



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

August 07, 2023

**New Mexico State University
College of Business**

Business 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

Kenneth Anderson, Chair
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Terry Clark, Member
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Southern Illinois University Carbondale

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 business offered by New Mexico State University is concurred with by the Continuous Improvement Review Committee (CIRC) 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 CIRC. 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 CIRC 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:

9.

The college will be evaluated on its progress toward meeting its aspirations for societal impact. The school will need to develop a strategy for societal impact that is consistent with its mission, including identification of its aspiration in this area and demonstration of exemplars of success. For guidance on the societal impact expectations of the 2020 standards, review the AACSB and Societal Impact white paper.

Standard(s) affected:

6.

While the college has made progress on the issues of data gathering, analyses, and presentation, the CoB should develop a systematic and thoughtful approach to data. There are many examples of learner success metrics which the CoB can learn from such as graduation rates, placement metrics, and other relevant statistics. Given that social mobility is such a central part of the CoB's mission, outcomes data relative to mobility is especially important.

Standard(s) affected:

1.

Strategically, there has been and will continue to be a fair amount of volatility at both the university and the college levels, and moving forward will require focus. The college should develop a robust strategic plan that is, of course, consistent with the university's plan. The college's plan will prioritize the most important objectives and actions, add target completion dates, responsible authority, and resource estimates.

Standard(s) affected:

1.

Given the appropriateness of the CoB's mission, especially the emphasis on social mobility and economic development, the CoB should incorporate more strategic and intentional connections between the college's mission and areas such as resource allocation, curriculum, and professional development.

Standard(s) affected:

5.

In the area of assurance of learning (AoL), the CoB should focus on "closing the loop" by making needed changes to curriculum and subsequent assessment. The college's assurance of learning system would also benefit from clarifying the connections between what is learned and areas such as strategy and resource allocation.

Commendations and Best Practices

1. The college's mission focus on economic development and social mobility. These are noble aspirations and they are very appropriate given its location and the demographic that it serves.

2. The advisory boards that serve the CoB are highly engaged and very passionate about the college. They take great

pride in the college's accomplishments and are willing to step up and help however possible.

3. The college's use of cases as an assessment tool is an innovative and well-managed approach that provides additional student learning as part of the process.

Consultative Feedback

1. The peer review team suggests that the CoB work with the university to improve the quality of undergraduate advising. Currently academic advising is centralized and it appears that some undergraduate students are not well served by this model. CoB faculty already have experience mentoring students on career and academic issues. A decision to decentralize advising should not be made lightly, as, for example, faculty workloads will likely increase, but improvement in this area is needed.

2. The above is related to the general issue of student services. Given the college's mission emphasis on social mobility, there are a number of areas in which the CoB can make a difference. For example,
--Is embedding in the CoB central career services staff for a limited amount of time each week a possibility?
--Can professional development modules be embedded in academic classes? Can technology be used as a resource (e.g., LMS) so that instructors have ready and consistent resources available?
--Are there existing university resources that can be used to supplement CoB resources (e.g. assessment or training programs)?
--Can alumni and corporate partners be engaged to sponsor or provide support, including sponsorship of an etiquette dinner, alumni volunteers for resume review and mock interviews, and/or corporate partner delivery of an interviewing skills workshop.

3. The university is currently considering a strategic initiative to become an R1 institution. We suggest that the CoB be prepared for this eventuality. The college can have meaningful (if limited) involvement by focusing on areas where it can reasonably contribute. One area could be in the area of grants and an initial step could be the hiring of a grants coordinator to provide proposal support, match faculty to opportunities and potential partners, and continue the funded research trajectory that is building.

4. The CoB clearly needs more administrative staff. Sharing with other areas will only get you so far, and the team recommends an analysis of staffing be undertaken.

Comparison Groups

Comparable Peers - New Mexico State University

- Boise State University
- Southern Illinois University Carbondale
- Texas State University
- The University of Texas at San Antonio
- University of Nevada, Reno
- University of Wyoming
- Utah State University

Competitors - New Mexico State University

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

Aspirants - New Mexico State University

- Kansas State University
- Oklahoma State University
- University of Nebraska-Lincoln
- University of Utah

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 - -