



**AACSB Board of Directors
Ratification to Extend Accounting Accreditation**

August 07, 2023

**New Mexico State University
College of Business**

Accounting Degree Level(s) Offered: Undergraduate, Masters, Doctoral

Date of visit: 2023-04-16 to 2023-04-18

School Contacts

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Peer Review Team Members

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Chair of the Board of Directors Message

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the degree programs in accounting offered by New Mexico State University is concurred with by the Accounting Accreditation Committee (AAC) and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all of your supporters.

New Mexico State University has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2027-2028. A timeline specific to the school's next visit year is available on our website.

The school should begin to address the following areas identified by the peer review team and AAC. As part of the next Continuous Improvement Review Application, due July 1st two years prior to the visit, the school is asked to update the AAC on the progress made in addressing these areas. The Decision Report is the official record of the school's visit, and therefore the school should report on the issues contained within this report if they are different than what is in the peer review team report.

Standard(s) affected:

A1.

The mission statement of the accounting program does not clearly reflect the unique traits of the program. While the faculty spend significant time developing students as professionals and improving student's social mobility, these emphases are not clearly stated in the mission. The peer review team (PRT) recommends that the program revisit their mission and identify "who" they are and what they want to accomplish. This will help them define their strategic priorities more clearly.

Standard(s) affected:

A3.

The accounting program is significantly understaffed. During 2021-2022, the accounting program had four associate professors, three assistant professors (one is now a tenured associate), two visiting faculty who hold master's degrees as the highest qualification, and one full-time lecturer. Mary Jo Billiot, an associate professor, has a reduced teaching load as she is an associate dean and will retire effective June 30. Patricia Hartwell, a visiting professor in 2021-2022 also departed the school during the 2022-2023 academic year. As a result, the accounting program will have no full professors as it will consist of six tenured/tenure track and two non-tenure track faculty. The accounting program should consider its faculty resource needs to develop a strong research pipeline and adequately support student development, especially given that the program offers a master's degree in accounting. Hiring quality faculty is particularly challenging as salaries are below market and the university does not provide summer research funding. Identifying new sources of revenue to support research would be helpful.

Standard(s) affected:

A5.

The program should continue to increase the coverage of analytics and emerging technologies in their courses, especially in the MAcc program. For example, the CIR report details that an analytics course was added to the BAcc program. However, many of the skills introduced in that course should be revisited in the MAcc program. Given the very thin composition of faculty, the program should consider requiring classes in other disciplines to enhance analytics coverage.

Standard(s) affected:

A4.

The program should continue to focus on assurance of learning (AoL) and closing the loop. While the AoL process is robust and faculty discuss concerns about student performance both formally and informally, programmatic changes are not always documented. In addition, the faculty should consider indirect measures of program success through CPA pass rates, students' employment, and employer satisfaction surveys.

Commendations and Best Practices

1. The accounting faculty work diligently to mentor and develop students as nearly 70% of students are Hispanic, more than 50% are Pell eligible, and at least 36% are first-generation students. Many faculty have personal relationships with students and connect them with potential employers. In addition, the program has an active Beta

Alpha Psi Chapter that hosts the Meet the Firms and a professional development seminar annually. The seminar includes mock interviews, resume reviews, and other development opportunities. All of the students we talked to reported that this event was extremely valuable and helped them obtain internships and full time positions. Finally, faculty engage with students through informal connections in and outside of class.

2. The Master of Accountancy Program includes a communications course, ACCT 510—Technical and Professional Communication for Accountants. The course emphasizes the importance of writing with purpose and clear organization. Students practice writing email communications and a bad news memorandum. This course is particularly important for student success in the early stages of their career.

Consultative Feedback

1. The university mission indicates a desire to be a Carnegie Research 1 institution. The publications in the accountancy program do not seem to support that goal. Further, the journal quality list that is used to determine AACSB classification and that provides guidance for tenure and promotion focuses on ABDC journal publications for three of the four quality classifications. The PRT encourages the accounting faculty to review their guidance for journal quality and consider if it is attainable given the teaching load and research support. Further work to ensure that the research efforts are consistent with the mission should be done.

2. A substantial portion of the program's budget (96%) is dedicated to salaries leaving limited funds available for stipends, awards, marketing, student organizations, faculty upskilling in technology skills, and faculty research support. Many of these items are funded through donor contributions and are not guaranteed from year-to-year. To provide more funds, consider discussing revenue sharing programs with the university leadership whereby the college and/or the department is rewarded for the growth of current programs and establishing new programs. The program might also consider creating a charter for the various boards of advisors which could include a recommended monetary donation by board members. These funds could be used for program initiatives and make the program less dependent upon the year-to-year fluctuations in gifts and college resources.

