



AY 2017 – 2018  
Program Review

Masters of Business  
Administration







**Master of Business Administration (MBA)**  
**Program Review**

**AY 2017-2018**



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## Section 1: Introduction and Program Overview

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### Program description by level, identifying concentrations and minors as applicable

Colorado Mesa University's Master of Business Administration (MBA) program is a deliberately challenging program intended to prepare students properly for the ever-increasing challenges of today's business work environment. The minimum credit hours in the program are 36, although a student can select from tracks that can increase the required credit hours to 45. In addition to successfully completing the required coursework (i.e., no grade less than a B), each student must successfully complete comprehensive exams, a written practicum or thesis, and an oral presentation over the practicum or thesis. The program includes eight core courses (24 hours), a 6 or 9 hour research requirement (depending on whether the student chooses to do a practicum or thesis), and 3 to 15 hours in one of six tracks. Program requirements are shown in the 2017-18 MBA Program Sheet in the Appendices to Section 1.

### Brief history of the program

Now in its twenty-first year, the MBA program was the first graduate program offered by CMU (then, Mesa State College), with the first students enrolling in AY 1997-98. The program is within the Department of Business. The department and the program follow policies of the Office of Academic Affairs.

For its first four years, CMU's MBA program did not have a Director. Dr. Richard Vail served as MBA Director from August 2001 to June 2005. At the end of AY 2004-05, President Foster folded the MBA Director's duties into those of the Business Department Head, Dr. Morgan Bridge, who served in both capacities for ten years. In April 2015, Dr. Donald Carpenter became MBA Director and served until his retirement in May 2017. Dr. Richard Vail was appointed interim MBA director going into AY 2017-18. An MBA Committee has been active since the beginning of the program.

There have been 208 graduates from the MBA program between 1999 and 2017. A complete list of graduates is given in the Appendices to Section 1. From those data, one can visualize that the pent-up demand for the MBA program peaked with the 2004 and 2005 graduating class. Since then, the graduating classes might have reached a "steady state," which might be expected given the minimal marketing of the program.

### Recommendations from the previous external review and progress made toward addressing them

Dr. Matthew Mouritsen, MBA Director from Weber State University, conducted the external review of CMU's MBA program on April 6, 2012. The introduction to his seven-page report explains that strengths, weaknesses, and recommendations are described in each section. As such, his recommendations are not delineated specifically. This section will attempt to capture and respond to the essence of Dr. Mouritsen's recommendations.

The external reviewer's report begins by praising the highly qualified faculty, facilities and technology, community support, the 3+2 program, applied learning and other aspects of the delivery of the program, the three learning outcomes that existed at that time, and the core curriculum and leveling courses. Positive comments continue throughout the report, such as "a strength of the MBA Program is its use assessment processes to improve student learning." (2011-12 MBA Program Review, p. 238) The first item assumed to be a recommendation is on the third page: "The community's support for students completing these [practicum] projects may be an effective way to demonstrate the benefits of an MBA education to the firms in the region."

The MBA program's response to that statement was to require all practicum students to have an external client, beginning in AY 2014-15. Prior to that, several students had conducted practicum projects for campus entities. In AY 2013-14 one student had encountered problems in receiving promised campus data and was unable to complete his practicum as originally designed, forcing him to take an incomplete grade in the practicum course. Hence, restricting the practicum to using off-campus business clients solved that problem as well. In AY 2015-16, the MBA Alumni Association began to discuss the projects with local service organizations. Following the 2016 Research Day presentations, the Business Department sponsored a half-page advertisement in the local newspaper to more broadly publicize the practicum projects. That might be



the only marketing specific to the MBA program since 2013 (until recent advertising was conducted by the new Department Head, Dr. Steve Norman).

“Current students and alumni suggested more real world modules and changing course delivery and content in the MBA classes.” (2011-12 MBA Program Review, p. 237) The MBA Program responded with new faculty in the MBA program, such as Dr. Kyle Stone (MANG 501 Operations Management and MANG 510 Organizational Behavior) and Mr. Matt Rosenberg (ACCT 500 Managerial Accounting and FINA 500 Managerial Finance), had more recent training/education in those assigned classes than previously assigned faculty. They brought their experience as business professionals to those courses, matching the real world expertise that faculty in other courses were already providing.

“The MBA Program has the opportunity to develop at least one more area of emphasis. The change in Colorado state law requiring CPAs to complete 150 hours of education prior to sitting for the CPA exam may create additional demand by students from the region needing a graduate degree in business. The increase in enrollments in the MBA Program will yield additional strain on an already constrained faculty.” (2011-12 MBA Program Review, p. 237) Toward the possibility of an Accounting Track in the MBA, ACCT 505 Advanced Fraud and Forensic Accounting was formally created and added to the list of MBA electives. However, Dr. Mouritsen’s statement about constrained faculty resources is accurate, as ACCT 505 has never been scheduled and a second Accounting elective has not been created by the Accounting faculty. More on the challenge with creating additional tracks will be explained in the next paragraph.

Regarding additional graduate programs and especially graduate certificates, Dr. Mouritsen noted (2011-12 MBA Program Review, p. 237) “By clustering electives in a specific subject matter, much like students do in the Sports Management Track, students are able to graduate with an MBA degree as well as with a certificate showing competencies in a specific track.” As noted in the previous paragraph, the biggest challenge in creating such tracks within the Business Department is the size of the enrollments in the MBA Program coupled with highly constrained faculty resources. Teaching a section with a very small number of students is not allowed. With multiple tracks comprised of Business Department courses, there would never be more than that very small number of students, unless the MBA Program was to double or triple in size.

However, creating tracks using courses from outside the Business Department transfers the low enrollment problem to those other departments. Hence, the MBA Program’s response was that, beginning in AY 2016-17, the MBA Program Sheet contained additional tracks in Corporate Trainer (using a 9-hour course from Teacher Education), Medical Informatics (using a 15-hour certificate program from Health Sciences), and Management Information Systems (using the two Business courses that were routinely offered as electives, CISB 500 and CISB 505—more will be written about those courses later).

Dr. Mouritsen wrote more about dealing with constrained resources specifically the research practicum (2011-12 MBA Program Review, p. 238), which is “a key element of the MBA Programs, [and] requires a large investment in finding projects and advising students” He also wrote about “having more practicum advisors” and using other resources such as Library staff and Institutional Research staff. Attempts in 2013-14 to solicit additional practicum advisors met with little response from Business faculty, since there are requirements for faculty scholarship at that time and there was no mechanism to reimburse faculty for their time. The Library staff has become a valuable resource; Institutional Research actually became less involved. The solution to the problem was for the practicum to become more standardized so that students were all doing similar projects and for BUGB 595 Research Practicum to be split into two sections starting in spring 2012; followed by BUGB 530 Research Design in Fall 2014. With a recently increased emphasis at CMU on faculty scholarship and with the Department of Business moving toward AACSB accreditation, there likely will be more faculty practicum and thesis advisors in the future.

Dr. Mouritsen addressed the comprehensive exams with an implied suggestion that the MBA Major Field Test (MFT) might be an acceptable alternative. (MBA Program Review, p. 238) He also noted the stress caused by the comprehensive exams and practicum culminating at the same point. The MBA Committee has considered the MFT as an alternative, and has considered the timing. However, there is no hard evidence that those are “deal breakers,” as only one student has failed to complete both aspects. In the fall of 2017, the MBA Committee has decided to eliminate the separate comprehensive exam requirement in the fall of 2018, to likely be embedded in a similar broad-based exam during the capstone Business Strategy (MANG 590) course.

Other recommendations embedded in the 2011-12 MBA Program Review include: (1) "Should additional students be admitted to the program, processes, including advising and teaching should be made to be scalable enough to allow students to complete the program's requirements." (pp. 239-240). MBA Program response: Most processes (e.g., admissions, advising, comprehensive exams, Research Day) have been made scalable. Class sizes (with the exception of the practicum sequence) can accommodate as much as double the present number of students. (2) Students would like more networking opportunities. (p. 240) MBA Program's response: A fall MBA orientation session was implemented, the Department faculty holiday party was expanded to include MBA students and to include more networking with alumni and business leaders, off-campus networking with local businesses was assigned to the MBA Alumni Association. (3) "Business faculty searches should be done strategically" (p. 240). MBA Program's response: Faculty searches are a departmental rather than a program function; recent hires have been done strategically. (4) Funding needs to be improved for professional development and research presentations" (p. 241). MBA Program's response: No progress; this is outside of MBA Program control. (5) "Look to fundraising in terms of naming the program, the building, etc." (p. 242) MBA Program's response: This is outside of MBA Program control.

### **Mission statement and goals for the program, including the program's centrality to CMU's role and mission and strategic plan**

The Department of Business mission statement as expressed in the AY 2011-12 Program Review was changed a year or two later to "Each CMU Business Graduate should be a Strategic Decision Maker." In December 2016, it was changed once again to: "As a student-focused teaching and research department, Colorado Mesa University's Business Department prepares students to be sound decision makers and serves businesses in the Rocky Mountain region, the nation, and the world. We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen."

The Business mission statement is consistent with the goals of Colorado Mesa University (Catalog, p. 7): "Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking, and social responsibility, CMU advances the common good of Colorado and beyond."

The goals of the MBA program, like the Business Department goals, are expressed in terms of student learning outcomes and will be discussed in depth in response to Question 5, below. In that discussion, it will be shown how the MBASLOs align with CMU Master's-level SLOs.

### **How the program's curriculum supports other majors/minors**

The MBA program allows for other departments to propose creation of 6-to-15-credit-hour tracks that would incorporate that department's courses. Three departments have taken advantage of that capability. Others (e.g., Public Administration) have considered it.

Two Business Department courses are used within the Health Informatics Information Systems graduate certificate, CISB 505 Advanced Project Management and CISB 500 Management of Information Systems. Since that is an on-line certificate, those two courses are also taught on-line. The undergraduate version of those courses, CISB 410 and CISB 470, therefore are also taught on-line. The assigned instructor of those courses (Dr. Carpenter, through spring 2017) had agreed to not be paid for the additional section, meaning the graduate sections can "make" even with a small number of students. That has resulted in those two courses plus CISB 560 Advanced Electronic Commerce (which has been offered on-line in the summers) being the most commonly used electives in the Professional Track of the MBA and has allowed creation of the MIS Track.

A new master's degree program has been approved to start in Fall 2017, the Master of Science in Nursing – Leadership and Administration Cognate. That program includes three required Business courses, BUGB 500 Advanced Business Law and Ethics, ECON 530 Managerial Economics, and MANG 510 Leading Organizations. The huge demand for that program, as perceived by the Health Sciences Department, could significantly impact those courses and the already-strained faculty resources.

### **Locational/comparative advantage**

One distinct advantage of CMU's MBA Program is that it is not an on-line program. With the exception of the three CISB courses discussed in the answer to 1.e, above, all of the courses are taught face-to-face between faculty and students. That direct interaction creates a bond and provides an environment that allows faculty to more readily apply their real life experiences in the class room. Moreover, the tradition has been to offer all classes in the evenings to accommodate the majority of workers in the Grand Valley. Other comparative advantage comes from institutional factors such as lower tuition and location.

### **Any unique characteristics of the program**

As noted by external reviewer, Dr. Mouritsen, the written comprehensive exam, the written research report, and the oral research presentation are unique features of CMU's MBA program. The research project, in particular, provides irreplaceable real world experience as students interact for most of a year with their clients. Those three items are major portions of the MBA assessment processes (to be explained in the answer to Question 5), which Dr. Mouritsen identified as a strength of the MBA program.



## Section 2: Curriculum

Describe the program's curriculum in terms of its breadth, depth, and level of the discipline

The core courses in CMU's Master of Business Administration program intend to prepare students in management analysis and strategy across eight primary business disciplines. In that it covers eight disciplines, the MBA program is broad. In that it deals with more sophisticated concepts of management analysis and strategy, it is deeper than the undergraduate business program, as management analysis and strategy build on undergraduate business concepts.

Starting in AY 2017-18, the 24 credit hours of core courses in the MBA program are:

- ACCT 500 Managerial Accounting
- BUGB 500 Advanced Business Law and Ethics
- ECON 530 Managerial Economics
- FINA 500 Financial Strategy
- MANG 501 Operations Management
- MANG 510 Leading Organizations
- MANG 590 Business Strategy
- MARK 500 Marketing Strategy

The research component of the MBA program is intended to prepare students to do large legitimate research projects in a business setting and to provide students with real-world experience. Students can choose from one of two research component paths, the three-credit-hour practicum or the six-credit-hour thesis. Each path also requires a research design course. The practicum requires a business client for whom the student performs a viable project from which the business will benefit. The thesis project is designed by the student with the assistance of a faculty advisor. The problem addressed by a thesis would typically be more general and would apply to a range of businesses.

The third component of the MBA is the track, which is between three and fifteen credit hours. A student who chooses the thesis research option is required to take one additional three-credit-hour course in the track. Most students choose the Professional Track, which is six credit hours that a student can select from a number of named electives. Unfortunately, scarce faculty resources do not allow for many of those named electives to be offered. Hence, as stated in a previous section, the electives most often taken are CISB 500, CISB 505, and CISB 560. Those courses could also form the Management Information Systems track, if the student desires.

Three tracks use courses from outside the Business Department: Sports Management, Corporate Trainer, and Medical Informatics, which are 6, 9 and 15 credit hours, respectively. The Sports Management track is the second most popular and is used primarily by athletes who have extra years of sports eligibility beyond their undergraduate degrees, and by assistant coaches who were hired with the understanding that they would earn a degree higher than the undergraduates whom they teach. The Medical Informatics Track has had one student. The Corporate Trainer track has yet to attract any students. In the fall of 2017, the MBA Committee decided to review the existing tracks.

### Program currency

In AY 2015-16, the MBA Committee compared CMU's MBA program to the other twelve Colorado-based MBA programs. (See Appendices for Section 2.) Results showed that CMU's MBA program was similar to most of the other twelve programs, with a small number of exceptions that subsequently have been addressed. Those include decreasing the number of leveling courses (to be discussed below), adding tracks (as has been discussed above), and inserting ECON 530 Managerial Economics in the core in place of MANG 500 Advanced Management Theory. Consequently, CMU's MBA program is very similar to other Colorado-based programs from a curricular perspective.

**Description of program delivery locations and formats and how it has shifted to meet the changing needs of its students**

As noted in the answer to 1.f above, the core courses in CMU's MBA program are delivered in a face-to-face on-campus environment. It is an evening program that caters to working students. The only courses that have been offered on-line have been three electives. All but occasional summer electives have been offered for the duration of 16-week semesters. This has been the model during the program's twenty-year history. The faculty who teach in the MBA program have considered its traditional delivery to be a strength of the program based on feedback from students. There are plenty of on-line MBA programs. If CMU was to enter that market, it would be just one of many. As is, it is the only face-to-face MBA program in Western Colorado and Eastern Utah.

## Section 3: Analysis of Student Demand and Success

### Number of majors

Some students are trying to complete the program in two years, by taking three courses per semester. Others are taking three or more years and take one or two courses per semester. This is in line with the design of the program.

Table 1. Number of majors

AY	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Majors	50	47	41	68	62

The number of majors in the program is fairly stable, with some signs of growth in AY 2015-16. Attracting additional students, especially practicing professionals may require some adjustments in curriculum and a significant effort to contact local businesses with needs for the expertise provided by MBAs.

### Registrations and student credit hours by student level

All courses on the MBA are three credit hours a semester, except for the thesis. MBA students are not designated by year and maybe attempting to complete the program in anywhere from two to six years. Courses taught on the Sports Management track are not included, because those course were taught by a member of the Department of Kinesiology.

Table 2. Registrations and student credit hours

AY	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Hours Offered	57	42	42	42	45
Students Enrollments	141	173	143	153	144
Total Student Credit Hours	426	519	429	459	432

The unusually high number of hours offered in AY 20012-13 is due to an elective Trip to Europe to investigate international business offered to MBA students during the summer of 2012 and reflective activities during the fall of 2012. Only three students took advantage of this.

### Number of graduates

The following table shows data received from Institutional Research. For the most part this agrees with the list of graduates maintained by the Business Department. The one exception is that the list shows ten graduates in AY 2012- 2013. See Appendices to Section 1.

Table 3. Number of graduates

AY	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Graduates	9	10	16	9	12

The number of graduates is fairly stable.

### Student successes/recognitions

Each year, the MBA Faculty recognizes an outstanding MBA graduate. Several MBA students through years have presented their projects during the spring Student showcase, although in spring 2016 graduate projects were not allowed in the student Showcase, while in spring 2017 separate sessions were held for graduate students. MBA students do not compete in external competitions.

## Section 4: Program Resources

Program resources are inadequate to grow the program. Of particular concern is faculty time and involvement in the practicum projects.

### Faculty

#### Course credit hours and student credit hours by faculty type.

The vast majority of courses on the MBA are taught by Tenured or Tenure-track Professors. The only course taught on a regular basis by a Part-time Instructor is the Advanced Business Law and Ethics course. In AY 2013-2014 one additional course, Managerial Accounting was taught by a Part-time Instructor.

Table 4. Course credit hours and student credit hours by faculty type.

AY	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Hours Offered by T-TT	54	36	39	39	42
Students Enrollments	132	136	132	144	131
Student Credit Hours	399	408	396	432	393
Hours Offered PT	3	6	3	3	3
Students Enrollments	9	37	11	9	13
Student Credit Hours	27	111	33	27	39

Faculty successes/quality/recognitions – details related to teaching, advising, scholarship, service, and other achievements. See the attached vitas in Appendix 4.

Due to curriculum changes, new hires, a retirement, and a long-term illness; in AY 2017-18 many of the courses on the MBA will be taught by new instructors. Of the thirteen courses listed below only four have been previously taught by the listed instructor. Vitas are included in the Appendices for Section 4 for the following faculty who teach the following MBA courses:

Christine Noel, Ph.D. -- ACCT 500 Managerial Accounting  
Michael Conklin, J.D. -- BUGB 500 Advanced Business Law and Ethics  
Nathan Perry, Ph.D. -- ECON 530 Managerial Economics  
Matthew Rosenberg, CPA, FCA -- FINA 500 Financial Strategy  
Kyle Stone, Ph. D. -- MANG 501 Operations Management  
Steve Norman, Ph.D. -- MANG 510 Leading Organizations  
Richard Vail, D. Phil. -- MANG 590 Business Strategy  
Gina Cook, Ph.D. -- MARK 500 Marketing Strategy  
David Pumphrey, Ph.D. -- BUGB 530 Research Design  
David Pumphrey, Ph.D. -- BUGB 595 Research Practicum  
David Pumphrey, Ph.D. -- CISB 500 Management of Information Systems  
David Pumphrey, Ph.D. -- CISB 505 Advanced Project Management  
Kyle Stone, Ph.D. -- BUGB 590/592 MBA Thesis I and II

### Financial Information (finance and budget):

Current financial reports do not provide enough detail to analyze the finances of the program in much detail. It is difficult to make any recommendations except that resources to increase marketing of the program will be needed to attract more students, and that resources to hire more personnel will be needed to serve additional students, especially to provide time for instructors to prepare and evaluate student activities, and provide oversight of student practicum projects.

### Total budget revenues and program expenditures

Information provided by the Budget Office indicates no revenues that can be attributed to the MBA program. Program specific expenditures were taken from the actuals reported for each year. Portion of the grand total of Department of

Business Expenditures for each year is based on the proportion of credit hours offered on the MBA of the total credit hours offered by the Department. This is reasonable because the assignment of an MBA course is treated the same as the assignment of either an upper division course or a lower division course. The probably overstates the cost of the program based on the efficiencies noted above.

Table 5. Budget Revenues and program expenditures

	FY 13	FY 14	FY 15	FY 16	FY 17
Current Expenses attributed to the MBA	6,048.45	3,892.76	3,551.60	4,555.33	3,146.17
MBA Student Credit Hours	426	519	429	459	432
Dept Expenditures/Credit Hour	123.44	123.22	142.04	129.90	132.38
Portion of Dept Expenses for the MBA	52,583.80	63,951.18	60,936.53	59,624.67	57,187.56
Program Expenditures	58,632.25	67,843.94	64,488.13	64,180.00	60,333.73
Advertising for the MBA	1600.00				320.00

One interesting observation is that since FY 2014 the expenditures on the MBA program have gone down. The line about advertising is incorporated in the Current Expenses attributed to the MBA shown above. It is highlighted here to indicate the very low level of marketing of the MBA Program. The \$320 spent in FY 17 was probably spent on the advertising mentioned above.

#### Ratio of total expenditures/student credit hours

Taking the program expenditures from the above table and dividing by the student credit hours provides the ratio of total expenditures/student credit hours.

Table 6. Ratios of total expenditures/student credit hours

	FY 13	FY 14	FY 15	FY 16	FY 17
Program Expenditures	58,632.25	67,843.94	64,488.13	64,180.00	60,333.73
MBA Student Credit Hours	426	519	429	459	432
Expenditure per Credit Hour	137.63	130.72	150.32	139.83	139.66

#### Library assessment

The CMU Department of Business continues to work closely with library staff to ensure that adequate resources are available for all of our students, including MBA students. The library Director and Staff Liaison assembled a specific report for the MBA Program and that can be found in Appendix 4. In sum, the library resources have been sufficient in supporting the MBA program and we endeavor to always find ways to continue to improve.

#### Physical facilities

The MBA program is part of the Business Department, the full-time faculty of which have individual offices in Dominguez Hall. Most MBA classes are taught in Dominguez Hall, although classes could feasibly be taught in other buildings on campus. Several break-out rooms and open spaces in the building allow space for faculty to interact and work with students one-on-one and in groups. There is a central copy/mail/workroom located on the third floor of the building used by all business faculty. There is also the Gallegos Board Room in Dominguez Hall. This allows students to make presentations in a boardroom situation very similar to what they will encounter as they present in the business world.

All classrooms on campus are equipped similarly. Most classrooms have moveable tables and chairs which allow for differing room configurations based upon classroom needs, such as case studies or group discussions. All classrooms on campus are

shared by multiple academic disciplines and scheduled centrally by campus administration. Demand for classrooms is high on campus. Consequently, adding sections or changing times of class offerings is challenging. However, during the times that MBA classes are offered, there is ample availability of classroom space and facilities.

### Instructional technology and equipment

All classrooms have relatively new computers, projectors, and audio-video capabilities as well as wired and wireless Internet access. Each full-time faculty has a private office equipped with computer and Internet access. Computers are on a six-year replacement schedule. Audio/video equipment is also on a long-term replacement schedule. In all, CMU is very supportive of our technology needs and we continue to utilize state of the art technology across campus.

### Efficiencies in the way the program is operated

We continue to look for ways to leverage efficiencies with delivering our MBA Program. We continue to explore alternate delivery methods and are offering an online, first mod HRMA 520 course this upcoming spring of 2018. Though our niche seems to revolve around the brick-and-mortar face-to-face program, we continue to explore ways to offer more flexibility scheduling and delivery to meet the needs of our working students. Another efficiency has been in the delivery of BUGB 530 Research Design and BUGB 595 Research Practicum. All but three students have chosen this research path in their MBA programs of study. The efficiency has come in that each student in the class is doing roughly the same project, although for different clients. In the years that Dr. Jerry Moorman taught those courses, nearly every student did survey-based research (a couple did data-mining projects). So survey design and use of computer-based statistical analysis was the focus of BUGB 530. The similarity of projects allowed for Dr. Moorman to bring most students along at the same pace with the same expectations at each due date. Log jams in the Institutional Review Board processes required a change from human-subjects survey research in AY 2014-15.

The solution was to switch the practicum projects to focus on business process reengineering, using computer simulation modeling, with students building their process simulation models, then making a series of changes to the model, collecting data for each change, and comparing the changed model's data to the base model's data using paired-samples t-tests. That change notwithstanding, in the four years he taught BUGB 530 and BUGB 595, Dr. Carpenter was able to follow Dr. Moorman's same approach to efficiency, with due dates and expectations being similar for all student projects. However, though this method offers some efficiencies, there has been feedback from students as the usability of the above-mentioned process and use of simulation software. The MBA Program is aimed at preparing students for real-world practices and the simulation software approach is not something that most MBA graduates will have access to. Given this, we are piloting a new process in the fall of 2017 and spring of 2018 that is aimed at students conducting real-world research using tools and methodologies that they will have access to after graduation. We also have a new head of our IRB Office and he has guaranteed quick turnaround of protocol reviews. We will continue to monitor this, but initial feedback is positive.

Another efficiency is Research Day, held the Saturday before final week each spring semester, during which graduating MBA students orally present and defend their practicum and thesis research projects. By combining all those into one Saturday morning, the department gains the efficiency from not having to schedule twelve or so separate sessions. It also allows other MBA students to attend the presentations to partially understand future expectations.



## Section 5: Student Learning Outcomes and Assessments

Continuous improvement efforts based on assessment of student learning have been a very important work of the MBA committee over many years. The committee has gathered data, analyzed the data and taken action on the results. Closing the loop is important, and has been effective. The MBA Committee has committed to reviewing the SLOs for the program in the spring of 2018, based on the concerns expressed by the AACSB Steering Committee.

Student learning outcomes for the program and how they relate to the program's mission statement and courses. The student learning outcomes (SLOs) form the goals for the MBA program, which are tied to the departmental mission statement, as provided in the answer to Question 1.d, above. The set of student learning outcomes have changed twice in the past five years. Three SLOs were given in the MBA Program Review for AY 2011-12 (p. 14). The narrative that precedes that list states that common SLOs for all CMU graduate programs were being developed at that time. That new set of CMU SLOs was codified into the *Graduate Studies Policies and Procedures Manual* dated October 2012. The MBA Assessment Report for 2012-13 shows that the MBA Program expanded to seven SLOs to match the new CMU SLOs for graduate programs. With the advent of a DPN program in the Health Sciences Department, CMU again revised its graduate program SLOs so that there were be clearly differentiated sets for master's and doctoral programs. Those new SLOs went into effect in mid AY 2014-15, so the MBA Program adjusted its SLOs to eight in time to do the 2014-15 MBA Assessment Report based on that latest set. There is a concern, however, that we have too many SLO's and this presents challenges with assessment and loop-closing. Additionally, we are targeting more direct assessment of SLO's as indirect methods have been used primarily in the past. The MBA Committee is evaluating our current SLO's, especially in light of the changes in the Undergraduate SLO's, to make sure that they parallel each other, but that they are differentiated between program levels, and that they are manageable, as well as measurable.

The current goals/student learning outcomes for the MBA Program are stated as follows:

A graduate with an MBA from CMU will:

**Outcome #1a.** Demonstrate an advanced level of knowledge in the functions of business (to include management, marketing, finance, accounting, business law, organizational behavior, business strategy & operation management via comprehensive exam and continued academic eligibility (Specialized Knowledge/Applied Learning)

**Outcome #1b.** Demonstrate an advanced level of knowledge in the functions of business (to include management, marketing, finance, accounting, business law, organizational behavior, business strategy & operation management by completing individual and team projects. (Specialized Knowledge/Applied Learning)

**Outcome #2.** Demonstrate an advanced level of analytical thinking (Quantitative Fluency)

**Outcome #3a.** Demonstrate advanced written communication skills through presentation of literature review and original research. (Communication Fluency)

**Outcome #3b.** Demonstrate advanced oral communication skills through presentation of literature review and original research to fellow MBA students & business community. (Communication Fluency)

**Outcome #4.** Demonstrate an advanced level of critical thinking in the functions of business. (Critical Thinking)

**Outcome #5.** Demonstrate individual skills to contribute to scholarly advancement of business as a discipline. (Information Literacy)

**Outcome #6.** Demonstrate an advanced level of ethical thinking in the functions of business. (Ethical Reasoning)

The Appendices for Section 5 contain two curriculum maps. The first shows how CMU MBA SLO's are mapped to CMU Master's SLOs and to CMU Department of Business SLOs, the latter being important to the AACSB accreditation processes currently underway. The second illustrates the mapping of CMU MBA SLOs to CMU MBA Core courses.

**Identify the direct and indirect measurements that assess the student learning outcomes.**

The direct assessment measurements used by the MBA Program are:

- Comprehensive exams, used for four SLOs
- Individual practicum or thesis projects, used for three SLOs Oral practicum or thesis presentations, used for one SLO
- Evaluations of team members' participation in team projects, used for one SLO Pre-post-survey on research ethics, used for one SLO
- Ethics question on group simulation project, used for one SLO

The SLOs for which each of those direct measurements is used in illustrated in the Map of CMU MBA SLOs to CMU MBA Core courses which is contained in the Appendices for Section 5.

Indirect measurements include:

An exit survey of the new MBA graduates, used for five SLOs

Determine % of D or F grades earned in MBA classes to determine continuing eligibility, used for one SLO Also

in those Appendices for Section 5 are:

MBA Assessment Report for AY 2012-13

MBA Assessment Report for AY 2013-14

MBA Assessment Report for AY 2014-15

MBA Assessment Report for AY 2015-16

MBA Assessment Report for AY 2016-17

CMU Peer Review Feedback Report for 2015-16

MBA Assessment Report CMU Peer Review Feedback for 2015-16

MBA Assessment Plan

MBA Assessment of Learning Summary: Five-year History and Possible Five-Year Plan (a.k.a., Dashboard)

The MBA Program suggests a better report for the purpose of supporting this section is the Assessment of Learning Summary (a.k.a., Dashboard) that is in the Appendices for Section 5. It readily illustrates AY 2011-12 external reviewer Dr. Matthew Mouritsen's contention that "A strength of the MBA Program is its use of assessment processes to improve student learning. It was clear that the MBA Program's faculty are measuring learning outcomes, interpreting the results, and making adjustments to learning activities" (2011-12 MBA Program Review, p. 238). The MBA Faculty have been "closing the loop" with its assessment processes for at least the five years that the previous Academic Program Review addressed, plus the five years that this Academic Program Review report addresses. Indeed, the Dashboard report will be used as evidence of progress made by CMU in the area of assessment within the documentation for Higher Learning Commission visit in November 2017. Of course, the planned review of the program SLOs is likely to result in a new set of SLOs and an updated version of the Dashboard in the spring of 2018.

**Describe program improvements resulting from assessment of SLOs since the last program review.**

Following are lists by academic year of program improvements resulting from assessment of SLOs since 2011-12.

#### 2012-13

LOs 1 and 4: Many students did poorly on the Finance question in Comprehensive Exam. Those who did poorly had taken



FINA 500 with the previous instructor. Those who had the new instructor did well. The new instructor first taught FINA 500 in spring 2012 and has taught it each spring since then. Action: Continue to monitor Finance question in spring 2013 comprehensive exams.

LOs 1 and 4: All students did poorly on the Accounting question in Comprehensive Exam. The fall 2012 ACCT 500 instructor was replaced in fall 2013. Action: Continue to monitor Accounting results in spring 2013 Comprehensive Exam.

LOs 1 and 4: One out of seven students failed the comprehensive exams, which is 85% and below the 95% target. That student had failed the exam previously and went on to fail the written practicum and oral practicum presentation as well. Action: Be more diligent in readmitting students who have been put on probation.

LO 3a: Several students in first year MBA classes do not write at the MBA level. Action: Implement a writing assessment as part of the admissions process in fall 2013. Monitor results in spring 2014 and beyond.

#### 2013-14

LOs 1 and 4: Students did much better on the Finance question on Comprehensive Exam.

LOs 1 and 4: All students did poorly on the Accounting question in Comprehensive Exam. The fall 2013 ACCT 500 instructor was replaced in fall 2014. Action: Continue to monitor Accounting results in spring 2015 Comprehensive Exam.

LOs 1 and 4: One out of 11 students failed the comprehensive exams, which is 91% and below the 95% target. That student had failed the exam previously and went on to fail the written practicum and oral practicum presentation as well. Action: Be more diligent in readmitting students who have been put on probation. That same student failed the written report and the oral practicum presentation and failed one class, thereby lowering the scores for LO5 and LO6 as well.

LO 3a: Students in first year MBA classes are better writers since the writing assessment became part of the admissions process.

LO 6: Decision to use the department's oral presentation assessment rubric for first time in 2014-15 (LO 6 will become LO 3b in 2014-15.)

#### 2014-15

LOs 1 and 4: All students did poorly on the Accounting question in Comprehensive Exam. The fall 2014 ACCT 500 instructor was replaced in fall 2015. Action: Continue to monitor Accounting results in spring 2016 Comprehensive Exam.

LO 6: Mixed results on Ethics LO. The percentage of students who answer the ethics question properly in the MANG590 simulation dropped from 2014 to 2015. However, the percentage of students who answered agree or strongly agree on the embedded question on the exit survey increased from 2014 to 2015. Action: Create another measurement for ethics. A pre-post-test will be implemented in BUGB 530, bracketing a discussion of research ethics.

#### 2015-16

LOs 1 and 4: Some students did poorly on the Accounting question in Comprehensive Exam. Those who did poorly had taken ACCT 500 with the previous instructor. Those who had the new instructor did well. The new instructor first taught ACCT 500 in fall 2015 and taught it in fall 2016. Action: Continue to monitor Accounting question in spring 2017 comprehensive exams.

LO 1: Two Ds and two Fs were earned by students in MBA classes, meaning 89% of students remained eligible to continue in the program, which is below the 95% target. Both Fs were earned by the same student who had left the program for three years and had appealed for readmission, before deciding to drop out in mid-semester once again without formally withdrawing from classes. Action: Be more diligent in admitting and readmitting students.

LOs 3b and 4: Nine students took the exit survey. Eight (89%) of those responded with an A or B on the embedded questions relating to LOs. The 89% is short of the 90% target. Action: Monitor this in 2017 to see if it is a trend or a reflection of a small population size. Also survey did not contain questions for SLOs 2, 5 and 6. Action: Improve survey for 2017.

LO 3b: It was discovered that the wrong instrument was used to assess the MBA oral practicum presentations on Research

Day. That error will be corrected on Research Day on May 6, 2017.

LOs 1a and 3b: Only one person assessed the MBA students' practicums. He randomly selected three practicum, which all scored high on the assessment rubric. It is strongly recommended that more faculty be involved in this activity.

#### 2016-17

LOs 1, 2a, 2b, and 4: All students passed the comprehensive exams. The MBA faculty, who wrote the questions and graded students' answers, found the writing level was less than preferred on some answers and that some students had prewritten parts of the answers which they copied from their allowed one-sheet of notes. The MBA faculty recommend that in fall 2017 the MBA Committee reconsider the goal and role of the comprehensive exams, the use of the notes page, and possible alternatives to the comprehensive exams.

LOs 2, 3a, 3b, 4, 5 and 6: The results of the exit survey were mixed. For LOs 3a, 3b and 6, 100% of students graded the MBA program as an A or B on the questions related to those LOs. However, for LOs 2, 4, and 5, 92% of students graded the MBA program as A or B. The control level is 95%. Therefore, the program failed to meet its standard on three LOs although the scores were close to the standard. As the MBA Committee develops its Assessment Plan for 2017-18, it should reconsider the standard. It should also examine the wording so that it is consistent across all six LOs.

#### **Indicate if student learning outcomes being refined, or if data collection being modified**

As discussed in a couple places above, the SLOs were refined soon after the 2011-12 MBA Program Review in order to align with the newly developed CMU graduate-level SLOs. Two years later, the MBA SLOs were refined again in order to align to the new CMU master's-level SLOs.

Another refinement is due for 2017-18 in SLOs 1a and 1b, which specify the business disciplines in which a graduate show be able to demonstrate proficiency. With ECON 530 Managerial Economics being added to the core, economics need to be included in the lists within SLO 1a and 1b.

The data collection methods have also been modified. Here are some examples:

The Business Department's oral presentation assessment rubric was used for the first time on the 2015 Research Day presentations. Prior to that the oral presentation grading rubric was used. (Unfortunately, for 2016 Research Day, the wrong form was inserted into the judges' packets. However, that was corrected for 2017 Research Day.)

The Business Department's written assignment rubric was used to the first time with the 2016 Practicums. Prior to that, the practicum grading rubric was used.

The Exit Survey used in 2016 did not address all the SLOs, due to the change in the SLOs without a corresponding change in the survey. That is corrected for the 2017 Exit Survey.

