School of Business follows the standards needed to ensure eligibility of graduates to become employed in their chosen field. All professors work with students to create paths that will ensure success in their chosen career goals.

We offer minors in all of our emphasis areas to create flexibility for career paths, and we revise these degrees when needed. A good example of this is the HCA minor was adjusted to invite nursing students who were awaiting acceptance into the Nursing program. Some HCA classes are offered in an afternoon and early evening format to accommodate working, non-traditional students seeking to continue their education. The HCA emphasis is working to support students who want to complement their training in management, marketing, finance, and accounting emphases to a specialized health care training program, specifically seeking the HCA minor offering.

Initiative 2.2: Recruit and support eligible transfer students: Many of the professors make themselves available and partner with athletics and admissions to talk to students who are interested in Adams State, specifically the School of Business. The MBA Retention Specialist uses personal phone calls to follow up with all potential new students who have filled out applications and have been accepted into ASU who are interested or listed business as their major. This personal interaction has proven to be successful in answering questions and concerns students may have, ultimately making ASU their school of choice. The School of Business sets up informational tables at FBLA conference events, agribusiness events, and local high school events.

Many HCA students transfer from Pueblo Community College and complete a baccalaureate degree with ASU. This is accomplished by customized transfer advising for students in the HCA emphasis and recruiting specifically from Pueblo Community College for the HCA emphasis.

Initiative 2.3: Enhance student advising to ensure it is accurate, timely, and supportive of the attainment of student goals: Every professor works tirelessly to advise students to make sure they graduate in a timely fashion. They work with each of their advisees to make sure the courses and degrees they are pursuing match with their goals for after graduation. We provide in-depth individual advising of students by connecting life situations and personal goals with their emphasis area. This includes customized advising for all transfer students within our program. Advising includes the incorporation of internships, jobs, and volunteer work that provide practical experience and help the students attain their career goals.

Initiative 2.4: Provide all students practical and hands-on experience supporting their learning and professional development: The School of Business encourages undergraduate students to take up to 6 credit hours of internship to support their degree, and the HCA emphasis specifically requires a 3-credit hour internship. Internships help all School of Business students experience hands-on experience in their chosen emphasis. The internship director works individually with each student through the process of matching students and the actual internship, working with the supervisor, making sure internship goals are set, and that the internship is beneficial to both the student and the organization.

The marketing emphasis has three specific classes where the project in the class is hands on and partners with local businesses and non-profit organizations. This allows the student to obtain practical experience that they are able to add to their resume, as well as help local organizations.

The small business management emphasis requires students to write and present individual business plans and a team feasibility study. Small business owners in the San Luis Valley visit classes to present workplace information and allow students to get advice from experts in the field.

The accounting emphasis uses many methods for providing hands on experience. First, exams require manual preparation of financial statements and tax returns of all levels. Secondly, some courses require the use of computer programs that will be used in practice. Lastly, in conjunction with normal coursework, students are encouraged to participate in the Volunteer Income Tax Assistance program which provides them with authentic experience.

Initiative 2.5: Promote and increase early engagement as a means to graduate students with a strong sense of connection to ASU: The professors in the School of Business get to know their students and find out their individual needs both in and out of class. For the past five years, our department has welcomed new students to campus with our BFF (Business First-year Focus) activity on orientation day. Throughout the four years that undergraduates spend with us, they are encouraged to join PBL, Toastmasters, Bulls & Bears and/or clubs and activities campus-wide. These student-faculty relationships are a true motivator for why ASU School of Business is chosen.

Initiative 2.6: Identify and systematically remove obstacles to student success: The School of Business provides study groups and tutoring within our department. This is beneficial for courses in accounting, finance, and statistics. The additional study time with professors and student peers assists with the success of all students, and is particularly beneficial to students with jobs, family obligations, and extracurricular activities.

GOAL 3: Personal and Professional Development

Adams State University will provide educational and professional development opportunities for faculty and staff.

Initiative 3.2: Provide opportunities for faculty and staff to earn degrees and/or certificates: We support faculty by reducing advising loads and adjust schedules so those seeking graduate degrees and additional certificates have adequate time to earn these valuable credentials.

Initiative 3.4: Develop institutional policies, practices, and provisions to support professional development endeavors: The School of Business budget sets aside \$400 for each full-time tenure/tenure-track faculty member to use for appropriate professional development funding.

GOAL 4: Access and Affordability

Adams State University will develop innovative pricing and aid strategies that will maximize opportunities for our diverse and historically underserved students for all levels and delivery models.

Initiative 4.2: Clearly communicate costs and resources: The School of Business has an annual meeting with the CFO to review costs associated with HCA at Pueblo Community College (PCC). A spreadsheet has been developed to determine budget neutral/budget positive impact of this program.

Initiative 4.3: Better utilize financial aid resources: A department representative has regular meetings with the Director of Financial Aid to determine resources available to students. Students who receive financial assistance are closely monitored to ensure they complete their program and graduate.

GOAL 5: Community Relations

Adams State University will collaborate with the community to provide culturally responsive and sustainable development opportunities that mutually benefit the campus and the San Luis Valley community.

Initiative 5.2: Stimulate sustainable economic development opportunities for the SLV community: The School of Business has participated in the Volunteer Income Tax Assistance program since 2009. Last year alone, we assisted 673 clients with their Federal and State Income Tax returns. This generated \$1,132,310 in Federal and State refunds, which likely is spent within the SLV.

Initiative 5.3: Partner with community and business groups to foster strong unifying campus connections, and build understanding of the larger SLV: The professors within our program are encouraged to volunteer within the community at various levels. We have partnered with SLV Health and Valley-Wide Health Systems on administrative trainings for employees of those providers, and our new HCA faculty member offers opportunity to partner on new community initiatives.

