

## APPENDIX F

### ACADEMIC PROGRAM REVIEW TEAM WORKSHEET

**This worksheet should be used to document any department/program shortcomings relative to the UNM Criteria for Program Review. For each criterion, please note whether shortcomings exist in the criterion. If a shortcoming is identified, please note it as Met With Concerns (MC), Marginally Met (MM), or Not Met (NM), (refer to manual – page 8 - for descriptions). For any shortcomings, please summarize the basis for your conclusion in the appropriate box. If a potential shortcoming changes in level or is resolved during the campus visit, provide an explanation for how it was resolved or changed.**

**Visit Dates:** March 31, April 1, 2, 2014

**Department/  
Program:** Anderson School of  
Management

**Evaluator(s):** Dr. Ilene Kleinsorge, Dr.  
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Criterion	Assessment (MC/MM/NM)	Comments
<b>1. PROGRAM GOALS</b>		
Published goals/educational objectives for each program (undergraduate and graduate)	Meets	The Anderson School (AS) has developed an extensive framework of program goals, with an appropriate push out to individual courses, via an assurance of learning system. The AS website and catalogue appear comprehensive.
Consistent with mission (UNM's and unit's) and the needs of constituents	Meets with Concerns	The strategic plan runs to 2013. This should be reviewed and extended, as it may impact and require revision of certain program goals.
Students are aware of program goals	Meets	Students seem to display strong awareness of program and course goals. They are not focused on the AS mission and vision.
<b>2. TEACHING AND LEARNING: CURRICULUM</b>		

For each program, adequate coverage of program-appropriate curricular components, and consistent with the learning goals of the program/university	Meets with Concerns	The reviewers are concerned with the breadth of concentrations relative to resources, although no specific deficiency is cited.
Contributions to other units are adequately coordinated (with other units) and appropriate for the offering unit	Not Met	A significant portion of the faculty express discord over the lack of ownership of curriculum design and implementation. This appears to be contributing to a suboptimal curriculum design at both the undergraduate and graduate curriculum.
Extracurricular programs/activities are sufficient and consistent with program goals/educational objectives	Meets	The AS supports a number of excellent student organizations and experiential opportunities.
Program delivery modes are of sufficient quality and address student needs	Meets with Concerns	Resource constraints limit opportunities to have access to modern classrooms and technology
<b>3. TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT</b>		
Regular use of appropriate, documented processes for assessing and evaluating the extent to which the program educational objectives are being attained	Meets	Evolving assurance of learning processes sufficient for external accreditation and identification of opportunities for program improvement. It was noted that there is concern that the implementation of processes is uneven across departments.
Regular use of appropriate evaluation tools for assessing teaching effectiveness	Meets	Course level assessment is appropriate.  Mentoring of adjuncts, new lecturers and assistant professors would benefit from more refined mentoring processes.  The AS needs to differentiate learning outcomes for online learning, so as to monitor and improve the emerging use of technology for distributed education.

Results of evaluations systematically utilized as input for the continuous improvement of programs	Meets	“Closing the loop process” is in place and functional. However uneven application is perceived to be an issue.
<b>4. STUDENTS</b>		
Policies for accepting new and transfer students (including transfer credits) are in place and are enforced	Meets	Articulation agreements in place with community colleges. Faculty and students mentioned inadequate preparation in quantitative methods and computer skills for incoming students. SA may want to assess skill levels and work with university partners to improve the outcomes for freshman and sophomore requirements. Students expressed dissatisfaction with the delivery of the math courses.
Student performance and progress are adequately monitored	Meets	Student advising and LOBO Achieve are commendable practices.
All students receive adequate and appropriate advisement and referral to student support services	Meets	
Student success and retention initiatives are appropriate for the unit and evaluated for effectiveness	Meets	
The success of graduates is tracked and assessed	Meets	The AS does a very good job of tracking graduate success, as of the date of graduation. Additional strategies to allow post-graduation tracking would be helpful.
<b>5. FACULTY</b>		
Sufficient number and competencies to cover all program and curricular areas	Not Met	AS does not currently meet minimum AACSB standards.
Appropriate qualifications	Meets with Concerns	Excessive reliance on non-participating faculty and adjuncts.
Adequate levels of research and creative activities	Meets with Concerns	Faculty research, relative to vision of national recognition, is light. The processes by which scholarship is evaluated and impact measured is loosely defined.
Adequate levels of student-faculty interaction, student advising and counseling	Meets	