#### **Other information related to learning outcomes assessment (program's option)**

Due to changes in student learning objective requirements at the graduate level, and concerns of the AACSB Steering Committee the SLOs for the MBA will be adjusted in the spring of 2018.

## Section 6: Future Program Plans

### Vision for program

To be recognized as the premier business graduate program in Western Colorado, producing highly sought-after graduates known for their critical thinking competencies, applied learning skills, and integrity.

### Strengths and challenges facing the program

Strengths of the MBA Program include:

A knowledgeable, capable, caring faculty.

A rigorous program of study, including comprehensive exams, practicum or thesis, and oral presentations. An assessment of learning process that has been closing the loop for at least a decade.

A traditional evening program that accommodates the needs of on-the-job students.

Challenges facing the program include:

The number of students in the program could double without undue strain on resources, except in supervising practicums. Attracting more students, especially business professionals will require changes to the curriculum and a significant marketing effort.

Rumor has it that Western State Colorado University in Gunnison might be developing an MBA program.

CMU's new emphasis on graduate programs could erode the number of students in the MBA program, specifically:

If the Kinesiology Department was to create a Master of Sports Management, those in the MBA Sports Management Track would move to that new degree

The Social and Behavioral Sciences Department was to create an Master of Public Administration, it might be more suited to the large percentage of MBA students who are CMU employees.

### Trends in the discipline that could affect future planning

Three trends in MBA programs can be identified from the examination of the other twelve MBA programs in Colorado:

Executive MBA.

Expanded tracks in business disciplines.

On-line MBA programs.

Shorter duration courses.

### How program review process is being used to improve program's teaching and learning

The program review process, like the assessment of learning process, guides continuous improvement of the MBA program. In the answer to Question 5C above, lists of program improvements by academic year that resulted from the assessment of learning process. Here is a list by academic year of changes made to the MBA Program that are tied to the 2011-12 external program reviewer's comments:

ACCT 505 Advanced Fraud, CISB 505 Advanced Project Management, and ECON 505 Advanced Econometrics were added as electives; and were approved by Graduate Curriculum Committee. These courses might form bases for new tracks in the MBA program, in accordance with comments by the 2011-12 external reviewer

To examine the currency of the MBA program, an examination of thirteen MBA programs in Colorado showed that all other programs have fewer leveling courses than the 18 hours required by CMU. Some programs had no leveling requirement.

Hence, the MBA Committee decided to replace the requirement for leveling courses with department-administered entrance exam. Only two faculty provided study guides or wrote questions for their subject areas in the entrance exam: management and statistics. Action: Monitor the impact of the decision and reconsider in spring 2017.

Of 13 MBA programs in Colorado, 11 programs included Managerial Economics while the CMU MBA did not. Further, only two programs besides CMU included Advanced Management Theory. Hence, the MBA Committee decided to replace MANG 500 in the core with ECON 530.

The examination of competing MBA programs also indicated that most programs included a leadership course. Hence, the MBA Committee decided to modernize its Organizational Theory and Behavior class by retitling it a Leading Organizations and modifying the content.

One student asked to be able to do a thesis rather than the practicum. The thesis option had been left off the 2016-17 MBA program sheet. Hence, the MBA Committee decided to put the thesis option back on the program sheet. That required changing the existing 6-cr-hr thesis course to be two 3-cr-hr courses. It also required adopting a thesis protocol as none has existed since 2012 which is when the last MBA thesis was conducted. Action in 2017: Consider encouraging more students to do the thesis option to supplement faculty scholarship.

In accordance with comments by the 2011-12 external reviewer, examination of thirteen MBA programs in Colorado showed that many other programs had more tracks, providing more options to students. Increasing the number of tracks is consistent with recommendations by the 2011-12 external program review. However, creating tracks from business courses is not practical due to the few students who would be spread across courses, yielding low class sizes and cancelled courses. The MBA Committee chose to create additional tracks from courses in Health Sciences and Teacher Education. Those appeared on the 2015-17 MBA An examination of thirteen MBA programs in Colorado showed that program sheet.

#### **Recommended program's challenges and potential resources needed to address them**

The MBA Program needs to be marketed consistently and regularly to the local marketplace. A marketing budget should be allocated, and a marketing campaign should be developed, perhaps by the students in the Marketing Strategy course. The key is to make potential MBA students aware of the program and its advantages. Advertising alone is unlikely to accomplish this cost effectively.

While some CMU departments (e.g., athletic programs) are allowed to hire non-teaching graduate assistants, the Business Department is not. Graduate research assistants could enable business faculty to expand their scholarship, which would logically include supervising graduate theses and practicum. Graduate research assistants should be a high priority.

CMU policy specifies that teaching a 3-hour graduate course can count as 4 hours in a faculty's teaching load, if the department head can find a way to implement that. Returning to a policy that allows for a course release in the semester that an MBA course is first taught, and a course release every third time an MBA course was offered has been suggested; but appears unlikely in the short term due to lack of teaching resources to maintain upper division courses close to a 25 student cap. That should happen, as graduate students are expected, by U.S. Department of Education and CMU policy to put in twice as much time outside of class as do undergraduate students. Faculty teaching MBA classes must develop and grade the materials that account for the extra student prep time. Therefore, their teaching loads should reflect that extra workload or, at a minimum, faculty should be paid for the extra credit hour.

Appendix A  
Program Sheet  
CMU MBA Graduates 1999-2017





# MBA Program Sheet

## 2017-2018 PROGRAM REQUIREMENTS

**Degree: Master of Business Administration**



### ▪ **About This Program . . .**

The Colorado Mesa University Master of Business Administration degree is a challenging program designed to prepare graduates for the changing business world. The degree is awarded after successful completion of 36-45 semester hours of rigorous study. The program is designed to provide the student with a broad background in business while allowing the student to focus on a specified area of study, if desired. To this end, students acquire knowledge of management operations; an appreciation of the interrelationships involved in business; an understanding of the economic, political and social environment in which businesses function; and behavioral skills that are essential in the manager's role in the implementation of business decisions. The MBA program endeavors to provide an atmosphere conducive to the development of each student's ability to think in a creative manner and to effectively problem solve. The program makes extensive use of lectures, seminars, group projects, case studies and independent research.

An MBA student can pursue any one of several tracks. Each track has three basic components: a 24 hour core, a 6 hour research component, and 6-15 hours of additional masters level coursework consistent with a chosen track. Electives include such courses as managerial economics, entrepreneurship, management information systems. A student in the BS Concentration in Public Accounting program, the BBA Concentration in Finance program, or the BS in Construction Management program may qualify to pursue the MBA as part of a 3+2 program.

All CMU master-level graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, a Master of Business Administration graduate will be able to:

1. Demonstrate an advanced level of analytical thinking in the functions of business to include management, marketing, finance, accounting, business law, organizational behavior, business strategy, and operations management via comprehensive examinations and by completing individual and team projects. (Specialized Knowledge/Applied Learning)
2. Demonstrate an advanced level of analytical thinking in the functions of business. (Quantitative Fluency)
3. Demonstrate advanced written communication skills through presentation of literature review and original research. Demonstrate advanced oral communication skills through presentation of literature review and original research to fellow MBA students and the business community. (Communication Fluency)
4. Demonstrate an advanced level of critical thinking in the functions of business. (Critical Thinking)
5. Demonstrate individual skills to contribute to scholarly advancement of business as a discipline. (Information Literacy)
6. Demonstrate an advanced level of ethical thinking in the functions of business. (Ethical Reasoning)

### ▪ **Advising Process and DegreeWorks**

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to

evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

#### ▪ **Graduation Process**

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at

<http://www.coloradomesa.edu/registrar/graduation.html>.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

#### ▪ **INSTITUTIONAL GRADUATE DEGREE REQUIREMENTS**

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master's degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Graduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

#### ▪ **PROGRAM-SPECIFIC REQUIREMENTS**

- An applicant must:
  - Possess an undergraduate degree from a regionally accredited college or university;
  - Demonstrate evidence of a strong academic background and the ability to pursue advanced study;
  - Demonstrate evidence of appropriate English, reading, and writing skills;
  - Demonstrate critical thinking skills;
  - Have earned a GPA of 3.0 or better from the most recent 60 credit hours of course work earned toward a bachelor's degree, including required leveling courses;
  - Have a cumulative 3.0 GPA or better in prior graduate work;



- Take the GRE or GMAT and have results sent to the MBA Office.
- Write a 750-word essay in APA style on an assigned, important global business current topic, demonstrating potential for MBA-level writing ability. The essay is written in a controlled setting. See MBA Office to schedule.
- Provide a current resume containing a detailed work history;
- Provide two professional and/or academic recommendations;
- Interview, if required, with members of MBA Committee;
- Meet other program admission requirements as determined by the MBA Director/Committee;
- An international student must take the TOEFL and achieve a score of 550 or higher, and meet other requirements as specified under International Student Admission criteria.
- An applicant must demonstrate—through academic transcripts, CLEP, or a formal test-out process—an appropriate background in Financial Accounting, Business Information Technology, Managerial Finance, Principles of Management, Principles of Marketing, and Business Statistics. An applicant without this background will be required to score at a sufficient level on an entrance qualifying examination administered by the CMU MBA Office. The exam will cover the topics listed above. A student can prepare for the exam through independent study based on a program-supplied study guide. CMU courses that provide that background are: ACCT 201 - Financial Accounting, CISB 101 - Business Info Technology, FINA 301 - Managerial Finance, MANG 201 - Principles of Management, MARK 231 - Principles of Marketing, and CISB 241 or STAT 241 - Intro to Business Analysis. This requirement must be met prior to acceptance to the MBA.
- 36-45 Semester Hours are required for the MBA Degree.
- No class grade lower than “B” will be counted in the degree.
- It is the student’s responsibility to read, understand, and follow all policies and procedures in the MBA Handbook.
- Prior to completing his/her first semester or first six hours of the program a student must file a Degree Planning Sheet with the MBA office to delineate that student’s specific degree requirements.
- Admission to the program also follows all general admissions policies & procedures for graduate programs outlined in the university catalog.

**MASTER OF BUSINESS ADMINISTRATION REQUIREMENTS** (36-45 semester hours, must pass all courses with a grade of “B” or higher.)

**Required MBA Core Courses** (24 semester hours)

- ☐ ACCT 500 - Managerial Accounting (3)
- ☐ BUGB 500 - Advanced Business Law and Ethics (3)
- ☐ ECON 530 - Managerial Economics (3)
- ☐ FINA 500 - Financial Strategy (3)
- ☐ MANG 501 - Operations Management (3)
- ☐ MANG 510 - Leading Organizations (3)
- ☐ MANG 590 - Business Strategy (3)
- ☐ MARK 500 - Marketing Strategy (3)

**MBA Research Component** (6-9 semester hours) Complete one of the following options:

Option 1

- ☐ BUGB 530 - Research Design (3)
- ☐ BUGB 595 - Research Practicum (3)

Option 2

- ☐ Research Design Course Approved by the MBA Director (3)
- ☐ BUGB 590 – MBA Thesis I (3)
- ☐ BUGB 592 – MBA Thesis II (3)

**Track** (6-15 semester hours) Select at least one of the following tracks: Professional Track (6 semester hours)

Select 6 semester hours of 500-level electives from the list below or from 500-level courses in Department of Business as approved by MBA Director.

ACCT 505 - Advanced Fraud & Forensic Accounting (3)

BUGB 510 - Global Business(3)

BUGB 520 - Seminar in Current Business Topics (3)

CISB 500 - Management of Information Systems (3)

CISB 505 - Advanced Project Management (3)

CISB 560 - Electronic Commerce Systems (3)

ECON 505 - Advanced Econometrics(3)

HRMA 520 - Human Resource Management (3)

ENTR 550 - Entrepreneurship (3)

MANG 500 - Advanced Management Theory (3)

MANG 540 - Advanced Quantitative Methods(3)

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#### Thesis Track (3 semester hours)

This track is available only to those students who are approved to do the 9-hr Thesis Research Component. Select 3 semester hours of 500-level electives from the Professional Track electives listed above.

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#### Management Information Systems Track (6 semester hours)

☐ CISB 500 - Management of Information Systems (3)

☐ CISB 505 - Advanced Project Management (3)

#### Sports Management Track (6 semester hours)

☐ KINE 500 - Facility and Equipment Management in Sport (3)

☐ KINE 510 - Event and Program Management in Sport (3)

#### Corporate Trainer Track (9 semester hours)

☐ EDUC 591 - Foundations of Curriculum, Instruction, and Assessment (9)

#### Medical Informatics Track (15 semester hours)

☐ HSCI 501 - Health Informatics I: Data Analysis (1)

☐ HSCI 506 - Health Informatics II: Project Design & Implementation (2)

☐ NURS 502 - Health Information Systems (3)

☐ NURS 505 - Quality Assessment and Improvement in Health Care Setting (3)

☐ CISB 500 - Management of Information Systems (3)

☐ CISB 505 - Advanced Project Management (3)

#### ▪ Other Requirements

The following three items must be passed in the last spring semester:

☐ Written Comprehensive Exam

☐ Written Research Report

☐ Oral Research Presentation

## ▪ **Bachelor Degree/MBA 3+2 Concurrent Enrollment Program**

Admission into the Bachelor Degree/MBA 3+2 Concurrent Enrollment Program is an application process, which must be approved by the MBA Program.

Admission is restricted to those students who meet the following criteria in addition to all the criteria for the MBA program:

1. Must be accepted into one of the following four-year bachelor degree programs: BS in Accounting, Public Accounting Concentration; BBA, Finance Concentration; BS in Construction Management.
2. Must be classified as a senior (i.e., at least 90 credit hours including hours in which student is currently enrolled and for which the student is registered for a future semester.).
3. Must have completed the number of additional hours in the bachelor degree major as specified by that program's faculty.
4. Must have completed or be enrolled in specific courses in the bachelor degree major as specified by that program's faculty.
5. Must have at least a 3.00 overall GPA.
6. Must have at least a 3.00 GPA in courses in the student's declared major.
7. Must submit a 3+2 Concurrent Enrollment application form to the MBA Office.
8. Must submit to the bachelor degree department representative and to the MBA Office, a program completion plan demonstrating how all remaining bachelor degree requirements and all MBA requirements will be met in two years.
9. Must provide to the MBA Office a letter of recommendation from a faculty member in the bachelor degree department.
10. Must complete the MBA program admission process.
11. Must have met with MBA Office and have been approved for study in the 3+2 concurrent enrollment program.

After admission into the Bachelor Degree/MBA Concurrent Enrollment Program, the student:

1. Must follow the two year recommended course sequence (see below) for the MBA course component.
2. Must notify the MBA Office immediately if justifiable life circumstances do not allow the student to complete both undergraduate and graduate programs within two years of admission into the program.
3. Must complete ALL bachelor degree graduation requirements in the same semester or prior to completing all MBA graduation requirements.
4. Must submit the necessary paperwork to graduate with the bachelor degree to the Business Department with a copy to the MBA Office AND must submit the necessary paperwork to graduate with the MBA to the MBA Office. This requirement must be met before the published deadline in the semester prior to intended graduation.

## ▪ **SUGGESTED COURSE SEQUENCING: OPTION ONE**

### **TWO YEAR GRADUATION PATH, REQUIRED OF 3+2 CONCURRENT PROGRAM STUDENTS**

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#### **Year One, Fall Semester**

- ACCT 500 - Managerial Accounting (3)
- ECON 530 – Managerial Economics (3)
- Course from Track (3)

#### **Year One, Spring Semester**

- FINA 500 - Financial Strategy (3)
  - MANG 510 Leading Organizations (3)
  - MARK 500 Marketing Strategy (3)
-

**Year Two, Fall Semester**

- BUGB 500 - Advanced Business Law and Ethics (3)
- BUGB 530 - Research Design (3)
- MANG 501 Operations Management (3)

**Year Two, Spring Semester**

- BUGB 595 - Research Practicum (3)
- MANG 590 Business Strategy (3)
- Course from Track (3)

- **SUGGESTED COURSE SEQUENCING: OPTION TWO**

**THREE YEAR GRADUATION PATH, NOT AVAILABLE TO 3+2 CONCURRENT PROGRAM STUDENTS**

---

**Year One, Fall Semester**

- ACCT 500 - Managerial Accounting (3)
- ECON 530 – Managerial Economics (3)

**Year One, Spring Semester**

- FINA 500 - Financial Strategy (3)
  - MARK 500 Marketing Strategy (3)
- 

**Year Two, Fall Semester**

- BUGB 500 - Advanced Business Law and Ethics (3)
- MANG 501 Operations Management (3)

**Year Two, Spring Semester**

- MANG 510 Leading Organizations (3)
  - Course from Track (3)
- 

**Year Three, Fall Semester**

- BUGB 530 - Research Design (3)
- Course from Track (3)

**Year Three, Spring Semester**

- BUGB 595 - Research Practicum (3)
- MANG 590 Business Strategy (3)



## Appendix B

### Comparison of CMU's MBA Program to Twelve Other Colorado-based MBA Programs



# Comparison of CMU's MBA Program to Twelve Other Colorado-based MBA Programs

Course Descriptions by CO MBA Programs, ordered														
	CMU	CUB	UCCS	CUD	CSU	CSUP	ASU	RU	CCU	DU	CTU	UP	UNC	
<b>Leveling Courses</b>														
Financial Accounting			3			3	3	3	3		x		2	
Managerial Finance						3	3	3	3		x		2	
Business Stat			3			3			3		x		2	
Economics			3			3			3		x		2	
Princ of Management						3					x			
Princ of Marketing						3					x			
Business Info Tech											x			
Business, Government, Society			3								x			
<b>Subtotal Leveling Hours</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>8</b>	
<b>Core Courses (ordered by frequency, combined by similarity)</b>														
Financial Strategy	3	x	3	3	6	3	3	3	3	xx	4	3	3	
Org Behavior/Leadership	3	E	3	3	4	6	3	3	3		2	3	3	
Marketing Strategy	3	x	3	3	4	3	3		3	xx	4	3	3	
Business Strategy	3	x	3	3		3	3			x	4	3	3	
Adv Bus Law & Ethics	3			3	2	3		3	3		2	3	3	
Managerial Accounting	3		3	3	2	3	3		3	xxx	4	3	3	
Managerial Economics		x		3	2	3	3	3	3	xx	4	3	3	
Rsrch Design/Analysis/Stats/Qu	3	xx		3	2		3		6	xx		6	3	
Global Perspective/International			3	3	2	3	3	3		xx				
Mgmt of Information Systems			3	3	4	3			3				3	
Operations Management	3		3	3				3				3		
Adv Management Theory	3					3						3		
Research Practicum/Capstone	3				4			3	3		4			
HR/Managing Human Capital					2				3		4	3		
Intercultural/values leadership									6					
Financial Accounting		x			2									
Managerial Economics II		x												
Org Development		x						3						
Professional Development		xxx												
MBA cornerstone								3						
Supply Chain Management					2									
<b>Subtotal Core Hours</b>	<b>30</b>	<b>31</b>	<b>24</b>	<b>33</b>	<b>38</b>	<b>33</b>	<b>24</b>	<b>27</b>	<b>39</b>	<b>0</b>	<b>32</b>	<b>36</b>	<b>27</b>	
<b>Elective/Concentration Hours</b>	<b>6-15</b>	<b>24</b>	<b>12</b>	<b>15</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>16</b>	<b>0-15</b>	<b>9</b>	
<b>Core + Electives</b>	<b>36-45</b>	<b>55</b>	<b>36</b>	<b>48</b>	<b>44</b>	<b>39</b>	<b>36</b>	<b>39</b>	<b>51</b>	<b>12</b>	<b>48</b>	<b>36-51</b>	<b>36</b>	
<b>Total Program Hours</b>	<b>36-45</b>	<b>55</b>	<b>48</b>	<b>48</b>	<b>44</b>	<b>57</b>	<b>42</b>	<b>45</b>	<b>63</b>	<b>12</b>	<b>57</b>	<b>0-51</b>	<b>44</b>	
<b># of tracks/specializations</b>	<b>5</b>	<b>6</b>	<b>19</b>	<b>16</b>	<b>4</b>	<b>0</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>?</b>	<b>11</b>	<b>8</b>	<b>3</b>	
<b>Hours in Track</b>	<b>6-15</b>	<b>24</b>	<b>12</b>	<b>15</b>	<b>6</b>	<b>0</b>	<b>12</b>	<b>18</b>	<b>18</b>	<b>0</b>	<b>16</b>	<b>15</b>	<b>9</b>	
<b>Dual Degree Programs</b>		<b>8</b>		<b>5</b>						<b>2</b>				
<b>Graduate Certificates</b>			<b>6</b>						<b>4</b>					





## Appendix C

### Institution Research Data on Analysis of Student Demand and Success



Institution Research Data on Analysis of Student Demand and Success



## Department of Business

Departmental Data Report, 2012-13 through 2016-17

Prepared August 2017  
by the Office of Institutional Research, Planning, and Decision Support

Departmental Data 5-Year Report, 2017  
Business: Majors

Program	Degree	Code	Major	2012-13		2013-14		2014-15		2015-16		2016-17		
				1st Major	All	1st Major	All	1st Major	All	1st Major	All	1st Major	All	
MBA	MBA	8090	Graduate, Non-Degree Seeking	15	15	5	5	8	8	27	27	28	28	
		8100	Master of Business Administration	25	26	28	32	24	30	27	30	28	31	
		8110	MBA-Conditionally Accepted	7	7	9	9	3	3	7	7	1	1	
		8132	MBA 3+3	2	2		1				4		2	
Subtotal				49	50	42	47	35	41	61	68	57	62	
Business Admin	Tech Cert	1172	Supervision		10	1	5		3	1	4	1	4	
	Prof Cert	1171	Entrepreneurship	2	10		5		3	1	2	1	4	
		1173	Insurance		1						1		2	
		1174	Energy Management/Landman	1	5	2	5	1	5		6		3	
	AA	2141	Liberal Arts-Business Administration	271	306	252	289	192	228	188	220	208	245	
		2145	Liberal Arts-Business Computer Information Systems	8	15	11	20	12	17	15	18	10	12	
		2190	Liberal Arts-Undeclared Business	5	8	4	5	2	3	6	6	1	1	
	AAS	1160	Travel, Rec Hospitality Mgmt						1					
		1163	Hospitality Management	14	20	22	30	20	28	16	26	13	21	
	PB	2900	Pre-Business Prov Bacc	59	60	102	103	85	85	100	100	75	75	
	BAS	3163	Hospitality Management	12	12	16	17	20	23	20	20	18	18	
		3170	Business Administration	33	46	33	41	23	28	29	31	24	24	
	BBA	3118	Energy Management/Landman Concentration	18	18	21	22	20	21	19	19	45	45	
		3119	Entrepreneurship Concentration	12	15	14	18	16	22	12	21	38	45	
		3120	Pre-Business Administration	657	707	669	711	660	682	652	668	471	483	
		3122	Business Economics Concentration	3	7	4	5	5	10	4	7	8	13	
		3123	Information Systems Concentration			1	2	3	4	3	4	9	11	
		3125	Finance Concentration	21	25	27	32	37	46	32	46	81	100	
		3126	Management Concentration	59	67	52	68	95	114	109	120	190	210	
		3127	Marketing Concentration	35	53	28	41	40	60	39	68	91	136	
		3128	Human Resource Management Concentration	15	20	14	19	14	22	17	20	33	35	
		3129	Travel,Tour&Comm Mgmt	3	3									
		3168	Business Administration-Managerial Informatics	1	1	1	2	4	7	3	5	6	9	
		3169	Business Administration-Insurance		2	3	5		1		4	1	4	
		3171	Business Administration-Hospitality Management	2	2	7	7	11	13	17	20	39	44	
		3172	Business Administration-Emerging Markets				1		2	3	3	10	11	
		3194	Pre-Landman/Energy Mgt	46	48	49	50	43	44	40	40	9	9	
	BS	3190	Undeclared, Business	1	4		4	1	2					
	Subtotal				1278	1465	1333	1507	1304	1474	1326	1479	1382	1564
	Accounting	PB	2901	Accounting Prov Bacc	6	6	6	6	1	1	9	9	6	6
		BS	3104	General Accounting Concentration	2	2	7	7	13	13	13	13	16	16
3108			Public Accounting Concentration	57	62	51	55	58	63	54	56	62	65	
3191			Pre-Accounting	133	146	118	129	102	110	104	111	88	94	
Subtotal				198	216	182	197	174	187	180	189	172	181	

Departmental Data 5-Year Report, 2017  
Business: Degrees Awarded

Program	Degree	Code	Major	2012-13		2013-14		2014-15		2015-16		2016-17	
				1st Major	All	1st Major	All	1st Major	All	1st Major	All	1st Major	All
MBA	MBA	8100	Master of Business Administration	8	8	10	10	16	16	8	8	12	12
		8132	MBA 3+3	1	1					2	2		
Subtotal				9	9	10	10	16	16	10	10	12	12
Business Admin	Tech Cert	1172	Supervision	6	6			3	4	3	3	2	2
	Prof Cert	1171	Entrepreneurship									1	1
		1173	Insurance	1	1	1	1					1	1
		1174	Energy Management/Landman	1	1			3	3	3	3	1	1
	AA	2141	Liberal Arts-Business Administration	17	17	27	27	16	16	18	18	14	14
		2145	Liberal Arts-Business Computer Information Systems	1	1	1	1	1	1			1	1
	AAS	1163	Hospitality Management			1	1	1	1	3	3	1	1
	BAS	3163	Hospitality Management	1	1	2	2	3	3	2	2	5	5
		3170	Business Administration	8	8	5	5	3	3	4	4	5	5
	BBA	3118	Energy Management/Landman Concentration	7	7	15	15	12	12	7	8	15	15
		3119	Entrepreneurship Concentration	8	11	8	10	12	16	9	14	8	10
		3122	Business Economics Concentration	2	4	1	3	3	4	1	2	1	5
		3123	Information Systems Concentration			1	1	2	2	1	1		
		3125	Finance Concentration	10	12	15	16	23	27	19	22	17	18
		3126	Management Concentration	46	50	34	42	58	75	51	56	74	82
		3127	Marketing Concentration	27	39	20	29	31	45	29	48	31	54
		3128	Human Resource Management Concentration	8	11	10	12	14	18	8	10	14	14
		3129	Travel, Tour & Comm Mgmt	3	3	1	1						
		3168	Business Administration-Managerial Informatics	1	1	1	1	5	5		2	2	3
		3169	Business Administration-Insurance		2	2	2		1				4
		3171	Business Administration-Hospitality Management		1	3	3	3	3	8	9	16	18
		3172	Business Administration-Emerging Markets						1			3	3
Subtotal				147	176	148	172	193	240	166	205	212	257
Accounting	BS	3104	General Accounting Concentration	1	1	2	2	8	8	4	4	10	10
		3106	Information Tech	1	1								
		3108	Public Accounting Concentration	26	27	19	19	27	27	23	23	23	23
Subtotal				28	29	21	21	35	35	27	27	33	33
CIS	Prof Cert	1170	Decision Support	3	3	3	3	9	9	5	5	2	2
	BAS	3167	Computer Information Systems	4	4	3	3	4	4			1	1
	BS	3165	Computer Information Systems	6	6	1	1	3	3	7	7	9	9
Subtotal				13	13	7	7	16	16	12	12	12	12
Const Mgmt	BS	3180	Construction Management	8	8	8	8	16	16	13	13	19	19
Subtotal				8	8	8	8	16	16	13	13	19	19
Grand Total				205	235	194	238	276	323	228	267	288	333





Appendix D

Budget Office Data on Program Resources

Faculty Vita

Library Assessment



## Faculty Vita

**Name:**

Conklin M Michael

**Start Year:** 2014

**Program:**

Business Administration

**Department:**

Business



### Lecturer Vita

**Highest Degree**

JD

Washburn School of Law

2007

**Education:** (List all degrees beginning with most recent-include post docs and external certificates/certifications)

JD, Washburn University School of Law

MBA, Oklahoma City University

Postgraduate Certificate in Law, University of London

Graduate Certificate in College Teaching, Colleges of Worcester Consortium

Graduate Certificate in Professional Ethics, Texas State University

Masters in Philosophy of Religion, Biola University

**Teaching:**

Courses Taught

BUGB 101 (two sections)

BUGB 211 (five sections)

BUGB 349 (five sections)

MANG 201 (four sections)

EMGT 360

CISB 210

(At other colleges)

Contemporary Management

Business Law

Personal Finance

Principles of Business Law

Intro to Business

Legal Environment of Business

**Prior Professional Experience Relevant to Current Position:** (Include year(s) of employment, employer, position title and responsibilities)

Energy Exploration Analyst

2007-present

Independent Contractor

- ascertain mineral owners' interests from courthouse research
- draft and file proper legal instruments to cure title deficiencies
- resolve title opinion requirements
- negotiate complex leasing contracts and surface use terms

Please record the number "items/events" you have listed above in the following categories.

If you specify items/events under "other," please provide an explanation/definition.

<b>Books</b>	<b>Book Reviews</b>	<b>Creative Publications</b>
<b>Journal Articles</b>	<b>Performances</b>	<b>Patents</b>
<b>Conference Presentations</b>	<b>Exhibitions</b>	<b>Grants-funded and non-funded</b>
<b>Sabbaticals</b>	<b>Fulbrights</b>	<b>Book Chapters</b>
<b>3 Other (related to discipline)</b>	Guest Commentator for the Denver Post, Op-Ed for the Chronicle of Higher Education, West	



**Name:**

Gina M Cook

**Start Year:** 2017**Program:**

Business Administration

**Department:**

Business

**Faculty Rank**☐ Professor☒ Assistant Professor☐ Associate Professor☐ Instructor**Full-time Faculty Vita****Highest Degree**

PhD	University of Economics, Prague	International Marketing	2012
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**Education: (List all degrees beginning with most recent-include post docs and external certificates)**

PhD, International Marketing/International Economic Relations

MBA, International Business

BS, Business Management/International Business

BA, Political Science/International Relations

**Teaching 2003-Present:**Courses Taught

International Business, Marketing and Business, Global Marketing, Consumer Behavior, Principles of Marketing,  
Organizational Analysis and Management

Evidence of Continuous ImprovementInnovative Materials/ActivitiesSupervision of Student Research/Project(s)**Scholarship and Creative Work, 2003-Present:**Scholarship Related to Discipline

## Books

## Journal Articles

Bahles, M., Cook, G., and Dvorak, A., Success Factors of Global Communication Campaigns as Illustrated by Select Cases, *Logos Polytechnikos*, 2016. Vol. 7, Issue 3; Jihlava: College of Polytechnics Jihlava. (Forthcoming, December 2016).

COOK, G. The Emerging Markets of Africa: Business Opportunities for Central and Eastern Europe. *Central European Business Review*, 2013. Vol. 2, No. 4, pgs. 30-38. ISSN 1805-4854.

COOK, G. The Influence of National Cultural on American Business People - Managerial Implications for Central Europe. *Central European Business Review*. 2012. Vol. 1, no. 2, pgs. 46 -51. ISSN 1805-4854.

## Conference Presentation

## Book reviews

## Technical Reports

## Book Chapters

COOK, G. Ch. 12: Ethics, Social Responsibility and International Marketing in *International Marketing*, 2<sup>nd</sup> ed. Prague: Nakladatelství Oeconomica, November 2016. ISBN: 978-80-245-2152-7.

COOK, G. Risks in the Global Business Environment. In KRAJČÍK, D. - TAUŠER, J. (ed.). *Česko a Slovensko v medzinárodnom obchode a podnikaní 2011. Nové fenomény v globalizujúcom na svetovom hospodárstve a ich vplyv na slovenskú a českú ekonomiku*. Bratislava: Ekonomická univerzita, 2011, pgs. 64-71. ISBN 978-80-225-3195-5.

COOK, G. Baby Boomers in the USA – Opportunities and Challenges in Times of Financial Crises. In TAUŠER, J. - KRAJČÍK, D. (ed.). *Česká republika a Slovensko v mezinárodním obchodě a podnikání. Vliv finanční krize na mezinárodní podnikání*. Praha: Nakladatelství Oeconomica, 2010, pgs. 199-204. ISBN 978-80-245-1583-0.

COOK, G. Corporate Citizenship as a Risk Factor in International Business. In KRAJČÍK, D. - TAUŠER, J. (ed.). *Česko a Slovensko v medzinárodnom obchode a podnikaní 2009*. Bratislava: Ekonomická univerzita, 2009, pgs. 57-63. ISBN 978-80-225-2767-5.

COOK, G. Marketing in a Digital Environment. In *Česká republika a Slovensko v mezinárodním obchodě a podnikání. Nove trendy v mezinárodním podnikání*. Prague: Nakladatelství Oeconomica, 2008, pgs. 185-191. ISBN 978-80-245-1372-0.

COOK, G. Even the Big Guys Make Mistakes. In *Česko a Slovensko v medzinárodnom obchode a podnikaní 2007*. Bratislava: Ekonomická univerzita, 2007, pgs. 53-58. ISBN 978-80-225-2338-7.

## Other

### Scholarship Related to Pedagogy in Discipline

## Books

## Journal Articles

## Conference Presentation

COOK, G. The Phenomenal Cost of Corporate Leadership. In *GLOBALISATION CHALLENGES AND NEW TRENDS OF GOVERNANCE (2007: PRAHA, ČESKO)*, - STEINMETZOVÁ, D. (ed.). *Globalisation Challenges and New Trends of Governance: conference proceedings: research plan*. Prague: Oeconomica, 2007, pgs. 233-245. ISBN 978-80-245-1316-4.

## Book reviews

## Technical Reports

## Book Chapters

## Other

### Creative Work Related to Discipline

## Performances

## Exhibits

## Publications

- Bahles, M., Cook, G., and Dvorak, A., Success Factors of Global Communication Campaigns as Illustrated by Select Cases, *Logos Polytechnikos*, 2016, Vol. 7, Issue 3; Jihlava: College of Polytechnics Jihlava. (Forthcoming, December 2016).
- COOK, G. Ch. 12: Ethics, Social Responsibility and International Marketing in *International Marketing*, 2<sup>nd</sup> ed. Prague: Nakladatelství Oeconomica, November 2016. ISBN: 978-80-245-2152-7.
- COOK, G. The Emerging Markets of Africa: Business Opportunities for Central and Eastern Europe. *Central European Business Review*, 2013, Vol. 2, No. 4, pgs. 30-38. ISSN 1805-4854.
- COOK, G. The Influence of National Cultural on American Business People – Managerial Implications for Central Europe. *Central European Business Review*. 2012. Vol. 1, no. 2, pgs. 46 -51. ISSN 1805-4854.

- COOK, G. Risks in the Global Business Environment. In KRAJČÍK, D. - TAUŠER, J. (ed.). *Česko a Slovensko v medzinárodnom obchode a podnikaní 2011. Nové fenomény v globalizujúcom na svetovom hospodárstve a ich vplyv na slovenskú a českú ekonomiku*. Bratislava: Ekonomická univerzita, 2011, pgs. 64-71. ISBN 978-80-225-3195-5.
- COOK, G. Baby Boomers in the USA - Opportunities and Challenges in Times of Financial Crises. In TAUŠER, J. - KRAJČÍK, D. (ed.). *Česká republika a Slovensko v mezinárodním obchodě a podnikání. Vliv finanční krize na mezinárodní podnikání*. Praha: Nakladatelství Oeconomica, 2010, pgs. 199-204. ISBN 978-80-245-1583-0.
- COOK, G. Corporate Citizenship as a Risk Factor in International Business. In KRAJČÍK, D. - TAUŠER, J. (ed.). *Česko a Slovensko v medzinárodnom obchode a podnikaní 2009*. Bratislava: Ekonomická univerzita, 2009, pgs. 57-63. ISBN 978-80-225-2767-5.
- COOK, G. Marketing in a Digital Environment. In *Česká republika a Slovensko v mezinárodním obchodě a podnikání. Nove trendy v mezinárodním podnikání*. Prague: Nakladatelství Oeconomica, 2008, pgs. 185-191. ISBN 978-80-245-1372-0.
- COOK, G. The Phenomenal Cost of Corporate Leadership. In *GLOBALISATION CHALLENGES AND NEW TRENDS OF GOVERNANCE (2007; PRAHA, ČESKO)*, - STEINMETZOVÁ, D. (ed.). *Globalisation Challenges and New Trends of Governance: conference proceedings: research plan*. Prague: Oeconomica, 2007, pgs. 233-245. ISBN 978-80-245-1316-4.
- COOK, G. Even the Big Guys Make Mistakes. In *Česko a Slovensko v medzinárodnom obchode a podnikaní 2007*. Bratislava: Ekonomická univerzita, 2007, pgs. 53-58. ISBN 978-80-225-2338-7.