Initiative 5.5: Draw upon the natural resources and extensive outdoor recreation options of the SLV to provide experiential learning opportunities for campus, community, and regional visitors: The School of Business is currently developing an entrepreneurial partnership with SLV Great Outdoors and ASU interns to work with small businesses in the outdoor recreation arena.

Initiative 5.6: Develop and cultivate relationships with alumni and supporters to benefit students, campus, community and connection to the university, and promote opportunities for life-long learning: The SoB maintains relationships with local businesses such as SLV banks and the accounting firm Wall, Smith, Bateman, and we maintain relationships with former graduates who are now in positions to hire future graduates. The professor responsible for student internships has cultivated and developed many relationships with alumni and supporters which has resulted in internships, jobs, and mentorships.

Criteria 2: Quality of the Program Outcomes:

- A. Results of annual assessment
 - 2012/2013—no report
 - 2013/2014—results from rubric A, I, A, E, E (A=adequate, I=incomplete, E=excellent)
 - The School of Business undergraduate program developed and revised Student Learning Outcomes (SLOs) to align with Adams Outcomes in the 2014/2015 and 2015/2016 academic years.

- During the 2016/2017 year, changes were made to support assessment, including:
 - creating final exams/projects for all emphasis areas
 - creating progressively more challenging problems, projects, and standards of performance, discussions and assignments in every emphasis related to ethical reasoning
 - revising institutional syllabi for all courses with inclusion of standardized rubrics to assess all graded assignments.
- The annual assessment report submitted fall 2016 reported ETS to measure our first SLO: “Students will demonstrate a broad knowledge of business practices and knowledge in the emphasis area”
 - ETS mean score was 148.7 for 2015/2016 – up from 148.02 in 2014/2015
- Feedback (verbatim) from SLAC Report:
 - Question #1: Many SLOs are not met due to the recent creation of the data, and evidence is proposed but not available for all SLOs addressed
 - Question #2: The plan is appropriate to meet the outcomes described in the assessment proposal. Over time this should greatly improve the program overall; plans are in place to create change and effective assessment plan for student outcomes
 - Question #3: It is unclear who all is involved from faculty in a meaningful way.
 - Question #4: Collecting artifacts and annual retreats for assessment integrated into the HLC review are excellent.
 - Question #5: Asking the assessment liaison to stay involved is absolutely appropriate.
 - Although benchmarks are not clearly defined for some SLOs and results are not yet available for all assessment tools, this report shows that the School of Business has a plan to further integrate assessment and more quantitative measures into its programs. The report also describes why there have been assessment gaps and how SLOs will be modified based on the new Adams Outcomes. A culture of assessment is more evident in the department than in prior years, as shown through the narrative in this report.
 - The low score on the rubric is not indicative of the work that SOB is doing to design and assessment plan.
 - SoB informed the SLAC of the fact that they would not have assessment data given their new SLOs
 - SoB is one of the first departments to align their SLOs with the new Adams Outcomes.
- The annual assessment report submitted fall 2017 reported ETS and artifacts collected from BUS 265, BUS 430, and BUS 480 to measure our second SLO “Students will demonstrate intellectual and practical skills, including critical thinking, problem solving, and written communications.”
 - ETS mean score was 147 for 2016/2017 – down from 148.7 in 2015/2016
 - BUS265-Business Communications—course section one showed 85.15 mean score; section two showed 84.55 mean score
 - BUS430-Productions & Operations Management—course section showed 78.23 mean score
 - BUS480-Global Business Strategies—course showed 84.45 mean score
 - The SLO was partially met; however, we did not set a benchmark
- Feedback (verbatim) from SLAC Report:
 - Question #1: Artifacts have been collected, but no Performance Targets or Benchmarks are listed. Results listed are not really results of assessments but seem to be plans of what artifacts to collect. Regarding SLO #2, it is not clear what is meant by “showed insufficient data”. The proposed evidence items will be excellent but current data is adequate. Having benchmarks for the results of the ETS exam scores will help the department know if the SLO is being met to the expectation of the department. While a decline from year to year may not be desirable, it still may be above a benchmark if these

- are clearly defined. Good use of a variety of assessment instruments as this will help the department better identify whether or not it is achieving SLOs and in which courses.
- Question #2: No planned actions relevant to curriculum or pedagogy are present. Rather, plans for future assessments are presented. This is an outstanding plan.
 - Question #3a: No comments.
 - Question #3b: The quality of faculty involvement is excellent and shows a strong commitment to improving student learning. The intended curriculum mapping will be useful in pinpointing where student learning objectives are (or are not) being met.
 - Question #4: The department recognizes its need for assistance with assessment.
 - Strengths: The department has clearly put in a lot of work on revamping its assessment procedures. Holding retreats under the supervision of the Assessment Coordinator is a good way to get all faculty involved with the process.
 - Challenges: Lack of benchmarks makes it impossible to gauge how well the department is meeting its goals. It appears that the School of Business is still in the early stages of their assessment plan. No specific assessment tools have been identified or implemented. Retreat meetings are a good start. Hopefully progress will be made throughout the year this year and some solid strategies will be put in place. Targets/benchmarks lacking, little offered in terms of results. Because of rotation, only question #2 needed attention this year.