Adequate levels of university/professional service activities	Marginally Met	UNM needs to define metrics relative to this aspect of engagement; currently there is a disconnect between service expectations and incentive systems. However to encourage volunteer service, the UNM should seek operational efficiencies by elimination of non-value adding administrative procedures.
Adequate levels of professional development	Meets with concerns	Resource limitations require suboptimal engagement and investment in faculty development
<b>6. RESOURCES AND PLANNING</b>		
Unit engages in resource planning and allocation, possibly with use of external advisory board	Not Met	The AS lacks discretion in resourcing, and this appears to limit opportunity seeking strategies, such as more realistic pricing of educational activities.
The unit has sufficient resources and institutional support to carry out its mission	Not Met	The school is far below the norm for available resources, relative to its mission.
Staff composition and deployment is adequate	Not Met	Currently, the school appears to be out of sync with thresholds under AACSB standards.
Unit solicits and receives appropriate levels of external support	Meets with Concerns	The school is attempting to generate more external support. Recent success provides a good point of beginning, which should be extended by the new team.
<b>7. FACILITIES</b>		
Facilities are adequate to support student learning, along with scholarly and research activities	Not Met	The quality of facilities is not competitive with comparable schools.
Office space for faculty, staff and graduate students is appropriate	Not Met	Needs major improvement.
Adequate library services, compute infrastructure and information infrastructure	Meets	The core IT infrastructure appears adequate to support learning goals and this is the result of the technology fee which has been an enabler of excellence.
Laboratories (if appropriate) contain modern tools and equipment, are available, accessible, and systematically maintained and upgraded	Meets	

<b>8. PROGRAM COMPARISONS</b>		
Institutional support and leadership sufficient to assure quality and continuity of the program	Meets with Concerns	A successful dean search is critical. The Provost articulates the correct qualities necessary for a successful business dean.
Institutional services, financial support, and staff adequate to meet program needs	Not Met	Revenue is constrained, as are strategic opportunities for pursuing incremental revenues that are guaranteed to accrue directly to the AS.
Sufficient to attract and retain a well-qualified faculty and provide for their professional development	Marginally Meets	Faculty pay is well below normal standards; most faculty appear place bound by life circumstances rather than choice.
Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment	Marginally Meets	The school is highly efficient given its resource limitations and high community expectations.
Sufficient to provide an environment to attain student outcomes	Meets with Concerns	Students are receiving a reasonable education. They seem to place well with regional employers. At the same time, they are not uniformly challenged to excel. The AS should be mindful of the last AACSB report which noted that the best undergraduate students expressed concern about lack of uniform rigor due to diverse capabilities of students. Some instructors expressed concern about analytical rigor and skill of some students. The drive toward high retention may undermine setting standards and expectations for high rigor that is important for success in a globally competitive environment.
<b>9. FUTURE DIRECTION</b>		
Unit engages in strategic planning	Marginally Meets	The strategic plan is now outdated. The unit should refresh the plan, particularly in light of upcoming leadership changes. Senior faculty express a strong desire for an extensive planning process that results in a direction to which they can align their programs.

<p>Unit make use of appropriate data, including peer comparisons, in strategic planning</p>	<p>Meets with Concerns</p>	<p>Key performance indicators should be developed and reported to facilitate progress measurement. There is not a well-defined dashboard or scorecard.</p>
<p>Unit is aware of its strengths and weaknesses, and prioritizes its improvement activities accordingly</p>	<p>Meets with Concerns</p>	<p>The Provost expressed one idea; that of a “destination” university goal. The Vision of the AS includes the words “national recognition.” The current reality differs. A clear strategy is needed to move along the continuum.</p>

## **Overview:**

We are pleased to have been afforded the opportunity to visit your campus, as part of your program review process of the Anderson School of Business. We express our sincere thanks for the warm hospitality, and hope that our observations are based on appropriate impressions, and that they will ultimately prove constructive in bettering the lives of the citizens of your enchanting state.

New Mexico is an important state, and will become even more important in national scope. It benefits from its branding as a key recreational state, with strong amenities that appeal to visitors and seasonal residents. It is at the tide line of shifting currents in America's changing social demographic, placing it advantageously able to capture national political interest that is well beyond the reach of similarly-sized states. The significant Hispanic population affords cultural and language skills that should prove valuable in building business and cultural relationships with the emerging Latin American countries. The Anderson School, well regarded as the flagship of the region, thus enjoys numerous strategic advantages. It is very reasonable that the School's vision expresses a goal of national recognition. In many respects this vision is already realized. At the same time, several internal stakeholders expressed frustration that the School is not living up to certain portions of its reputation. What follows is a three-pronged report. One is to acknowledge and call attention to several important points of strength. This is followed by discourse on areas of potential improvement. Finally, given the Anderson School's accreditation from the AACSB (the gold medal of business accreditation globally), the final section of the report provides an internal assessment of progress regarding recommendations of the AACSB.