#### Other: Grants

#### Patents

#### Unpublished research

#### Sabbaticals

#### Fullbright

#### Professional Memberships

#### **Service 2003-Present:**

##### University

Graduate School of International Studies, DU USA / Czech Republic - Summer 2005

Co-organized graduate level summer semester abroad program focused on international studies

##### Department

University of Denver Colorado, USA - Jan 1998 - Jun 1999

Graduate Research Assistant to the Dean of International Management

Researched, wrote and published the departmental, bi-quarterly newsletter

##### Community

VOLU, Volunteers For Peace Ghana, West Africa - Jun - Aug 1996

Implemented income generation project in remote jungle area

#### National

#### Regional

EF Foundation Colorado, USA - Jan 1995 - May 1997

International Program Coordinator for Northern Colorado

Recruited, screened and selected study abroad host families

#### Local

#### **Advising 2003-Present:**

##### University level

##### Department level

Instructor in two of VSE's top masters' programs:

- IB Program, first EPAS accredited program in Czech Rep. - Instructor, Management Team Member, Thesis Advisor
- CEMS, The Global Alliance in Management Education - Instructor, Business Project Leader, Thesis Advisor

#### **Honors and Awards 2003-Present:**

##### National

##### Regional

##### Local

#### **Professional Experience:**

##### ■ **University of Economics, Prague**

Assistant Professor, Department of International Business - Fall 2002 - Present

- ① Tenured professor of marketing; first International non-language faculty member hired
  - ▣ Develop and teach undergraduate & graduate level courses in International Marketing, Marketing and Business
  - ▣ Instructor in two of VSE's top masters' programs:
    - IB Program, first EPAS accredited program in Czech Rep. - Instructor, Management Team Member, Thesis Advisor
    - CEMS, The Global Alliance in Management Education - Instructor, Business Project Leader, Thesis Advisor
  - ▣ Extensive experience teaching highly diverse groups of students; classes typically composed of 20+ different nationalities
  - ▣ Heavily involved in the university's internationalization efforts; VSE's partner network has over 200 schools
- Double Degree and PR Manager, International Business Program - 2009 - Present
- ① Manage Double Degree programs and relations with partner universities in seven countries
  - ▣ IB Management Team Member; we successfully earned the prestigious international EPAS accreditation in 2012
  - IB is the first and only master's program taught in English in Czech Republic to achieve this
  - In 2014, we achieved reaccreditation for another three years
  - ▣ Responsible for the development and management of the program's PR and promotional activities
  - ▣ Manage vendor relations with several organizations in Europe and North America

Team Member, VSE Public Relations Department - 2006 - Present

- ① Reviewer / editorial responsibility for English content

##### ■ **University of Northern Colorado** - Fall 2014 - Present

International Visiting Professor, Department of Marketing

- ① Taught Global Marketing, Consumer Behavior, Principles of Marketing
- **Freelance Editor** Czech Republic - 2002 - Present
- ▣ Editor and reviewer of various business-related articles, journals, books and textbooks

#### **Recent examples include:**

- *Central European Business Review*, an academic management journal published 3x/year, 2012-Present
- *International Marketing*, 2<sup>nd</sup> ed., Nakladatelství Oeconomica, November 2016
- *Shopper Marketing: A How to Business Story*, Business Expert Press, 2016
- *International Business Operations*, Nakladatelství Oeconomica, 2014
- *Diversity in European Marketing, A CEMS case study book*; Springer Gabler, 2012
- *International Marketing*; Nakladatelství Oeconomica, 2010

##### ■ **New York University**, 2006 - 2008

Adjunct Faculty, NYU Prague Global Campus

- ① Developed and taught: Principles of Marketing, Organizational Analysis and Management

##### ▣ **GlobalCommerce, USA** - 2000 - 2001

Director, Software QA

- ① Managed ~25 employees and the department
- ▣ Management of multiple teams on up to six concurrent projects
- ▣ Developed and managed \$6.1M departmental budget
- ▣ Successfully released first ever product on schedule and within budget
- ▣ Derived and analyzed requirements for a web-based e-commerce software application

##### ■ **Hewlett-Packard, USA** - 1996 - 1999 (contract)

Project / Department Manager (1999)

- ① Overall project responsibility for six teams working on cross-functional projects including localization

- ▣ Personnel management for 50 individuals involving all aspects of personnel selection, salary/benefits, and career development
- ▣ Managed vendor relations & negotiations
- ▣ Developed and implemented a comprehensive departmental training program

Manager / Team Lead / QA Test Engineer (1996-1998)

- ⊙ Organized and managed software & hardware QA projects, including the master project plan
- ▣ Interviewed, selected, trained and supervised teams
- ▣ Created technical documentation
- ▣ Product internationalization and localization

■ Alpine School District, USA - Academic Year 94-95

English Writing Lab - Instructor

- ⊙ Maintained HW and SW, resolved technical difficulties; compiled a systems instruction manual
- ▣ Taught English writing, word processing and various other SW packages

■ American Refugee Committee, USA - 03/1993 - 06/1994

International & Administrative Coordinator

- ⊙ Recruitment of overseas program personnel
- ▣ Liaised with field offices in seven countries on logistics, communications & recruitment issues
- ▣ Researched, installed and maintained new computer system; trained staff

■ University of Utah, USA - 11/1991 - 03/1993

Senior Microcomputer Consultant

- ⊙ Developed and taught software courses
- ▣ Diagnosed and solved technical difficulties in a help desk environment
- ▣ Hired and trained new employees

**Please record the number "items/events" you have listed above in the following categories.**

**If you specify items/events under "other," please provide an explanation/definition.**

<b>Books</b>	<b>Book Reviews</b>	<b>Creative Publications</b>
<b>Journal Articles</b>	<b>Performances</b>	<b>Patents</b>
<b>Conference Presentations</b>	<b>Exhibitions</b>	<b>Grants-funded and non-funded</b>
<b>Sabbaticals</b>	<b>Fullbright</b>	<b>Book Chapter</b>
<b>Other (related to discipline)</b>		



**Name:**

Christine Z.J. Noel

**Start Year:** 2017

**Program:**

Accounting

**Department:**

Business

**Faculty Rank**

☐ Professor

☒ Assistant Professor

☐ Associate Professor

☐ Instructor



**Full-time Faculty Vita**

**Highest Degree**

PhD

Trident University

Accounting & Ethics

2012

**Education: (List all degrees beginning with most recent-include post docs and external certificates)**

PhD, Business Administration/Accounting & Ethics

MS, Accounting

BS, Accounting

**Teaching 2003-Present:**

Courses Taught

Principles of Financial Accounting and Auditing, Contemporary Issues in Auditing and Accounting Ethics, Principles of Accounting I & II, Principles of Financial and Managerial Accounting, Advanced Financial Accounting, Auditing, Advanced Auditing, CPA Law, Intermediate Accounting I & II, Income Tax Accounting, Cost Accounting, Fund Accounting, Accounting Information Systems, Advanced Accounting I & II, Computerized Accounting, Intro to Accounting, Payroll Accounting, Personal Finance, Principles of Managerial Accounting

Evidence of Continuous Improvement

Innovative Materials/Activities

Supervision of Student Research/Project(s)

**Scholarship and Creative Work, 2003-Present:**

Scholarship Related to Discipline

**Books**

**Journal Articles**

Hathorn, J., Noel, C. Z. J. & Hathorn, L. G. "Using Principles of Cognitive Psychology in Accounting to Facilitate Student Learning" in *Journal of Finance and Accountancy* 2014

Noel, C. Z. J., Crosser, R. L., Kuglin, C. & Lupomech, L. "How to Build a Course to Teach Accountants to Teach" in *Journal of Instructional Pedagogies* 2014

Noel, C. Z. J. & Hathorn, L. G. "Teaching Ethics Makes a Difference" in *Journal of Academic and Business Ethics* 2013

Wooldridge, C. Z. J. N. "Who Wants to Implement a Successful Exam Review Game Utilizing *Millionaire?*" in *The Accounting Educator* 2013

Noel, C. Z. J. "It IS all Fun and Games: Playing Games in the Accounting Classroom" in *The Accounting*

## **Educator 2008**

Todd, C. N. "Individual-then-Team Quizzes in Principles of Accounting Courses" in *The Accounting Educator* 2006

## **Conference Presentation**

## **Book reviews**

## **Technical Reports**

## **Book Chapters**

## **Other**

Noel, C. Z. J. "The Effects of Personality Traits and Cognitive Moral Development on Ethical Behavior in Accounting and Non-Accounting Business Majors and Professionals" *Dissertation* 2012

## **Scholarship Related to Pedagogy in Discipline**

## **Books**

## **Journal Articles**

## **Conference Presentation**

Kuglin, C., Noel, C. Z. J. & Haynes, J. "Apple, Inc. and Joplin, Missouri – An Accounting Ethics Case Study" Presented at the 2016 National American Accounting Association Conference in New York 2016

Noel, C. Z. J. "Active and Collaborative Learning Techniques for Auditing and Other Accounting Classes" Presented at the 2016 Western Regional American Accounting Association Conference in Seattle 2016

Noel, C. Z. J. & Boyd, T. R. "Actually Improving Teaching and Professional Development through Simplifying Continuous Improvement Techniques" Presented at the Western Decision Sciences Institute Forty-Fourth Annual Meeting 2015

Hathorn, J. & Noel, C. Z. J. "The LIFO Retail Inventory Method: A Teaching Note" Presented at the 2013 Allied Academies International Conference in San Antonio 2013

Crosser, R. L., Kuglin, C., Lupomech, L. & Wooldridge, C. Z. J. N. "Teaching the Teachers: A New Course in an Accounting Masters Program" Presented at the 2011 Allied Academies International Conference in Las Vegas 2011

Wooldridge, C. Z. J. N. (Moderator), Giordano, J.A., Middlemist, G., & Richardson, B. (Panelists) "Advanced Auditing Students as Internal Auditors for Colleges and Universities" Presented at the 2011 National Annual Meeting of the American Accounting Association 2011

Noel, C. Z. J. "Does Choice of Accounting or Business Major or Profession Influence Ethical Perception or Behavior?" Presented at the Western Decision Sciences Institute Fortieth Annual Meeting 2009

Noel, C. Z. J. & Carey, J. A. "Determinants of Academic Dishonesty: Accounting Majors and the Big Five" Presented at the 2009 Southeast Regional Meeting of the American Accounting Association 2009

Noel, C. Z. J. "It's not ALL fun and games, playing Jeopardy makes a difference" Presented at the 2008 National Annual Meeting of the American Accounting Association 2008

Noel, C. Z. J. & Carey, J. A. "Personality Traits and Academic Attributes as Determinants of Academic Dishonesty in Accounting and Non-Accounting College Majors" Presented at the 15<sup>th</sup> Annual Conference of the American Society of Business and Behavioral Sciences 2008

"The Impact of the New CPA Exam on College Curriculums" Presented with K. Brands at the Fall Faculty Symposium hosted by the Colorado Society of CPAs 2016

"Regulation of the Accounting Profession" Presented for the Accounting Communications Classes at MSU Denver, April 21 and 25, 2016

"Billable Hour Trend" Presented with a panel at the Summer Faculty Conference hosted by the Colorado Society of CPAs 2015

"Ethics Frameworks, Perspectives, and Biases: 'Solving' Ethical Dilemmas" Presented at the September 10 2015 meeting of the Colorado Springs Chapter of the Institute of Internal Auditors 2015

"Academic Integrity Experts Panel" Presented with a panel at the Fall Faculty Symposium hosted by the

#### Colorado Society of CPAs 2015

"Students and Ethical Perceptions" Presented with a student and recent graduates panel at the Fall Faculty Symposium hosted by the Colorado Society of CPAs 2012

"Got Jeopardy?" Presented at the 2008 National American Accounting Association Conference in Anaheim 2008

"Accounting Students – Their Portrait and Their Path" Presented at the Fall Faculty Symposium hosted by the Colorado Society of CPAs 2006

Session Moderator for the "Writing in Accounting" breakout session at the Fall Faculty Symposium hosted by the Colorado Society of CPAs 2006

#### Book reviews

#### Technical Reports

#### Book Chapters

#### Other

#### Creative Work Related to Discipline

#### Performances

#### Exhibits

#### Publications

Hathorn, J., Noel, C. Z. J. & Hathorn, L. G. "Using Principles of Cognitive Psychology in Accounting to Facilitate Student Learning" in *Journal of Finance and Accountancy* 2014

Noel, C. Z. J., Crosser, R. L., Kuglin, C. & Lupomech, L. "How to Build a Course to Teach Accountants to Teach" in *Journal of Instructional Pedagogies* 2014

Noel, C. Z. J. & Hathorn, L. G. "Teaching Ethics Makes a Difference" in *Journal of Academic and Business Ethics* 2013

Noel, C. Z. J. "The Effects of Personality Traits and Cognitive Moral Development on Ethical Behavior in Accounting and Non-Accounting Business Majors and Professionals" *Dissertation* 2012

Wooldridge, C. Z. J. N. "Who Wants to Implement a Successful Exam Review Game Utilizing *Millionaire?*" in *The Accounting Educator* 2013

Noel, C. Z. J. "It IS all Fun and Games: Playing Games in the Accounting Classroom" in *The Accounting Educator* 2008

Todd, C. N. "Individual-then-Team Quizzes in Principles of Accounting Courses" in *The Accounting Educator* 2006

#### Other:

#### Grants

#### Patents

#### Unpublished research

Noel, C. Z. J., Holt, A. D. & Boyd, T. R. "Evaluating the Roles of Student Feedback in Higher Education: An Accounting Faculty and Graduate Student Research Collaboration Project" For submission to *The American Accounting Association* 2017

Noel, C. Z. J. "Utilizing Advanced Auditing Students as Internal Auditors for Colleges and Universities" For submission to *The IUP Journal of Accounting Research and Audit Practices* 2017

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#### Sabbaticals

#### Fullbright

#### Professional Memberships

Certified Public Accountant, State of Colorado, License No. 20583

QuickBooks Online Certified ProAdvisor  
Member of the Colorado Society of CPAs  
Member of the American Institute of CPAs

**Service 2003-Present:**

University

- University Student Conduct Hearing Board (often serve as chair)
- University Commencement Committee
- University Writing Center Advisory Board
- University Open House Volunteer
- University 50<sup>th</sup> Anniversary Celebration Kickoff Volunteer

Department

- College of Business Accounting Department Representative: Scholarships & Awards Committee
- College of Business Accounting Department Representative: Retention Tenure Promotion Committee, Vice Chair
- Accounting Department Search and Screen Committee, Chair (4 successful searches)
- Accounting Department Master of Professional Accountancy Advisory & Admissions Committee

Community

- Volunteer with REI and Jefferson County Open Space Parks: Trail building and maintenance projects
- Volunteer speaker on the accounting profession at various area high schools
- Volunteer Financial Coordinator for the Bear Creek High School Choir Program (previous)
- Volunteer member of the Colorado Mountain Club Finance Committee (previous)
- Volunteer Girl Scout leader (previous)

National

Regional

Local

Member of the Accounting Careers Committee since 2005  
Co-Hosted the 2006, 2012, and 2015 Fall Faculty Symposiums

**Advising 2003-Present:**

University level

Department level

Accounting Department Master of Professional Accountancy Advisory & Admissions Committee

**Honors and Awards 2003-Present:**

National

Nominated to *Who's Who Among America's Teachers*, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> editions

Regional

Local

Named a 2016 *Woman to Watch – Leader of Note*

Recipient of the MSU Denver College of Business *Dean's Award for Excellence in Teaching* 2012-2013

**Professional Experience:**

COLORADO STATE BOARD OF ACCOUNTANCY

*Vice Chair (2016-2017)*

2015 – Present

- Governor John Hickenlooper appointed me to the State Board of Accountancy for a four-year term, ending August 1, 2019. The State Board of Accountancy regulates Certified Public Accountants and reviews applications, gives examinations, grants certificates and permits, and acts on complaints against CPAs.

NOEL & BOYD LLP

*Partner*

2016 – Present

- My business partner Travis Boyd and I recently developed a licensed CPA firm to provide accounting and business consulting services to local small businesses across Colorado.

THE COLORADO TRUST

**Audit Committee Member**

**2012 – Present**

- I am currently serving my second three-year term as a community member on the Audit Committee of The Colorado Trust, a grant making foundation dedicated to achieving access to healthcare for all Coloradans

GARDENSWARTZ & SUBER, CPAS

**Staff Accountant**

**1997**

- Performed accounting compilation work
- Prepared detailed financial statements
- Performed outsourcing work for clients
- Prepared various-entity tax returns
- Reconciled 35-page bank statements
- Prepared sales tax reports for clients

**Please record the number "items/events" you have listed above in the following categories.**

**If you specify items/events under "other," please provide an explanation/definition.**

**Books**

**Book Reviews**

**Creative Publications**

**Journal Articles**

**Performances**

**Patents**

**Conference Presentations**

**Exhibitions**

**Grants-funded and non-funded**

**Sabbaticals**

**Fullbright**

**Book Chapter**

**Other (related to discipline)**

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**Name:**

Steven M Norman

**Start Year:** 2016**Program:**

Business Administration

**Department:**

Business

**Faculty Rank**☐ Professor☐ Assistant Professor☒ Associate Professor☐ Instructor**Highest Degree**

PhD

University of Nebraska-Lincoln

Organizational Behavior/Leadership

2006

**Education: (List all degrees beginning with most recent-include post docs and external certificates)**

Ph.D. University of Nebraska-Lincoln Organizational Behavior/Leadership 2006

MBA University of Colorado-Colorado Springs Management Information Systems 1996

BS University of Colorado-Colorado Springs Business Finance 1989

**Teaching 2003-Present:**Principles of Management, Introduction to Business, Organizational Behavior (undergraduate and MBA), Leadership, Organization Theory, Human Resource Management, Business FinanceEvidence of continuous Improvement in Teaching:

How Do we know we know, and, once we know, what do we do with it Workshop: Faculty Professional Development - 1.5 hours - 8/18/2017

Developing your Leadership Groove at CMU - Faculty Professional Development Workshop - 1.5 hours - 8/18/2017

Attended The University of Colorado-Boulder's COLTT (Colorado Learning and Teaching with Technology) Conference, 2014. Conference is aimed at enhancing strategies for teaching online courses.

Frequently attend workshops and conference sessions as well as read articles aimed at improving teaching Effectiveness and continuously improve courses based on information received.

I gather feedback after the first exam in all of my classes and incorporate feedback into the courses.Regularly attend faculty workshops and conferences aimed at improving teaching effectiveness.Innovative Materials/ActivitiesSupervision of Student Research/Project(s)**Scholarship and Creative Work, 2003-Present:**Scholarship Related to Discipline

Books

Journal Articles

**Peer-Reviewed Journal Articles****Full-time Faculty Vita**

**Pitichat, T., Reichard, R.J., Kea-Edwards, A., Middleton, E., and Norman, S.M. (In Press). Psychological capital for leader development. *Journal of leadership and Organizational Studies*. (AACSB IC: Discovery/PRJ)**

Gilbreath, B., Norman, S.M., Frew, E.J., Fowler, K.L., & Billington, P. (2016). Helpful tools for managing the assurance of learning process. *Business Education Innovation Journal*, 8(1), 111-122. (AACSB IC: Learning/PRJ)

Norman, S.M., Gardner, D.G., & Pierce, J.L. (2015). Leader Roles, Organization-based Self-esteem, and Employee Outcomes. *Leadership & Organization Development Journal*, 36(3), 253-270. (AACSB IC: Discovery/PRJ)

Larson, M. D., Norman, S.M., Hughes, L.W., & Avey, J.B. (2013). Psychological capital: A new lens for understanding employee fit and attitudes. *International Journal of Leadership Studies*, 8(1), 28-43. (AACSB IC: Discovery/PRJ)

Zhu, W., Norman, S., Peng, Z., Riggio, R. E. & Sosik, J. (2012). The impact of ethical executive leadership on American public: The mediating role of confidence in executive leadership. *Leadership*, 8(2), 109-124. (AACSB IC: Applied/PRJ).

Hughes, L.W., Gardner, W.L., & Norman, S.M. (2011). Transparency, translucence or opacity? A field investigation of the mediating role of positive emotions in trustful leader-follower relations. *Journal of Business & Leadership: Research, Practice, and Teaching*, 6, 38-47. (AACSB IC: Applied/PRJ)

Norman, S.M., Avey, J.B., Nimnicht, J.L., & Graber-Pigeon, N. (2010). The interactive effects of psychological capital and organizational identity on employee organizational citizenship and deviance behaviors. *Journal of Leadership and Organizational Studies*, 17(4), 380-391. (AACSB IC: Applied/PRJ)

Norman, S.M., Avolio, B.J., & Luthans, F. (2010). The impact of transparency and positivity on trust in leaders and their perceived effectiveness. *The Leadership Quarterly*, 21(3), 350-364.

Avolio, B., Mhatre, K., Norman, S.M., & Lester, P. (2009). The moderating impact of gender on leadership intervention impact: A 100-year meta-analysis. *Journal of Leadership and Organizational Studies*, 15(4), 325-341.

Hughes, L.W., Avey, J.B., & Norman, S.M. (2008). A study of supportive climate, trust, engagement and organizational commitment. *Journal of Business & Leadership: Research, Practice and Teaching*, 4(2), 51-59.

Avey, J.B., Hughes, L.W., Norman, S.M., & Luthans, K.W. (2008). Using positivity, transformational leadership, and empowerment to combat employee negativity. *Leadership and Organizational Development Journal*, 29(2), 110-126.

Luthans, F., Norman, S.M., Avolio, B.J., & Avey, J.B. (2008). The mediating role of psychological capital in the supportive organizational climate-employee performance relationship. *Journal of Organizational Behavior*, 29(2), 219-238.

Larson, M.D., & Norman, S.M. (2008). Utilizing real-life research projects to build HR skills. *Western Journal of Human Resource Management*, Fall, 30-34.

Luthans, F., Avolio, B.J., Avey, J.B., & Norman, S.M. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60, 541-572.

Luthans, F., Norman, S.M., & Jensen, S.M. (2007). The value of psychological capital of immigrant entrepreneurs. *International Journal of Business and Globalisation*, 1(2), 161-175.

Luthans, F., Avolio, B.J., Avey, J.B., Norman, S.M., & Combs, G. (2006). Psychological capital development: Toward a micro-intervention. *Journal of Organizational Behavior*, 27(3), 387-393.

Norman, S.M., Luthans, B., & Luthans, K (2005). The proposed contagion effect of hopeful leaders on the resiliency of employees and organizations. *Journal of Leadership and Organizational Studies*, 12(2), 55-64.

Norman, S.M., Zawacki, R.L., & James, L.L. (2002). How to motivate the software industry into increased productivity. *Software Business*, May.

Norman, S. M. & Zawacki, R.L. (2002). Facilitating transformations in IT: Lessons learned along the journey. *Information Systems Management*, 19. Article also was reprinted in 2002 by *Maisons des Sciences de l'Homme, Le Portail du Réseau*, vol. 19, p12.

Norman, S.M. (2002). Getting the most out of your CRM system. *Software Business*, October.

#### Conference Presentation

Pitichat, T., Kea-Edwards, A., Middleton, E., Reichard, R., & Norman, S. Psychological capital for leader development: Antecedents and outcomes. Paper accepted at the ILA Conference fall 2016. (AACSB IC: Discovery/Proceedings)

Norman, S.M., Gardner, D.G., & Pierce, J.L. The mediating role of OBSE between leadership roles and organizational commitment and job satisfaction. Paper presented at Academy of Management International Conference, August, 2013. (AACSB IC: Discovery/Proceedings)

Norman, S.M., May, D.R., Zhu, W., & Luthans, B. Developing moral resiliency in employees and organizations: Toward a research-based intervention. Paper presented at the Western Academy of Management spring 2012 Conference, La Jolla, CA. (AACSB IC: Applied/Presentation)

Norman, S.M., Hughes, L.W., Larson, M.D., & Avey, J.B. The mediating role of media savvy in virtual leader-follower relationships. Current paper in new stages presented at the Western Academy of Management spring 2012 Conference, La Jolla, CA. (AACSB IC: Applied/Presentation)

Norman, S.M. Psychological Capital and Trust in Virtual Work Environments. Current research presented at National Decision Sciences Institute Main Conference. San Diego, CA; November 2010.

Hughes, L.W., Gardner, W.L., & Norman, S.M. Transparency, translucence or opacity? A field investigation of the mediating role of positive emotions in trustful leader-follower relations. Paper presented at the Business and Leadership Symposium. Fort Hays, KS; October 5, 2010.

Norman, S.M., Larson, M. D., Hughes, L.W., & Avey, J.B. Leadership and employee psychological capital congruence and employee job satisfaction, engagement, and organizational fit. Paper presented at the annual meeting for the Midwest Academy of Management, Chicago, IL; October 2009.

Norman, S.M., Hughes, L.W., Larson, M.D., & Avey, J.B. The role of media savvy in virtual leader-follower relationships. Paper presented at the annual meeting for the Midwest Academy of Management, Chicago, IL; October 2009.

Norman, S.M., Hughes, L.W., & Gardner, W.L. Transparency, translucence or opacity? Two field investigations of the mediating role of positivity in transparent and trustful leader-follower relations. Paper presented at the annual conference for the Southern Management Association, Asheville, NC; October 2009.

Zhu, W., & Norman, S.M. The impact of ethical executive leadership on the American public: The mediating role of confidence in executive leadership. Paper presented at the Western Academy of Management Conference, Oakland, CA; March 2008.

Norman, S.M., & Hughes, L.W. Leader and follower trust in virtual organizations: The moderating impact of media richness. Paper presented at the Mountain Plains Management Conference, Kearney, NE; October, 2007.

Waterson, C.L. & Norman, S.M. Entrepreneurial alertness and opportunity recognition: What opportunities do entrepreneurs pursue? Paper presented at the Academy of Management Annual Conference, Philadelphia, PA, Summer, 2007.

Hughes, L.W., Avey, J.B., & Norman, S.M. The engagement ring: A study of the roles of supportive climate, trust, and engagement on organizational commitment and performance. Paper presented at the Academy of Management Annual Meeting, August, 2006, Atlanta, GA.

Luthans, F., Norman, S.M., & Luthans, B. The effect of leader hope on follower resilience. Paper presented at the Western Academy of Management Conference, Las Vegas, NV, April 2005.

Luthans, F., Norman, S.M., & Jensen, Susan, S.M. Immigrant entrepreneurship and psychological capital. Paper presented at the Pan Pacific Conference, Shanghai, China, May, 2005.

Luthans, F., Norman, S.M., & Hughes, L. Authentic leadership. Paper presented at the DSI National conference, November, 2005, San Francisco, CA.

Ginn, E., Luthans, F., & Norman, S.M. Exploring the performance impact of tolerance for ambiguity. Paper presented at the Western DSI Conference, 2006, Waikoloa, HI.

Book reviews

Technical Reports

Book Chapters

Luthans, F., Norman, S., & Hughes, L.W. (2006). Authentic leadership development: A new approach for a new time. In R. Burke, & C. Cooper (Eds.), *Inspiring Leaders*. London, UK: Taylor & Francis.

Other

Scholarship Related to Pedagogy in Discipline

Books

Journal Articles

Conference Presentation

Book reviews

Technical Reports

Book Chapters

Other

Creative Work Related to Discipline

Performances

Exhibits

Publications

Other:

Grants

Patents

Unpublished research

Sabbaticals

Fullbright

Professional Memberships

**Service 2003-Present:**

University

Leading electronic course delivery and hybrid course development, Colorado State University-Pueblo

Helped develop new academic program emphasizing Human Resource Management, Mesa State College (now Colorado Mesa University - CMU)  
Helped develop the Leadership Academy, Mesa State College (CMU)  
Volunteered annually to help the VP of Academic Affairs with the new student orientations, Mesa State College (CMU)  
Served on several search committees, UNL, CSU-Pueblo, and Mesa State College (CMU).

#### Department

Chair, Assurance of Learning (AoL) Committee, Hasan School of Business, Colorado State University-Pueblo (passed re-accreditation Spring, 2014)  
Member, Committee to help with organizational assessment and accreditation, campus-wide, Colorado State University  
Member, Graduate Studies Committee, Colorado State University-Pueblo  
Committee to examine classroom conduct, Colorado State University-Pueblo

#### Community

Norman, S.M. Corporate governance and the role of human resource professionals. Presented as one of three keynote speakers at the Spring 2007 conference of the Western Colorado Human Resource Association (WCHRA).

#### National

Editorial Board Member for Journal of Leadership and Organizational Studies.  
Editorial Board Member for Southern Business Review.  
Reviewer for the Western Academy of Management Conference, past and present.  
Member, Academy of Management

#### Regional

#### Local

#### **Advising 2003-Present:**

##### University level

##### Department level

Student Advisor - Mesa State College (now Colorado Mesa University) 2006-2008, 2016-present

#### **Honors and Awards 2003-Present:**

##### National

2009 Outstanding Paper Award, EmeraldLiteratiNetwork. *Leadership & Organizational Development Journal*, Vol. 29, No. 2, 2008. "Using positivity transformational leadership and empowerment to combat employee negativity.

2015 Dean's Award for Excellence in Research, Hasan School of Business, Colorado State University-Pueblo

##### Regional

##### Local

#### **Professional Experience:**

Approximately 20 years of professional experience, both as an individual contributor and in various leadership roles, in various industries including finance, insurance, golf course maintenance and management, and technology.

**Please record the number "items/events" you have listed above in the following categories.**

**If you specify items/events under "other," please provide an explanation/definition.**

	<b>Books</b>	<b>Book Reviews</b>	<b>Creative Publications</b>
19	<b>Journal Articles</b>	<b>Performances</b>	<b>Patents</b>
17	<b>Conference Presentations</b>	<b>Exhibitions</b>	<b>Grants-funded and non-funded</b>
	<b>Sabbaticals</b>	<b>Fullbright</b>	1 <b>Book Chapter</b>
	<b>Other (related to discipline)</b>	<div></div>	



**Name:**

Nathan C Perry

**Start Year:** 2010

**Program:**

Business Administration

**Department:**

Business

**Faculty Rank**

☐ Professor

☐ Assistant Professor

☒ Associate Professor

☐ Instructor

**Highest Degree**

PhD

Institution: University of Utah

Discipline Economics

Year 2010

**Education: (List all degrees beginning with most recent-include post docs and external certificates)**

B.A. Economics, Westminster College, Salt Lake City, UT, May 2004

B.A. Philosophy, Westminster College, Salt Lake City, UT, May 2004

**Teaching 2003-Present:**

Courses Taught

COLORADO MESA UNIVERSITY, GRAND JUNCTION, CO

August 2010-July 2017

Assistant Professor

Courses taught:

Introduction to Macroeconomics (7 sections)

Introduction to Microeconomics (2 sections)

Money and Banking (7 sections)

Intermediate Macroeconomics (7 sections)

Intermediate Microeconomics (7 sections)

Econometrics (2 sections)

Business Statistics (1 section)

Quantitative Decision Making (25 sections, 5 online)

American Economic History (4 sections)

International Economics (1 section)

Business Honors (2 section)

Special Topics In Economics (1 section)

Managerial Finance (1 section)

UNIVERSITY OF UTAH, SALT LAKE CITY, UT

Fall 2005-Summer 2010

Instructor

Courses taught:

Micro/Macro "Jumbo" Economics course (5 sections each)

Approximately 200 students per course

Both Introductory Macro and Micro in one semester

Assigned 4 teaching assistants

Introduction to Macroeconomics (standard course) (1 section)

Introduction to Microeconomics (standard course) (1 section)

Current Economic Problems (2 sections)

Money and Banking (4 sections)

The Economics of Sex, Drugs, and Crime (Prohibition) (2 sections)



## Full-time Faculty Vita

Health Economics (Masters Level) (1 section)  
American Economic History (2 sections)

**WESTMINSTER COLLEGE, SALT LAKE CITY, UT**

Fall 2006-Summer 2010

Adjunct Professor

Courses taught:

Introduction to Macroeconomics (3 sections)

Introduction to Microeconomics (10 sections)

Health Economics (1 section)

The Economics of Prohibition (4 sections)

Economics as a Social Science (1 section)

Business Quantitative Methods (2 sections)

**WEBER STATE UNIVERSITY, OGDEN, UT**

Fall 2008-Spring 2010

Adjunct Professor

Courses taught:

Introduction to Macroeconomics (4 sections)

Supervision of Student Research/Project(s)

Davis, P., and Turley, H. (2016). "The Economic Impact of Hunger in Mesa County" Colorado Mesa University Student Showcase.

Castaneda, C. (2015). "Alexander Hamilton's Economic Genius." Colorado Mesa University Student Showcase.

Jensen, S. (2012). "Hedonic House Prices in Montrose, Colorado." Colorado Mesa University Student Showcase.

**Scholarship and Creative Work, 2003-Present:**

Scholarship Related to Discipline

**Books**

Hsu, S, and Perry, N. (2014). Lessons in sustainable development from Malaysia and Indonesia.  
New York: Palgrave.

**Journal Articles**

Vernengo, M., and Perry, N. (in press). The balance of payments constraint and inflation: The case of Argentina.  
*Economic Notes*.

Perry, N., & Cline, N. (2016). What caused the great inflation moderation in the U.S.? A post-Keynesian view. *Review of Keynesian Economics*, 4(4), 476-503.

Perry, N., & Vernengo, M. (2014). What ended the great depression? Re-evaluating the role of fiscal policy. *Cambridge Journal of Economics*, 38(2), 349-368. doi: 10.1093/cje/bet035.

Von Arnim, R., Bannister, S., & Perry, N. (2013). Employment prospects: A global model of recovery and rebalancing. *Cambridge Journal of Economics*, 37(1), 17-33. doi: 10.1093/cje/bes043.

Perry, N., & Schonerwald, C. (2012). Institutions, geography, and terms of trade in Latin America: An evaluation of the Washington consensus. *International Journal of Political Economy*, 41(1), 66-94. doi: 10.2753/IJP0891-1916410103.

Conference Presentation  
**Invited Presentations**

- Perry, N (2017, May). *Natural amenities and their impact on home values*. Presented at the 2017 Western Slope Realtor Rally, Grand Junction, Co.
- Perry, N., & Hsu, S. (2014, December). *Sustainable development in Asia*. Presented findings from book (*Lessons in sustainable development from Malaysia and Indonesia*) at Global Development and the Environment Institute (GDAE), Boston, MA.
- Perry, N. (2011, April). *The transmission of monetary policy in the US: Testing the credit channel and the role of endogenous money*. Presented paper at the University of Utah Macroeconomics and Money Seminar, Salt Lake City, UT.

**Conference Presentations (Students in Italics)**

- Murray, S., Perry, N., & Casey, T. (2016, October). Do socio-cultural and other demographics affect outdoor recreation constraints? Poster presented at the Western Society for Kinesiology & Wellness, Reno, NV.
- Perry, N., & Snyder, J. (2015, September). *What are the determinants of grades in quantitative decision making courses?* Paper presented at the Mountain Plains Management Conference, Grand Junction, CO.
- Perry, N., Adleman, S., Heaton, L., Ruark, R., (2015, September). *The economic cost of domestic hunger in Mesa County*. Paper presented at the Mountain Plains Management Conference, Grand Junction, CO.
- Perry, N. (2014, March). *Wages, exchange rates, and the great moderation*. Paper presented at the Eastern Economics Association Conference, Boston, MA.
- Henkin, H., Schonerwald, C., and Perry, N. (2013, May). *Structural changes in global manufacturing: A panel analysis*. Paper presented at the Eastern Economics Association Conference, New York, NY.
- Perry, N., and Schonerwald, C. (2013, May). *The importance of industrial diversification for trade: A gravity model approach*. Paper presented at the Eastern Economics Association Conference, New York, NY.
- Perry, N. (2012, September). *The great moderation and the burdens of adjustment*. Presented paper at the 11th Annual International Post Keynesian Conference, Kansas City, MO.
- Perry, N. (2012, March). *The great moderation and the burdens of adjustment*. Presented paper at the Eastern Economics Association Conference, Boston, MA.
- Perry, N., & Schonerwald, C. (2012, March). *Evaluating the impact of western hemisphere trade agreements on trade flow: A gravity model approach*. Presented paper at the Eastern Economics Association Conference, Boston, MA.
- Perry, N. (2011, October). *The role of the financial account in exchange rate determination*. Presented paper at the Mountain Plains Management Conference, Grand Junction, CO.
- Perry, N. (2011, October). *Evaluating trade agreements and the role of distance: A gravity model approach*. Presented paper at the Mountain Plains Management Conference, Grand Junction, CO.