Final Comment: The School of Business was in transition with department leadership with interim co-chairs for academic years 2015/2016 and 2016/2017, which impacted our ability to create and implement a solid assessment plan. The current fulltime department chair recently met with the recently hired Assessment Director and this resulted in good guidance for the future of our assessment procedures. The plan to be implemented for 2017/2018 is to assess the business core classes by mapping our goals to student learning outcomes and setting targets/benchmarks for these classes. We will continue to use the ETS for assessment, but will also set a benchmark in an effort to close the loop.

- B. Scores of graduates on national assessments: The School of Business administers the ETS exam in the BUS 480 (senior capstone course). **Table 1** is reported scores for our major field exam for fall, spring, and summer semesters for each academic year.

Table 1

Major Field Exam—ETS for School Business		
Academic Year	Mean	SD
12/13	145.9	11.3
13/14	147.5	12.1
14/15	148.0	9.9
15/16	148.7	11.6
16/17	146.7	13.3

The distributions in **Table 2** present the number of institutions at each mean score level. This table provides a way to compare the ASU School of Business with those of other participating institutions.

Table 2

Major Field Exam—Comparative Data Guides (nationally)			
Year	Number of Institutions	Mean	SD
2013	662	150.1	7.2
2014	489	150.6	7.1
2015	563	151.0	7.0
2016	602	150.1	6.7
2017	414	149.5	7.1

Comment: The School of Business is below the national comparisons presented; however, the Major Field Exam Comparative Guides state:

This data should be considered comparative rather than normative because the institutions included in the data do not represent proportionally the various types of higher education institutions and programs. The data are drawn entirely from institutions that choose to use MFT. Such a self-selected sample may not be representative of all institutions or programs.

- C. Jobs secured by graduates: Job data is not kept for all emphasis areas in the School of Business. **Table 3** represents job placement as reported by faculty teaching in the agribusiness, finance, international business, and accounting emphases only. The average placement for five years is 80%, which is very good. Bachelor’s degree graduates in these emphasis areas are prepared for entry-level positions that do not require further education; however, certifications in specific areas are required by some employers.

Table 3

Academic Year	Number of Graduates	Jobs Obtained	Job Placement Percent
12/13	24	23	96%
13/14	29	20	69%
14/15	53	47	89%
15/16	47	39	83%
16/17	33	21	64%
Average five-year placement			80%

- D. Admissions and admission rates to graduate or professional schools: **Table 4** reports verifiable data for students admitted to the School of Business MBA; however, graduate school admissions outside ASU are student and faculty reported. The majority of undergraduate business degrees do not require additional graduate education to become gainfully employed, and we do not have information on how many of our School of Business graduates pursue additional degrees one or more years after graduation from ASU.

Table 4

Academic Year	Number of graduates	Number of students admitted SoB MBA	Number of students admitted to other graduate programs	Graduate school admission rates
2012/2013	84	no data	2	2.4%
2013/2014	91	no data	0	0
2014/2015	139	no data	7	5.0%
2015/2016	125	51	4	44%
2016/2017	107	30	10	37.4%
Totals	546	81	23	19.0%

Additional Information: The MBA program reports 17 School of Business students admitted to the program for 2017/2018 (fall/spring semesters). There is a dual degree option for students to earn a Bachelor's and Master's degree in five-years.

E. Brief write-in summary:

Internships are a vital point of access for all School of Business students as they enter their careers. Many students complete internships that give them experience which leads to full-time career oriented jobs upon graduation. There are many companies that transition interns directly into full-time jobs. Some examples are: a marketing student who completed a yearlong internship with Daktronics and has just recently been hired as a fulltime employee, a management student who completed an internship at SLV Health and was hired in their HR department because of internship success. Over the past five years, agribusiness students completed internships which led to employment with Colorado Swine Producers Association, John Deere, Cottonwood Ranch, and Southern Colorado Livestock Auction. Many of our accounting students are hired by Wall, Smith, and Bateman CPA firm after successfully completing internships. At any one time the School of Business has 20-30 students working on internships (some for school credit and some not for school credit). The information regarding jobs secured by graduates includes only those areas which track this information; anecdotally, numerous graduates from our business programs obtain employment throughout the U.S.

Criteria 3: Demand for the Program:

A. Internal demand: Induced Course Load Matrix - multiple slices

a. Service to other areas

- The undergraduate business headcount for 2014/2015 was 764. 61.8 % of the classes taken by those students were business courses. 38.2 % of the business classes were taken by students who had declared other majors or were undeclared.
- The undergraduate business headcount for 2015/2016 was 751. 61.6 % of the classes taken by those students were business courses. 38.4 % of the business classes were taken by students who had declared other majors or were undeclared.
- The undergraduate business headcount for 2016/2017 was 668. 62.3 % of the classes taken by those students were business courses. 37.7 % of the business classes were taken by students who had declared other majors or were undeclared.

Two primary degrees that use Business courses are HPPE (the sports management degree incorporates business classes into their degree) and Major Not Declared (which may include IDS degree students as that was not identified in the data, and IDS students do have business as one of their emphases).

Principles of Marketing is a business core class which is used as an elective in the HPPE sports management degree and Mass Communication degree. Our other core classes that ultimately lead to student interest in specific business emphases and are electives for other non-business programs include: Introduction to Business, Business Law, Principles of Accounting I & II, Principles of Management, Managerial Finance, and Macro & Micro Economics.

b. Service to general education

The School of Business has one general education class, ECON 201 in Area IV. Social and Behavioral Sciences/History, and the class is full every semester it is offered, using our largest classroom. The newly hired economics faculty member has created new interest in this class with an innovative teaching style.

