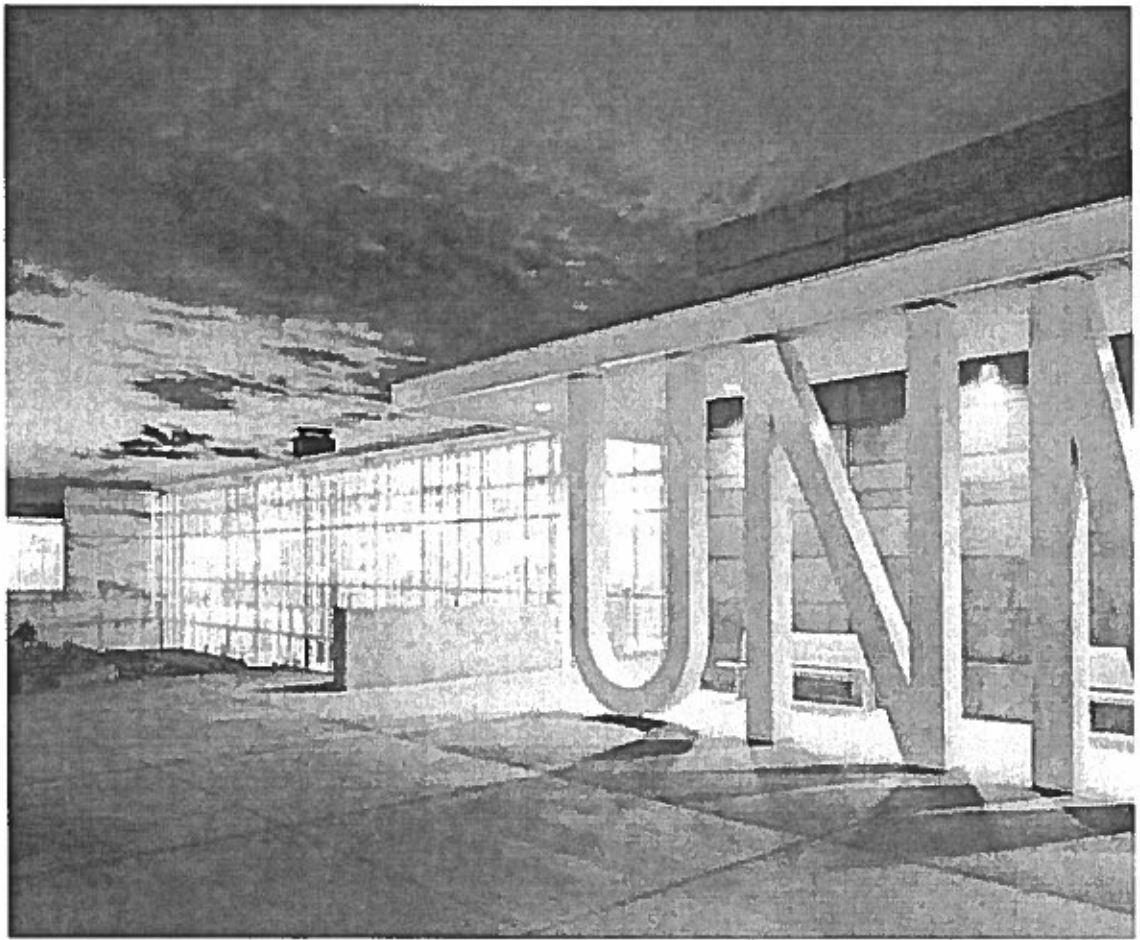


# PROGRAM REVIEW INSTRUMENT



Fall  
2018

University of New Mexico-Gallup

University of New Mexico Gallup Campus  
Associate of Arts in Business Administration

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# Program Review Instrument

UNM-Gallup is committed to offering quality programs which reflect the mission and goals of the campus. In order to ensure the attainment of these goals, the faculty and administration realize the importance of program review as a means of program improvement and accountability. It is also recognized that the evaluation process may result in program changes or elimination.