- Perry, N., & Kamerling, R. (2011, February). *The transmission of monetary policy in the US: Testing the credit channel and the role of endogenous money*. Presented paper at the Eastern Economic Association Conference, New York, NY.
- Perry, N. (2010, February). *Monetary policy rule in Latin America: A Bayesian analysis with an A-G prior*. Presented paper at the Eastern Economic Association Conference, Philadelphia, PA.
- Perry, N., & Schonerwald, C. (2009, January). *Institutions, geography, and terms of trade in Latin America: A longitudinal econometric analysis*. Presented paper at the American Economic Association meetings, San Francisco, CA.

#### Book reviews

- Perry, N. (2016). "What have we learned? Macroeconomics after the crisis" By Akerlof, Blanchard, Romer, and Stiglitz. *The Social Science Journal*, 53, 139-140.  
doi: 10.1016/j.soscij.2016.02.003

#### Technical Reports

- Perry, N., Parece, T., Castaneda, C., and Casey, T. (2017). The Impact of natural amenities on home values in the greater Grand Junction area.
- Perry, N., & Casey, T. (2016). Pathways to nature in Mesa County: Connecting children with the outdoors in Mesa County, Colorado. 163 pgs. Retrieved from: <http://www.mesacountyhealth.com/2016/03/pathways-to-nature-report-released.html>
- Perry, N. (2015). Ethics in the economics profession. Daniels Fund Ethics Initiative, White Paper. Posted July 2015.
- Perry, N., Wilhelm, S., & Hilman, J. (2005). The state of working Utah. Yearly published report for Utah issues that details the progress of Utah's working poor. 30 pgs. Downloadable at: <http://www.earncentral.org/documents/fiscalanalysis-swu2005-1.pdf>.

#### Book Chapters

- Perry, N. (2015). Open market operations. In P.L. Rochon and S. Rossi (Ed.), *The Encyclopedia of Central Banking* (pp. 383-385). Northampton, MA: Edward Elgar.
- Perry, N. (2015). Monetary policy objectives. In P.L. Rochon and S. Rossi (Ed.), *The Encyclopedia of Central Banking* (pp. 343-345). Northampton, Massachusetts: Edward Elgar.
- Perry, N. (2014). Debt and deficits: Economic and political issues. Global Development and the Environment (GDAE), 42 pgs. [http://www.ase.tufts.edu/gdae/education\\_materials/modules/DebtAndDeficits.pdf](http://www.ase.tufts.edu/gdae/education_materials/modules/DebtAndDeficits.pdf). Also downloadable at <http://business-schools-for-impact.org/course-content>.

#### Peer Reviewed Conference Proceedings (students in Italics)

- Snyder, J., & Perry, N. (2015). What are the determinants of grades in quantitative decision making courses? *Proceedings of the Mountain Plains Management Conference*. Grand Junction, CO, September 2015.

Perry, N., Fleck, E., Abellera, R., Adleman, S., Davis, P., Delgado, A., Hastings, A., Heaton, L., Hovland, E., Kraeker, B., Phillips, M., Ruark, R., & Turley, H. (2015). The economic cost of domestic hunger in Mesa County. *Proceedings of the Mountain Plains Management Conference*, Grand Junction, CO, September 2015.

Perry, N. (2011). The Role of the financial account in exchange rate determination. *Proceedings of Mountain Plains Management Conference*, Grand Junction, CO, October 2011.

### **Published Textbook Work**

Goodwin, N., Nelson, J., & Harris, J. (2013). *Macroeconomics in Context* (2nd ed.). Contributed to deficit/debt chapter during my research fellowship.

Hubbard, G. & O'Brien, A. (2012). *Money, banking, and the financial system, 1st edition*. Prentice Hall (Pearson). Hired by Pearson to write the end of chapter questions for the whole book.

### **Fellowships**

Daniels Fund Ethics Initiative Grant Fellow (2016-2017). Funding to create ethics materials for students and instructors on the topic of plagiarism.

Daniels Fund Ethics Initiative Grant Fellow, *Ethics in Economics*. (2015): Funding to conduct research on ethics in the economics profession as well as create classroom exercises and tools for student ethics assessment.

Visiting Research Fellow, Global Development and the Environment Institute (GDAE).

-May 2012-May 2014: Wrote a teaching module (designed as a textbook chapter) on deficits and debt to complement GDAE's macroeconomics textbook. Contributed to debt/deficit chapter in GDAE's textbook.

-January 2016-January 2017: Updated deficit and debt teaching module and other projects to be determined.

### **Grants**

#### **External Grants**

Principle Investigator, *The Economic Impact of Non-Profits in Mesa County* (2017). Funded by the Community Impact Council.

Project Manager, *Hedonic Home Values in Mesa County* (2016-2017). Funded by the Bureau of Land Management and Mesa County Realtor Association, \$30,000. Research into the impact of natural amenities on home values.

Co-Investigator, *Pathways to nature in Mesa County* (2015-2016). Funded by Mesa County Health Department, \$28,500. Funding used to conduct community surveys and write a report on how Mesa County can better connect its community to the outdoors.

Project Manager, *Grand Valley Public Lands Quality of Life Study* (2015). Funded by the Bureau of Land Management, \$22,000. Created reading room used to facilitate future research projects on the value of public lands in Mesa County. Website: <http://healthymesacounty.org/active-communities/blm-reading-room>.

**Service 2003-Present:**

University

Faculty Salary and Benefits Representative (2016-Present)

Tutorial Learning Center committee (2013-Present)

Department Service

Continuous Improvement Committee (2016-Present)

Job Search Committee for CISB Instructor (Summer 2017)

Job Search Committee for Quantitative Decision Making (Spring 2015-Spring 2016)

Business Honors Society Faculty Advisor (Fall 2014-Present)

Job Search Committee for Econ/Finance Professor (Spring 2014)

Job Search Committee for Computer Information Science Professor (Spring 2014)

Critical Thinking Department Outcome Assessment Committee (2014-Present)

Honors Program Development Committee (2014)

AACSB Accreditation Committee (2013-2015)

Job Search Committee for Computer Information Science Professor (Spring 2013)

Job Search Committee for Management Professor (Spring 2012)

Economics Book Club Faculty Advisor (2011/2012)

Ph.D. selection committee member, University of Utah, (2007-2010)

Community

Greater Grand Junction Sports Commission (2016-present)

Kids Voting Mesa County (Vice President of the Board of Directors) (2012-2016)



**Advising 2003-Present:**University level

At least 2 advising sessions for incoming freshman the last few years.

Department level

30 plus advisees since 2012

**Honors and Awards 2003-Present:****Professional Experience:****UTAH ISSUES**

2005

Economist: Published "State of Working Utah."

Conducted low income and poverty related economic research to report and lobby to Utah State legislature.

**URBAN COMMUNITY CENTER**

2004

Economist: Tax and Poverty Research, Legislative Lobbying

**AMERICAN EXPRESS**

1999-2004

Accounting/Technical Support

Reconciled bank travelers cheques accounts, technical support for the software used to reconcile the accounts.

Please record the number "items/events" you have listed above in the following categories.

If you specify items/events under "other," please provide an explanation/definition.

1	Books	1	Book Reviews		Creative Publications
5	Journal Articles		Performances		Patents
17	Conference Presentations		Exhibitions	4	Grants-funded and non-funded
	Sabbaticals		Fullbright	3	Book Chapter
3	Other (related to discipline)	conference proceedings			

**Name:**

David L Pumphrey

**Start Year:** 2014**Program:**

Computer Information Systems

**Department:**

Business

**Faculty Rank**☐ Professor☒ Assistant Professor☐ Associate Professor☐ Instructor**Highest Degree**

PhD

University of Mississippi

Information Systems

2014

**Education: (List all degrees beginning with most recent-include post docs and external certificates)**

Ph.D. - University of Mississippi - Oxford - 2014

M.S. - Georgia State University - Atlanta - 1992

B.S.B.A. - University of Arkansas - Fayetteville 1987

**Teaching 2003-Present:****CMU:**

MANG 491 - Business Strategy (Business Capstone)

MARK 396 - Big Data/Data Analytics for Business

CISB 206 - Introduction to Business Programming

CISB 210 - Fundamentals of Information Systems

CISB 241 - Introduction to Business Analysis

CISB 310 - Enterprise Architecture/Systems

CISB 331 - Advanced Business Programming

CISB 471 - Advanced Information Systems (CIS Capstone)

**University of Mississippi:**

CSCI 103 - Survey of Computing

CSCI 101 - Java Programming

MIS 495 - Agile Software Development

MIS 309 - Managing Information Systems

MIS 565 - Information Systems Strategy

**Evidence of Continuous Improvement**

Developed courses: CISB 310 Enterprise Systems, MARK 396 - Big Data/Data Analytics for Business. CISB 396 - Information Systems Security (Planned for Spring 2017)

Redeveloped/redesigned courses: CISB 206 - Introduction to Business Programming, CISB 331 - Advanced Programming, MANG 491 - Business Strategy

**Supervision of Student Research/Project(s):**

CIS Senior Projects - 2015 &amp; 2016

**Scholarship and Creative Work, 2003-Present:****Dissertation:**

Pumphrey, D. (2014). Mr. Hyde or Dr. Jekyll - Characteristics of the Information Systems Mindset.

**Conference Presentations:****Full-time Faculty Vita**

Pumphrey, D. & Carpenter, D. (2016). "An Information Systems Ethical Issue". Presented at the 2016 Society for Case Research Summer Workshop. Kearney, NE. July 2016.

Pumphrey, D. & Carpenter, D. (2016). "Benefits Implementation: An Ethical Dilemma". Presented at the 2016 MBAA International Conference. Chicago, IL. April 2016.

Lay, S. & Pumphrey, D. (2015). So You Want to Flip Your Class. Mountain Plains Management Conference. Grand Junction, CO, September 2015.

Reithel, B. & Pumphrey, D. (2013). Android Forensics. 2013 Mississippi Digital Forensics Conference hosted by the Federal Bureau of Investigation. Jackson, MS. January 2013.

Eason, C., Pumphrey, D. (2012) Stuckiness: Exploring Online Social Media Usage. Presented at the Southeast Marketing Symposium. Knoxville, TN, February 2012.

#### Journal Articles:

Pumphrey, D., Aiken, M., & Vanjani, M. (2011). A Research Model for Multilingual Electronic Meeting Systems. Business Research Yearbook. 110.

#### Grants:

2014 Daniel's Fund Ethics Consortium

#### Unpublished research:

Pumphrey, D. & Eason, C. "Hotel California effect on social networking: The inadequate explanation of the network effect on individuals' social media migration"

Reithel, B., Pumphrey, D, Guo, X., & Mukhopadhyay, S. "Counterproductive spoliation behavior of I.S. professional in eDiscovery"

Pumphrey, D, Ammeter A., & Reithel B. "Determinants of Senior IT Management Decisions to Hire Virtual IT Contractors"

Novicevic, M. & Pumphrey D. "Latent class analysis: A review of the management literature"

#### Book Review:

2016 - Introduction to C# Programming. Chapter 1 Review

#### Professional Memberships:

Association of Computing Machinery

Association of Information Systems

Society for Case Research

Information Systems Security Association

#### Service 2003-Present:

##### University:

2015 - HLC Criterion 5 - Planning and Institutional Effectiveness

##### Department:

Accreditation Committee - Ethics subsection chair

Assessment - SLO 6, Strategic Use of Information Systems - Chair

CIS Search Committee - 2014-2015

Quantitative Analysis Search Committee - 2015-2016

Entrepreneurship/Strategy Search Committee - 2015

Entrepreneurship/Strategy Search Committee - 2016

Daniel's Fund Ethics Consortium Grant Committee - 2014

Community

National

Regional

Local

**Advising 2003-Present:**

Department level:

2015-2016 Advising 50+ students

**Honors and Awards 2003-Present:**

Outstanding PhD Student for the University of Mississippi School of Business Administration, 2012-2013

**Professional Experience:**

Applications Development Manager / Project Manager - 2005 - 2010

Cimarex Energy Co. – Tulsa, Oklahoma

- Managed team and developed software for workflow-based electronic invoice approval.
- Introduced Scrum to organization and developed buy-in throughout organization
- Managed multiple business critical projects simultaneously
- Managed proposals and requirements, also created work estimates and project justification.
- Analyzed business needs and determined the software packages needed to address Production Accounting requirements.
- Lead Architect / Engineer for all scanning, bar code, invoice approval, & invoice payment workflow software development.
- Lead Architect / Engineer for development of Livelink invoice workflow project
- Managed implementation of enterprise workflow and document management software product
- Project Manager / Architect for Production Accounting software implementation
- Managed internal customer relationships and gathered project requirements for Production Accounting, Invoice Approval and Payment, Authorization for Expenditure Approval, and Operated by Other Production Accounting.
- Traveled to remote offices to install, train and mentor end-users on software.
- Designed and developed web services and applications using C# and ASP.net, server components using C#, as well as WinForms using C#.
- Database analysis, development, management, and maintenance for invoice approval, AFE, and Production Accounting.
- Authored technical documentation for the entire software development lifecycle.
- Implemented ScrumWorks project management software and used for project management.
- Produced project plans and tracked project projects with Microsoft Project prior to adopting Scrum and implementing ScrumWorks.
- Implemented Team Foundation Server for source code management.

Team Manager - 2004-2005

Dollar Thrifty Automotive Group – Tulsa, Oklahoma

- Managed the development of new and enhanced functionality of a Counter Automation System
- Trained existing staff on the use of .NET programming and object-oriented analysis and design.
- Developed staff to achieve development and career goals.

**Project Manager / Enterprise Architect / Developer / Consultant - 1998 - 2004**  
**American Electric Power – Tulsa, Oklahoma**

- Managed numerous web and windows-based projects
- Managed project to interface large electric utility billing system for startup subsidiary entering the Texas deregulated electric utility market.
- Developed electric meter monitoring software for business customers.
- Managed project to develop building management and electric meter monitoring software to allow building management to effectively manage electric usage.
- Responsible for software design, development, testing, implementation, and tech support.
- Developed training for object-oriented development.
- Responsible for project budgets, timelines, and critical business operations.
- Started as consultant and agreed to go full time.

**Senior Consultant - 1993 - 1999**  
**Greenbrier & Russel – Atlanta, GA**

- Managed project to build large data warehouse for the business markets division of an international telecommunications company. Responsible for designing database to hold and developing processes to load 70 million rows of data a night to allow financial users to calculate individual business customer profitability.
- Developed PowerBuilder applications for numerous clients utilizing Sybase, MS SQL Server, Informix, and Oracle.
- Taught Rational Software's Object-Oriented Analysis and Design class.
- Developed business requirements, test cases, test plans.
- Consulted at numerous companies, including Dixie Yarns, MCI Business Markets, CMS, BellSouth, Southern Company, & Shaw Industries utilizing PowerBuilder and multiple backend databases.

**Sr. Programmer / Analyst - 1991 - 1993**  
**MDS Management Systems – Atlanta, GA**

- Designed and developed online and batch COBOL programs for credit bureau interface software which communicated with the three major credit bureaus.
- Performed product evaluation and justification for client/server development tools.
- Developed PC-Based credit scoring software using SQL Windows and PowerBuilder.

**Sr. Programmer / Analyst - 1988 - 1991**  
**American Security Group – Atlanta, Georgia**

- Developed online and batch programs for force-placed mortgage insurance.

**Programmer / Analyst - 1987 - 1988**  
**Data-Tronics Corp. – Fort Smith, Arkansas**

- Developed COBOL programs for flexible benefits system.
- Implemented vendor software and developed interface programs in COBOL.

Please record the number "items/events" you have listed above in the following categories.

If you specify items/events under "other," please provide an explanation/definition.

0	Books	1	Book Reviews	0	Creative Publications
1	Journal Articles	0	Performances	0	Patents
4	Conference Presentations	0	Exhibitions	1	Grants-funded and non-funded
0	Sabbaticals	0	Fullbright	0	Book Chapter

Other (related to discipline)



**Name:**

Kyle B Stone

**Start Year:** 2013

**Program:**

Business Administration

**Department:**

Business

**Faculty Rank**

☐ Professor

☐ Assistant Professor

☒ Associate Professor

☐ Instructor

**Highest Degree**

PhD

Colorado State University

Human Resource Studies - Organizational Performance 2010

**Education:** (List all degrees beginning with most recent-include post docs and external certificates)

**Ph.D. Human Resource Studies** 6/2007 – 8/2010

**Specialization: Organizational Performance and Change**

Colorado State University - Fort Collins, CO.

Dissertation: *Relationships between organizational performance and change factors and manufacturing firms' leanness*. Available from ProQuest Digital Dissertations and Theses database: AAT 3419114.

Advisor: Dr. Tom Chermack

**M.Ed. Human Resource Studies** 8/2003 – 5/2007

**Specialization: Adult Education and Training**

Colorado State University - Fort Collins, CO

Thesis Title: *Closing the Gap: Researching Manufacturing Workforce Needs and Educational Requirements of the 21st Century Workforce*. Advisor: Dr. Karen Kaminski

**B.S. Industrial Arts and Technology** 8/1986 – 5/1990

Central Missouri State University, Warrensburg, MO.

Coursework emphasis: Manufacturing and Industrial Engineering; Aviation.

**Teaching 2003-Present:**

Courses Taught

MANG371: Human Resource Management(on-campus)

MANG371: Human Resource Management (on-line)

MANG373: Leadership (on-campus)

MANG471: Operations Management (on-campus)

MANG 301: Organizational Behavior (on-campus)

MANG 301: Organizational Behavior (on-line)

MANG501: Operations Management (MBA On-campus)

MANG510: Organizational Theory and Behavior (MBA On-campus)

MANG 401: Consulting (on-campus)

Evidence of Continuous Improvement

How Do we know we know, and, once we know, what do we do with it Workshop: Faculty Professional Development - 1.5 hours - 8/18/2017

Developing your Leadership Groove at CMU - Faculty Professional Development Workshop - 1.5 hours - 8/18/2017



**Full-time Faculty Vita**

Dr. Linda Nilson Workshop: Critical Thinking Unmasked: How to infuse it into a Discipline-Based Course. Faculty Professional Development - 4 hours - 8/19/2016

Ms. Leslie Myers Workshop: Keeping the Garage Door Open: Understanding and Applying Concepts of Neuroscience to Teaching and Learning in the Higher Education Classroom; Strategies that Enhance Student learning and Engagement in the Higher Education Classroom - 4 hours - 8/13/2014

Dr. Mark Taylor Workshop: NeXt Generation of College Students - 3.25 hours - 10/15/2013

Ms. Anya Kamenetz Workshop: DIY U: Edupunks, Eduprenerus, and the Coming Transformation of Higher Education - 3 hours - 4/12/2012

Dr. Jose Bowen Workshop: Teaching Naked: How Moving Technology out of your college classroom will improve student learning - 6 hours - 11/01/2012

#### Innovative Materials/Activities

Developed extensive case project for MANG510 Org. Behavior class (FA14). Entire project was based on actual consulting project and integrated into the classroom.

#### Supervision of Student Research/Project(s)

**Year:** 2013 - 2014; **University:** University of Texas – Tyler (Dr. Jerry Gilley – Committee Chair); **Student:** Gayle B. Wooten; **Degree:** Ph.D Human Resource Development; **Title:** Testing the relationships among transformational factors in a post secondary environment. <http://dspace.uttyler.edu/xmlui/handle/10950/213>; **Method:** Quantitative

**Scholarship and Creative Work, 2003-Present:**

Scholarship Related to Discipline

#### Journal Articles

Stone, K.B, Brown, L., Smith, S., Jacobs, J. (R&R) Organizational Assessment: An integrated approach to diagnosis and interventions. *Journal of Applied Behavioral Science*. (AACSB IC: Discovery, PRJ)

Stone, K.B. (2015) The Burke-Litwin organizational assessment survey: Reliability and Validity. *Organizational Development Journal*. 33(2): 33-50. (AACSB IC: Discovery; PRJ)

Harris, G., Stone, K.B., Mayeshiba, T., Compton, P., Farrington, P. (2014). Transitions from teaching lean tools to teaching lean transformation. *Journal of Enterprise Transformation*. 4(3): 191-204. DOI: 10.1080/19488289.2014.930545 (AACSB IC: Teaching; PRJ)

Stone, K.B. (2012). Lean transformation: Organizational performance factors that influence firms' leanness. *Journal of Enterprise Transformation*. 2(4): 229-249. (AACSB IC: Applied; PRJ)

Stone, K.B (2012). Four decades of lean: A systematic literature review.

*International Journal of Lean Six Sigma*. 3(2): 112 – 132. (AACSB IC: Applied; PRJ)

Stone, K.B. (2010). Kaizen Teams: Integrated HRD Practices for Successful Team Building. In J.W. Gilley & A.M. Waite (Eds.), *Team building: A critical analysis of the fundamentals that improve organizational effectiveness. Advances in Developing Human Resources*. 12(1): 61 - 78. (AACSB IC: Applied; PRJ)

Stone, K.B., Kaminski, K., Gloeckner, G. (2009). Closing the Gap: Researching Manufacturing Workforce Needs and Educational Requirements of the 21<sup>st</sup> Century Workforce. *Journal of Industrial Teacher Education*, 45(3): 5 - 33. (AACSB IC: Applied; PRJ)

#### Conference Presentation

Mitchell, J.P., Gower, K., Allen, S., & Stone, K.B. (2017). Teaching with Technology: Building the Interface Beyond the Classroom – Professional Development Workshop. *Proceedings of the 77<sup>th</sup> Annual Meeting of the Academy of Management Conference* (n.p.) Atlanta, GA: AOM. (AACSB IC: Applied; Proceedings)

Stone, K.B., Brown, L., Smith, S.L., & Jacobs, J. (2016) Organizational Assessment: An integrated approach to diagnosis and interventions. *Proceedings of the 76<sup>th</sup> Annual Meeting of the Academy of Management Conference* (n.p.) Anaheim, CA: AOM. (AACSB IC: Applied; Proceedings)

Stone, K.B., Parman, D., & Lay, S. (2015). Assessing Teamwork within BBA Curriculum. (September 17, 2105). *Proceedings of the 57<sup>th</sup> Annual Global Mountain Plains Business Conference* (n.p.) Grand Junction, CO (AACSB IC: Teaching; Presentation)

Stone, K.B., (2014). Integration of Lean Concepts within Management Education. *Proceedings of the 2014 Engineering Lean Six Sigma Conference / Lean Educators Conference* (n.p.) Orlando, FL. Retrieved from: <http://www.xcdsystem.com/lss/proceedings/prof61.html> (AACSB IC: Teaching; Proceedings)

Stone, K.B., Brown, L.M, & Smith, S. (2013). Organizational Assessment: An integrated qualitative and quantitative approach to defining the current state of organizational health. (February 13, 2103). *Proceedings of the Academy of Human Resource Development 2013 International Research*



*Conference in the Americas* (n.p.) Washington, DC: AHRD. (AACSB IC: Applied; Proceedings)

Stone, K.B. (2012). The Burke-Litwin organizational assessment survey: Reliability and Validity. (March 3, 2012). *Proceedings of the Academy of Human Resource Development 2012 International Research Conference in the Americas* (n.p.) Denver, CO: AHRD: 2384 – 2407 (AACSB IC: Discovery; Proceedings)

Stone, K.B. (2011). The Burke-Litwin organizational assessment survey: Findings from the field. (October 10, 2011). *Proceedings of the 2011 Business and Leadership Symposium* (n.p.) Fort Hays State University: Hays, KS. (AACSB IC: Applied; Proceedings)

Stone, K.B. (2011). Four Decades of Lean Literature: A Systematic Literature Review. *Proceedings of the 2011 Lean Educators Conference* (n.p.) University of Alabama Huntsville, Huntsville, AL. (AACSB IC: Applied; Proceedings)

Stone, K.B. (2011). Lean Transformation: Organizational Performance Factors that Influence Firms' Leanness. *Proceedings of the 2011 Lean Educators Conference* (n.p.) University of Alabama Huntsville, Huntsville, AL. (AACSB IC: Applied; Proceedings)

Stone, K.B. & Chermack, T.J (2011). Relationships between organizational performance and change factors and manufacturing firms' leanness. *Proceedings of the Academy of Human Resource Development 2011 International Research Conference in the Americas* (n.p.) Schaumburg, IL: AHRD: 2634 – 2669. (AACSB IC: Applied; Proceedings)

Stone K.B. (2010) Shifting the Status Quo: Change Facilitation Techniques. *Proceedings of the 2010 Lean Educators Conference* (n.p.) Embry-Riddle Aeronautical University, Daytona Beach, FL. (AACSB IC: Teaching; Proceedings)

Stone, K. B. (2010). Lean Transformation: Organizational Performance and Change Factors Associated with Leanness. In Storberg-Walker, J., Graham, C.M., & Dirani, K.M. (Eds.) *Proceedings of the Academy of Human Resource Development 2010 International Research Conference in the Americas* (n.p.) Knoxville, TN: AHRD: 2588 – 2598. (AACSB IC: Applied; Proceedings)

Stone, K. B. (2009). Lean Thinking: Origins, Principles and Implications for

- Society of Human Resource Management (SHRM) 2004 – Current
- Western Colorado Human Resource Association (WCHRA) 2014 - Current
- The Association for Operations Management (APICS) 2013 – 2014

**Service 2003-Present:**

Departmental Service

- Ethics Committee - member (2015)
- Accreditation Committee – member (2014 – Current)
- Continuous Improvement Committee (aka Assessment) Chair (2013 - Current)
- MBA Committee - member (2013 – Current)
- SHRM Student Club – Co-Advisor (2014 - Current)
- Search Committee – Various – Business (2015 - Current)
- BBA Program Review Committee – (2015)

University Service

- Distinguished Faculty Advisory Committee – member (2015 – Current)
- HLC Committee – Criterion 5 (2015 - Current)
- Teacher 2 Teacher Committee - member (2013 – 2016)

Professional / Academy Service

- Editorial Board – Advances in Human Resource Development (2012 – Current)
- Reviewer – Journal of Enterprise Transformation (2012 – Current)
- Reviewer – Organizational Development Journal (2015 – Current)

Service to Professional Organization(s)

Editorial Board – Advances in Human Resource Development (2012 – Current)

Ad Hoc Reviewer:

- Organizational Development Journal (2015)
- Academy of Human Resource Development Conference (2011, 2012)
- Journal of Enterprise Transformation (2011- current)
- Lean Educators Conference (2010 - current)

**Advising 2003-Present:**

#### Department level

Student Advisor for 90+ students (2015 - 2016)

#### **Honors and Awards 2003-Present:**

##### National

ADHR Best Reviewer Award (Sage Publishing), Winter 2014, Advance in Human Resource Development (ADHR) Editorial Board

Highly Commended Award (Emerald Publishing), Fall 2013, Four Decades of Lean: A Systematic Literature Review, International Journal of Lean Six Sigma

##### Local

#### National Distance Education Week – Innovation Award Fall 2016

Department of Business - Exemplary faculty award - 2016

Daniels Ethics Fund Initiative -Fellowship Spring 2015 - Current

Faculty Professional Development Funding award - Colorado Mesa University: Awarded 2014; 2015

Outstanding Scholarly Activity Award – Fort Hays State University, Fall 2012, College of Business and Entrepreneurship

Edmund Shearer Advising Award Nominee – Fort Hays State University, Fall 2012, College of Business and Entrepreneurship

Visiting Scholar – Fort Hays State University, Summer 2012, Northwest Universities for Nationalities, Gansu, Lanzhou, China

Summer Research Grant – Fort Hays State University, Summer 2012, Funding to support on-going organizational research

#### **Professional Experience:**

#### **INDUSTRY EXPERIENCE**

KB Stone Consulting    4/2007 – Current  
Fruita, Colorado  
**Owner**

A triad of services offered through process consultation to assist with interventions in the area of Organizational Learning (training & workforce development, learning management systems), Organizational Performance (KPI's, ROI, strategy-making, process improvement), and Organizational Change (facilitation, OD assessment). Primary activities involved diagnosing organizational issues, identifying solutions, designing and implementing interventions, evaluate results, and long-term sustainability support. Consulting experience in manufacturing, engineering, telecommunications, SBIR, public schools, military, and healthcare.

Altec Industries - Puregas L.L.C.    11/2003 – 4/2007  
Broomfield, Colorado  
**Operations Manager**



Successfully transitioned acquisition of Puregas from competitor to *The Altec Way*. Responsible for the daily management of production, materials, quality control, manufacturing engineering, safety and value stream coordination. Established self-directed workforce within a visually controlled shop floor environment. Implemented Kanban for 75% of all production parts, increased inventory turns 50%, decreased lead-times 50%, increased productivity 34%. Implemented visual metrics measuring quality, productivity, warranty, workplace organization, and associate improvement initiatives. Developed and conducted training in the areas of Lean Manufacturing, Kanban implementation, cohesive team building, OSHA mandated safety training, Operational Method Sheets (work instructions), and supplier relations. Annual revenues were approximate \$15M with workforce of 55 people.

Altec Industries     5/2001 – 11/2003  
Daleville, Virginia  
**Plant Manager**

Greenfield start-up facility. Initial responsibilities were the project management of \$12M, 190,000 sq.ft. focus factory. Additional responsibilities were the procurement of equipment; hiring and training of skilled workforce; and commissioning of start-up operations. Manage daily production requirements, lead Kaizen events, address quality issues and provide root cause analysis, equipment procurement and maintenance, environmental compliance, lead weekly production meetings with all plant associates to address safety, quality, cost, delivery, labor relations, and weekly production schedules. Lead monthly safety training seminars and quality focus meeting in welding, electrical, hydraulic, wet paint, and final test. Present weekly reports to Director of Manufacturing summarizing total shipments, direct vs. indirect hours, budgets, and monthly targets. Perform interviewing and pre-employment training seminars for new associates. Annual revenues were approximately \$25M with a workforce of 75 people.

Altec Industries     1/1998 – 5/2001  
St. Joseph, Missouri  
**Manufacturing Engineer**

Core team member of Lean Manufacturing initiative leading Kaizen events for multiple manufacturing facilities. Trained by TBM Consulting and Simpler Consulting in the ways of Lean Thinking. Developed capital equipment budgets. Specified, purchased, installed and trained personnel on equipment consisting of laser cutting systems, welding equipment, bulk gas systems, powder coating and wet paint systems, horizontal machining centers, dielectric test equipment, air compressors, air purification systems, emergency power generators, weld smoke and dust collection systems, overhead crane systems, robotic welding systems, and air make-up heating systems. Responsible for presenting project justification to Vice President of Manufacturing and tracking cost savings from improvements implemented detailing productivity, square footage, throughput, Takt Time, quality, safety, and on-time delivery.

Altec Industries,     5/1997 – 1/1998  
St. Joseph, Missouri  
**Production Supervisor**

Managed daily production requirements for 25 associates in the prime paint line and increased throughput 50% within three months. Other special projects included modernization of steel pretreatment system and process improvements in the Final Assembly Paint booths that reduced cure time by 50%. Reduced weld smoke throughout fabrication plant by installing weld fume collection systems improving work environment for associates.

Altec Industries     10/1996 – 5/1997  
St. Joseph, Missouri  
**Associate Engineer**

Provided technical support to the Canadian Divisions of Altec for all equipment manufactured at the St. Joseph, Missouri, facility. Received certification for Fluid Power Society (FPS) Mobile Mechanic and Hydraulic Technician and assisted with training other associates in FPS certification. Developed Altec's Mobile Mechanic training brochure that was used to promote FPS training throughout the industry.

Tom Miller, Inc. (TMI) 10/1994 – 10/1996  
 Division of Flair Air Systems  
 Holly, Michigan  
**Project Engineer**

Designed HVAC systems primarily for the automotive paint finishing industry which includes engineering of direct gas fired burners, cooling coils, reheat coils, humidification, filtration, and blowers. Provided engineering submittal drawings and assist the job throughout all stages of manufacturing and commissioning of equipment. Performed research and development on TMI's patented Target Air humidification system.

Pneumatic Products Corporation 11/1992 – 10/1994  
 Division of Flair Air Systems  
 Brighton, Michigan  
**Field Service Manager**

Established factory direct Authorized Service Center for Pneumatic Products Corporation compressed air purification equipment and Flair Environmental solvent recovery systems. Concentrated on expanding service statewide for existing and competitive equipment.

The Condit Company 6/1992 – 11/1992  
 Memphis, Tennessee  
**Field Service Manager / Technician**

Established Authorized Service Center for Pneumatic Products Corporation desiccant air dryers which included field service on equipment, upgrading equipment, training seminars, preventative maintenance programs, service contracts, and assisted the customer with the management of current air systems for instrument air, process air, pharmaceutical air and utility air.

The Condit Company 8/1990 – 6/1992  
 Kansas City, Missouri  
**Application Engineer**

Provided engineers estimates and quotes in accordance with customer requirements for packaged vacuum pump systems, process pump systems, and desiccant air dryers for compressed air systems. Established Authorized Service Center for Pneumatic Products Corporation.

Please record the number "Items/events" you have listed above in the following categories.

If you specify items/events under "other," please provide an explanation/definition.

0	Books	0	Book Reviews	0	Creative Publications
6	Journal Articles	0	Performances	0	Patents
13	Conference Presentations	0	Exhibitions	0	Grants-funded and non-funded
0	Sabbaticals	0	Fullbright	1	Book Chapter
9	Other (related to discipline)	Webinars, Invited speaker, Keynotes, Lectures, etc.			

**Name:**

Richard L Vail

**Start Year:** 1997**Program:**

Business Administration

**Department:**

Business

**Faculty Rank**☒ Professor☐ Assistant Professor☐ Associate Professor☐ Instructor**Highest Degree**

PhD

University of Oxford

Management Studies

1990

**Education: (List all degrees beginning with most recent-include post docs and external certificates)**

Doctor of Philosophy, Management Studies, University of Oxford -- Templeton College, 1990

Master of Science, Industrial Management, University of Dublin -- Trinity College, 1986

Master of Business Administration, University of Colorado -- Boulder, 1985

Bachelor of Science in Mechanical Engineering, University of California -- Davis, 1975

**Teaching 2003-Present:**Courses Taught

BUGB 249 Personal Finance: The Business of Life

BUGB 520 Special Topic - Business Scandals

BUGB 595 Management Practicum

MANG 471 Operations Management (in class and online)

MANG 491 Business Strategy (in class and online)

MANG 496 Special Topic - Business Scandals

MANG 500 Advanced Management Theory

MANG 501 Production and Operations Management

MANG 590 Strategic Management

Evidence of Continuous Improvement

seminar "Developing Your Leadership Groove at CMU" August 18, 2017.

seminar "How do we know we know, and, once we know, what do we do with it?" August 18, 2017.

workshop, "Closed Caption Workshop" February 17, 2017.

discussion "Teaching Discussion in the Point" February 9, 2017.

symposium "Capsim Symposium" Phoenix, Arizona, January 12 to 14, 2017.

workshop "Capsim Professor Workshop" Phoenix, Arizona, January 11 and 12, 2017

lecture "Diversity and Inclusion" November 11, 2016.

workshop "Web Tools for Teaching and Learning" November 10, 2016.

webinar "Colorado Mesa VoiceThread Training 2" November 9, 2016.

lecture "Title IX" November 8, 2016.

workshop "The Power of Panopto" November 7, 2016.

lecture "Mental Health and Suicide Prevention" Bob Lang October 26, 2016.

lecture "Cynthia Cooper" Daniels Fund Ethics Initiative October 5, 2016.

webinar "Seeking a Competitive Advantage" September 29, 2016.

webinar "Reasons Students Hate Group Work and Why I Assign It Anyway" September 23, 2016.

webinar "13 Productivity Myths That Are Actually Making You Less Productive (And What You Should Do Instead)"  
September 21, 2016.

webinar "DegreeWorks Training" September 9, 2016.

webinar "A Crash Course in Program Evaluation" August 24, 2016.