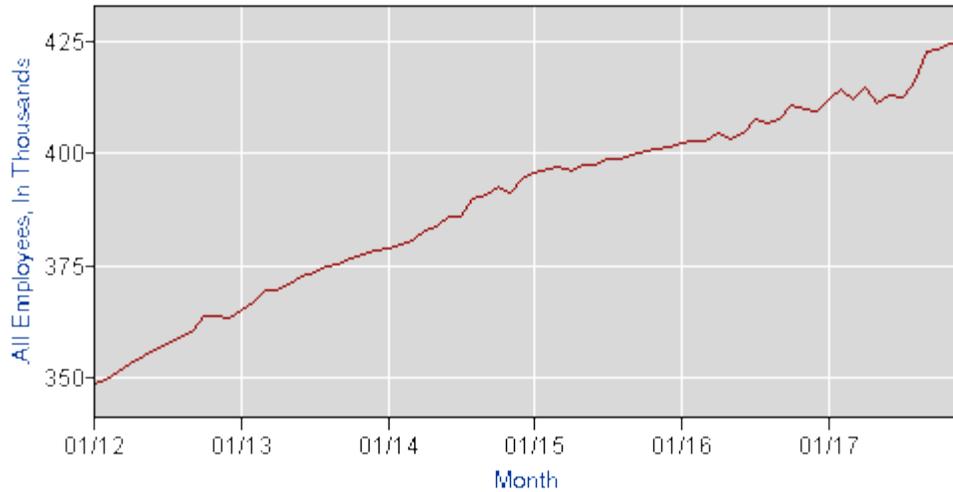
- B. Employment opportunities: national and state statistics: **Table 5** lists just a few employment opportunities for the School of Business graduates. The list would be too long to list all possible employment opportunities. The graph (below **Table 5**) reports statistics for Colorado.

Table 5 Business and financial operations occupations (*Dept. of Labor Statistics –Occupational Outlook Handbook National statistics*)

	2016 Employment	Median Annual Wage (\$)	2016-2026: Number of New Jobs	2016-2026: Growth Rate
Bus. Managers or Professionals	19,100	62,080	900	5%
Compliance Officers	288,300	66,540	23,700	8%
Farm Labor Contractors	3,000	35,160	200	8%
Operations Specialists	1,023,900	69,040	90,300	9%
Credit Analysts	73,800	68,930	6,200	8%
Credit Counselors	38,300	44,380	5,300	14%
Tax Preparers	95,900	36,550	10,300	11%
Financial Specialists	135,900	69,470	13,100	10%
Health Services Managers	352,299	96,540	72,100	20%
Accountants & Auditors	1,397,700	68,150	139,900	10%

Colorado - State and Area Employment, Hours, and Earnings from the years 2012 – 2017 (*Dept. of Labor Statistics –Occupational Outlook Handbook State statistics*)

Series Id: SMS08000006000000001
 Seasonally Adjusted
State: Colorado
Area: Statewide
Supersector: Professional and Business Services
Industry: Professional and Business Services
Data Type: All Employees, In Thousands



Conclusion: Employment of business and financial operations occupations is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations, adding about 773,800 new jobs. The median annual wage for business and financial occupations was \$66,530 in May 2016, which was higher than the median annual wage for all occupations of \$37,040.

- C. 10-year trend of graduates (3 -year rolling averages): **Table 6** shows the rolling averages for the 2012-2017 academic years have steadily increased, supporting a strong demand for business degrees.

Table 6

Academic Year	Bachelor Degrees	Rolling Average
2007/2008	95	
2008/2009	75	
2009/2010	94	88
2010/2011	98	89
2011/2012	65	86
2012/2013	84	82
2013/2014	92	80
2014/2015	140	105
2015/2016	129	120
2016/2017	111	127

D. National, state, and local enrollment trends

National trends in enrollment: “National Student Clearinghouse Research Center”

As demonstrated in Figure 1: enrollment in 4-year Profit Colleges and Universities has significantly decreased from 2014 until 2017.

Percent Change from Previous Year, Enrollment by Sector (Title IV, Degree-Granting Institutions)

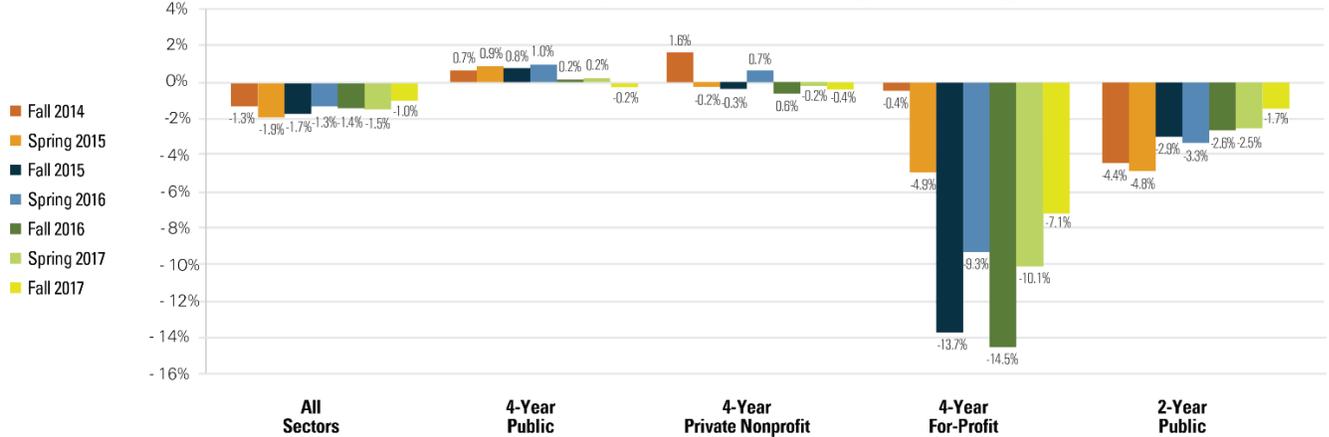


Table 7 demonstrates national enrollment in Business degrees – *Digest of Education Statistics*.