## **Areas of Strength:**

The Anderson School of Management has a number of important strengths. We enumerate several.

1. Dean Brown's tenure at UNM serves SA well across campus. He has provided stability for SA during a volatile time for UNM.
2. Dean Brown has significantly increased fundraising success during his tenure and has secured funds from the State Legislature to begin the planning phase for a new building to house the school.

SA has a new Development team in place and is committed to establishing robust engagement with the business community and alumni for the purpose of external fundraising and building a sense of pride among alumni.

3. The school has achieved distinction in concentrations of information assurance, technology entrepreneurship, and ethics and at the graduate level it has received recognition for curriculum in management of technology. These achievements have been realized through the hard work and dedication of the constituent faculty.
4. The faculty are to be commended for their passionate dedication to providing a quality educational experience for their students despite salary constraints. This applies to faculty at all levels.
5. Anderson faculty are justifiably proud of the strong experiential learning component in their curriculum and the connections to the business community.
6. The diverse student population is a point of distinction. A majority of students have significant work experience. We applaud the students as they work seamlessly as one collective group, seemingly unaware of their diverse racial and cultural backgrounds. They are living proof of the American dream. They are, united, representative of what American must learn to be.
7. The University of New Mexico is highly attractive to regional students due to its affordability. The flexibility of course schedule is attractive to the non-traditional student who otherwise would have great difficulty in taking courses due to their employment responsibilities.
8. The school has developed an excellent IT support organization within the college that is recognized across the University. The IT support is funded by a dedicated technology fee paid by the students.
9. The Career Advisement and Career Services teams provide excellent support for students and the staff are passionate about their efforts. This team displays extraordinary talent.
10. The following initiatives are among some of the important strengths in experiential learning within the Anderson School:
  - A. The business plan competition has provided a vehicle for direct connection to economic development and a visible valued partner to other units on campus.
  - B. The Marketing Center applied learning program has provided students hands on experiences by participating in national advertising campaign competitions.
  - C. The Investment portfolio program has uniquely earned the trust of the UNM foundation and the Board of Regents. This is a labor intensive applied learning opportunity that creates graduates in high demand.

### **Areas for Potential Improvement:**

The point of beginning for identification of areas for potential improvement is surfaced by considering areas where stakeholders expressed frustration regarding alignment of

goals and with realities. In addition, we gave consideration to national norms and trends of which we are aware. We focus attention on four topics:

### 1 – Financial Strength

Both costs and revenues seem quite low relative to other schools of national recognition. This impacts facilities, faculty, and students. It is challenging to attract and retain nationally recognized scholars at below market salaries. It is difficult to inspire students to excellence when the facilities in which they are trained are not similarly inspiring. In many respects, education price correlates to actual and perceived education quality. Professional schools across the country are achieving significant progress via differential tuition that is levied and invested at the unit level. Similarly, schools are increasingly finding it necessary to be entrepreneurial in auxiliary programming and activities, but risks and rewards of market-based initiatives must accrue to the unit engaging in such activities. Fund raising tends to follow, not lead these types of initiatives. Without a transformation of the School's financial model, it is hard to foresee significant progress.

### 2 – Strategy and Leadership

The School's strategic plan is now dated. The upcoming change in leadership is perfect timing for renewal of the strategic plan of the School. One possibility is for the strategic planning to be faculty developed and owned, thereby providing a "shovel-ready" plan for the new dean. The other alternative is for the new dean to be tasked with leading the development of a new strategic plan. In any event, there seems to be a recent history of acrimony related to misunderstandings over matters of strategy, curriculum, and other important policies. It is imperative that the unit work through and beyond these issues in the near future, lest they begin to undermine the unit's welfare to the detriment of the students and other stakeholders. Trust, mutual respect, and adherence to adopted codes of conduct are shared values and provide the foundation for healing. The School might seriously consider an independent facilitator to lead initial crucial conversations.

### 3 – Accreditation

The AACSB previously identified areas of necessary improvement, and it appears that the pace of progress is slow in addressing certain of those concerns. The next review is now less than two years away. (see separate comments that follow).