**Full-time Faculty Vita**

Dr. L. Nilson workshop on "Critical Thinking Unmasked" August 19, 2016.  
 webinar "Solutions Spotlight Recording with Live Q&A" July 26, 2016.  
 webinar "Lecture Light Shine: High-Wattage (and Low-Stress) Ideas to Engage Any Student" April 28, 2016.  
 webinar "Get Active, Online: How the University of Arizona implemented an active learning model to meet strategic objectives" April 27, 2016.  
 webinar "Promptastic: Driving Student Engagement with Effective Prompts" March 30, 2016.  
 seminar "The Gift of Gab" CMU, March 25, 2016.  
 webinar Dr. F.T. Rothaermel "Getting the Best of Both Worlds: Integrating Strategic Management 3e with the Capstone Simulation" March 17, 2016.  
 webinar "It's More Than JUST "Flipping" the Class" March 3, 2016.  
 seminar "Panopto Lecture Capture Training" February 12, 2016.  
 seminar "In-Person Training: Courses on the Half-Shell" CMU Seminar January 12, 2016.  
 webinar "Not Your Dad's Factory: How Technology is Transforming Manufacturing" December 16, 2015.  
 webinar "VoiceThread and Game Based Learning" November 18, 2015.  
 webinar "Being Present for Your Online Students" November 12, 2015.  
 webinar "Courses on the Half-Shell" November 12, 2015.  
 webinar "Teaching Ethics: A Key Role for Educators" November 10, 2015.  
 "Ethical Leadership Town Hall Event" September 24, 2015.  
 57<sup>th</sup> Annual National Mountain Plains Management Conference, Grand Junction, Colorado, Sept 2015.  
 webinar "Topic: Talk Nerdy to Me: Voice Thread Live Webinar" Tracy DeBellevue, September 16, 2015.  
 webinar with J.M. Sykes, "Re-thinking the Online and Hybrid Classroom: Three Ideas to Make Digital Work for You" July 9, 2015.  
 FERPA Training with Holly Teal, CMU Registrar, February 5, 2015.  
 Department Assessment Discussion with Dr. Gloria Rogers, January 14, 2015.  
 Capsim "Global DNA Demo" Dec 31, 2014.  
 Cengage webinar "Get your students to Think Like A Manager" Oct 31, 2014.  
 56<sup>th</sup> Annual National Mountain Plains Management Conference, Pocatello, Idaho, Oct 2014.  
 IT training for presentations in Escalante Hall, August 15, 2014.  
 Karol Kanoy "The Student EQ Edge" Apr 3, 2014.  
 Capsim "TeamMATE Live Demo" Sep 5, 2014.  
 Dr. Terry Rhodes, Faculty Development General Education Workshop Jan 16-17, 2014.  
 "We've Done It For You!" seminar on Dec 18, 2013.  
 "D2L Open-Lab Help Sessions" on Dec 17, 2013.  
 "OPA! Online Personal Awesomeness" seminar on Nov 1, 2013.  
 55<sup>th</sup> Annual National Mountain Plains Management Conference, Cedar City, Utah, October 2013.  
 "Like a version" seminar on Aug 12, 2013.  
 "Guided Tour of Your Desire2Learn Learning Environment" seminar on Jul 10, 2013.  
 Association of American Colleges and Universities (AAU&C) 2013 Institute on General Education and Assessment at the University of Vermont, Burlington, Jun 1 to Jun 5, 2013.  
 "Build an A+ Gradebook!" seminar on May 21, 2013.  
 "May the Course be with You" Part 1 seminar on Apr 8, 2013.  
 "Practice Operations" February 19, 2013.  
 Faculty Development General Education Workshop with Dr. Paul Gaston, Jan 10-11, 2013.  
 CMU Teacher 2 Teacher Event Dec 5, 2012.  
 "Building Dynamic Teams with Gamification" Nov 15, 2012.  
 Dr. Heather Miller "Providing Quality Feedback in Your Online Course: How to Do It and Keep Your Sanity" Nov 7, 2012.  
 Dr. Heather Miller "Effectively Facilitating Discussion Threads" Oct 24, 2012.  
 4<sup>th</sup> Four Corners Conference on Globalization, Grand Junction, Colorado, Oct, 2012.  
 54<sup>th</sup> Annual National Mountain Plains Management Conference, Grand Junction, Colorado, Oct, 2012.  
 Dr. Heather Miller "Putting Your Course Online: Practical Strategies for Getting Started" Oct 3 2012.  
 Dr. Tim Galpin "Leading the Sustainable Organization" Sep 19, 2012.  
 Dr. Ken Bain Workshop, Aug 9-10, 2012.  
 Capsim webinar "New Tool to Assess Team Effectiveness" Aug 1, 2012.  
 Capsim webinar "Introduction to Capsim's Ethics Plug-in" Jul 16, 2012 .  
 CaptureLiveHD Demonstration, Jan 23, 2012.  
 Dr. Paul Gaston Workshop on The Degree Qualification Profile, Jan 5-6, 2012  
 Sonia Brandon Workshop on Learning and Study Strategies Inventory (LASSI) Implementation, Oct 18, 2011

3rd Four Corners Conference on Globalization, Grand Junction, Colorado, Oct 2011.  
 53rd Annual National Mountain Plains Management Conference, Grand Junction, Colorado. Oct 2011.  
 Dr. Jessica Herrick Workshop on Assessment, Jan 13-14, 2011  
 2nd Four Corners Conference on Globalization, Grand Junction, Colorado, Oct 2010.  
 52nd Mountain Plains Management Conference, Layton, Utah, Oct 2010.  
 8th Annual International Online Conference for Teaching and Learning, Mar 2010.  
 Dr. Patty Phelps Workshop on Restoring the Joy of Teaching and Ways to Promote Learning, Jan 16, 2010  
 Dr. Barbara Millis's Workshop on Course Redesign and Revitalization, Jan 16, 2009  
 Kathryn Ley Workshops on Online Learning, April 29-30, 2010  
 51st Mountain Plains Management Conference, Grand Junction, Colorado, Oct 2009  
 Keith Bailey Workshops on Online Learning Apr 20 - May 1, 2009  
 Dr. Barbara Millis's Workshop on Course Redesign and Revitalization, Jan 16, 2009  
 50th Mountain Plains Management Conference, Pocatello, Idaho, Oct 2008.  
 Dr. Ed Neal Workshops on Critical Thinking May 1-2, 2008  
 15th National ATE Principal Investigators Conference, Oct 2008  
 Dr. Diane Nyhammer Workshops on Assessment Jan 18, 2008  
 Dr. Linda Nielson Workshops on Teaching May 3-4, 2007  
 14th National ATE Principal Investigators Conference, Oct 2007  
 49th Mountain Plains Management Conference. University of Nebraska, Kearney, Nebraska, Oct 2007  
 Dr. Ed Neal Workshops on Critical Thinking May 1-2, 2008  
 48th Mountain Plains Management Conference, Utah Valley State College, Orem, Utah, Oct 2006.  
 Southwest Academy of Management Conference, Oklahoma City, Oklahoma, Mar 2006.  
 Business as an Agent of World Benefit Conference, Cleveland, Ohio, Oct 2006  
 47th Mountain Plains Management Conference, Cedar City, Utah, Oct 2005  
 3rd Annual Workshop on Agent-Based Modeling with NetLogo July 2005.  
 Institute for Operations Research and Management Science Annual Meeting, Denver, Oct 27, 2004.  
 46th Annual Mountain Plains Management Conference, Grand Junction, Colorado, Oct 14, 2004.  
 100th Annual Meeting of the American Political Science Association, Chicago, Sept 5, 2004.  
 2nd Annual Workshop on Agent-Based Modeling with NetLogo July 2004.  
 45th Annual Mountain Plains Management Conference, University of Idaho, Moscow, Idaho, Oct 2003.  
 1st European Operations Management Association/Production and Operations Management Society Joint International Conference at Cernobbio, Italy, Jun 2003.

#### Innovative Materials/Activities

Inclusion of five simulations published by Pearson in the MANG 471 course.  
 Professor Bob Mayer and I have developed a simulation of a financial life to illustrate the long term effects of financial decisions for BUGB 249 Personal Finance the Business of Life.  
 To provide a publishing experience for graduate students I have develop a class industry analysis project where each student writes a chapter, which is peer reviewed about some aspect of the industry chosen by the class.  
 Online Courses taken:  
 Dr. A Metrick, and T. Geithner. "The Global Financial Crisis" Yale University (2016).  
 Dr. R. Strom-Olsen. "Critical Perspectives on Management" IE Business School, University in Madrid (2016)  
 Dr. W. Schiano "Teaching with Cases Online" Harvard Business Publishing (2014).  
 K. Rose, "Online Training Essentials Course" Colorado Mesa University (2014).  
 Dr. R.E. Freeman, "New Models of Business in Society," Darden School of Business, University of Virginia (2014)  
 Dr. C. Terwiesch. "An Introduction to Operations Management" Wharton School of Business, University of Pennsylvania, (2013).  
 D. Smith, "Professor's Scholarship Challenge", Capsim Management Simulations, 2012.

#### Supervision of Student Research/Project(s)

2008, BUGB 590 Thesis. In coordination with Dr. J. Moorman, I supervised the graduate thesis of R. Rittenoure, which looked at the use of various drilling equipment by his employer.  
 2008, CRMJ 494 Senior Seminar in Criminal Justice. In coordination with Dr. M. Gizzi I advised on a senior project by R. Slater, which looked at Management Practices at the Grand Junction Police Department.



**Scholarship and Creative Work, 2003-Present:**  
Scholarship Related to Discipline

Peer Reviewed Conference Proceedings

- with B. Mayer, published a reviewed conference proceeding article "Simulating Financial Lifetime" presented at the 50<sup>th</sup> Mountain Plains Management Conference, Pocatello, Idaho, October 2008.
- with B. Mayer "No Pulse at All: The Challenge of Maintaining Engagement in Scholarship" the refereed proceedings of the 48<sup>th</sup> Mountain Plains Management Conference. Utah Valley State College, Orem, Utah, October 2006.
- "Formalizing Service Profit Chain Theory by Building an Agent-Based Model" the proceedings of the Southwest Academy of Management Conference. Oklahoma City, Oklahoma, March 2006.
- "An Agent-Based Investigation of the Original Ponzi Scheme" the refereed proceedings of the 47<sup>th</sup> Mountain Plains Management Conference. Cedar City, Utah, October 2005.
- with Geoffrey Gurka, Denise McGinnis and Mary Zimmerer "Competencies of Business School Graduates: The Employers' Perspective" in the refereed proceedings of the 45<sup>th</sup> Annual Mountain Plains Management Conference, University of Idaho, Moscow, Idaho, October 9-11, 2003.
- "Operations Management Education as a Service" in Spina, Gianluca; Vinelli, Andrea; Cagliano, Raffaella; Kalshschmidt, Matteo; Romano, Pietro; and Salvador, Fabrizio. (Editors) One World? One View of OM?: The Challenges of Integrating Research & Practice (Padova, Italy: Servizi Grafici Editoriali, 2003) , Volume III, pp 1009-1016, the refereed proceedings of the first European Operations Management Association/Production and Operations Management Society Joint International Conference at Cernobbio, Italy, 16-18 June 2003.

Conference Presentation

- presented "My Bloody Nose" at the 54<sup>th</sup> Mountain Plains Management Conference, Colorado, Oct, 2012.
- presented "Institutional Theory and the Use of Social Media by Businesses" at the 3<sup>rd</sup> Four Corners Conference on Globalization, Grand Junction, Colorado, October 2011.
- with Bob Mayer presented "Automating a Simulation" at the 53<sup>nd</sup> Annual National Mountain Plains Management Conference, Grand Junction, Colorado.
- presented "The Impact of Global Economic Forces on the Four Corners Region" at the 2<sup>nd</sup> Four Corners Conference on Globalization, Grand Junction, Colorado, Oct 2010.
- presented "A Brief History of the Mountain Plains Management Conference" at the 50<sup>th</sup> Mountain Plains Management Conference, Pocatello, Idaho, Oct 2008.
- an invited panelist at "On Organizing the Mountain Plains Management Conference" at the 50<sup>th</sup> Mountain Plains Management Conference, Pocatello, Idaho, Oct 2008.
- with D.Doty, J.Sluder, and W.McCracken, presented a booth at the 14th National ATE Principal Investigators Conference. Oct 2007
- with M.C.Gizzi and W.R.Wilkerson "Going Beyond the 'Shadow of Trial': Re-Evaluating Plea Bargaining Using Agent-Based and Systems Dynamics Modeling" for the Midwest Political Science Association, Chicago, IL, Apr, 2006.
- with M. Gizzi and W. Wilkerson "Reconsidering Debates Over Plea Bargaining, Court Delay, and Prison Populations with an Agent-Based Simulation" a presentation at the Western Political Science Association Annual Meeting in Albuquerque, Mar 2006.
- with Michael C. Gizzi "Using Agent-Based Models in the Introductory American Government Course" a poster session at the 101th Annual Meeting of the American Political Science Association, Washington, Sept 5, 2005.
- "Exploring the Service Profit Chain using an Agent-based Model" a presentation at the Institute for Operations Research and Management Science Annual Meeting, Denver 2004, Oct 27, 2004.
- with Michael C. Gizzi "Exploring agent-based phenomena using NetLogo" a plenary presentation at the 46<sup>th</sup> Annual Mountain Plains Management Conference Oct 14, 2004.
- with Michael C. Gizzi "Revolutions on a Silicon Chip: Modeling the Revolutionary Process Using Netlogo Agent Based Modeling" a panel at the 100th Annual Meeting of the American Political Science Association, Chicago, Sept 5, 2004.
- with William R. Wilkerson and Michael C. Gizzi "Agent-Based Modeling of Judicial Politics Phenomena: Exploring Classroom and Research Use" a poster session at the 100th Annual Meeting of the American Political Science Association, Chicago, Sept 4, 2004.

Book Chapters

- "Studying the Financial Services Industry" in Vail, Richard (editor) *The Financial Services Industry* - Spring 2017 (Colorado



Mesa University MBA Program, 2017).

"Studying Economic Development" in Vail, Richard (editor) *Economic Development: A Strategic View* - Spring 2016 (Colorado Mesa University MBA Program, 2016).

"Studying the Impact of Technology" in Vail, Richard (editor) *The Impact of Technology* - Spring 2015 (Colorado Mesa University MBA Program, 2015).

"Studying the Financial Services Industry" in Vail, Richard (editor) *The Financial Services Industry* - Spring 2014 (Colorado Mesa University MBA Program, 2014).

"Studying Las Vegas" in Vail, Richard (editor) *Las Vegas* - Spring 2013 (Colorado Mesa University MBA Program, 2013).

"Studying the Energy Industry" in Vail, Richard and Kawcak, Justin (editors) *The Energy Industry* - Spring 2012 (Colorado Mesa University MBA Program, 2012).

"Studying the Financial Services Industry" in Vail, R. (editor) *The Financial Services Industry* - Spring 2011 (Mesa State College MBA Program, 2011).

"Studying the Financial Services Industry" in Vail, R. (editor) *The Financial Services Industry* - Spring 2010 (Mesa State College MBA Program, 2010).

"Studying the Financial Services Industry" in Vail, R. (editor) *The Financial Services Industry* - Spring 2009 (Mesa State College MBA Program, 2009).

"Studying the Entertainment Industry" in Vail, R. (editor) *The Entertainment Industry* - Spring 2008 (Mesa State College MBA Program, 2008).

"Studying Business Scandals" in Vail, Richard (editor) *Business Scandals* - Spring 2004 (Mesa State College MBA Program, 2004).

#### Other

"Techniques for Teaching Ethics in Management: A White Paper" Daniels Fund Ethics Initiative. (2015) Retrieved from <https://danielsfundethics.org/index.php/articles-a-publications/item/techniques-for-teaching-ethics-in-management> presentation to interested members of the CMU Department of Business "Online Groups." February 11, 2015.

with J. Sluder, and W. McCracken "Integrated Learning Systems: A Model Approach" the final report on the National Science Foundation Grant Number 0603465, Aug 2010.

presented a public lecture "Business Strategy in the Automobile Industry" at the Gateway Auto Museum Theater. Sept 2007

with Michael C. Gizzi an invited presentation "Exploring Emergence in Social and Natural Systems using NetLogo Agent-Based Modeling" University of Wyoming, Department of Computer Science, Laramie, WY. Apr 2005.

#### Scholarship Related to Pedagogy in Discipline

##### Peer Reviewed Conference Proceedings

with B. Mayer "Registration Date and Course Success: A Preliminary Study" Proceeding of the 53<sup>rd</sup> Annual National Mountain Plains Management Conference, Grand Junction, Colorado. October 2011.

with B. Mayer, published a reviewed conference proceeding article "Designing a Personal Finance Course: Asking Potential Students" presented at the Mountain Plains Management Conference. University of Nebraska, Kearney, Nebraska, October 2007.

##### Conference Presentations

"Measuring Ethical Development: An Initial Exploration" at the 57<sup>th</sup> Annual Global Mountain Plains Management Conference, Grand Junction, Colorado. September, 2015

"A Student Perspective of Online Learning," a reviewed presentation at the 56<sup>th</sup> Annual National Mountain Plains Management Conference, Pocatello, Idaho, October 2014.

with Mayer, B. "Have You Converted? After All These Years, Delivering an Online Course is Still a Challenge," at the 55<sup>th</sup> Annual National Mountain Plains Management Conference, Cedar City, Utah, October 2013.

"Reflections on a MOOC," at the 55<sup>th</sup> Annual National Mountain Plains Management Conference, Cedar City, Utah, October 2013.

"Developing Team Working Skills Using Group Projects" at the 52<sup>nd</sup> Mountain Plains Management Conference, Layton, Utah, Oct 2010.

with D. J. Sluder, and W. McCracken presented a poster session "Teaching Using Live Projects" at the 8<sup>th</sup> Annual International Online Conference for Teaching and Learning, Mar 17-19, 2010.

with J. Sluder and W. McCracken, presented "Using live projects to develop cross disciplinary team skills" at the 51<sup>st</sup> Mountain Plains Management Conference, Grand Junction, Colorado, Oct 2009.

with S. Becker, B. Bishop, L. Miller, and R. Mayer, a poster session "Increasing Student Engagement and Skill Practice through Motivational Interviewing." The annual meeting of the National Institute on the Teaching of Psychology, St.

Pete Beach, FL. Jan 2009.

with R. Mayer, S. Becker, a poster session "How Engaging is Classroom Technology?" Rocky Mountain Psychological Association Convention, Boise, Idaho, Apr 2008.

with R. Mayer, S. Becker, "How Engaging is Classroom Technology?" Mesa State College Faculty Colloquium Apr 2008.  
Creative Work Related to Discipline  
National

Invited review of the beta version of the Practice Operations simulation (McGraw-Hill) 2013

with Michael Gizzi and Tom Lairson "New Wealth Distribution" NetLogo simulation model extension made available as a community model on the web October 2003

Local

with B. Mayer, "Money for a Life Time" a personal finance simulation. 2007 - present

with Michael Gizzi "Factions" a NetLogo simulation and online learning activity about several concepts from Madison's Federalist, 2005.

"Icebreaker" A NetLogo simulation and group exercise tested at the 2<sup>nd</sup> and 3<sup>rd</sup> Annual Workshop on Agent-Based Modeling with NetLogo July 2004, July 2005.

#### Other:

Grants Proposed (and unfunded)

with D.Doty, J.Sluder, and W.McCracken submitted a National Science Foundation Grant "Planning Grant for a Renewable Energy and Natural Energy Workforce (RENEW) Technician Training Center Planning Grant for an ATE Center for Technician Training in Energy Production" Number 0835275. (2008)

with D.Doty, J.Sluder, and W.McCracken submitted a National Science Foundation Grant "Planning Grant for an ATE Center for Technician Training in Energy Production" Number 0802558. (2007)

Grants Funded

with B. Bishop, L. Miller, R. Mayer, and S. Becker developed and was awarded a Mesa State College strategic planning grant "Increasing Student Engagement and Skill Practice through Motivational Interviewing." (2008)

with G. Joufflas developed and was awarded a Mesa State College strategic planning grant "Integrating Listening to Business Results into Strategic Management Courses." (2008)

with R. Mayer developed and was awarded a Mesa State College strategic planning grant "Integrating Project Based Learning into a General Education Course." (2008)

with B. Bishop, L. Miller, R. Mayer, and S. Becker developed and was awarded a Mesa State College strategic planning grant "Increasing Student Engagement and Skill Practice through Motivational Interviewing." (2007)

with R. Mayer, and S. Becker developed and was awarded a Mesa State College strategic planning grant "Exploring the use of Student Response Systems, Podcasts and Simulations in the Classroom." (2007)

D.Doty, J.Sluder, and W.McCracken and M. Gizzi submitted and was awarded with a National Science Foundation Grant "Integrated Learning Systems: A Model Approach" Number 0603465. (2006)

Newsletter faculty insights

"Who is afraid of a "big bad MOOC? My Experience as a Student" Colorado Mesa University, Department of Business, Newsletter, February (2013) [http://cmubiznews.org/facultyinsights/faculty\\_insights.php](http://cmubiznews.org/facultyinsights/faculty_insights.php)

"Learning Online: Some Preliminary Observations" Colorado Mesa University, Department of Business, Newsletter, April (2014) [http://cmubiznews.org/facultyinsights/faculty\\_insights.php](http://cmubiznews.org/facultyinsights/faculty_insights.php)

Unpublished research

with N. Perry and E. Fleck data gathered on Ethical views of student at Colorado Mesa University (2016)

with S.R.Murray and J.Cordova "The Development of a Sport and Fitness Management Track for an MBA Program" (2006)

#### Professional Memberships

Mountain Plains Management Association (1999 - present)

Southwest Management Academy of Management (2006)

A founding member of the Center for Agent-Based Modeling, Mesa State College (2003-2006)

European Operations Management Association (2003)

Production and Operations Management Society (2003)

#### **Service 2003-Present:**

Service to Colorado Mesa University

Professional Faculty Development Fund Committee (2007 - present)  
 Judge, Annual Student Showcase (2013, 2014, 2015, 2016, 2017)  
 University Tenure and Promotion Committee (2011 to 2013)  
 Faculty Senate, Faculty Salary and Benefits Committee, Chair (2011 - 2012)  
 Higher Learning Commission Criterion 5 Self-study Assessment Committee (2011 - 2013)  
 Curriculum Committee (2005)  
 Graduate Council (ex-officio, 2003-2005)  
 Tomlinson Library Strategic Review Committee (2003-2005)  
 NCA Accreditation Self-study Assessment Committee (2002-2003)  
 AACSB Accreditation Steering Committee (2001-2003, 2016-present)  
 Search Committees: Technical Writing, Graduate Nursing, and Dean, School of Business and Professional Studies.  
 Student Conduct Board (2012 to present)  
 Essential Learning Committee (2013-2015)  
 VALUE Rubric Subcommittee of the Working Group (2013)  
 General Education Working Group (2012-2013)  
 Senate Handbook Revision Task Force (2012-2013)  
 Working group for HLC Criterion 5D, Lead (2012-2013)

Service to Business Department

Interim MBA Director (2017 -present).  
 Management Search Committee Chair (2017).  
 Department Accreditation Committee, Chair (2014 - present).  
 Department Assessment Subcommittee on Analytical Skills, Chair (2014-2017).  
 MBA Steering Committee (2006 - present)  
 Business Department Assessment Committee (2006 - 2007)  
 Business Department Management Program Review Committee, Lead (2006-2007)  
 Product Improvement Task Force - Business Programs (2003)  
 Search Committees: Management, Economics, Travel and Tourism, Hospitality, Strategic Management, and Construction Management.  
 BBA Program Assessment Working Group (2012)  
 BBA Program Rubric Development Committee (2012-2013)  
 Department Quantitative Methods, Chair (2012-present)  
 MBA Program Assessment Working Group (2012-present)  
 Department BUGB 105 Assessment Committee (2012-2013)  
 Department Strategic Assessment Rubric Committee (2012).  
 Department Working Group on a Retention Strategy (2012-2013).  
 Mentoring Mr. Rick Taggart; Dr. Kyle Stone; Dr. David Pumphrey; Ms. Georgann Joufflas; and Dr. Uday Shinde.

Service to Community -- National/State/Regional

Local

member Chiefs Leadership Council of the Grand Junction Police Department (2009-2010).  
 consulting project for the Grand Junction Police Department. with M. Gizzi and B. Gardner worked on a project for the Grand Junction Police Department. My part in this was conducting semi-structured interviews with individual police department employees. (2007-2009)  
 member of the Finance Committee First United Methodist Church, Grand Junction, Colorado. (2004-2007)  
 attended meetings of the Competitive Edge Workshop for Entrepreneurs sponsored by the Mesa County Business Incubator and run by Georgann Joufflas in an advisory role. (2003-2004)  
 external program evaluation for Management Department, School of Business, Metropolitan State College of Denver, Colorado, Fall 2004.  
 member of the Mesa County Community Economic Development Strategy Steering Committee. (2003 - 2004)

Service to Professional Organization(s)

International

reviewer for the *Journal of Artificial Societies and Social Simulation* (2005-present)

National

reviewer for Pearson Publishing (2009, 2014)

Panel Member *McKinsey Quarterly* (2012-present)

**Regional**

reviewer for the Four Corners Conference on Globalization (2011-2012)  
reviewer for the *Mountain Plains Journal of Business and Economics* (2003-2017)  
reviewer for the Mountain Plains Management Conference (1998-2017)  
reviewer for the Southwest Academy of Management Conference (2006-2012)  
board member Mountain Plains Management Conference (2003-2010, 2015-2017)  
chair of the 51<sup>st</sup> Annual Mountain Plains Management Conference Oct, 2009  
with Mary Zimmerer, co-chair of the 46th Annual Mountain Plains Management Conference Oct, 2004

**Local**

member of the Manufacturer's Council of Mesa County. (2005-2012)

**Advising 2003-Present:**

University level

Student Orientation sessions (2003-present)  
Green Zone Training" November 15, 2016  
Manned the Department of Business Booth at MavScholars event on Sep 26, 2014.  
DegreeWorks training August 12, 2014.  
"Don't Worry Alone" Campus Safety Education and Awareness, Dr. Nicoletti February 12, 2014.  
Safe Zone training session July 24, 2013.  
CAPP/Degree Audit Refresher Feb 6, 2012.  
Safety Training Workshop with Dr. John Nicoletti Feb 15, 2012.  
"What We've Learned from the LASSI Pilot" Apr 27, 2012.  
Student Orientation on Aug 3, 2012.  
MBA Table at the Graduate Fair Sep 12, 2012  
Trans Gender Workshop, Nov 29, 2012

Department level

Advising Undergraduate Management Students (Fall 2016 - 65)  
Advising Graduate Management Students (Fall 2016 - 6)  
Presented "Management: A Story" as an introduction to Management BUGB 105 Freshman Business Seminar (2003-2013)  
MBA Orientation (2012 - present)  
MBA Research Day Presentations (2008 - present).  
MBA Picnic and MBA Christmas Party  
Department of Business Welcome Back Night  
Phi Beta Lamda practice presentations  
Entrepreneurship Elevator Pitch practice presentations (2012 - 2013)

**Honors and Awards 2003-Present:**

**Professional Experience:**

**Higher Education**

2002-present Professor of Business, Colorado Mesa University, Grand Junction, Colorado  
1997-2002 Associate Professor of Business, Mesa State College, Grand Junction, Colorado  
1989-1997 Senior Lecturer in Business Studies, Trinity College, Dublin  
1994-1995 Visiting Professor at Senshu University, Tokyo, Japan

**Management**

2001-2005 MBA Director, Mesa State College. (Mesa State College became Colorado Mesa University) The MBA Director was responsible for academic oversight of the Master of Business Administration Program, academic advising of MBA students.  
2002-2004 Associate Dean, School of Business and Professional Studies, Mesa State College. The Associate Dean acted in

the absence of the Dean and was responsible for curriculum review and development.

1990-1997 Director of Research for the School of Business Studies. The Director of Research was responsible for coordination and administration of graduate research students, staff seminars and research information.

1996-1997 Director, Howmedica. The Board of Directors of a small Irish pharmaceutical company provided oversight of company management, particularly strategy and compensation.

1981-1985 U.S. Army Reserve Officer, Platoon Commander, Liaison Officer and Unit Evaluator. A Platoon Commander was directly responsible for the management of an Military Police Platoon and the facility in which it was housed. The Liaison Officer provided local oversight and coordination for the activities of three reserve units.

1980-1983 Engineer with Westinghouse at the Naval Reactors Facility, Idaho Falls, Idaho. Plant Maintenance Coordinator, Long Range Planner, and Site Production Scheduler. The Site Production Scheduler was responsible for daily scheduling and coordinating of the work of 60 craftsmen working on the maintenance of three power plants.

1975-1979 U.S. Army Officer: Armored Cavalry Platoon Leader, Redeye Platoon Leader, and Regimental Ammunition Officer. The Regimental Ammunition Officer was responsible for coordination of ammunition, petroleum and general supply for a 3,000 man combat unit and administrating a \$6 million budget.

**Please record the number "items/events" you have listed above in the following categories.**

**If you specify items/events under "other," please provide an explanation/definition.**

0	Books	0	Book Reviews	17	Creative Publications
0	Journal Articles	0	Performances	0	Patents
27	Conference Presentations	0	Exhibitions	8	Grants-funded and non-funded
0	Sabbaticals	0	Fullbright	11	Book Chapter
9	Other (related to discipline)	2 technical reports; 7 online courses taken			



# Library Assessment

## Library Program Assessment

John U. Tomlinson Library

Colorado Mesa University

**Date of Assessment:** October 2017

**Program under review:** Masters, Business Administration (MBA)

### Description of Program:

The Colorado Mesa University Master of Business Administration degree is a challenging program designed to prepare graduates for the changing business world. Students attain their MBA after successful completion of 36-45 semester hours of rigorous study. The program provides the student with a broad background in business while allowing the student to focus on a specified area of study, if desired. To this end, students acquire knowledge of management operations; an appreciation of the interrelationships involved in business; an understanding of the economic, political and social environment in which businesses function; and behavioral skills that are essential in the manager's role in the implementation of business decisions. The MBA program endeavors to provide an atmosphere conducive to the development of each student's ability to think in a creative manner and to effectively problem solve. The program makes extensive use of lectures, seminars, group projects, case studies and independent research.

An MBA student can pursue any one of several tracks. Each track has three basic components: a 24-hour core, a 6-hour research component, and 6-15 hours of additional masters level coursework consistent with a chosen track. Electives include such courses as managerial economics, entrepreneurship, management information systems. A student in the BS Concentration in Public Accounting program, the BBA Concentration in Finance program, or the BS in Construction Management program may qualify to pursue the MBA as part of a 3+2 program.

**Program Level/s:** Masters

**Liaison:** Lauren P. Cantwell

### 1. Collection Assessment

Collection development is the joint responsibility of the MBA faculty and the MBA program librarian. Review slips and new title lists are sent to the department faculty for their review and feedback. They may also recommend titles found in their journal reading or from publishers' advertisements. Program faculty route any recommended titles to the librarian who reviews them and sends them on for purchase as money allows. As Business Administration budget line acquisitions may broadly be of use to MBA students, in addition to titles purchased through the MBA-specific budget line, those purchases are detailed within these reports as well, including within the acquisitions data table immediately below. A total of 541 titles were purchased in the last 5 years using the Business Administration and MBA budget lines. As part of CMU's \$1M grant from the Daniels Fund Ethics Initiative, the Library was given \$15,000 for ethics-related collection acquisitions across all subject areas (16% of purchases fell into common business subject area heading, as described in the Monograph Collection snapshot tables below).



	FY 2012/13	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17
Bus. Admin. <i>Total: 404</i>	48	30	61	75	131
MBA <i>Total: 243</i>	32	30	35	36	63
Daniels Fund Ethics Acquisitions	(N/A)				168

Our SpringerLink E-book subscription and the Library's participation in the Demand Driven Acquisition E-book Program sponsored by the Alliance supplement the budget line for the Business Administration and MBA programs and their concentrations. Additionally, the Business Administration budget line covers Morning Star Investment Center (~\$1200 for FY 2017/18) and the MBA budget line covers the cost of Cabells Scholarly Analytics (for business subjects; ~\$1500 for FY 2017/18).

**a. Reference Support:**

The reference collection provides basic support for the hospitality management program, and related subjects within the business administration curriculum, including specialized dictionaries and encyclopedias (in print and/or **electronic** formats).

- ***RKMA Market Research Handbook series:***

- (2017). *Restaurant, food & beverage market research handbook 2018-2019* (17th edition.). Miramar, FL: Richard K. Miller & Associates.
- (2016). *Restaurant, food & beverage market research handbook 2016-2017* (16th edition.). Loganville, GA: Richard K. Miller & Associates.
- (2016). *Leisure business market research handbook 2017-2018* (6th edition.). Loganville, GA: Richard K. Miller & Associates.
- (2016). *Leisure business market research handbook 2017-2018* (6th edition.). Loganville, GA: Richard K. Miller & Associates.
- (2016). *Sports Marketing 2016-2017* (17th edition.). Loganville, GA: Richard K Miller & Associates.
- (2017). *Sports Marketing 2018-2019* (18th edition.). Miramar, FL: Richard K. Miller & Associates.
- (2016). *Travel & tourism market research handbook 2017-2018* (15th edition.). Loganville, GA: Richard K. Miller & Associates.
- (2017). *Consumer behavior 2017-2018* (12th edition.). Loganville, GA: Richard K Miller & Associates.
- (2017). *Consumer marketing 2018-2019* (5th Edition.). Miramar, FL: Richard K. Miller & Associates.
- (2017). *Business-to-business marketing 2018-2019* (3rd edition.). Miramar, FL: Richard K. Miller & Associates.
- (2016). *Healthcare business market research handbook 2017- 2018* (19th edition.). Loganville, GA: Richard K. Miller & Associates.
- (2016). *Entertainment, media & advertising market research handbook 2017-2018* (15th edition.). Loganville, GA: Richard K. Miller& Associates.
- (2016). *International consumer markets 2016-2017* (2nd edition.). Loganville, GA: Richard K. Miller & Associates.
- (2017). *International consumer markets 2018-2019* (3rd edition.).

- Miramar, FL: Richard K. Miller & Associates.
- (2015). *Consumer use of the internet & mobile web 2016-2017* (3rd edition.). Loganville, GA: Richard K. Miller & Associates.
  - (2017). *Consumer use of the internet & mobile web 2018-2019* (4th edition.). Miramar, FL: Richard K. Miller & Associates.
  - (2016). *Retail business market research handbook 2017-2018* (17th Edition.). Loganville, GA: Richard K. Miller & Associates.
  - **Gale Virtual Reference Collection:**
    - *Encyclopedia of American Industries*
    - *Encyclopedia of Emerging Markets*
    - *Encyclopedia of Emerging Industries*
    - Wilson, K., Wauson, J., & American Management Association.  
(2010). *The AMA handbook of business writing: The ultimate guide to style, grammar, usage, punctuation, construction, and formatting*.  
New York: American Management Association.
    - Swayne, L. E., & Dodds, M. (2011). *Encyclopedia of sports management and marketing*. Thousand Oaks, Calif.: Sage Publications, Inc.
    - Friedman, J. P., & Barnhill, S. S. (2012). *Dictionary of business and economics terms* (5th ed.).  
Hauppauge, N.Y.: Barron's Educational Series, Inc.
    - Baskerville, D., & Baskerville, T. (2016). *Music business handbook and career guide* (11<sup>th</sup> ed.).  
Thousand Oaks, California: SAGE Publications.
    - Salkind, N. J., & Rasmussen, K. (2007). *Encyclopedia of measurement and statistics*. Thousand Oaks, Calif.: SAGE Publications.
    - Sheth, J. N., & Malhotra, N. K. (2011). *Wiley international encyclopedia of marketing*. Chichester, West Sussex, U.K.: Wiley.
    - Cooper, C. L., & Argyris, C. *The Blackwell encyclopedia of management*.
    - Romero, A. (2016). *Encyclopedia of ethics*. New York: NOVA Publishers.
    - Banks, E. (2010). *The Palgrave Macmillan dictionary of finance, investment, and banking*.  
Basingstoke [England] ; New York: Palgrave Macmillan.
    - (2014). *Encyclopedia of business and finance* (3<sup>rd</sup> edition.). Farmington Hills, MI: Gale, Cengage Learning.
    - Gass, S. I., & Fu, M. C. (2013). *Encyclopedia of operations research and management science* (3<sup>rd</sup> edition.). New York; London: Springer.
    - Duignan, J. (2016). *A dictionary of business research methods*. Oxford: Oxford University Press.