Degree	2013	2014	2015	2016	% Increase/Decrease*
Business	367,235	360,887	358,132	363,799	0.31 % Decrease
Ag & Natural Resources	30,972	35,592	35,125	36,277	5.4 % Increase
Health Professions	163,675	181,159	198,777	216,228	9.73 % Increase

*Geometric means were used to calculate the % increase or decrease, as they are more conservative and appropriate for enrollment trends. Data for 2017 was not available; the 2017 numbers will be accessible later this spring.

Conclusion: Enrollment in business and related degrees will continue to increase in the U.S. even though enrollment, in general, continues to drop. The Business degree percentage decrease is due to the fact that many different job occupations are included in the calculation; most of the individual job categories have increased. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand for accountants and auditors. In addition, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts.

Table 8 demonstrates Bachelor’s Degrees Awarded in Colorado, reported by Colorado Department of Higher Education (CDHE). Degrees relevant to SoB emphases are listed.

Degree	2013	2014	2015	2016	2017
Accounting	223	218	327	455	480
Agricultural Business	52	48	70	67	67
Business Administration	1,829	1,795	2,097	2,227	2,344
Business Admin/Accounting	23	22	17	19	12
Business Admin/Economics	13	14	21	21	22
Business Admin/Management	111	86	100	88	91
Business Management	988	1,042	1,114	1,102	1,051
Economics	611	626	747	685	641
Finance	53	48	61	74	72
Health Care Admin & Management	*0	36	97	137	138
Health Care Management	48	48	47	63	50
Management	183	172	180	156	168
Marketing	114	143	174	197	231
Total	6,261	6,312	7,067	7,307	7,384

*fewer than 10 are not reported

- E. Brief write-in summary: Business degrees are popular with both students and employers. Business degrees carry a lot of weight and can lead students to multiple industries and areas of employment. A business degree in accounting, agribusiness, marketing, management, finance, economics, health care administration, or general business can make graduates eligible to apply for jobs in government, health, and education, and in the private and corporate sectors. Because the business world is so vast, new degrees and employment positions surface all the time.

Criteria 4: Size, scope and productivity of the program:

- A. Degrees awarded (5 years of data):
 a. Number of degrees: **Table 9**
 b. Degrees per full time faculty member: **Table 9**

Table 9

Academic Year	Number of bachelor degrees	*Degrees per fulltime faculty member
12/13	84	7.6
13/14	92	8.4
14/15	140	12.7
15/16	129	11.7
16/17	111	10.1
Five-year Total	556	50.5

*Based on 11 fulltime faculty

Bachelor degrees by emphasis are provided in **Table 10** for a more complete picture of the School of Business program and available options for students. Students frequently earn double or triple degree emphases because of a common core and overlap in some areas. The “double” degrees provide students with a broad range of knowledge and skill sets, increasing the likelihood of employment in business industries.

Table 10

Degree	AC 12/13	AC 13/14	AC 14/15	AC 15/16	AC 16/17
Accounting	9	14	23	23	21
Advertising	3	1	2	0	0
Agribusiness	5	7	7	6	3
Bus Education	0	0	0	0	1
Economics	0	2	1	0	0
Finance	10	8	22	16	8
Gen Bus (BA & BS)	12	21	21	23	24
HCA (includes PCC program)	15	12	15	18	7
International Bus	0	0	1	2	1
Management	18	15	17	12	13
Marketing	5	7	14	16	18
Small Business	4	0	12	7	12

Comments on emphases with low graduation numbers:

- Advertising—this emphasis includes business and art classes. It does not require additional business faculty to teach in this emphasis, because it falls under the marketing area.
- Agribusiness—this emphasis lacks recruitment dollars spent in the SLV and the State of Colorado, which is the primary reason for the low graduation numbers. If more dollars were allocated to this recruitment process, the numbers could improve.
- Business Education—this emphasis includes business content classes and teacher education classes. It does not require additional business faculty to teach in this emphasis, because the Methods of Teaching Business (BUS313) class is taught by adjunct faculty as needed.
- Economics—this emphasis has produced few graduates due to the lack of faculty qualified to teach upper level economics classes. There is potential for growth and rebuilding of the program as we now have a visiting professor who is a PhD candidate in Economics.
- International Business—this emphasis uses existing business and economics classes, as well as courses from history, government, language. The upper level economics classes are offered every other year, and no additional faculty is required to offer this emphasis.
- Small Business—this emphasis has been changed to entrepreneurship beginning fall 2018. Currently this emphasis combines management and marketing classes. Two new classes have been added to this emphasis, Creativity and Innovation and New Business Venturing, and a faculty search is currently being conducted. There is opportunity for growth in this area with strategic hiring of an experienced entrepreneur.

B. Student credit hours (SCH) (5 years of data):

- a. Total SCH generated by program: **Table 11**
- b. SCH generated by program per full-time faculty member: **Table 11**

Table 11

Academic Year	Total SCH generated	*SCH generated per FT faculty
12/13	12,730	1,157.272
13/14	13,477	1,225.182
14/15	14,611	1,328.273
15/16	14,246	1,295.091
16/17	12,745	1,158.636
Five-year Total	67,809	6,164.45

*Based on 11 fulltime faculty

C. Service to Campus

Table 12 Campus-wide service by faculty member for a five-year period (2012-13 to 2016-17): This table includes the number of committees in each category on which an individual faculty member served. All 7 of our tenured/tenure-track faculty have been employed during the five-year period reported. 100% of faculty are engaged in this service sector to varying degrees as indicated by the table.