3. The CIR report provides information for CPA pass rates through 2019. However, the PRT did not have information on the number of students who sat for the exam or became successful CPAs. The PRT recommends that the program track information on the number of graduates from their BAcc and MAcc programs who actually sit for the CPA exam and become licensed CPAs. One option to collecting this data is via LinkedIn profiles or reports from State Boards of Accountancy.

4. Students and faculty primarily discussed job opportunities in public accounting. We encourage the faculty to highlight other career paths for students who are not interested in pursuing public accounting. For example, the program might host a networking event for corporate or governmental employers. Encouraging students to pursue the CMA or Internal Audit credentials would also be beneficial.

5. While many students participate in internships, the department could consider offering a for-credit VITA (Volunteer Income Tax Assistance) program. These programs provide experiential learning for students and assist the college with meeting its societal impact goals. This might be particularly impactful in Los Cruces based on the demographics of the community.

Comparison Groups

Comparable Peers - New Mexico State University

- Boise State University
- Marshall University
- Texas State University
- University of Montana
- University of Nevada, Reno
- University of Wyoming
- Weber State University

Competitors - New Mexico State University

- The University of New Mexico
- The University of Texas at El Paso

Aspirants - New Mexico State University

- Colorado State University

- Kansas State University
- Texas Tech University
- Utah State University

Included in Scope Programs

Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis

- Doctoral - Doctor of Philosophy (PhD) - Management - Management - Management
- Doctoral - Doctor of Philosophy (PhD) - Marketing - Marketing - Marketing
- Doctoral - Doctor of Economic Development - Economics/ Managerial Economics - Economic Development - Economic Development
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Business Administration - Concentration in public utility regulation
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Business Administration - Business Administration
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Business Administration - Concentration in Finance
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Business Administration - Concentration in Information Systems
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Business Administration - Concentration in agribusiness
- Masters-Specialist - Master of Accountancy (or Accounting) - Accounting - Accounting - Accounting
- Masters-Specialist - Master of Arts (MA) - Economics/ Managerial Economics - Economics - Economics
- Masters-Specialist - Master of Arts (MA) - Economics/ Managerial Economics - Economics - Policy analysis
- Masters-Specialist - Master of Arts (MA) - Economics/ Managerial Economics - Economics - Econometrics
- Masters-Specialist - Master of Arts (MA) - Economics/ Managerial Economics - Economics - Public Utility Policy and Regulation
- Masters-Specialist - Master of Science (MS) - Statistics - Applied Statistics - Applied Statistics
- Undergraduate - Bachelor of Accountancy - Accounting - Accounting - Accounting
- Undergraduate - Bachelor of Business Administration - Economics/ Managerial Economics - Economics - Economics
- Undergraduate - Bachelor of Business Administration - Finance - incl Banking - Finance - Finance
- Undergraduate - Bachelor of Business Administration - General Business - General Business - General Business
- Undergraduate - Bachelor of Business Administration - General Business - General Business - Entrepreneurship
- Undergraduate - Bachelor of Business Administration - CIS/ MIS - Information Systems - Information Systems
- Undergraduate - Bachelor of Business Administration - International Business - International Business - International Business
- Undergraduate - Bachelor of Business Administration - Management - Management - Project and supply chain management
- Undergraduate - Bachelor of Business Administration - Management - Management - Small Business Management and Entrepreneurship
- Undergraduate - Bachelor of Business Administration - Management - Management - Human Resource Management
- Undergraduate - Bachelor of Business Administration - Sports Management - Marketing - PGA golf management
- Undergraduate - Bachelor of Business Administration - Marketing - Marketing - Marketing

Excluded from Scope Programs

Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis

- Masters - Master of Science in Family and Consumer Science - -
- Masters - Professional Masters in Financial Mathematics - -
- Undergraduate - BA in Economics - Economics/ Managerial Economics - Economics - Economics
- Undergraduate - Bachelor of Applied Studies (College of Arts and Sciences) - -
- Undergraduate - Bachelor of Arts in Economics - -
- Undergraduate - Bachelor of Arts in Economics (College of Arts and Sciences) - -
- Undergraduate - Bachelor of Arts in Journalism and Mass Communications - -
- Undergraduate - Bachelor of Individualized Studies (College of Arts and Sciences) - -
- Undergraduate - Bachelor of Science in Agriculture - - Agricultural Economics and Agricultural Business
- Undergraduate - Bachelor of Science in Agriculture - - Plant and Environmental Sciences

- Undergraduate - Bachelor of Science in Hotel, Restaurant, and Tourism Management - -
- Undergraduate - Bachelor of Science in Secondary Education- Business focus - -