#### b. Monographic Sources

The collection was assessed using a combination of call number, keyword, and subject heading searches to get a snapshot of the total collection. There are many subject areas that make up a monograph collection for business administration, and the strength of the undergraduate-geared collection provides foundational support for the graduate-level acquisitions efforts (such as titles to support human resources, employee management, branding/marketing, entrepreneurship, finance, economics, and hospitality management) as well as in the technology section of the collection (where the hospitality industry and some information systems titles live). The latter, regarding the technology section of our collection, were *not* included in the snapshot analysis below.

**Call number areas include:**

**HC** Economic history and conditions  
**HD** Industries. Land use. Labor  
**HE** Transportation and communications  
**HF** Commerce  
**HG** Finance  
**HJ** Public finance

**Subject headings/keywords:**

Management Entrepreneurship Business  
 New technology industries  
 New business enterprises Employees  
 Business communication  
 Organizational change  
 Diversity in the workplace  
 Personnel Management Organizational behavior  
 Human capital Business ethics  
 Social responsibility of business Sports administration  
 Managerial economics Construction industry  
 -- Finance  
 -- Management Crisis management

**Age analysis of collection: LC Subject Classification Snapshot**

<b>HCs</b>	<b>Print Sources</b> <i>(eBooks don't have call #s)</i>
2010 -	87
2005 - 2009	88
2000 – 2004	84
Pre 2000	841
<b>TOTAL</b>	<b>1,100</b>
<i>Daniels Fund</i>	0

<b>HDs</b>	<b>Print Sources</b> <i>(eBooks don't have call #s)</i>
2010 -	307
2005 - 2009	345

2000 – 2004	360
Pre 2000	3,366
<b>TOTAL</b>	<b>4,378</b>
<i>Daniels Fund</i>	8

  

<b>HEs</b>	<b>Print Sources</b> <i>(eBooks don't have call #s)</i>
2010 -	8
2005 - 2009	10
2000 – 2004	14
Pre 2000	236
<b>TOTAL</b>	<b>268</b>
<i>Daniels Fund</i>	0

<b>HF's</b>	<b>Print Sources</b> <i>(eBooks don't have call #s)</i>
2010 -	183
2005 - 2009	253
2000 – 2004	298
Pre 2000	2,094
<b>TOTAL</b>	<b>2,828</b>
<i>Daniels Fund</i>	18

<b>HGs</b>	<b>Print Sources</b> <i>(eBooks don't have call #s)</i>
2010 -	59

2005 - 2009	59
2000 – 2004	92
Pre 2000	614
<b>TOTAL</b>	<b>824</b>
<i>Daniels Fund</i>	1

<b>HJs</b>	<b>Print Sources</b> <i>(eBooks don't have call #s)</i>
2010 -	21
2005 - 2009	20
2000 – 2004	19
Pre 2000	152
<b>TOTAL</b>	<b>212</b>
<i>Daniels Fund</i>	0

<b>Overall Call # Collection Snapshot*</b>	<b>Print</b>
2010 -	665
2005 - 2009	775
2000 – 2004	867
Pre 2000	7,335
<b>GRAND TOTAL</b>	<b>9,642</b>

\*includes all searches noted above; may have duplication.



# Age analysis of collection: MBA Topics & ConcentrationsSnapshot

Daniels Fund Ethics Acquisitions	Quantity Purchased
2010 -	166
2005 - 2009	2
2000 – 2004	
Pre 2000	
TOTAL	168

Entrepreneur* (keyword)	Print	e-Book
2010 -	133	915
2005 - 2009	76	102
2000 – 2004	48	22
Pre 2000	181	52
TOTAL	438	1,091

Management AND "Information Systems" (keyword)	Print	e-Book
2010 -	17	2,053
2005 - 2009	21	521
2000 – 2004	28	33
2010 -	33	98
2005 - 2009	21	14
2000 – 2004	23	5
Pre 2000	118	9
TOTAL	195	126

Pre 2000	68	33
TOTAL	134	2,640
"Sports Management" (keyword)	Print	e-Book
2010 -	33	17
2005 - 2009	20	
2000 – 2004	10	
Pre 2000	8	
TOTAL	71	17

Business AND Ethics (subject keyword)	Print	e-Book
Pre 2000	29	5
TOTAL	141	2,104

<b>"Healthcare Informatics" OR (healthcare AND data) (keyword)</b>	<b>Print</b>	<b>e-Book</b>
2010 -	15	446
2005 - 2009	6	59
2000 – 2004		5
Pre 2000	1	
<b>TOTAL</b>	<b>22</b>	<b>510</b>

<b>Management AND Business (keywords)</b>	<b>Print</b>	<b>e-Book</b>
2010 -	250	5,143
2005 - 2009	174	1,168
2000 – 2004	185	306
Pre 2000	744	585
<b>TOTAL</b>	<b>1,353</b>	<b>7,202</b>

<b>"Data analytics" OR "Big data" OR "Data analysis" (keywords)</b>	<b>Print</b>	<b>e-Book</b>
2010 -	63	1,825
2005 - 2009	31	264
2000 – 2004	18	10

<b>Business AND Research (Subject keywords)</b>	<b>Print</b>	<b>e-Book</b>
2010 -	4	98
2005 - 2009	7	42
2000 – 2004	1	4
Pre 2000	9	4
<b>TOTAL</b>	<b>21</b>	<b>148</b>

<b>Overall Keyword Collection Snapshot*</b>	<b>Print</b>	<b>e-Book</b>
2010 -	548	10,595
2005 - 2009	356	2,170
2000 – 2004	313	385
Pre 2000	1,158	688
<b>GRAND TOTAL</b>	<b>2,375</b>	<b>13,150</b>

\*includes all searches noted above; may have duplication; Excludes Daniels Fund purchases.



### Selected Recent Monograph Acquisitions:

- Wallace, E. (2017). *The relationship engine: Connecting with the people who power your business*. New York: AMACOM.
- Bellini, N., & Pasquinelli, C. (2017). *Tourism in the city: Towards an integrative agenda on urban tourism*. [Cham]: Springer.
- Kenny, C. (2016). *Dancing at the Fountain: In Conversation with World- Leading Hoteliers*. Cork, IE: Oak Tree Press.
- Canavor, N., & ProQuest (Firm). (2017). *Business writing for dummies* (2<sup>nd</sup> ed.). Hoboken, New Jersey: John Wiley & Sons.
- Warnell, J. M. (2015). *Engaging millennials for ethical leadership: What works for young professionals and their managers* (1<sup>st</sup> ed.). New York: Business Expert Press.
- Sillak-Riesinger, B. (2017). *Potential of Massive Open Online Courses in the Context of Corporate Training and Development* (1<sup>st</sup> ed.). Springer Gabler.
- Dolan, G. (2017). *Stories for work: The essential guide to business storytelling*. [Richmond, Victoria]: John Wiley & Sons Australia.
- Schuetz, C. G. (2015). *Multilevel business processes: Modeling and data analysis*. Wiesbaden: Springer Vieweg.
- Gentilin, D. (2016). *The origins of ethical failures: Lessons for leaders*. Abingdon, Oxon: Routledge.
- Eastman, C. A. (2016). *Improving workplace learning by teaching literature: Towards wisdom*. [Cham]: Springer.
- Gardner, H. K. (2017). *Smart collaboration: How professionals and their firms succeed by breaking down silos*. Boston, Massachusetts: Harvard Business Review Press.
- Manning, A. (2015). *Databases for small business: Essentials of database management, data analysis, and staff training for entrepreneurs and professionals*. [Berkeley, CA]: Apress.
- Britton, D. M., & Hetfield, L. (2016). *Junctures in women's leadership: Business*. New Brunswick, N.J.: Rutgers University Press.
- Simon, P. (2015). *Message not received: Why business communication is broken and how to fix it*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Thibodeau, J. C., & Freier, D. (2014). *Auditing and accounting cases: Investigating issues of fraud and professional ethics* (4<sup>th</sup> ed.). New York, NY: McGraw-Hill, a business unit of The McGraw-Hill Companies, Inc.
- Hudec, M. (2016). *Fuzziness in information systems: How to deal with crisp and fuzzy data in selection, classification, and summarization*. Cham: Springer.
- Tulgan, B. (2015). *Bridging the soft skills gap: How to teach the missing basics to today's young talent*. Hoboken, New Jersey: Jossey-Bass, A Wiley Imprint.
- Keating, E. L., & Jarvenpaa, S. L. (2016). *Words matter: Communicating effectively in the new global office*. Oakland, California: University of California Press.
- Newport, C. (2016). *Deep work: Rules for focused success in a distracted world* (1<sup>st</sup> ed.). New York: Grand Central Publishing.
- Tench, R., Vercic, D., Zeffass, A., Moreno, A., & Verhoeven, P. (2017). *Communication excellence: How to develop, manage and lead exceptional communications*. Cham, Switzerland: Palgrave Macmillan.
- Mullin, B. J., Hardy, S., & Sutton, W. A. (2014). *Sport marketing* (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics.
- Horowitz, S., & Poynter, T. S. (2012). *The freelancer's bible*. New York: Workman Publishing Co.

- Egnal, B. (2016). *Leading through language: Choosing words that influence and inspire*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Aulet, B., Ursache, M., & Snyder, C. (2017). *Disciplined entrepreneurship workbook*. Hoboken, New Jersey: Wiley and Sons.
- Knafllic, C. N., & Ebooks Corporation. (2015). *Storytelling with data: A data visualization guide for business professionals*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Blakely, E. J., & Leigh, N. G. (2013). *Planning local economic development: Theory and practice* (5<sup>th</sup> ed.). Los Angeles: SAGE.
- Dua, S., Acharya U, R., & Dua, P. (2014). *Machine learning in healthcare informatics*. Berlin: Springer.
- Shoniregun, C. A., Dube, K., & Mtenzi, F. (2010). *Electronic healthcare information security*. New York; London: Springer.
- Yang, H., Lee, E. K., & Ebooks Corporation. (2016). *Healthcare analytics: From data to knowledge to healthcare improvement*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- McLoughlin, I. P., Garrety, K., & Wilson, R. (2017). *The digitalization of healthcare: Electronic records and the disruption of moral orders* (1<sup>st</sup> ed.). Oxford: Oxford University Press.
- Baker, T. (2016). *The end of the job description: Shifting from a job-focus to a performance-focus*. Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan.
- Gruber, F. (2014). *Startup mixology: Tech Cocktail's guide to building, growing, and celebrating startup success*. Hoboken, New Jersey: Wiley.
- Doscher, K. (2014). *Recovery management in business-to-business markets: Conceptual dimensions, relational consequences and financial contributions*. Wiesbaden: Springer Gabler.
- Brocke, J. V., Seidel, S., & Recker, J. (2012). *Green business process management: Towards the sustainable enterprise*. Heidelberg; New York: Springer.
- Kruhler, M. (2012). *Managing business portfolios effectively: On the explanatory power of the parenting advantage concept*. Wiesbaden: Springer Gabler.
- Hahn, E. D. (2014). *Bayesian methods for management and business: Pragmatic solutions for real problems*. Hoboken, New Jersey: John Wiley & Sons, Inc.

The monograph collection related to MBA content involves both print and electronic formats. While the Library's eBook collection was started in the late 1990s, since 2010 efforts have been made to revitalize eBook acquisition efforts. This format will continue to grow while the print portion will steadily decrease, as indicated by the inverse relationship between pre-2000 print monographs and 2010-current eBook titles in the Overall Snapshot table in particular. The eBook format makes the collection available beyond the walls of the Library, which enables on-campus and distance-based students and faculty to take advantage of the collection. The pre-2000 part of the collection lays the foundation for the business administration discussions and topics of today.

As a partial government depository, the Library also makes available a large number of federal documents. These are available in a variety of formats – paper, microform, CD, and online.

### c. Periodicals

The Library has a strong base for journal research with a wealth of subscriptions, particularly in electronic format, available through journal packages and databases.\* Some of the titles available have a 3-to-18-month embargo on full-text access. In cases where full-text is not accessible, requests can be made for full-text via our interlibrary loan system (which has an average delivery time of 11 hours and is free for CMU students, staff, and faculty).



- *Academy of Management Journal* (Business Source Complete, 1963-current)
- *Academy of Management Review* (Business Source Complete, 1976-current)
- *Accounting, Organizations and Society* (ScienceDirect, 1976-current)
- *Accounting Review* (Business Source Complete, 1926-current)
- *Administrative Science Quarterly* (Business Source Complete, 1956-current)
- *American Economic Review* (Business Source Complete, 1911-current, 24-month embargo)
- *Business & Economics Research Journal* (Business Source Complete, 2010-current)
- *Business & Leadership* (Business Source Complete, 2012-current)
- *Business & Politics* (Business Source Complete, 1999-current)
- *Business & Society: A Journal of Interdisciplinary Exploration* (Sage Premier, 1999- current)
- *Business Case Journal* (Business Source Complete, 2006-current)
- *Business Chance & Re-Engineering* (Wiley Online, 1996-current; BusinessSource Complete, 1993-1996)
- *Business Education Innovation Journal* (Business Source Complete, 2009-current)
- *Business Ethics* (Wiley Online, 1996-current; Business Source Complete, 1998- current, 12-month embargo)
- *Business Ethics Quarterly* (Business Source Complete, 1991-current)
- *Business Intelligence Journal* (Business Source Complete, 2008-current)
- *Business Law International* (LexisNexis, 1999-current)
- *Business Lawyer* (Business Source Complete, 2006-current; LexisNexis, 1981- current)
- *Business Management* (Business Source Complete, 2013-current)
- *Business Management Dynamics* (Business Source Complete, 2012-current)
- *Business People Magazine* (Business Source Complete, 2010-current)
- *Business Research* (Business Source Complete, 2008-current)
- *Business Review* (Business Source Complete, 2010-current)
- *Business Studies Journal* (Business Source Complete, 2010-current)
- *Business Today* (Business Source Complete, 2013-current)
- *Contemporary Accounting Research* (Wiley Online, 1996-current)
- *Econometrica* (Wiley Online, 1998-current; JSTOR I, 1933-2014)
- *Employment Relations Today* (Wiley Online, 1996-current; Business Source Complete, 1994-current, 12-month embargo)
- *Entrepreneurship and Regional Development* (Business Source Complete, 1998- current, 18-month embargo)
- *Entrepreneurship Theory and Practice* (Business Source Complete, 1998-current; Wiley Online, 1997-current; OMNIFile, 1995-current)
- *Harvard Business Review* (Business Source Complete, 1922-current)
- *Harvard Business Review Digital Articles* (Business Source Complete, 2007-current)
- *Hotel and Motel Management* (Business Source Complete, 1995-2010)
- *Hotel Management* (Business Source Complete, 2011-current)
- *Human Relations* (Sage Premier, 1999-current)
- *Human Resource Management* (Wiley Online, 1995-current; Business Source Complete, 1972-current, 12-month embargo)
- *Human Resource Management Review* (ScienceDirect, 1991-current)
- *Information Systems Research* (Business Source Complete, 1990-current, 60-month embargo)
- *International Journal of Human Resource Management* (Business Source Complete, 1990-current, 18-month embargo)

- *International Journal of Tourism Research* (Wiley Online, 1996-current; Business Source Complete, 1999-current, 12-month embargo)
- *International Journal of Training & Development* (Wiley Online, 1996-current; Business Source Complete, 1998-current, 12-month embargo)
- *Journal of Accounting and Economics* (ScienceDirect, 1979-current)
- *Journal of Accounting Research* (Wiley Online, 2000-current)
- *Journal of Applied Psychology* (CMU Print, 1943-current; Business Source Complete, 1987-2006)
- *Journal of Business Ethics* (Business Source Complete, 1982-current)
- *Journal of Business Venturing* (ScienceDirect, 1985-current)
- *Journal of Consumer Psychology* (ScienceDirect, 1995-current)
- *Journal of Consumer Research* (Business Source Complete, 1974-current)
- *Journal of Developmental Entrepreneurship* (Business Source Complete, 2000- current, 12-month embargo)
- *Journal of Finance* (Wiley Online, 1996-current; JSTOR I, 1946-2013)
- *Journal of Finance & Data Science* (ScienceDirect, 2010-current)
- *Journal of Finance, Accounting & Management* (Business Source Complete, 2010- current)
- *Journal of Financial & Quantitative Analysis* (Business Source Complete, 1966- current)
- *Journal of Financial Economics* (ScienceDirect, 1974-current)
- *Journal of Hospitality and Tourism Management* (ScienceDirect, 2013-current)
- *Journal of International Business Studies* (Business Source Complete, 1990-2002)
- *Journal of Management* (Sage Premier, 1999-current; ScienceDirect, 1993-2005)
- *Journal of Management Information Systems* (Business Source Complete, 1984- current)
- *Journal of Management Studies* (Wiley Online, 1996-current)
- *Journal of Managerial Issues* (OMNIFile, 1997-current; Business Source Complete, 2000-current)
- *Journal of Marketing* (Business Source Complete, 1936-current)
- *Journal of Marketing Research* (Business Source Complete, 1964-current)
- *Journal of Organizational Behavior* (Wiley Online, 1995-current; Business Source Complete, 1988-current, 12-month embargo)
- *Journal of Operations Management* (ScienceDirect, 1980-current)
- *Journal of Political Economy* (Business Source Complete, 1965-current, 12-month embargo; JSTOR I, 1892-2013)
- *Journal of the Academy of Marketing Science* (Business Source Complete, 1994- current, 12-month embargo)
- *Management Science* (Business Source Complete, 1954-current, 60-month embargo)
- *Manufacturing & Service Operations Management* (Business Source Complete, 1999-current, 60-month embargo)
- *Marketing Science* (Business Source Complete, 1982-current, 60-month embargo)
- *MIS Quarterly* (Business Source Complete, 1977-current)
- *MIS Quarterly Executive* (Business Source Complete, 2006-current)
- *MIT Sloan Management Review* (Business Source Complete, 1996-2004; OMNIFile, 2001-2011; CMU Print 1989-1998)
- *Operations Research* (Business Search Complete, 1956-current, 60-month embargo)
- *Operations Research & Decisions* (Business Source Complete, 2005-current)
- *Organization Science* (Business Source Complete, 1990-current, 60-month embargo)
- *Organizational Behavior & Human Decision Processes* (ScienceDirect, 1981-current)

- *Production & Operations Management* (Wiley Online, 1996-current; Business Source Complete, 2002-current, 12-month embargo)
- *Quarterly Journal of Economics* (Business Source Complete, 1886-current, 12-month embargo)
- *Research Policy* (ScienceDirect, 1971-current)
- *Review of Accounting Studies* (Business Source Complete, 1996-current, 12-month embargo)
- *Review of Economic Studies* (Business Source Complete, 1965-current, 12-month embargo; JSTOR I, 1933-2013)
- *Review of Finance* (Business Source Complete, 2004-current, 12-month embargo)
- *Review of Financial Studies* (Business Source Complete, 1988-current, 12-month embargo)
- *Strategic Entrepreneurship Journal* (Wiley Online, 2006-current)
- *Strategic Management Journal* (Wiley Online, 1995-current)
- *Tourism, Leisure and Global Change* (Directory of Open Access Journals, 2014- current)
- *Tourism Management* (Science Direct, 1982-current)
- *Tourism Management Perspectives* (ScienceDirect, 2012-current)

\*Of a *Financial Times* list of the Top 50 Journals used in business school research (Aug. 30, 2016), only 1 was not part of any current Library subscription package (*Organization Studies*). The list above does include the other 49 titles from the Top 50 list.

#### d. Electronic Resources

- **Business Source Complete:** [Search: "business administration" OR (business AND professional) OR "market research" OR "business research" OR "business writing" OR "business communication" OR (business AND "information systems") OR (business AND sports AND management) OR "healthcare informatics" OR "corporate training"] This search returned nearly 580,000 search results from a mix of trade, scholarly, newspaper, magazine, market research, industry profile, and booksource types. Over 52,000 scholarly journal articles are available in full-text and from publication dates 2010-2018. Scholarly journals returning significant numbers of full-text results from this search include: *Journal of Business Research*; *Journal of Business Ethics*; *European Journal of Operational Research*; *International Journal of Market Research*; *Decision Support Systems*; *International Journal of Production Research*; *International Journal of Production Economics*; *Industrial Marketing Management*; *International Journal of Human Resource Management*; and *Sport Management Review*. Trade publications returning significant numbers of full-text search results include: *BRW*; *Marketing Week*; *Professional Manager*; *Chief Learning Officer*; and *Business Officer*. Additional results include over 5,000 Market Research Reports; nearly 900 industry profiles, and over 400 SWOT Analyses, as well as over 40,000 results from magazines and newspapers (including *Investors Business Daily*; *Harvard Business Review & HBR Digital Articles*; *Wall Street Journal*; *Forbes.com*; *Bloomberg.com*; *Business Today*; *Recruiter*; and *Entrepreneur*.)
- **ScienceDirect:** [Search: "business administration" OR (business AND professional) OR "market research" OR "business research" OR "business writing" OR "business communication" OR (business AND "information systems") OR (business AND sports AND management) OR "healthcare informatics" OR "corporate training"] This search returned just under 300,000 search results, nearly 120,000 published 2010-2018, over 100,000 of which are from scholarly academic journals. Publications returning significant numbers of results include: *Procedia: Social & Behavioral Sciences*; *Journal of Business Research*; *Procedia Computer Science*; *Procedia Economics and Finance*; *Technological Forecasting and Social Change*; *Industrial Marketing Management*; *Decision Support Systems*; *Tourism Management*; *International Journal of Information Management*; and the *International Journal of Hospitality Management*.

- **Wiley Online:** [Search: "business administration" OR (business AND professional) OR "market research" OR "business research" OR "business writing" OR "business communication" OR (business AND "information systems") OR (business AND sports AND management) OR "healthcare informatics" OR "corporate training"] This search retrieved nearly 285,000 results (around 255,000 from journals; 25,000 books; and nearly 6,000 reference sources). Publications producing significant numbers of scholarly peer-reviewed articles include: *Journal of Business Logistics*; *Business Ethics: A European Review*; *International Journal of Psychology*; *Behavioral Science*; *International Journal of Management Reviews*; *International Journal of Tourism Research*; *Decision Sciences Journal of Innovative Education*; *Accounting & Finance*; and the *Journal of Organizational Behavior*.

#### e. Media

The Library subscribes to Films On Demand, a searchable collection of streaming videos, educational films, and video segments in the humanities & social sciences, science and math, business and health and medicine. This database has a number of eVideos of potential use to the MBA program and which provide additional curricular support for students and faculty engaged with MBA-related topics and content. Examples of streaming video content include:

- *Market Research* (11 mins.)
- *Appreciating Diversity* (9 mins.)
- *Understanding the Nature of Conflict* (20 mins.)
- *Sales and Service Turn-Offs* (15 mins.)
- *Person-to-Person Customer Service* (20 mins.)
- *Rethinking Work* (47 mins.)
- *Working with the Board* (11 mins.)
- *Professional Image* (25 mins.)
- *Leading Group Discussions* (17 mins.)
- *Getting the Most out of Training* (13 mins.)
- *Communicating with Power & Authenticity and Dealing with Conflict Situations* (46 mins.)
- *Managing Generation Y* (18 mins.)
- *Difficult Presentations Made Easy* (16 mins.)
- *Recognition and Feedback* (13 mins.)
- *Body Language and Rapport in Interviews* (10 mins.)
- *Executive Interview Skills* (70 mins.)
- *Making Committees More Effective* (13 mins.)
- *Designing and Delivering a Training Session* (12 mins.)
- *Developing a Training Plan* (15 mins.)
- *Manager and Friend – The Right Balance* (15 mins.)
- *Presenting with Impact* (16 mins.)
- People Skills series:
  - *Productive Counseling* (12 mins.)
  - *Coaching on the Job* (16 mins.)
  - *Managing Meetings* (15 mins.)
  - *Communicating on a Team* (10 mins.)
  - *Communicating without Words* (12 mins.)
  - *Being Assertive* (17 mins.)



- *Presenting to a Group* (14 mins.)
- *Interviewing* (12 mins.)
- Business Communication series:
  - *Writing* (20 mins.)
  - *Speaking* (22 mins.)
  - *Listening* (19 mins.)
  - *Reading* (18 mins.)

The Library also acquires DVDs relevant for students across all CMU curriculum areas, including the MBA programs. DVDs of possible interest to MBA students and faculty include:

- *Dirty business: "Clean coal" and the battle for our energy future*
- *The business case for sustainability*
- *The business of amateurs*
- *CEO exchange: The rough-and-tumble business of sports*
- *Mondovino: The series* (4 DVDs)
- *The Founder*
- *Naturally successful entrepreneurship that redefines the bottom line*
- *Burt's buzz*
- *The big short*
- *Food chains*
- *Something ventured: Risk, reward, and the original venture capitalists*

#### f. Additional Resources

Journal literature not available through Colorado Mesa University, including those titles not available because of publisher embargo, can be provided by the Interlibrary Loan department. Article requests are provided through 2 programs, RapidILL and OCLC Resource Sharing. RapidILL gives access to the journal collections of 245 academic libraries. The average time it takes to fill an article request is 12 hours. Most requests are filled through this program. Beyond that, OCLC Resource Sharing gives access to 72,000 library collections world-wide. Both of these programs also provide book chapters as scanned documents.

Books and media not owned by Colorado Mesa University can be borrowed through other libraries via Prospector, which includes Colorado libraries and the University of Wyoming's R1-level collection, and OCLC Resource Sharing. Prospector books arrive in about 3-5 working days via the statewide library courier service.

## 2. Evaluation of the Total Collection

### a. Strengths

- Monograph acquisition efforts for the MBA program, including but not limited to the Library's ethics-related monograph collection purchased with Daniels Ethics Fund grant funding.
- Database and periodical content for this subject area, particularly through Business Source Complete.
- eBook content growth in a variety of standard and niche business topics, including MIS and data-related content.
- There has been a surge in connectedness between MBA program faculty and the library as well as between

the library and the (new) department head for Business, which enables the Library's liaison to build with recent and forthcoming program shifts in mind.

**b. Weaknesses**

- In prior years, there have been limitations to department approaches to MBA curriculum that may have impacted the scope of collection efforts. As a result, efforts may now be necessary to verify that the Library's collection addresses newer and forthcoming approaches to MBA program content and concentrations, as well as student research initiatives—and to collect strategically in areas where we may be weaker.
- Library liaison shifts between 2011-2014 may have created hiccups in the collection development process for this and other Business department programs.

**3. Recommendations**

- Continue to purchase print and eBook monographs to support a wide range of MBA topics (eBooks will enable increased agility for online MBA course development).
- Work more closely with MBA program faculty to make strategic acquisitions of monographic content for this program.
- Review pre-2000 materials for continued relevance to the program. Identify titles that should be kept – core, historical, and still-current titles – and those that need to be withdrawn or replaced.

Library Director:

A handwritten signature in blue ink that reads "Sylvia L. Rael". The signature is written in a cursive, flowing style.

Date: October 29, 2017

## **Appendix E**

**Map of CMU MBA SLOs to CMU Graduate SLOs and CMU MBA SLOs to Department of Business SLOs**

**Map of CMU MBA SLOs to MBA Courses and Graduation Requirements, Showing Direct Assessment Measurements**

**MBA Assessment Report for AY 2012-13**

**MBA Assessment Report for AY 2013-14**

**MBA Assessment Report for AY 2014-15**

**MBA Assessment Report for AY 2015-16**

**MBA Assessment Report for AY 2016-17**

**CMU Peer Review Feedback Report for 2015-16**

**MBA Assessment Report**

**CMU Peer Review Feedback for 2015-16**

**MBA Assessment Plan**

**MBA Assessment of Learning Summary: Five-year History and Possible Five-Year Plan (a.k.a., Dashboard)**



<b>Map of CMU MBA SLOs to CMU Graduate SLOs and CMU MBA SLOs to Department of Business SLOs</b>		
<b>Colorado Mesa University Graduate Student Learning Outcomes</b>	<b>CMU MBA Student Learning Outcomes</b>	<b>Business Student Learning Outcomes</b>
A graduate with Master's degree from CMU will:	A graduate with an MBA from CMU will:	?
1. Contribute to scholarly advancement in the chosen field by completing projects individually and collaboratively. (Specialized Knowledge/Applied Learning)	<b>Outcome #1a</b> Demonstrate an advanced level of knowledge in the functions of business (to include management, marketing, finance, accounting, business law, organizational behavior, business strategy & operation management via comprehensive exam and continued academic eligibility (Specialized Knowledge/Applied Learning)	<b>SLO #1: Critical Thinking/Problem Solving Skills:</b> 1.1 - Apply business knowledge and skills in appropriate business contexts 1.2 - Transfer knowledge and skills to new business situations.
	<b>Outcome #1b</b> Demonstrate an advanced level of knowledge in the functions of business (to include management, marketing, finance, accounting, business law, organizational behavior, business strategy & operation management by completing individual and team projects. (Specialized Knowledge/Applied Learning)	<b>SLO #3: Teamwork</b> 3.1 - Demonstrate an understanding of the role of teams in organizations 3.2 - Demonstrate behaviors consistent with effective teamwork
2. Employ discipline-specific logical, mathematical, statistical methods, or other analytical processes to address a topic or issue.	<b>Outcome #2</b> Demonstrate an advanced level of analytical thinking (Quantitative Fluency)	1.3 - Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. 1.4 - Analyze business data critically, reason logically, and apply
3. Create oral and written arguments or explanations, well-grounded in discipline- specific theories and methods, for specified audiences. (Communication Fluency)	<b>Outcome #3a.</b> Demonstrate advanced written communication skills through presentation of literature review and original research. (Communication Fluency)	<b>SLO #2: Effective Communication Skills</b> 2.1 - Communicate clearly, appropriately, and persuasively to the audience in writing.
	<b>Outcome #3b.</b> Demonstrate advanced oral communication skills through presentation of literature review and original research to fellow MBA students & business community. (Communication Fluency)	2.2 - Communicate clearly, appropriately, and persuasively to the audience orally
4. Formulate and evaluate hypotheses as related to research problems, issues, concepts, and various perspectives. (Critical Thinking)	<b>Outcome #4</b> Demonstrate an advanced level of critical thinking in the functions of business. (Critical Thinking)	<b>SLO #1: Critical Thinking/Problem Solving Skills:</b> 1.1 - Apply business knowledge and skills in appropriate business contexts 1.2 - Transfer knowledge and skills to new business situations.
5. Synthesize, evaluate, or refine the information base of various scholarly sources. (Information Literacy)	<b>Outcome #5</b> Demonstrate individual skills to contribute to scholarly advancement of business as a discipline. (Information Literacy)	
6. Articulate moral, ethical, legal, or professional challenges within the discipline. (Ethical Reasoning)	<b>Outcome #6</b> Demonstrate an advanced level of ethical thinking in the functions of business. (Ethical Reasoning)	<b>SLO #4: Ethical Awareness</b> 4.1 - Be able to identify ethical issues 4.2 - Be able to identify relevant ethical facts 4.3 - Be able to identify plausible ethical alternatives 4.4 - Be able to recommend appropriate ethical actions



Map of CMU MBA SLOs to MBA Courses and Graduation Requirements, Showing Direct Assessment Measurements													
CMU MBA Student Learning Outcomes	MBA Core Courses								Research Courses			Written Thesis or Practicum	Oral Research Presentation
A graduate with an MBA from CMU will:	ACCT 500	BUGB 500	ECON 530	FINA 500	MANG 501	MANG 510	MANG 590	MARK 500	BUGB 530	BUGB 590-592	BUGB 595		
<b>Outcome #1a</b> Demonstrate an advanced level of knowledge in the functions of business (to include management, marketing, finance, accounting, business law, organizational behavior, business strategy & operation management <b>via comprehensive exam and continued academic eligibility</b> (Specialized Knowledge/Applied Learning)	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam				
<b>Outcome #1b</b> Demonstrate an advanced level of knowledge in the functions of business (to include management, marketing, finance, accounting, business law, organizational behavior, business strategy & operation management <b>by completing individual and team projects.</b> (Specialized Knowledge/Applied Learning)							Team: simulation project	Team: mktg plan				Individual	
<b>Outcome #2</b> Demonstrate an advanced level of analytical thinking (Quantitative Fluency)	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam				
<b>Outcome #3a.</b> Demonstrate <b>advanced written communication skills</b> through presentation of literature review and original research. (Communication Fluency)	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	X	X	X	
<b>Outcome #3b.</b> Demonstrate <b>advanced oral communication skills</b> through presentation of literature review and original research to fellow MBA students & business community. (Communication Fluency)													X
<b>Outcome #4</b> Demonstrate an advanced level of critical thinking in the functions of business. (Critical Thinking)	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam	via comp exam				
<b>Outcome #5</b> Demonstrate individual skills to contribute to scholarly advancement of business as a discipline. (Information Literacy)										X	X	X	
<b>Outcome #6</b> Demonstrate an advanced level of ethical thinking in the functions of business. (Ethical Reasoning)							Simula- tion questio		Pre- Post- Surve				



**COLORADO MESA UNIVERSITY**

**Program Outcome and Assessment Plan Template**

**Program Name: Master of Business Administration**

**Date: September 2014**

Adapted from Long Beach City College and Indiana State University Assessment Plans

CMU Learning Outcomes	Program Outcomes	Courses/ Educational Strategies	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
1. Demonstrate creativity and the ability to think critically and analytically.	<b>Outcome #1</b> 1. Demonstrate an advanced level of analytical thinking in the functions of business to include management, marketing, finance, accounting, business law, organizational behavior, business strategy and operations management.	1. Comprehensive Exam Questions  2. A or B in every class  3. Student Exit Survey	<b>What:</b> 1. Evaluation Rubric developed by Faculty 2. Final course grades 3. Satisfaction score <b>How:</b> 1. Departmental rubric evaluated by faculty jury 2. Course grade review 3. Survey of students in Bugb 595	<b>Who:</b> 1. Professors of Core MBA Classes 2. MBA Coordinator 3. Graduate Committee <b>When:</b> 1. Spring Semester 2. Fall and Spring 3. Spring Semester	1. 95% of students will score a pass on evaluation rubric 2. 95% of students will score a pass on evaluation rubric 3. 95% of students will score a pass on evaluation rubric	<b>Results:</b> 1. 85% pass rate 2. 100% completion 3. To be completed Spring 2014 <b>Key Findings:</b> Students were not as strong in Finance and Accounting as desired. <b>Conclusions:</b> Increased focus on both Accounting and Finance classes will occur this fall/spring.	<b>Action:</b> Curriculum was reviewed with increased focus on Accounting and Finance  Re-evaluation Date: Spring 2014
1. Demonstrate creativity and the ability to think critically and analytically.	<b>Outcome #2</b> 2. Demonstrate an advanced level of critical thinking in the functions of business.	1. Comprehensive Exam Questions  2. A or B in every class  3. Student Exit Survey	<b>What:</b> 1. Evaluation Rubric developed by Faculty 2. Final course grades 3. Satisfaction score <b>How:</b> 1. Departmental rubric evaluated by faculty jury 2. Course grade review 3. Survey of students in Bugb 595	<b>Who:</b> 1. Professors of Core MBA Classes 2. MBA Coordinator 3. Graduate Committee <b>When:</b> 1. Spring Semester 2. Fall and Spring 3. Spring Semester	1. 95% of students will score a pass on evaluation rubric 2. 95% of students will score a pass on evaluation rubric 3. 95% of students will score a pass on evaluation rubric	<b>Results:</b> 1. 85% pass rate 2. 100% completion 3. To be completed Spring 2014 <b>Key Findings:</b> Students were not as strong in Finance and Accounting as desired. <b>Conclusions:</b> Increased focus on both Accounting and Finance classes will occur this fall/spring.	<b>Action:</b> Curriculum was reviewed with increased focus on Accounting and Finance  Re-evaluation Date: Spring 2014
2. Demonstrate the ability to work individually and in collaboration with others, in contributing to the scholarly advancement in their field	<b>Outcome #3</b> 3. Demonstrate individual skills to contribute to scholarly advancement of business as a discipline.	Individual Project in Bugb 530 and Bugb 595	<b>What:</b> Individual project  <b>How:</b> Departmental rubric evaluated by faculty jury	<b>Who:</b> Professors of BUGB 530 and Bugb 595 <b>When:</b> Data will be collected on a sample basis each semester the course is taught.	85% of students will score a pass on the evaluation rubric	<b>Results:</b> To be completed for the first time fall 2013 and spring 2014 <b>Key Findings:</b> <b>Conclusions:</b> Individual projects will remain a focus of the program.	<b>Action:</b>  Re-evaluation Date: Spring 2014

CMU Learning Outcomes	Program Outcomes	Courses/ Educational Strategies	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
2. Demonstrate the ability to work individually and in collaboration with others, in contributing to the scholarly advancement in their field	<b>Outcome #4</b> 4. Demonstrate team skills.	Group Projects evaluation in Mang 590 and Mark 500	<b>What:</b> Group Projects in Mang 500 and Mark 500  <b>How:</b> Departmental rubric evaluated by faculty jury	<b>Who:</b> Professors of Mang 500 and Mark 500 <b>When:</b> Data will be collected on a sample basis each semester the course is taught.	85% of students will score a pass on the evaluation rubric	<b>Results:</b> To be completed for the first time fall 2013 and spring 2014 <b>Key Findings:</b> <b>Conclusions:</b> Group Projects will remain a focus of the program.	<b>Action:</b>  Re-evaluation Date: Spring 2014
3. Demonstrate advanced written and oral communication skills and the ability to access and analyze information from various literary sources	<b>Outcome #5</b> 5. Demonstrate advanced written communication skills through presentation of literature review and original research.	1. Written comprehensive Exam questions. 2. Practicum paper 3. Student Survey	<b>What:</b> 1. Comp Questions 2. Practicum rubric 3. Survey <b>How:</b> Departmental rubric evaluated by faculty jury 2. Rubric developed by faculty. 3. Survey developed by graduate faculty	<b>Who:</b> 1. Professors MBA core classes 2. Professor of Bugb 530 and Bugb 595 3. Graduate faculty <b>When:</b> 1. Spring semester 2. Spring semester 3. Spring semester	1. 85% of students will score a pass on the exams 2. 85% of students will score a pass on the evaluation rubric 3. 90% of students will choose agree/strongly agree on the embedded questions.	<b>Results:</b> 1. 85 % pass rate 2. 85% pass rate 3. To be completed Spring 2013 <b>Key Findings:</b> Continued emphasis on writing needs to occur <b>Conclusions:</b> Writing test needs to occur for admittance to the program.	<b>Action:</b> 1. Additional writing assessment to occur in Mang 500 Fall 2013 semester. 2. Monitored writing assessment to occur as part of admission process  Re-evaluation Date: Spring 2014
3. Demonstrate advanced written and oral communication skills and the ability to access and analyze information from various literary sources	<b>Outcome #6</b> 6. Demonstrate advanced oral communication skills through presentation of literature review and original research to fellow MBA students and the business community.	1. Practicum Presentation 2. Industry Survey	<b>What:</b> 1. Practicum Presentation 2. Industry survey <b>How:</b> Departmental rubric evaluated by faculty jury 2. Industry survey	<b>Who:</b> Professors of MBA core classes 2. Industry professionals <b>When:</b> Data will be collected spring semester.	1. 85% of students will score a pass on the evaluation rubric 2. 90% of industry will choose agree/strongly agree on the embedded questions.	<b>Results:</b> 100 % pass rate 2. To occur spring 2014 for first time <b>Key Findings:</b> Students have satisfactory presentation skills. <b>Conclusions:</b> Continue with practice presentations in Bugb 595	<b>Action:</b> Continue with practice session and encourage all faculty teaching in the MBA program to attend
4. Demonstrate the ability to recognize and articulate moral and ethical challenges within their discipline and demonstrate leadership.	<b>Outcome #7</b> 7. Demonstrate an advanced level of ethical thinking in the functions of business.	1. Mang 590 simulation 2. Student exit survey	<b>What:</b> 1. Embedded simulation assessment 2. Survey <b>How:</b> Embedded assessment. 2. Student Survey	<b>Who:</b> 1. Mang 590 Professor 2. Graduate faculty  <b>When:</b> Spring Semester	1. 85% of students will score at the satisfactory or above level on the simulation 2. 90% of students will choose agree/strongly agree on embedded questions.	<b>Results:</b> To be implemented first time Spring 2014.	