	Faculty 1	Faculty 2	Faculty 3	Faculty 4	Faculty 5	Faculty 6	Faculty 7
Standing Committees (CRC, GECC, HPAC, SSD)	Grievance Committee	CRC Faculty Senate rep(2)	Graduate Council FTAC	Residency Appeals Committee (4) HPAC (4) CRC (2) SCD mentor	SSD Grievance committee FTAC	Faculty Senate rep Communications Board IRB ASU LatinX Caucus Faculty Senate rep (3)	CRC GECC Peer Review committee IAC
Search Committees (outside department)		Nursing Retention Committee	Director of Public Relations & Marketing Assistant VP Grad Studies HPPE faculty	Director of Library	Payroll Manager	Mass Com Faculty	
Retention Committees (outside department)		Retention Committee, Nursing Program Counselor Education	Retention Committee, Nursing Program				

Task Forces/sub committees (ASU 2020, STAMP, CIT, HIP Team)	Faculty Development Committee, Honors program	Handbook Committees (2) New Program Approval Committee ASU/CSU Ag-Partnership Committee SLAC Program Review Process Development Committee Academic Master Plan Working Group	SLAC Course Evaluation CIT HIP Grad Office Developmt IDS	Honors program (2) Interview panel- Teacher Ed IDS	Writing Across the Curriculum	CAMP CASA Upward Bound Student Selection Committee	STAMP Program evaluation committee Faculty research committee Handbook committee Math & calculus for business students review committee
Tenure, Promotion, Peer Recognition Committees		Tenure & Promotion Committee, Promotion to Professor Committee		Tenure & Promotion committee Peer Recognition Committee (2)			Recognition committee
Other campus & department service	Dept. Chair search (2) Faculty search (2)		MBA Oversight committee Health care oversight committee Faculty search (4) Faculty Adviser of Toastmasters & Circle K	Curriculum Supervisor for student teachers (2) Health care oversight committee Adviser Sigma Beta Delta (honor society) Coordinator dept. BFF	Phi Beta Lambda advisor (5)	Toastmasters adviser Faculty search (3) Dept Chair search Grant reviewer & editor for Upward Bound renewal grant & STEM grant Upward Bound presenter Faculty Liaison to Student Support Services (3)	Faulty search (2) Finance club adviser

Table 13 Campus-wide committee leadership by faculty member for a five-year period (2012-13 to 2016-17): This table includes the number of committees in each category on which an individual faculty member served in a leadership position. All 7 of our tenured/tenure-track faculty have been employed during the five-year period reported. 71% of faculty are engaged in this service sector to varying degrees as indicated by the table.

	Faculty 1	Faculty 2	Faculty 3	Faculty 4	Faculty 5	Faculty 6	Faculty 7
Standing Committees (CRC, GECC, HPAC, Student Scholar Days)	Chair of Campus Grievance Committee	Chair of CRC		CRC Co-Chair	SSD Co-chair (2)	Communications Board, chair GECC, chair (3)	
Search Committees (Outside Dept.)				Library Director search, chair			
Retention Committees (Outside Dept.)		Nursing Retention Committee, chair					
Task Forces (ASU 2020, STAMP, CIT, HIP Team)							
Tenure, Promotion, Peer Recognition Committees		Tenure & Promotion Committee, chair Promotion to Professor Committee, chair		Peer Recognition Committee chair			

Other campus & department leadership		VP Faculty Senate	MBA Director	Dept. Co-Chair (2) Dept. Chair	Facilitation of the Colorado Society's student interview day, the Colorado Society's annual visit to our campus, and the SLV Chapter of CPA's student night	Director of HCA emphasis HCA faculty search, chair Coordinates HCA program at PCC Liaison for Alumni Events Homecoming(5) MC for Upward Bound events (3)	
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D. Service to community & community engagement

Table 14 Service to the community and community engagement by faculty member for a five-year period (2012-13 to 2016-17): This table includes the number of community service activities in each category in which an individual faculty member participated. All 7 of our tenured/tenure-track faculty have been employed during the five-year period reported. 100% of faculty are engaged in this service sector to varying degrees as indicated by the table.

	Faculty 1	Faculty 2	Faculty 3	Faculty 4	Faculty 5	Faculty 6	Faculty 7
Business Consulting	Tax Consultant, Wall, Smith, Bateman & Associates		HR & Social Media presenter for SBDC	Business Plan Reviewer for Small Bus. Dev. Center			Small business adviser to local business owners in Alamosa SBA
Outreach (VITA)	Volunteer Income Tax Assistance Program, coordinator (4)		Volunteer Income Tax Assistance Program, customer service (2) VP of Kiwanis SLV VIP Committee (branding initiative) Lean-In SLV	Alamosa Live Music Association (ALMA), member	Volunteer Income Tax Assistance Program (2) FBLA judge (district and state level)	Conejos County Rotary Club, member Conejos County Noxious Weed District, member Alamosa River Watershed	Center for Business Excellence, founding member SLV Development Resources Group, loan committee member Alamosa Rotary Club, member