### 4 – Research Environment

Peer institutions are generally more advanced in setting standards for scholarly activities. For example, it is now very common for schools to have unambiguous systems for ranking journals. Methods of documenting impact are also evolving. New accreditation standards speak to demonstration of scholarship impact. Collectively, these factors weigh on the branding scale. It appears that the School may be trailing these trends.

## Progress on recommendations for next review – AACSB

Standard	Recommendation – 2010	Findings - 2014
<p>Standard 1: The school publishes a mission statement or its equivalent that provides directions for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders. [MISSION STATEMENT]</p> <p><i>The school's programs and activities are guided by its mission statement. The mission statement provides a shared understanding of program direction that connects participants' actions and provides a common basis for learning.</i></p> <p><i>The school demonstrates that its mission statement derives from processes that include input from its stakeholders.</i></p> <p><i>The school disseminates its mission statement widely to interested parties.</i></p> <p><i>The mission statement of the school supports the mission of any larger organization of which it is a part.</i></p> <p><i>The mission emphasizes the</i></p>	<p>Update mission, vision, and values statements to reflect the updated resource environment and potential demand opportunities for the Anderson School of Business</p>	<p>The mission, vision, and values statements remain the same as developed in 2004. No evidence of process to review, refresh, and redefine if necessary.</p>
	<p>A strategic plan that is supported by a stakeholder analysis e.g. SWOT</p>	<p>SWOT are articulated in APR but are not directly connected to the strategic plan.</p>
	<p>Identify steps needed to develop the culture necessary to foster an environment where associates are not only encouraged by ultimately self-motivated to aspire to achieve the necessary scholarly level to achieve full professor</p>	<p>The number of associates to move forward for consideration for full has increased. There seems to be questions about what the criteria are to be promoted.</p>
	<p>Review the present college organization structure and its alignment with mission, vision, and values of the college. Consider addressing opportunities for improving efficiencies. Ensure there are clear lines of reporting relationships among key entities that are part of the college's organizational structure and indicate how these entities are held accountable and demonstrate how responsibilities are delegated to these committees.</p>	<p>Organizational structure does not appear to support shared governance. Faculty committee members perceive a lack of power, authority, and accountability. Mutual trust is lacking a sufficient level to move the college forward.</p>
	<p>Clearly articulate the</p>	<p>Not yet done.</p>

<p><i>achievement of high quality in each degree program.</i></p> <p><i>The mission statement encourages learning experiences appropriate for collegiate management students and that positively affect students' development as managers and professionals.</i></p> <p><i>The school demonstrates that it systematically reviews and documents its progress toward mission fulfillment and that it periodically evaluates the appropriateness of its mission statement and supporting strategic management plan.</i></p>	<p>college's strategic advantages and align resources necessary to achieve desired outcomes in accordance with specific metrics of performance in each area.</p>	
<p>Standard 16: Bachelor's or undergraduate level degree: Knowledge and skills. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program. [UNDERGRADUATE LEARNING GOALS]</p>	<p>Continue to refine and develop a more robust assessment process that demonstrates students meet the learning goals.</p>	<p>Progress seems to be made but there is a perception by faculty that the progress is very uneven across departments. There is no group accountable for the overall learning outcomes of the business core.</p>
<p>Standard 18: Master's level degree in general management (e.g., MBA) programs: Knowledge and skills. Participation in a master's level degree program presupposes the base of general knowledge</p>	<p>A detailed plan and progress toward resolution of a more robust set of learning objectives and goals for the MBA with an acceptable AOL process in place including active faculty involvement</p>	<p>Some faculty perceive the changes are cosmetic. Students perceive the changes will make a significant difference to them but are not sure how it will be positive. Communications about the</p>

<p>and skills appropriate to an undergraduate degree. Learning at the master's level is developed in a more integrative, interdisciplinary fashion than undergraduate education.</p> <p>The capacities developed through the knowledge and skills of a general master's level program are:</p> <p><i>Capacity to lead in organizational situations.</i></p> <p><i>Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.</i></p> <p><i>Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.</i></p> <p><i>Capacity to understand management issues from a global perspective.</i></p> <p>Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates master's level achievement of learning goals for key management-specific knowledge and skills in each master's level general management program.</p>		<p>change needs to be managed and articulated well.</p>
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<b>[MASTER'S LEVEL GENERAL MANAGEMENT LEARNING GOALS]</b>		
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