**COLORADO MESA UNIVERSITY**

**Program Outcome and Assessment Plan Template**

**Program Name: Master of Business Administration**

**Date: Reconstructed March 2017 from memory and old records**

Adapted from Long Beach City College and Indiana State University Assessment Plans

CMU Learning Outcomes	Program Outcomes	Courses/ Educational Strategies	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
1. Demonstrate creativity and the ability to think critically and analytically.	<b>Outcome #1</b> 1. Demonstrate an advanced level of analytical thinking in the functions of business to include management, marketing, finance, accounting, business law, organizational behavior, business strategy and operations management.	1. Comprehensive Exam Questions  2. A or B in every class  3. Student Exit Survey	<b>What:</b> 1. Evaluation Rubric developed by Faculty 2. Final course grades 3. Satisfaction score <b>How:</b> 1. Departmental rubric evaluated by faculty jury 2. Course grade review 3. Survey of students in Bugb 595	<b>Who:</b> 1. Professors of Core MBA Classes 2. MBA Coordinator 3. Graduate Committee <b>When:</b> 1. Spring Semester 2. Fall and Spring 3. Spring Semester	1. 95% of students will score a pass on evaluation rubric 2. 95% of students will score a pass on evaluation rubric 3. 95% of students will score a pass on evaluation rubric	<b>Results:</b> 1. 91% pass rate 2. 97% completion 3. 100% pass rate <b>Key Findings:</b> Students were not as strong in Finance and Accounting as desired. <b>Conclusions:</b> Increased focus on both Accounting and Finance classes will occur this fall/spring.	<b>Action:</b> Curriculum was reviewed with increased focus on Accounting and Finance  Re-evaluation Date: Spring 2015
1. Demonstrate creativity and the ability to think critically and analytically.	<b>Outcome #2</b> 2. Demonstrate an advanced level of critical thinking in the functions of business.	1. Comprehensive Exam Questions  2. A or B in every class  3. Student Exit Survey	<b>What:</b> 1. Evaluation Rubric developed by Faculty 2. Final course grades 3. Satisfaction score <b>How:</b> 1. Departmental rubric evaluated by faculty jury 2. Course grade review 3. Survey of students in Bugb 595	<b>Who:</b> 1. Professors of Core MBA Classes 2. MBA Coordinator 3. Graduate Committee <b>When:</b> 1. Spring Semester 2. Fall and Spring 3. Spring Semester	1. 95% of students will score a pass on evaluation rubric 2. 95% of students will score a pass on evaluation rubric 3. 95% of students will score a pass on evaluation rubric	<b>Results:</b> 1. 91% pass rate (10 out of 11) 2. 100% completion 3. 100% pass rate. <b>Key Findings:</b> Students were not as strong in Finance and Accounting as desired. <b>Conclusions:</b> Increased focus on both Accounting and Finance classes will occur this fall/spring.	<b>Action:</b> Curriculum was reviewed with increased focus on Accounting and Finance  Re-evaluation Date: Spring 2015
2. Demonstrate the ability to work individually and in collaboration with others, in contributing to the scholarly advancement in their field	<b>Outcome #3</b> 3. Demonstrate individual skills to contribute to scholarly advancement of business as a discipline.	Individual Project in Bugb 530 and Bugb 595	<b>What:</b> Individual project  <b>How:</b> Departmental rubric evaluated by faculty jury	<b>Who:</b> Professors of BUGB 530 and Bugb 595 <b>When:</b> Data will be collected on a sample basis each semester the course is taught.	85% of students will score a pass on the evaluation rubric	<b>Results:</b> To be completed for the first time fall 2013 and spring 2014 <b>Key Findings:</b> <b>Conclusions:</b> Individual projects will remain a focus of the program.	<b>Action:</b> No change.  Re-evaluation Date: Spring 2015

CMU Learning Outcomes	Program Outcomes	Courses/ Educational Strategies	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
2. Demonstrate the ability to work individually and in collaboration with others, in contributing to the scholarly advancement in their field	<b>Outcome #4</b> 4. Demonstrate team skills.	Group Projects evaluation in Mang 590 and Mark 500	<b>What: Group</b> Projects in Mang 500 and Mark 500  <b>How:</b> Departmental rubric evaluated by faculty jury	<b>Who:</b> Professors of Mang 500 and Mark 500 <b>When:</b> Data will be collected on a sample basis each semester the course is taught.	85% of students will score a pass on the evaluation rubric	<b>Results:</b> 100% pass rate. <b>Key Findings:</b> Group Projects will remain a focus of the program.	Action: No change.  Re-evaluation Date: Spring 2015
3. Demonstrate advanced written and oral communication skills and the ability to access and analyze information from various literary sources	<b>Outcome #5</b> 5. Demonstrate advanced written communication skills through presentation of literature review and original research.	1. Written comprehensive Exam questions. 2. Practicum paper 3. Student Survey	<b>What:</b> 1. Comp Questions 2. Practicum rubric 3. Survey <b>How:</b> Departmental rubric evaluated by faculty jury 2. Rubric developed by faculty. 3. Survey developed by graduate faculty	<b>Who:</b> 1. Professors MBA core classes 2. Professor of Bugb 530 and Bugb 595 3. Graduate faculty <b>When:</b> 1. Spring semester 2. Spring semester 3. Spring semester	1. 85% of students will score a pass on the exams 2. 85% of students will score a pass on the evaluation rubric 3. 90% of students will choose agree/strongly agree on the embedded questions.	<b>Results:</b> 1. 91 % pass rate 2. 100% pass rate 3. 100% of students chose agree/strongly agree. <b>Key Findings:</b> Continued emphasis on writing needs to occur	<b>Action:</b> 1. No change. 2. Monitored writing assessment as part of admission process  Re-evaluation Date: Spring 2015
3. Demonstrate advanced written and oral communication skills and the ability to access and analyze information from various literary sources	<b>Outcome #6</b> 6. Demonstrate advanced oral communication skills through presentation of literature review and original research to fellow MBA students and the business community.	1. Practicum Presentation 2. Industry Survey	<b>What:</b> 1. Practicum Presentation 2. Industry survey <b>How:</b> 1. Departmental rubric evaluated by faculty jury 2. Industry survey	<b>Who:</b> Professors of MBA core classes 2. Industry professionals <b>When:</b> Data will be collected spring semester.	1. 85% of students will score a pass on the evaluation rubric 2. 90% of industry will choose agree/strongly agree on the embedded questions.	<b>Results:</b> 1. 91 % pass rate 2. Decided not to do industry survey on Research Day, due to limited logistics. <b>Key Findings:</b> Students have satisfactory presentation skills. <b>Conclusions:</b> Continue with practice presentations in Bugb 595	<b>Action:</b> Continue with dress rehearsals and encourage all faculty teaching in the MBA program to attend  Re-evaluation Date: Spring 2015
4. Demonstrate the ability to recognize and articulate moral and ethical challenges within their discipline and demonstrate leadership.	<b>Outcome #7</b> 7. Demonstrate an advanced level of ethical thinking in the functions of business.	1. MANG 590 simulation 2. Student exit survey	<b>What:</b> 1. Embedded simulation question in assessment 2. Exit survey <b>How:</b> 1. Embedded assessment. 2. Student Survey	<b>Who:</b> 1. MANG 590 Professor 2. MANG 590 faculty  <b>When:</b> Spring Semester	1. 85% of students will score at the satisfactory or above level on the simulation 2. 90% of students will choose agree/strongly agree on embedded questions.	<b>Results:</b> 1. 92% (11/12) chose right answer on simulation in MANG 590 2. 100% of students chose agree/strongly agree.	<b>Action:</b> 1. Continue with MANG 590 simulation question. 2. Continue with exit survey.  Re-evaluation Date: Spring 2015



**COLORADO MESA UNIVERSITY**

**Program Outcome and Assessment Plan Template**

**Program Name: Master of Business Administration**

**Date: June 2015 for 2014-2015**

Adapted from Long Beach City College and Indiana State University Assessment Plans

CMU Learning Outcomes	Program Outcomes	Courses/ Educational Strategies	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
<b>1. Demonstrate creativity and the ability to think critically and analytically.</b>	<b>Outcome #1</b> 1. Demonstrate an advanced level of analytical thinking in the functions of business to include management, marketing, finance, accounting, business law, organizational behavior, business strategy and operations management.	1. Comprehensive Exam Questions  2. Continued academic eligibility  3. Student Exit Survey	<b>What:</b> 1. Evaluation Rubric developed by Faculty. 2. Examine eligibility status. 3. Exit survey.  <b>How:</b> 1. Departmental rubric evaluated by faculty jury. 2. Course grade review. 3. Exit survey.	<b>Who:</b> 1. Professors of core MBA classes. 2. MBA Director. 3. MBA Committee.  <b>When:</b> 1. Spring Semester. 2. Fall and Spring. 3. Spring Semester.	1. 95% of students will score a pass on evaluation rubric. 2. 95% of students will maintain eligibility at A or B grade level. 3. 95% of students will agree that MBA program achieves its intended outcome.	<b>Results:</b> 1. 100% pass rate. 2. 94% completion. 3. 100% agreement. <b>Key Findings:</b> 1. Students were not strong in Accounting as desired. 2. Some students did not prioritize time commitments well. 3. Need to refine survey to ask questions more specifically.	<b>Action:</b> 1. Curriculum was reviewed with increased focus on Accounting. 2. Time prioritization will be addressed in August 2015 MBA orientation meeting. 3. Survey will be refined in spring 2016.  <b>Re-evaluation Date:</b> Spring 2016
<b>1. Demonstrate creativity and the ability to think critically and analytically.</b>	<b>Outcome #2</b> 2. Demonstrate an advanced level of critical thinking in the functions of business.	1. Comprehensive Exam Questions	<b>What:</b> 1. Evaluation rubric developed by Faculty  <b>How:</b> 1. Departmental rubric evaluated by faculty jury	<b>Who:</b> 1. Professors of core MBA classes.  <b>When:</b> 1. Spring Semester.	1. 95% of students will score a pass on evaluation rubric.	<b>Results:</b> 1. 100% pass rate.  <b>Key Findings:</b> Students were not as strong in Accounting.	<b>Action:</b> 1. Curriculum was reviewed with increased focus on Accounting.  <b>Re-evaluation Date:</b> Spring 2016
<b>2. Demonstrate the ability to work individually and in collaboration with others, in contributing to the scholarly advancement in their field</b>	<b>Outcome #3</b> 3. Demonstrate individual skills to contribute to scholarly advancement of business as a discipline.	Individual Project in 1. BUGB 530 and BUGB 595  2. Student Exit Survey	<b>What:</b> 1. Individual project 2. Exit survey  <b>How:</b> Departmental rubric evaluated by faculty jury	<b>Who:</b> 1. Professors of BUGB 530/595. 2. MBA Committee.  <b>When:</b> Data will be collected on a sample basis each semester.	1. 85% of students will score a pass on the evaluation rubric  2. 95% of students will agree that MBA program achieves its intended outcome.	<b>Results:</b> 1. 91% pass rate, '14 100% pass rate, '15 2. 100% agreement.  <b>Key Findings:</b> Process simulation approach works! Individual projects will remain a focus of the program.	<b>Action:</b> 1. BUGB 530 section was split to allow more instructor time per student. 2. Survey will be refined spring 2016  <b>Re-evaluation Date:</b> Spring 2016



CMU Learning Outcomes	Program Outcomes	Courses/ Educational Strategies	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
<b>2. Demonstrate the ability to work individually and in collaboration with others, in contributing to the scholarly advancement in their field</b>	<b>Outcome #4</b> 4. Demonstrate team skills.	1. Group Projects evaluation in MANG 590 and MARK 500	<b>What:</b> 1. Group Projects in MANG 590 and MARK 500  <b>How:</b> 1. Embedded peer assessment in MANG 590 simulation. Peer evaluation rubric in MARK 500.	<b>Who:</b> 1. Professors of MANG 590 and MARK 500.  <b>When:</b> Data will be collected on a sample basis each spring semester.	1. 85% of students will score a pass on the evaluation rubric.	<b>Results:</b> 1. 93% pass rate in MANG 590. 2. 100% pass rate in MARK 500.  <b>Key Findings:</b> Group Projects will remain a focus of the program. Some students did not prioritize time commitments well.	<b>Action:</b> 1. Time prioritization will be addressed in August 2015 MBA.  <b>Re-evaluation Date:</b> Spring 2016
<b>3. Demonstrate advanced written and oral communication skills and the ability to access and analyze information from various literary sources</b>	<b>Outcome #5</b> 5. Demonstrate advanced written communication skills through presentation of literature review and original research.	1. Written comprehensive Exam questions. 2. Practicum paper. 3. Student exit survey.	<b>What:</b> 1. Comp Questions. 2. Practicum rubric. 3. Exit survey.  <b>How:</b> Departmental rubric evaluated by faculty jury. 2. Rubric developed by faculty. 3. Survey developed by graduate faculty.	<b>Who:</b> 1. Professors MBA core classes. 2. Professor of BUGB 530/595. 3. Graduate faculty.  <b>When:</b> 1. Spring semester. 2. Spring semester. 3. Spring semester.	1. 85% of students will score a pass on the exams. 2. 85% of students will score a pass on the evaluation rubric. 3. 90% of students will choose agree or strongly-agree on the embedded question.	<b>Results:</b> 1. 100% pass rate. 2. 100% pass rate. 3. 100% pass rate.  <b>Key Findings:</b> Continued emphasis on writing in MBA program. Writing test needs to occur for admittance to the MBA program.	<b>Action:</b> 1. Continue to monitor writing assessment as part of MBA admission process.  <b>Re-evaluation Date:</b> Spring 2016
<b>3. Demonstrate advanced written and oral communication skills and the ability to access and analyze information from various literary sources</b>	<b>Outcome #6</b> 6. Demonstrate advanced oral communication skills through presentation of literature review and original research to fellow MBA students and the business community.	1. Practicum Presentation. 2. Industry Survey.	<b>What:</b> 1. Practicum Presentation 2. Industry survey  <b>How:</b> 1. Departmental rubric evaluated by faculty jury 2. Industry survey	<b>Who:</b> 1 Professors of MBA core classes. 2. Industry professionals.  <b>When:</b> 1.& 2. Data will be collected spring semester.	1. 85% of students will score a pass on the evaluation rubric 2. 90% of industry will choose agree or strongly agree on the embedded questions.	<b>Results:</b> 1. 100 % pass rate. 2. Data will be collected in spring 2016 for first time.  <b>Key Findings:</b> Students have satisfactory presentation skills. Continue practice presentations in BUGB 595.	<b>Action:</b> 1. Continue with practice session and encourage all faculty teaching in the MBA program to attend. 2. Discuss, develop and administer industry survey spring 2016. <b>Re-evaluation Date:</b> Spring 2016
<b>4. Demonstrate the ability to recognize and articulate moral and ethical challenges within their discipline and demonstrate leadership.</b>	<b>Outcome #7</b> 7. Demonstrate an advanced level of ethical thinking in the functions of business.	1. MANG 590 simulation. 2. Student exit survey.	<b>What:</b> 1. Embedded simulation assessment. 2. Exit survey.  <b>How:</b> 1. Embedded simulation assessment. 2. Student Survey	<b>Who:</b> 1. MANG 590 Professor. 2. Graduate faculty.  <b>When:</b> Spring Semester	1. 85% of students will score at the satisfactory or above level on ethics portion of simulation. 2. 90% of students will choose agree or strongly agree on embedded question.	<b>Results:</b> 1. 92% in 2014. 67% in 2015. 2. 80% in 2014. 93.7% in 2015.  <b>Key Findings:</b> Mixed results Needs specific attention.	<b>Action:</b> 1&2. Continue both.  Implement ethics assignment in BUGB 530/595 as part of Daniels Ethics Initiative in 2015-16.  <b>Re-evaluation Date:</b> Spring 2016

**COLORADO MESA UNIVERSITY**  
**Program Assessment Report 2015-2016**

**Program Name: Master of Business Administration**

**Date: as of May 25, 2016**

Adapted from Long Beach City College and Indiana State University Assessment Plans

CMU Learning Outcomes	Program Outcomes	Courses/ Educational Strategies	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
1. Contribute to scholarly advancement in the chosen field by completing projects individually and collaboratively. (Specialized Knowledge/Applied Learning)  See footnote 2.	<b>Outcome #1a</b> Demonstrate an advanced level of knowledge in the functions of business (to include management, marketing, finance, accounting, business law, organizational behavior, business strategy & operation management via comprehensive exam and continued academic eligibility (Specialized Knowledge/Applied Learning)	1. Comprehensive exam questions  2. Continued academic eligibility	<b>What:</b> 1. Evaluation criteria developed by faculty. 2. Examine eligibility status.  <b>How:</b> 1. Departmental criteria evaluated by faculty jury. 2. Course grade review.	<b>Who:</b> 1. Professors of core MBA classes. 2. MBA Director.  <b>When:</b> 1. Spring semester. 2. Fall and Spring.	1. 95% of students will score a pass on evaluation criteria. 2. 95% of students will maintain eligibility in the MBA program.	<b>Results:</b> 1. 100% passed 2. 89% remained eligible. <b>Key Findings:</b> 1a. Improvement shown in accounting and finance portions, indicating instructor change has paid off. 1b. Met benchmark, but with lower scores than desired in org behavior & statistics. 1c. Students report comp exams cause considerable stress 2. Need to improve decisions regarding readmitting students who become ineligible.	<b>Action:</b> 1b. Instructors plan to rework MANG 510 and BUGB 530 in coming year to address lower-than-desired scores. 1c. In fall 2016, MBA Committee will evaluate why, when, and how we do comp exams, with no change occurring earlier than spring 2018. 2. MBA Committee will strengthen the readmission process in fall 2016.  <b>Re-evaluation Date:</b> Spring 2017
	<b>Outcome #1b</b> Demonstrate an advanced level of knowledge in the functions of business (to include management, marketing, finance, accounting, business law, organizational behavior, business strategy & operation management by completing individual and team projects. (Specialized Knowledge/Applied Learning)	1. Group Project evaluation in MANG 590 and MARK 500 2. Individual Practicum	<b>What:</b> 1. Group projects in MANG 590 and MARK 500 2. Assess individual practicum  <b>How:</b> 1. Embedded peer assessment in MANG 590 simulation. Peer evaluation rubric in MARK 500. 2. Rubric developed by faculty	<b>Who:</b> 1. Professors of MANG 590 and MARK 500. 2. Professor of BUGB 595. <b>When:</b> 1. Spring semester. 2. Spring semester.	1. 90% of students will be rated at 80% or above by peers. 2. 90% of students will produce a practicum report that is graded at 80% or above.	<b>Results:</b> 1. 100% rated by peers above 80% in MANG 590. 94% rated by peers above 80% in MARK 500. 2. 100% of practica graded above 80%.  <b>Key Findings:</b> 1. Benchmark met. 2. Benchmark met.	<b>Action:</b> 1. See footnote 1. 2. See footnote 1.  <b>Re-evaluation Date:</b> Spring 2017



CMU Learning Outcomes	Program Outcomes	Courses/ Educational Strategies	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
2. Employ discipline-specific logical, mathematical, statistical methods, or other analytical processes to address a topic or issue. (Quantitative Fluency)	<b>Outcome #2</b> Demonstrate an advanced level of analytical thinking (Quantitative Fluency)	1. Comprehensive exam questions 2. Student exit survey	<b>What:</b> 1. Evaluation criteria developed by faculty. 2. Exit survey. <b>How:</b> 1. Departmental criteria evaluated by faculty jury. 2. Tabulation	<b>Who:</b> 1. Professors of core MBA classes. 2. MBA Committee. <b>When:</b> 1. Spring semester. 2. Spring semester.	1. 95% of students will score a pass on evaluation criteria. 3. 95% of students will agree that MBA program achieves its intended outcome.	<b>Results:</b> 1. 100% scored pass. 2. Question not asked on exit survey. <b>Key Findings:</b> 1. Benchmark met. 2. Need to improve exit survey.	<b>Action:</b> 1. See footnote 1. 2. Exit survey will be evaluated in spring 2017 to include needed questions. <b>Re-evaluation Date:</b> Spring 2017
3. Create oral and written arguments or explanations, well-grounded in discipline-specific theories and methods, for specified audiences. (Communication Fluency)	<b>Outcome #3a.</b> Demonstrate advanced written communication skills through presentation of literature review and original research. (Communication Fluency)	1. Written comprehensive exam questions. 2. Practicum paper. 3. Student exit survey.	<b>What:</b> 1. Evaluation criteria 2. Practicum rubric. 3. Exit survey. <b>How:</b> 1. Departmental criteria evaluated by faculty jury. 2. Rubric developed by faculty. 3. Tabulation	<b>Who:</b> 1. Professors of core MBA classes. 2. Professor of BUGB 530/595. 3. MBA Committee. <b>When:</b> 1. Spring semester. 2. Spring semester. 3. Spring semester.	1. 85% of students will score a pass on the exams. 2. 85% of students will score a pass on the evaluation rubric. 3. 90% of students will choose agree or strongly-agree on the embedded question.	<b>Results:</b> 1. 100% scored pass 2. 100% scored pass. 3. 100% chose A-B. <b>Key Findings:</b> 1. Benchmark met. 2. Benchmark met. 3. Benchmark met.	<b>Action:</b> 1. See footnote 1. 2. See footnote 1. 3. See footnote 1. <b>Re-evaluation Date:</b> Spring 2017
	<b>Outcome #3b.</b> Demonstrate advanced oral communication skills through presentation of literature review and original research to fellow MBA students & business community. (Communication Fluency)	1. Practicum presentation. 2. Student exit survey.	<b>What:</b> 1. Practicum presentation 2. Exit survey. <b>How:</b> 1. Departmental criteria evaluated by faculty jury 2. Department criteria	<b>Who:</b> 1. MBA Committee. 2. MBA Committee <b>When:</b> 1. Spring semester. 2. Spring semester.	1. 85% of students will score a pass on the evaluation criteria 2. 90% of students will choose agree or strongly-agree on the embedded question.	<b>Results:</b> 1. 100% scored pass 2. 89% chose A-B. <b>Key Findings:</b> 1. Benchmark met. 2. Benchmark not met.	<b>Action:</b> 1. See footnote 1. 2. MBA Committee will reconsider benchmark in spring 2017. <b>Re-evaluation Date:</b> Spring 2017
4. Formulate and evaluate hypotheses as related to research problems, issues, concepts, and various perspectives. (Critical Thinking)	<b>Outcome #4</b> Demonstrate an advanced level of critical thinking in the functions of business. (Critical Thinking)	1. Comprehensive exam questions 2. Student exit survey	<b>What:</b> 1. Evaluation criteria developed by faculty 2. Exit survey <b>How:</b> 1. Departmental criteria evaluated by faculty jury 2. Tabulation	<b>Who:</b> 1. Professors of core MBA classes. 2. MBA Committee <b>When:</b> 1. Spring semester. 2. Spring semester	1. 95% of students will score a pass on evaluation criteria. 2. 90% of students will choose agree or strongly-agree on the embedded question.	<b>Results:</b> 1. 100% pass. 2. 89% chose A-B. <b>Key Findings:</b> 1. Benchmark met. 2. Benchmark not met.	<b>Action:</b> 1. See footnote 1 2. MBA Committee will reconsider benchmark in spring 2017. <b>Re-evaluation Date:</b> Spring 2017

CMU Learning Outcomes	Program Outcomes	Courses/ Educational Strategies	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
5. Synthesize, evaluate, or refine the information base of various scholarly sources. (Information Literacy)	<b>Outcome #5</b> Demonstrate individual skills to contribute to scholarly advancement of business as a discipline. (Information Literacy)	Individual Project in 1. BUGB 530 and BUGB 595  2. Student Exit Survey	<b>What:</b> 1. Individual project 2. Exit survey  <b>How:</b> 1. Departmental criteria evaluated by faculty jury 2. Tabulation	<b>Who:</b> 1. Professor of BUGB 530/595. 2. MBA Committee.  <b>When:</b> 1. Fall & Spring semesters 2. Spring semester	1. 85% of students will score a pass on the evaluation rubric  2. 95% of students will agree that MBA program achieves its intended outcome.	<b>Results:</b> 1. 100% scored pass 2. Question not asked on exit survey.  <b>Key Findings:</b> 1. Benchmark met. 2. Need to improve exit survey.	<b>Action:</b> 1. See footnote 1. 2. Exit survey will be evaluated in spring 2017 to include needed questions.  <b>Re-evaluation Date:</b> Spring 2017
6. Articulate moral, ethical, legal, or professional challenges within the discipline. (Ethical Reasoning)	<b>Outcome #6</b> Demonstrate an advanced level of ethical thinking in the functions of business. (Ethical Reasoning)	1. MANG 590 simulation.  2. Student exit survey.  3. Pre-, post-tests in BUGB 530	<b>What:</b> 1. Embedded simulation assessment. 2. Exit survey. 3. Pre-, post-tests. <b>How:</b> 1. Embedded simulation assessment. 2. Tabulation 3. At start and end of BUGB 530	<b>Who:</b> 1. MANG 590 professor. 2. MBA Committee. 3. BUGB 530/595 professor.  <b>When:</b> 1. Spring semester 2. Spring semester 3. Fall semester	1. 85% of students will choose best answer on ethics portion of simulation. 2. 90% of students will choose agree or strongly agree on embedded question. 3. Students will show improvement between pre- and post-tests.	<b>Results:</b> 1. 87% chose best answer; 7 out of 8. 2. Question not asked on exit survey. 3. Very significant improvement shown (42% on pre-test; 96% on post-test).  <b>Key Findings:</b> 1. Benchmark met. 2. Need to improve survey. 3. Benchmark met.	<b>Action:</b> 1. See footnote 1. 2. Exit survey will be evaluated in spring 2017 to include needed questions. 3. Change to a pre-, mid-, post-test in fall 2016 to measure class room vs experiential learning.  <b>Re-evaluation Date:</b> Spring 2017

**Footnotes:**

1. This learning outcome was met in the school year of assessment. This learning outcome will be continued without change into the next school year. Efforts will be focused on improvement of other outcomes.
2. This CMU Learning Outcome 1 was represented on the 2015-16 MBA Assessment Plan by MBA Learning Outcome 1. The CMU assessment team recommended that the MBA Committee consider splitting that LO as it might be too difficult to measure. Subsequently, the MBA Committee chose to split the MBA LO 1 into LO 1a, which is concerned with measuring whether students learn the core material in the MBA program, and LO 1b, which is concerned about measuring whether the program assists students to perform well on team and individual projects.



**COLORADO MESA UNIVERSITY**  
**Program Assessment Report 2016-2017**

**Program Name: Master of Business Administration**

**Date: as of May 10, 2017**

Adapted from Long Beach City College and Indiana State University Assessment Plans

CMU Learning Outcomes	Program Outcomes	Courses/ Educational Strategies	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
1. Contribute to scholarly advancement in the chosen field by completing projects individually and collaboratively. (Specialized Knowledge/Applied Learning)	<b>Outcome #1a</b> Demonstrate an advanced level of knowledge in the functions of business (to include management, marketing, finance, accounting, business law, organizational behavior, business strategy & operation management via comprehensive exam and continued academic eligibility (Specialized Knowledge/Applied Learning)	1. Comprehensive exam questions  2. Continued academic eligibility	<b>What:</b> 1. Evaluation criteria developed by faculty. 2. Examine eligibility status.  <b>How:</b> 1. Departmental criteria evaluated by faculty jury. 2. Course grade review.	<b>Who:</b> 1. Professors of core MBA classes. 2. MBA Director.  <b>When:</b> 1. Spring semester. 2. Fall and Spring.	1. 95% of students will score a pass on evaluation criteria.  2. 95% of students will maintain eligibility at A or B grade level.	<b>Results:</b> 1. 100% pass  2. 100% in fall 2016  <b>Key Findings:</b> 1. MBA professors noted: (a) sense that students relied too much on prewritten statements from the notes sheet, (b) students did not support answers well, (c) lower writing skills than in past.  2. No grades below C were recorded in fall 2016.	<b>Action:</b> 1. MBA Committee should consider (a) role/goal of comps, (b) use of notes sheet, (c) whether case should not be handed out until day of comps.  2. No action required.
	<b>Outcome #1b</b> Demonstrate an advanced level of knowledge in the functions of business (to include management, marketing, finance, accounting, business law, organizational behavior, business strategy & operation management by completing individual and team projects. (Specialized Knowledge/Applied Learning)	1. Group Projects evaluation in MANG 590 and MARK 500 2. Individual Practicum	<b>What:</b> 1. Group projects in MANG 590 and MARK 500 2. Assess individual practicum  <b>How:</b> 1. Embedded peer assessment in MANG 590 simulation. Peer evaluation rubric in MARK 500. 2. Rubric developed by faculty	<b>Who:</b> 1. Professors of MANG 590 and MARK 500. 2. Professor of BUGB 595.  <b>When:</b> 1. Spring semester. 2. Spring semester.	1. 90% of students will be rated at 80% or above by peers.  2. 90% of students will produce a practicum report that is assessed at 80% or above.	<b>Results:</b> 1. MANG 590 MARK 500  2. not yet accomplished  <b>Key Findings:</b> 1. 2.	<b>Action:</b> 1.  2. Practicum were not assessed.