			Tourism Board			Restoration Project, member	Alamosa Chamber of Commerce, Business Network
Professional Orgs and Membership		Ethics Champion, ASU/ UCCS College of Business Daniels Fund Ethics Initiative, Southern Colorado Higher Education Consortium		National Business Education Association, (5) Mountain Plains Business Education Association (5) Colorado Business Educators, board president (5)			
Community Leadership (School Boards, agency boards)	AHS Business Education Advisory committee	TSJC Agribusiness Advisory committee (5) Colorado Potato Administrative committee (7) ASU/CML Resource Guide, agricultural business resource	Alamosa County Marketing District Board (2) Alamosa City Council(2) Alamosa Golf Board SLV Housing Coalition Executive Board Member— Colorado Municipal League City of Alamosa City Councilor/ Mayor Pro Tem	Lean-In committee, SLV Health Valley Educators’ Credit Union Supervisory Committee (4)	Treasurer for North Conejos School District Board (3) Colorado Phi Beta Lambda Board of Directors (2) AHS Business Education Advisory committee Valley Educators’ Credit Union Supervisory Committee (4)	Chair of USDA Farm Service Agency Executive Committee (5) Conejos County Planning Commission (5) Chair of Conejos County Board of Adjustments Board President of Guadalupe Parish Credit Union (5) President of San Antonio Livestock Association Treasurer of Center for	

						Restorative Programs President of McCuniff Ditch Association	
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Table 15 Brief write-in summary of Scholarly/Creative work by faculty member for a five-year period (2012/13 to 2016/17): This table includes the number of scholarly/creative activities in each category in which an individual faculty member participated. All 7 of our tenured/tenure-track faculty have been employed during the five-year period reported.

2012-2017	Faculty 1	Faculty 2	Faculty 3	Faculty 4	Faculty 5	Faculty 6	Faculty 7
Publications Journal Articles		1-peer reviewed	Dissertation	6 1-peer reviewed	1		
Conference Presentations	2	2	2	3	3	4	
Book/chapter/ journal reviews		2		1-chapter review			4
Other Presentations/ Creative Activities	5	2-expert witness	3-research studies 13-faculty led student research		5	9 3-grant reviews for SSS & Upward Bound-STEM	4 2-news articles

Criteria 5: Cost and Benefit of the Program:

- A. Salaries and program delivery costs (including administrative costs and specialized course support costs).

Faculty Compensation-Regular (SoB & Econ)	846,989
Faculty Benefits	289,125
Student Hourly Compensation	2,031
Operating Expenses	24,510
Support Staff Compensation	51,036
Support Staff Benefits	17,547
Operating Expenses	2,030
Sub-Total	1,233,268
Faculty/Administrative Compensation (HCA@ PCC)	29,000
Faculty/Administrative Benefits	4,930
Operating Expenses	5,375
Sub-Total	39,305
a. Total Overall Cost	1,272,573
b. Cost per full-time faculty member	115,688,.46
c. Cost per graduate	10,290.34
d. Cost per SCH	99.85

- a. **Overall Cost:** based on 17/18 budget information
 - b. **Cost per full-time faculty member:** based on 11 full-time faculty
 - c. **Cost per graduate:** based on 3-year average (14/15, 15/16, 16/17) number of graduates
 - d. **Cost per SCH:** based on 16/17
- B. Revenue generated by the program (e.g. grants, ticket sales, donations, etc. but not tuition and fees): Our program generates revenue through Extended Studies/Distance Learning and the MBA. The School of Business receives a percentage of this revenue which is used to maintain the quality of resources needed to deliver our program.
- C. Formal and documented recruiting efforts by program personnel.
- Visiting local high school classes (Sanford, Alamosa, Sangre de Cristo, Monte Vista, Sargent)
 - Recruiting trips to the Colorado State FFA Convention
 - Meeting with students Admissions, Upward Bound, and CAMP bring to campus
 - Attending SLV and Colorado conferences and events such as FFA, CFB, FBLA, PBL, Southern Rocky Mountain Ag Fair, Potato Festival, CCA, CPAC
 - Interviews for two local radio stations to broadcast in recruitment efforts for the ASU/CSU Ag-Partnership
 - ASU hosted the State FFA Convention in 2012 and 2014
 - Attending business career fairs at high schools and community colleges
 - The BFF (Business First-year Focus) activity has taken place fall semesters since 2012
 - The MBA Retention Specialist calls undergraduate students who have been accepted by ASU, but have not yet registered, during summer and winter breaks to offer assistance. This also includes current students who have not registered for the respective upcoming semester, which is also a retention effort
- D. Evidence of recruiting success: As evidenced by **Table 11 in Criteria 4B**, the total SCH generated by the School of Business (five years) is 67,809 with each year being fairly consistent. The recruiting efforts listed above are ongoing and have continued for five years or more.
- E. Brief write-in summary: The School of Business faculty all provide informal recruiting by building personal relationships with the community by serving on boards and volunteering in the community (**addressed in Criteria 4 service**).

Criteria 6: Faculty and Program Strengths and Accomplishments:

- A. Faculty credentials, skills, flexibility, breadth/depth, etc.

Faculty	Credentials	Business Experience/Skills, etc.
1-tenured	MT-Master of Taxation BS-Bus Adm./Accounting CPA (certified public accountant)	20 years practicing public accounting
2-tenured	PhD-Systems Agriculture MS-Agribusiness & Economics BS-Agribusiness/Agriculture	

3-tenured	PhD-Management Education MBA-Business BS-Bus Adm./Management & Marketing	30 years business/management/marketing experience which includes: 14 years business owner/entrepreneur/wholesale industry 10 years hospitality 6 years retail
4-tenured	PhD-Education MA-Secondary Education/Business BA-Bus Adm./Secondary Education/Business; Minor-English AAS-Business/Accounting/Clerical Vocational Credential in accounting, management, & computer technology Certificate-Medical Record Transcription	12 years in health care field 3 years in retail 5 years small business owner 24 years teaching college/university level business
5-tenure-track	MBA-Leadership BS-Bus Adm./Accounting CPA (certified public accountant) CFE (certified fraud examiner)	20 years in public accounting Additional 20 graduate credit hours in accounting
6-tenured	PhD (ABD)-Educational Leadership MBA-Business Administration BS-Business Administration	15 years professional consulting 27 years mobile disc jockey business Lifetime farm/ranch industry
7-tenured	CAGS (certificate of advanced graduate studies)- Finance MBA-Finance BS-Electrical Engineering	12 years in banking industry 1 year SBA consulting 6 years electrical engineering and project management
8-visiting	PhD candidate in Economics MA-Economics BS-Economics & Biology	
9-visiting	Post-doctorate in Binational Managerial Strategies DBA-Business Administration MA-Economics MBA-Business Administration BS-Industrial Engineering	
10-visiting	MBA-Leadership BS-Business Admin/Healthcare Minors in Management & Marketing	6 years in healthcare industry
11-visiting (half-time)	MBA-Business Administration BS-Accountancy CPA (certified public accountant) Financial Planning certificate	20 years small business owner/entrepreneur and public accounting
12-visiting (half-time)	DBA-Management MS-Accounting MBA BS-Bus Adm./Accounting BS-Medical Microbiology CPA (certified public accountant) CFE (certified fraud examiner)	25 years business industry 20 years teaching college/university level business

- B. Quality of the curriculum
- a. Degree of alignment to recommendations of national organizations: The accounting emphasis aligns with the requirements for sitting for the national exam as required by the American Institute of Certified Public Accountants (AICPA) and Certified Fraud Examiners (CFE).
 - b. Accredited by external organization: The School of Business is a member of the Accreditation Council for Business Schools and Programs; however, we are not accredited by them.
- C. Quality of physical, online, or other resources required to deliver the program
- We have Smartboards in the majority of classrooms and these are updated as needed
 - We use Blackboard Collaborate for the MBA program to create a consistent layout for all classes.
 - Blackboard is used as a supplement for the majority of our face-to-face class offerings and to deliver online and hybrid courses.
 - Our faculty participates in training offered by the AITC Instructional Designer so our courses take full advantage of Blackboard capabilities.
 - We have installed new carpet in the student lounge, main office, large lecture classroom, and one faculty office
 - All classrooms, common areas, and some offices have been re-painted
 - We have recently purchased security cameras and a TV for our building.
- D. Brief write-in summary: The technologies and resources listed above are purchased with our revenue sharing funds.

Criteria 7: Future potential of the program:

- A. Opportunities to reconfigure or strengthen the program to the benefit of the university:
- The name of our small business management emphasis has been changed to entrepreneurship and will take effect fall 2018 semester. We are using existing courses and have created two new courses to offer a degree that will be attractive to young entrepreneurs. Many of our peer institutions offer entrepreneurship as a degree, so this change will undoubtedly strengthen School of Business programs and ASU.
 - The School of Business could offer health education/health information forums on campus that are student led. This would be valuable health information to the SLV community and have a practical impact on residents and students. This is a good partnership to develop with the ASU Nursing Program.
 - We continue our connection with Colorado Rural Health and active involvement in the Institute for Health Care Improvement (IHI), so we encourage faculty to achieve certifications offered by IHI and integrate this curriculum into course offerings.
 - By studying how economic markets work, our students learn how to make efficient choices in managing their own scarce resources. Currently being discussed are new classes which will update our emphasis in economics. An economic institute has also been discussed and this would enhance the well-being of the SLV and ASU.
 - A leadership institute located at ASU would provide a unique opportunity for senior management students to focus on new issues and problems collectively rather than in isolation. This institute would enhance the capacity of senior leadership teams to manage and to govern as they forge new frontiers.

- B. Potential for program growth/adaptation with trends in the discipline, student needs, national trends, etc.
- Experiential learning is a growing trend. We are building new action-based learning programs that position the school on the leading edge of innovation in education (from *“BusinessBecause: The Business School Voice”*).
 - Obtaining professional certificates in business are and continue to be important. Every emphasis in the School of Business has professional certificates that could be earned, and will help students become more competitive and employable in the workplace today.
 - Nonprofit Institutes in Leadership and Economics are a growing trend. These institutes located at ASU would meet many student and community needs (from *“BusinessBecause: The Business School Voice”*).
 - International business classes are a must in our global environment. We would like to market this program in the near future, and need to look into the possibility of offering different non-European languages at ASU.
- C. Potential for development of appropriate online presence: The School of Business has been one of the leaders of online education at ASU. We were one of the first departments to have our business degrees offered in nontraditional approaches, including online and print-based formats. In the recent past, the School of Business offered the majority of our degree emphases in online format. Extended Studies/Distance Learning is currently undergoing transition of online programs which will result in a renewed online presence of business degrees that adhere to the policy guidelines of ASU. The School of Business will continue to develop new and improved methods of offering education at a distance to a diverse group of students.
- D. Potential for growth of interdisciplinary programs: Two School of Business faculty are currently serving on a task force for interdisciplinary studies to revise and align new degree plans to serve the needs of transfer students and current ASU students. Several business courses are included in the degree plans for this area.
- E. Opportunities for collaboration or partnerships with other institutions: The School of Business is supportive as we move forward with the ASU/CSU Agricultural Partnership degree programs, as they all have some common coursework and each will be important to support student needs and goals in all three degree programs. With increased investment from ASU, the HCA emphasis has strategic goals of expanding collaborations with other community colleges in Colorado, such as Trinidad and Cortez.