CMU Learning Outcomes	Program Outcomes	Courses/ Educational Strategies	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
2. Employ discipline-specific logical, mathematical, statistical methods, or other analytical processes to address a topic or issue. (Quantitative Fluency)	<b>Outcome #2</b> Demonstrate an advanced level of analytical thinking (Quantitative Fluency)	1. Comprehensive exam questions  2. Student exit survey	<b>What:</b> 1. Evaluation criteria developed by faculty. 2. Exit survey.  <b>How:</b> 1. Departmental criteria evaluated by faculty jury. 2. Tabulation	<b>Who:</b> 1. Professors of core MBA classes. 2. MBA Committee.  <b>When:</b> 1. Spring semester. 2. Spring semester.	1. 95% of students will score a pass on evaluation criteria. 2. 95% of students will agree that MBA program achieves its intended outcome.	<b>Results:</b> 1. 100% pass. 2. 92% agreed  <b>Key Findings:</b> 1. Same as for LO1A 2. Small number of graduating students makes this a difficult standard to achieve.	<b>Action:</b> 1. Same as for LO1A  2. MBA Committee will consider the standard so it is consistent across LOs and aligns wording better with the survey
3. Create oral and written arguments or explanations, well-grounded in discipline-specific theories and methods, for specified audiences. (Communication Fluency)	<b>Outcome #3a.</b> Demonstrate advanced written communication skills through presentation of literature review and original research. (Communication Fluency)	1. Written comprehensive exam questions. 2. Practicum paper. 3. Student exit survey.	<b>What:</b> 1. Comp questions. 2. Practicum rubric. 3. Exit survey.  <b>How:</b> Departmental criteria evaluated by faculty jury. 2. Rubric developed by faculty. 3. Tabulation	<b>Who:</b> 1. Professors of core MBA classes. 2. Professor of BUGB 530/595. 3. MBA Committee.  <b>When:</b> 1. Spring semester. 2. Spring semester. 3. Spring semester.	1. 85% of students will score a pass on the exams. 2. 85% of students will score a pass on the evaluation rubric. 3. 90% of students will choose agree or strongly-agree on the embedded question.	<b>Results:</b> 1. 100% pass 2. 3. 100% agreed  <b>Key Findings:</b> 1. Same as for LO1A 2. 3. Small number of graduating students makes this a difficult standard to achieve.	<b>Action:</b> 1. Same as for LO1A 2. 3. MBA Committee will consider the standard so it is consistent across LOs and aligns wording better with the survey
	<b>Outcome #3b.</b> Demonstrate advanced oral communication skills through presentation of literature review and original research to fellow MBA students & business community. (Communication Fluency)	1. Practicum presentation. 2. Student exit survey.	<b>What:</b> 1. Practicum presentation 2. Exit survey.  <b>How:</b> 1. Departmental criteria evaluated by faculty jury 2. Department criteria	<b>Who:</b> 1&2. Professors of core MBA classes.  <b>When:</b> 1. Spring semester. 2. Spring semester.	1. 85% of students will score a pass on the evaluation criteria 2. 90% of students will choose agree or strongly-agree on the embedded question.	<b>Results:</b> 1. 2. 100% agreed  <b>Key Findings:</b> 1. 2. Small number of graduating students makes this a difficult standard to achieve.	<b>Action:</b> 1. 2. MBA Committee will consider the standard so it is consistent across LOs and aligns wording better with the survey
4. Formulate and evaluate hypotheses as related to research problems, issues, concepts, and various perspectives. (Critical Thinking)	<b>Outcome #4</b> Demonstrate an advanced level of critical thinking in the functions of business. (Critical Thinking)	1. Comprehensive exam questions  2. Student exit survey	<b>What:</b> 1. Evaluation criteria developed by faculty 3. Exit survey  <b>How:</b> 1. Departmental criteria evaluated by faculty jury 2. Tabulation	<b>Who:</b> 1. Professors of core MBA classes. 2. MBA Committee  <b>When:</b> 1. Spring semester. 2. Spring semester	1. 95% of students will score a pass on evaluation criteria.  2. 90% of students will choose agree or strongly-agree on the embedded question.	<b>Results:</b> 1. 100% pass 2. 92% agreed  <b>Key Findings:</b> 1. Same as for LO1A	<b>Action:</b> 1. Same as for LO1A 2. MBA Committee will consider the standard so it is consistent across LOs and aligns wording better with the survey

CMU Learning Outcomes	Program Outcomes	Courses/ Educational Strategies	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
5. Synthesize, evaluate, or refine the information base of various scholarly sources. (Information Literacy)	<b>Outcome #5</b> Demonstrate individual skills to contribute to scholarly advancement of business as a discipline. (Information Literacy)	Individual Project in 1. BUGB 530 and BUGB 595  2. Student Exit Survey	<b>What:</b> 1. Individual project  2. Exit survey  <b>How:</b> 1. Departmental criteria evaluated by faculty jury 2. Tabulation	<b>Who:</b> 1. Professor of BUGB 530/595. 2. MBA Committee.  <b>When:</b> 1. Fall & Spring semesters 2. Spring semester	1. 85% of students will score a pass on the evaluation rubric  2. 95% of students will agree that MBA program achieves its intended outcome.	<b>Results:</b> 1. 100% pass 2. 92% agreed  <b>Key Findings:</b> 1. Students did well w/ business process reengineering simulation modeling.  2. Small number of graduating students makes this a difficult standard to achieve.	<b>Action:</b> 1. MBA Committee will examine the role and nature of the practicum in light of new thesis protocol.  2. MBA Committee will consider the standard to be consistent across LOs and aligns wording better with the survey.
6. Articulate moral, ethical, legal, or professional challenges within the discipline. (Ethical Reasoning)	<b>Outcome #6</b> Demonstrate an advanced level of ethical thinking in the functions of business. (Ethical Reasoning)	1. MANG 590 simulation.  2. Student exit survey.  3. Pre-, mid, & post- tests in BUGB 530	<b>What:</b> 1. Embedded simulation assessment. 2. Exit survey. 3. Pre-, post-tests. <b>How:</b> 1. Embedded simulation assessment. 2. Student survey 3. Tabulation at start and end of BUGB 530.	<b>Who:</b> 1. MANG 590 professor. 2. MBA Committee. 3. BUGB 530/595 professor.  <b>When:</b> 1. Spring semester 2. Spring semester 3. Fall semester	1. 85% of students will choose the best answer on ethics portion of simulation. 2. 90% of students will choose agree or strongly agree on embedded question. 3. Students will show improvement between pre- and post-tests.	<b>Results:</b> 1. 2. 100% agreed 3.  <b>Key Findings:</b> 1. 2. Small number of graduating students makes this a difficult standard to achieve. 3. Students improved from 46% of right answers on pre- survey to 74% of right answers on post-survey.	<b>Action:</b> 1.  2. MBA Committee will consider the standard to be consistent across LOs and aligns wording better with the survey.  3. BUGB 530 instructor should continue the pre- post-surveys to see if large changes in the course effect understanding of ethics.

COLORADO MESA UNIVERSITY  
SELF-ASSESSMENT AND PEER REVIEW FEEDBACK FORM 2.0 FOR  
ANNUAL ASSESSMENT REPORTS AND PLANS

Department: Business

Major/Program: MBA

Academic Year: 15-16 (Plan)

Undergraduate \_\_\_\_\_ Graduate   X  

**1. Learning Outcomes (What will the student know or be able to do?)**

**Level 0**

- ☐ No reported activity.

**Level 1 Beginning**

- ☐ Learning outcomes have been created, but needs more detail and/or consistency in quality.

**Level 2 Developing**

- ☒ Learning outcomes are clear, specific, and measurable.  
☒ The number of learning outcomes is manageable for a program.

**Level 3 Reflects Best Practice**

- ☐ Learning outcomes have been reviewed by the department for possible revision.  
☐ Learning outcomes emphasize higher orders of learning e.g., analysis, synthesis and evaluation.

Comments: The outcomes align well with the new institutional outcomes. Do all MBA students need knowledge of all categories listed in outcome 1? It seems like it is a lengthy outcome and there are a number of outcomes included in the one. Could this outcome be shortened and simplified, or narrowed in focus?

**2. Assessment Activities/Methods/Time Frame (What assignment or activity will be submitted/completed to demonstrate student achievement of the learning outcomes? When will the activity/method be assessed?)**

**Level 0**

- ☐ No reported activity

**Level 1 Beginning**

- ☐ At least one assessment activity is used to assess each learning outcome.  
☐ The assessment activities used are appropriate measures for the learning outcome(s)  
☐ Timeline for assessment has not been established

**Level 2 Developing**

- ☒ Assessment activities are clearly identified in the plan.  
☐ Assessment activities chosen provide the department with useful information about student learning.  
☒ Timeline is in place for assessment

**Level 3 Reflects Best Practice**

- ☐ Multiple assessment activities were used to assess learning outcomes across the program.  
☐ Assessment activities are intentionally and systematically coordinated across the program.

Comments: The specific exam questions and group projects are great methods for measuring outcomes. Would assessment methods other than grades and surveys provide more useful information in regards to students obtaining the learning outcomes? Exit surveys and course grades are not direct measures and do not necessarily show that the students know the specific information associated with that outcome.

If possible, it may also be beneficial to assess each outcome in multiple courses to determine student growth towards the outcomes.



### 3. Assessment Results (How well have students achieved the given outcomes?)

---

#### Level 0

- ☐ No reported activity.

#### Level 1 Beginning

- ☐ Data were collected to assess at least one learning outcome.

#### Level 2 Developing

- ☐ Data reflect how well students accomplished the learning outcomes.
- ☐ Data used is somewhat systematic with a general focus.
- ☐ Description of assessment results was somewhat detailed.

#### Level 3 Reflects Best Practices

- ☐ Data collected reflect improved student performance as a result of previous actions to improve student learning.
- ☐ Data used are systematic and focused.
- ☐ Description of assessment results was detailed and precise.

Comments:

### 4. Analysis of Data (What do these results mean for student learning and the program effectiveness?)

---

#### Level 0

- ☐ No reported activity.

#### Level 1 Beginning

- ☐ All program and/or department faculty received assessment results.
- ☐ Faculty input regarding the results was sought.

#### Level 2 Developing

- ☐ Department faculty met face-to-face to discuss assessment results in depth.
- ☐ Specific conclusions about student learning were drawn based on assessment results.
- ☐ A few sentences were provided highlighting (1) the program's most interesting or important assessment finding and (2) specific actions the program will take to improve student learning.

#### Level 3 Reflects Best Practice

- ☐ Faculty synthesized results from various assessment activities to draw specific conclusions about student achievement of the program's learning outcomes.

Comments:

### 5. Actions to improve Student Learning and Assessment (What steps will you take to improve student achievement?)

---

#### Level 0

- ☐ No reported activity.

#### Level 1 Beginning

- ☐ Based on analysis of data, at least one action to improve student learning is identified.
- ☐ Actions are suggested that are not linked or supported by assessment data.

#### Level 2 Developing

- ☐ Proposed actions(s) to improve student learning relate directly to data analysis.
- ☐ Actions to improve learning include a timetable for implementation and who is to take the action.
- ☐ Actions are realistic with a good probability for improving student learning.

**Level 3 Reflects Best Practice**

- ☐ Actions to improve student learning identified in previous annual reports are themselves being assessed.
- ☐ A timetable for assessing and evaluating the effectiveness of the proposed actions are included in the plan.

Comments:

*Adapted from Marquette University Assessment Committee, Margaret Bloom and Gary Meyer, 2010.*

**Revised 4/15**



COLORADO MESA UNIVERSITY  
SELF-ASSESSMENT AND PEER REVIEW FEEDBACK FORM 2.0 FOR  
ANNUAL ASSESSMENT REPORTS AND PLANS

Department: Business

Major/Program: MBA

Academic Year: 15-16 (Report)

Undergraduate \_\_\_\_\_ Graduate  X

**1. Learning Outcomes (What will the student know or be able to do?)**

**Level 0**

- ☐ No reported activity.

**Level 1 Beginning**

- ☐ Learning outcomes have been created, but needs more detail and/or consistency in quality.

**Level 2 Developing**

- ☐ Learning outcomes are clear, specific, and measurable.  
☐ The number of learning outcomes is manageable for a program.

**Level 3 Reflects Best Practice**

- ☐ Learning outcomes have been reviewed by the department for possible revision.  
☐ Learning outcomes emphasize higher orders of learning e.g., analysis, synthesis and evaluation.

Comments:

**2. Assessment Activities/Methods/Time Frame (What assignment or activity will be submitted/completed to demonstrate student achievement of the learning outcomes? When will the activity/method be assessed?)**

**Level 0**

- ☐ No reported activity

**Level 1 Beginning**

- ☐ At least one assessment activity is used to assess each learning outcome.  
☐ The assessment activities used are appropriate measures for the learning outcome(s)  
☐ Timeline for assessment has not been established

**Level 2 Developing**

- ☐ Assessment activities are clearly identified in the plan.  
☐ Assessment activities chosen provide the department with useful information about student learning.  
☐ Timeline is in place for assessment

**Level 3 Reflects Best Practice**

- ☐ Multiple assessment activities were used to assess learning outcomes across the program.  
☐ Assessment activities are intentionally and systematically coordinated across the program.

Comments:

### 3. *Assessment Results (How well have students achieved the given outcomes?)*

---

#### **Level 0**

- ☐ No reported activity.

#### **Level 1 Beginning**

- ☒ Data were collected to assess at least one learning outcome.

#### **Level 2 Developing**

- ☒ Data reflect how well students accomplished the learning outcomes.
- ☒ Data used is somewhat systematic with a general focus.
- ☒ Description of assessment results was somewhat detailed.

#### **Level 3 Reflects Best Practices**

- ☒ Data collected reflect improved student performance as a result of previous actions to improve student learning.
- ☐ Data used are systematic and focused.
- ☐ Description of assessment results was detailed and precise.

Comments: While lots of data is being collected, there isn't enough information in the plan to know how the results relate to the outcomes.

### 4. *Analysis of Data (What do these results mean for student learning and the program effectiveness?)*

---

#### **Level 0**

- ☐ No reported activity.

#### **Level 1 Beginning**

- ☐ All program and/or department faculty received assessment results.
- ☒ Faculty input regarding the results was sought.

#### **Level 2 Developing**

- ☐ Department faculty met face-to-face to discuss assessment results in depth.
- ☒ Specific conclusions about student learning were drawn based on assessment results.
- ☒ A few sentences were provided highlighting (1) the program's most interesting or important assessment finding and (2) specific actions the program will take to improve student learning.

#### **Level 3 Reflects Best Practice**

- ☒ Faculty synthesized results from various assessment activities to draw specific conclusions about student achievement of the program's learning outcomes.

Comments: While it is unclear whether or not the faculty met face-to-face, it seems likely that this occurred. While the analysis seemed to be quite good, it was sometimes unclear how the key findings were determined from the results. In particular, the deficiencies in Accounting were not clear from the results. Also, it is unclear how prioritization of time commitments related to whether or not program outcome #1 was achieved. Whether or not they prioritize their time well, they should be able to "demonstrate an advanced level of analytical thinking in the functions of business."

## 5. Actions to improve Student Learning and Assessment (What steps will you take to improve student achievement?)

### Level 0

- ☐ No reported activity.

### Level 1 *Beginning*

- ☒ Based on analysis of data, at least one action to improve student learning is identified.
- ☐ Actions are suggested that are not linked or supported by assessment data.

### Level 2 *Developing*

- ☒ Proposed action(s) to improve student learning relate directly to data analysis.
- ☒ Actions to improve learning include a timetable for implementation and who is to take the action.
- ☒ Actions are realistic with a good probability for improving student learning.

### Level 3 *Reflects Best Practice*

- ☒ Actions to improve student learning identified in previous annual reports are themselves being assessed.
- ☒ A timetable for assessing and evaluating the effectiveness of the proposed actions are included in the plan.

Comments: Good job!

*Adapted from Marquette University Assessment Committee, Margaret Bloom and Gary Meyer, 2010.*

**Revised 4/15**

## MBA Assessment of Learning Summary: Five-Year History & Current Five-Year Plan

Program Outcomes	F 12	Spring 2013	F 13	Spring 2014 *	Fa 14	Spring 2015	F 15	Spring 2016	F 16	Spring 2017	F 17	Spg 2018	F 18	Spg 2019	F 19	Spg 2020	F 20	Spg 2021	F 21	Spg 2022
<b>Outcome #1a</b> Demonstrate an advanced level of knowledge in the functions of business (to include management, marketing, finance, accounting, business law, organizational behavior, business strategy & operation management via comprehensive exam and continued academic eligibility. (Specialized Knowledge/Applied Learning)		(Was LO 1) A, P	C	(Was LO 1) A, P	C	(Was LO 1) A, P C	Realigned MBA Learning Outcomes to match new CMU Masters-Level Learning Outcomes	A, P		C A, P	C	A, P, C	C	A, P, C	C	A, P, C	C	A, P, C	C	A, P, C
<b>Outcome #1b</b> Demonstrate an advanced level of knowledge in the functions of business (to include management, marketing, finance, accounting, business law, organizational behavior, business strategy & operation management by completing individual and team projects. (Specialized Knowledge/ Applied Learning)	(Team work was LO 4.)  Not assessed in 2012-13			(Team work was in LO 4) A, P		(Team work was in LO 4) A, P		A, P		A, P		A, P, C	C							A, P, C
<b>Outcome #2</b> Demonstrate an advanced level of analytical thinking (Quantitative Fluency)	(Prior to 2015-16, this MBA LO was part of LO 1 and was not assessed separately)							A, P		C A, P			A, P, C	C						
<b>Outcome #3a.</b> Demonstrate advanced written communication skills through presentation of literature review and original research. (Communication Fluency)		(Was LO 5) A, P		(Was LO 5) A, P	C	(Was LO 5) A, P		A, P		A, P		A, P, C	C							A, P, C
<b>Outcome #3b.</b> Demonstrate advanced oral communication skills through presentation of literature review and original research to fellow MBA students & business community. (Communication Fluency)		(Was LO 6) A, P		(Was LO 6) A, P		(Was LO 6) A, P		A, P		C A, P		A, P, C	C							A, P, C
<b>Outcome #4</b> Demonstrate an advanced level of critical thinking in the functions of business. (Critical Thinking)		(Was LO 2) A, P		(Was LO 2) A, P		(Was LO 2) A, P		A, P		C A, P						A, P, C	C			
<b>Outcome #5</b> Demonstrate individual skills to contribute to scholarly advancement of business as a discipline. (Information Literacy)	(Was LO 3) Not assessed in 2012-13			(Was LO 3) A, P		(Was LO 3) A, P		A, P		C A, P		A, P, C	C							A, P, C
<b>Outcome #6</b> Demonstrate an advanced level of ethical thinking in the functions of business. (Ethical Reasoning)	(Was LO 7) Not assessed in 2012-13			(Was LO 7) A, P		(Was LO 7) A, P		C A, P		C A, P								A, P, C	C	

\*2013-14 assessment data was reconstructed from memory

**Status Legend: Meets Standard, Progress being made or mixed results, Does not meet standard**

## Summary of 2012-17 “Closing the Loop” Activities for MBA Program

### 2012-13

1. LOs 1 and 4: Many students did poorly on the Finance question in Comprehensive Exam. Those who did poorly had taken FINA 500 with the previous instructor. Those who had the new instructor did well. The new instructor first taught FINA 500 in spring 2012 and has taught it each spring since then. Action: Continue to monitor Finance question in spring 2013 comprehensive exams.
2. LOs 1 and 4: All students did poorly on the Accounting question in Comprehensive Exam. The fall 2012 ACCT 500 instructor was replaced in fall 2013. Action: Continue to monitor Accounting results in spring 2013 Comprehensive Exam.
3. LOs 1 and 4: One out of seven students failed the comprehensive exams, which is 85% and below the 95% target. That student had failed the exam previously and went on to fail the written practicum and oral practicum presentation as well. Action: Be more diligent in readmitting students who have been put on probation.
4. LO 3a: Several students in first year MBA classes do not write at the MBA level. Action: Implement a writing assessment as part of the admissions process in fall 2013. Monitor results in spring 2014 and beyond.
5. General improvement not based on assessment plan:
  - a. Delays with IRB approval and denials of accessing campus data made survey research and campus-based projects unworkable. Decision was made to implement simulation-based research projects in BUGB 530 Research Design and BUGB 595 Practicum classes in 2013-14. Results will be assessed at end of year.
  - b. Prerequisite changes were made to BUGB 530 Research Design, BUGB 590 MBA Thesis, BUGB 595 MBA Practicum, and MANG 590 Management Strategy in order to prohibit unqualified students from registering for them. The title of MANG 501 was changed from Production and Operations Management to Operations Management to reflect the current content of the course. All were approved by the Graduate Curriculum Committee.
  - c. A 3+2 program in Finance was proposed for those BBA-Finance student who intend to pursue the Certified Financial Analyst (CPA) certification which requires 150 hours of study (30 more than the BBA). The program was approved by the Graduate Curriculum Committee. The 3+2 in Finance program joins the 3+2 in Construction Management program that was approved to be effective in Fall 2012 and the long-standing 3+2 in Accounting program.

### 2013-14

1. LOs 1 and 4: Students did much better on the Finance question on Comprehensive Exam.
2. LOs 1 and 4: All students did poorly on the Accounting question in Comprehensive Exam. The fall 2013 ACCT 500 instructor was replaced in fall 2014. Action: Continue to monitor Accounting results in spring 2015 Comprehensive Exam.
3. LOs 1 and 4: One out of 11 students failed the comprehensive exams, which is 91% and below the 95% target. That student had failed the exam previously and went on to fail the written practicum and oral practicum presentation as well. Action: Be more diligent in readmitting students who have been put on probation. That same student failed the written report and the oral practicum presentation and failed one class, thereby lowering the scores for LO5 and LO6 as well.
4. LO 3a: Students in first year MBA classes are better writers since the writing assessment became part of the admissions process.
5. LO 6: Decision to use the department's oral presentation assessment rubric for first time in 2014-15 (LO 6 will



become LO 3b in 2014-15.)

6. General improvement not based on assessment plan: ACCT 505 Advanced Fraud, CISB 505 Advanced Project Management, and ECON 505 Advanced Econometrics were added as electives; and were approved by Graduate Curriculum Committee. These courses might form bases for new tracks in the MBA program, in accordance with comments by the 2011-12 external reviewer

#### 2014-15

1. LOs 1 and 4: All students did poorly on the Accounting question in Comprehensive Exam. The fall 2014 ACCT 500 instructor was replaced in fall 2015. Action: Continue to monitor Accounting results in spring 2016 Comprehensive Exam.
2. LO 6: Mixed results on Ethics LO. The percentage of students who answer the ethics question properly in the MANG 590 simulation dropped from 2014 to 2015. However, the percentage of students who answered agree or strongly agree on the embedded question on the exit survey increased from 2014 to 2015. Action: Create another measurement for ethics. A pre-post-test will be implemented in BUGB 530, bracketing a discussion of research ethics.
3. General improvement not based on assessment plan: Two changes in sequencing of courses were proposed for the 2015-16 MBA Program Sheet, and were approved by Graduate Curriculum Committee.

#### 2015-16

1. LOs 1 and 4: Some students did poorly on the Accounting question in Comprehensive Exam. Those who did poorly had taken ACCT 500 with the previous instructor. Those who had the new instructor did well. The new instructor first taught ACCT 500 in fall 2015 and taught it in fall 2016. Action: Continue to monitor Accounting question in spring 2017 comprehensive exams.
2. LO 1: Two Ds and two Fs were earned by students in MBA classes, meaning 89% of students remained eligible to continue in the program, which is below the 95% target. Both Fs were earned by the same student who had left the program for three years and had appealed for readmission, before deciding to drop out in mid-semester once again without formally withdrawing from classes. Action: Be more diligent in admitting and readmitting students.
3. LOs 3b and 4: Nine students took the exit survey. Eight (89%) of those responded with an A or B on the embedded questions relating to LOs. The 89% is short of the 90% target. Action: Monitor this in 2017 to see if it is a trend or a reflection of a small population size. Also survey did not contain questions for SLOs 2, 5 and 6. Action: Improve survey for 2017.
4. LO 3b: It was discovered that the wrong instrument was used to assess the MBA oral practicum presentations on Research Day. That error will be corrected on Research Day on May 6, 2017.
5. LOs 1a and 3b: Only one person assessed the MBA students' practicums. He randomly selected three practicum, which all scored high on the assessment rubric. It is strongly recommended that more faculty be involved in this activity.
6. General improvements not based on the assessment plan:
  - a. The MBA LOs were mapped to the newly-adopted CMU Master's-level LOs. Action: Consider different assessment methods for 2017-18.
  - b. To examine the currency of the MBA program, an examination of thirteen MBA programs in Colorado showed that all other programs has fewer leveling courses that the 18 hours required by CMU. Some programs had no leveling requirement. Hence, the MBA Committee decided to replace the requirement for leveling courses with department-administered entrance exam. Only two faculty provided study guides or wrote questions for their subject areas in the entrance exam: management and statistics. Action: Monitor the impact of the decision and reconsider in spring 2017.

- c. In accordance with comments by the 2011-12 external reviewer, an examination of thirteen MBA programs in Colorado showed that many other programs had more tracks, providing more options to students. Increasing the number of tracks is consistent with recommendations by the 2011-12 external program review. However, creating tracks from business courses is not practical due to the few students who would be spread across courses, yielding low class sizes and cancelled courses. The MBA Committee chose to create additional tracks from courses in Health Sciences and Teacher Education. Those appeared on the 2015-17 MBA An examination of thirteen MBA programs in Colorado showed that program sheet.

#### 2016-17

1. LOs 1, 2a, 2b, and 4: All students passed the comprehensive exams. The MBA faculty, who wrote the questions and graded students' answers, found the writing level was less than preferred on some answers and that some students had prewritten parts of the answers which they copied from their allowed one-sheet of notes. The MBA faculty recommend that in fall 2017 the MBA Committee reconsider the goal and role of the comprehensive exams, the use of the notes page, and possible alternatives to the comprehensive exams.
2. LOs 2, 3a, 3b, 4, 5 and 6: The results of the exit survey were mixed. For LOs 3a, 3b and 6, 100% of students graded the MBA program as an A or B on the questions related to those LOs. However, for LOs 2, 4, and 5, 92% of students graded the MBA program as A or B. The control level is 95%. Therefore, the program failed to meet its standard on three LOs although the scores were close to the standard. As the MBA Committee develops its Assessment Plan for 2017-18, it should reconsider the standard. It should also examine the wording so that it is consistent across all six LOs.
3. General improvements not based on the assessment plan:
  - a. Of 13 MBA programs in Colorado, 11 programs included Managerial Economics while CMU MBA did not; only two programs besides CMU included Advanced Management Theory. Hence, the MBA Committee decided to replace MANG 500 in the core with ECON 530.
  - b. The examination of competing MBA programs also indicated that most programs included a leadership course. Hence, the MBA Committee decided to modernize its Organizational Theory and Behavior class by retitling it a Leading Organizations and modifying the content.
  - c. One student asked to be able to do a thesis rather than the practicum. The thesis option had been left off the 2016-17 MBA program sheet. Hence, the MBA Committee decided to put the thesis option back on the program sheet. That required changing the existing 6-cr-hr thesis course to be two 3-cr-hr courses. It also required adopting a thesis protocol as none has existed since 2012 which is when the last MBA thesis was conducted. Action in 2017: Consider encouraging more students to do the thesis option to supplement faculty scholarship.
  - d. In light of the new thesis protocol, the practicum protocol should be examined in spring 2017 and modified to reflect that it is a three-credit- hour course compared to the two three-credit-hour thesis courses.

#### 2017-18

1. SLOs for the MBA need to be reviewed in the light of new requirements suggested by reviewers. Other items that need to be considered during 2017-18 included:
  - a. The list of business topics in LOs 1a and 1b need to be expanded to include economics.
  - b. The wording for each usage of the comprehensive exams needs to be standardized.
  - c. The wording for each usage of the exit survey needs to be standardized.
  - d. The benchmark levels for the exit survey should be reconsidered due to the impact that a small N has on the results.
  - e. The benchmark levels for the exit survey need to be consistent across all usages.

**Colorado Mesa University MBA Program Review**  
**External Reviewer's Report**  
**Ed Bashaw, Dean and Jones Distinguished Professor**  
**Emporia State University School of Business**

**I. Narrative**

Overview

The goal of a program review is to improve the program through a systematic self-examination and an outside, objective review. In the spirit of continuous improvement, I offer my thoughts, observations, and opinions. My overall opinion of the MBA program at Colorado Mesa University is positive. Now in its twenty-first year, the MBA program has graduated 208 students from the program who have gone on to contribute to the economic vitality of the region. The program is housed in a relatively new building with strong learning technologies imbedded in each classroom. I met with enthusiastic faculty, administrators, and staff who are highly committed to the success of the MBA program. Leaders of the program (VPAA, AVPAA, Dept. Head, and Program Director) each vowed to make positive changes to improve the program to ensure an enduring future. Finally, I met with current students (3) and MBA alumni (4) who communicated a strong loyalty to CMU and the program, felt the program offered a rigorous and practical curriculum taught by dedicated quality faculty, and made good ambassadors to the positive experiences found in the program.

In preparation for the MBA Program Review visit, I reviewed the self-study portion of the Program Review, the Graduate Program Admissions Information, 2017-18 Program Requirements for the MBA program, the Master of Business Administration Handbook, the MBA Course Planning Guide, and the Department of Business website. My visit was on March 8, 2018. My schedule was sent to me by Dr. Kurt Haas, Assistant Vice President for Academic Affairs. During my visit I met with the following people:

- Academic Affairs – Dr. Cynthia Pemberton (VPAA) and Dr. Kurt Haas (AVPAA)
- Library Personnel – Sylvia Rael (Director of Library), Barb Borst (Collection Development Coordinator), and Laureen Cantwell (Reference and Distance Services)
- Three current MBA students
- Dr. Richard Vail (Interim MBA Director)
- Dr. Steve Norman (Business Department Head)
- Lunch with Program Faculty members (Cook, Stone, Norman, and staff member Shoberg)
- Jeremy Brown (VP of Information Technology)
- Betty Schans (Director of Assessment) and Suzanne Owens (Faculty Assessment Coordinator)
- Debrief with Pemberton and Haas
- Meeting with Program Faculty (Conklin, Cook, Noel, Stone, and Vail)

curriculum that includes six hour research sequence, and face to face course delivery at night), and difficulty in matriculating through the program (i.e., comprehensive exams, finding electives for different tracks, work related travel restricting class attendance). Discussions with Drs. Norman and Vail revealed multiple current actions taken to promote the program in the Grand Junction community and a willingness to consider multiple modes of program delivery. More work in this area will be important if one of the goals of the MBA program is to increase the number of participating students.

#### Program Resources:

Based on my meetings with Library personnel (Sylvia Rael-Director, Barb Borst-Collection Development Coordinator, and Laureen Cantwell-Reference and Distance Services), Jeremy Brown (VP of Information Technology) and Bette Schans (Director of Assessment) and Suzanne Owens (Faculty Assessment Coordinator), my conclusion was that the services provided to the MBA program was adequate (actually, quite good).

From the current MBA Program Review, I found the following statement: "Program resources are inadequate to grow the program." I tend to agree. The strategic orientation of Colorado Mesa University reflects the current amount of resource variables provided to the MBA program. It is outside the purvey of this review to suggest any changes in strategic orientation. However, within the context of the current cost orientation, I offer some recommendations below for consideration.

- From the resource expenditure of time, of particular concern is the faculty time and involvement in the practicum projects. I have discussed the distress on students and a questioning of the research track tied to program goals. Faculty are required to essentially develop a series of independent studies for students to satisfy this program requirement.
- Also of concern in growing the MBA program is the current 4-4 teaching load. Given the additional time required of faculty teaching MBA courses and the additional research requirements included for AACSB accreditation, this load may be challenging. As a frequent AACSB accreditation team member, my experience is a 3-3 or 4-3 load is more typical for a school like CMU. AACSB accreditation does not make teaching load recommendations. Rather, the expectation will be that faculty reach the research requirement set forth in the mission of the Department of Business, regardless of teaching load.
- Short of a teaching load reduction, I invite consideration of assigning non-teaching graduate assistants to MBA program faculty to aid them in producing an increased number of peer reviewed journal articles.
- Another concern is the administrative support allocated to the Department of Business. One administrative assistant for 2,000 students plus all of the faculty seems low.

#### Student Learning Outcomes and Assessment:

The Department of Business has had a long history of assessment of the MBA program. It was noted in the last Program Review that this was a strength of the program. In the spirit of continuous improvement I offer three suggestions.

- Eight SLO's seem high. It is time consuming to adequately assess an SLO. Normally, three to five SLO's are identified. Focus on moving from the mission to objectives may serve to sharpen the focus and lessen the number of SLO's.
- While the number of SLO's seem high, they represent individual coverage areas that are mainstream. One area of improvement is in the area of evaluating SLO's using comprehensive exams. For example, SLO#2 states, "Demonstrate an advanced level of analytical thinking." First, it is not clear from the Assessment section found in Appendix E how an advanced level of analytical thinking is measured. Program faculty are asked to judge this outcome via a pass/fail analysis of the comprehensive exam. That doesn't offer specific criteria to improve advanced level of analytical thinking to close the loop. Additionally, the indirect method of asking students to agree whether the MBA program has reached its goal (analytical thinking) is unlikely to offer actionable data to close the loop.
- Much of the assessment surrounds the comprehensive examination for each of the core disciplines. They consist of locally developed exams evaluated against a locally developed rubric. At some level, a comparison on a level broader than just the local level is desirable. I recommend that the MBA faculty consider using some normed, national exam, such as ETS, as an external validation.
- Discussions with the MBA Program faculty and Interim MBA Director revealed a lack of involvement in much of the assessment process. Data was not disseminated widely (if at all) for evaluation and discussion in areas of improvement and closing the loop. Current faculty indicate an enthusiasm for involving themselves in the ongoing improvement of the program.

## II. Executive Summary

**Table 3. Executive Summary Template for External Reviewer's Observations**

Program Review Element	Agree	Not Agree	Unable to Evaluate	Not Applicable	Provide explanation if not agree with element and/or why unable to evaluate
The program's self-study is a realistic and accurate appraisal of the program.	X				
The program's mission and its contributions are consistent with the institution's role and mission and its strategic goals.	X				
The program's goals are being met.					
The curriculum is appropriate to the breadth, depth, and level of the discipline.	X				
The curriculum is current, follows best practices, and/or adheres to the professional standards of the discipline.		X			Most of the courses in the curriculum reflects a mainstream approach. One exception is the Research Design and Research Practicum courses. These are reflective of an MBA program preparing for academic research rather than business practice. A problem solving approach (stated goal of research sequence is to solve business problems) can also be gained by use of the case method.



Student demand/enrollment is at an expected level in the context of the institution and program's role and mission.		X			Given the nearly 2,000 business majors enrolled at CMU in Fall 2017 and the estimated population of 150,000 in the Grand Junction MSA, the expectation would be higher than 45 total MBA students (Fall 2017). Note: the enrollment includes 15 CMU employees.
The program's teaching-learning environment fosters success of the program's students.	X				
Program faculty members are appropriately credentialed.	X*				*Faculty credentials will need to improve to meet AACSB standards.
Program faculty members actively contribute to scholarship, service and advising.	X				
Campus facilities meet the program's needs	X				
Equipment meets the program's needs	X				
Instructional technology meets the program's needs	X				
Current library resources meet the program's needs	X				
Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed		X			Student learning goals are appropriate to the discipline, clearly stated, and have been assessed. However, I question the efficacy of the assessment process. The learning goals are measured as pass/fail and with no grading rubric, at least one presented to me. Because of this, there is not sufficient detail to close the loop and make program improvements when students are deemed to have failed the comprehensive exam for a particular discipline.
Program faculty members are involved in on-going assessment efforts.		X			It appears that the current program faculty have not been adequately involved in on-going assessment efforts as ascertained during my meeting with them. However, it also appears efforts on their part in the past to be involved had been blunted. Additionally, they appear eager to become involved going forward.
Program faculty members analyze student learning outcome data and program effectiveness to foster continuous improvement		X			Current program faculty members indicated they did not see student learning outcome data. Much of the analysis was done by the former MBA Director and only the final report was shared.
The program's articulation of its strengths and challenges is accurate/ appropriate and integral to its future planning.	X				

## Recommendations

*List the 3 - 5 recommendations for program improvement of highest priority. What is the most important improvement this program needs to make during this review cycle, within the context of limited resource availability? Listed in order of importance, my recommendations are as follows:*

1. Begin the process of "modernizing" the current MBA program to appeal to a larger number of students by:
  - a. Better targeting the program to meet the needs of working professionals;
  - b. Evaluating the efficacy of the two-course research sequence in reaching MBA Program SLO's;

- c. Consider eliminating comprehensive exams;
    - i. If comprehensive exams are eliminated, a massive restructuring of the assessment process will be in order as these exams are the cornerstone of the MBA assessment process.
  - d. Evaluating program delivery modalities to determine a more optimum delivery for working professionals;
  - e. Developing a marketing mix that includes promoting the program to local/regional audiences as well as internally, especially current CMU business students (including leveraging the 3+2 programs);
  - f. Streamlining the admission process in order to increase the number of completed applications
2. Revise assessment process – While there are many positive aspects of the current assessment process, revising the process is important to the ongoing success of the program. It will be critical to gaining AACSB accreditation.
  3. Add Graduate Assistants to aid the faculty in their research efforts and as a recruiting tool.
  4. In anticipation of AACSB accreditation, define/upgrade graduate faculty qualifications for faculty teaching in the MBA program to differentiate from undergrad instruction.

**b) What are the most exemplary element(s) about this program?**

1. Twenty-one year history of delivering the MBA in the Grand Junction area and the over 200 graduates of the program who are good spokespeople and exemplars whose economic contributions to the region cannot be overlooked.
2. Creation of graduates who have a strong affinity for the Department of Business and the MBA program and who are serving as examples and ambassadors of the good the program creates within the business community.
3. Cadre of committed faculty and administration with a ‘continuous improvement’ mindset.
4. Commitment to rigor.