## STATEMENT OF PURPOSE

The program review will be used:

- To improve teaching and learning
- As a way for the University of New Mexico-Gallup faculty to evaluate whether programs are effectively serving their missions and goals, which should reflect the missions and goals of the campus
- To promote faculty discussion about curriculum within a program and throughout the campus community
- To evaluate program support in the areas of technology, equipment, facilities, and staffing

## PROGRAM REVIEW CRITERIA AND DOCUMENTATION

The following criteria and documentation is composed of ten sections and can be tailored to specific programs. Before the process begins, the program faculty may request specific data from Student Services, an Institutional Researcher, and/or other sources. Data could be supplied from one or any combination of the following sources:

- Computer-generated data (e.g. MyReports, Banner, etc.)
- State reports (providing baseline comparisons state-wide)
- Local and/or system-wide reports and surveys
- Faculty-generated data (e.g. portfolios, course surveys, syllabi, etc.)

## Program Review Procedure

1. The Curricula Committee Chair, or their representative, will contact a program's supervising Division Chair two semesters before the completed review is due, notifying the Chair of their responsibility to provide the required program review documents.
2. A second notification will be sent to the Division Chair by the Curricula Committee's representative one semester before the completed review is due, notifying the Chair of their responsibility to provide the required program review documents.

3. The Division Chair, ideally with the assistance of program faculty, will assemble a report for the Curricula Committee with all of the required documentation included. *No personally identifying student information should be included in this material.*
4. Program review material should be submitted to the Curricula Committee *by the sixth week of the semester in which the review is scheduled.* Any review not submitted within this timeframe or without formally making other arrangements with the Committee will be automatically and formally rejected by the Committee. The Committee will then request that the program be slated for deletion.
5. Copies of the submitted report will be disseminated to all voting members of the Curricula Committee, the Dean of Instruction, and the Zollinger Library. These copies can be circulated as either hard copies or as digital copies.
6. If requested by the Curricula Committee, program faculty, and/or the Division Chair, all parties will meet for a discussion of the submitted Program Review Report.
7. The Curricula Committee will consider the Program Review Report, discuss its contents, and take action. Program Review Reports will either be accepted or rejected, as determined by a majority vote of the Committee. The Chair of the Curricula Committee will vote only in the instance of a tie.
8. The Curricula Committee will compile a written explanation for its action on any Program Review Report. If a Program Review Report is rejected, the Committee will make clear what steps must be taken by the Division Chair and program faculty to adequately revise and resubmit an acceptable Program Review Report.
9. The Curricula Committee's written explanation will be forwarded to the Faculty Assembly President and the Dean of Instruction.

## DOCUMENTS REQUIRED FOR PROGRAM REVIEW

### Introductory Section and Background Information

This section should provide a brief introduction to the Program Review Report which includes the following elements:

- OA: An executive Summary that provides a one- to two-page summary/abstract of the information contained with the program review.

UNMG is a two-year community college located in Gallup, New Mexico, a town with an overall population of approximately 25,000 residents whose annual household income is \$49,538. Native Americans, mostly representing the Navajo and Zuni tribes make up 80 % of the student body. Hispanics account for 11% of the population with Whites and Asians accounting for 5% combined of the student body.

- The Business Management & Applied Technology Department prepares adult learners to work in various business and technological related fields within the local and regional areas. The Associate of Arts in Business Administration Program seeks to meet economic development needs by providing adult learners with a foundation of management courses. The management concepts in the face-to-face, web-enhanced, and online learning environment gives adult learners the skills, knowledge, and

attitude to be employable. Adult learners in the Associate of Arts in Business Administration Program learn many aspects of management courses: CS 150L Computing for Business Students, MGMT 101 Fundamentals of Accounting I, MGMT 102 Fundamentals of Accounting II, MGMT 202 Principles of Financial Accounting, MGMT 113 Management-An Introduction, and MGMT 222 Introduction to Marketing. The Business Management & Applied Technology Department grooms adult learners to work for the state, city and tribal governments and private entities.

A goal of the Business Management & Applied Technology is to continue to offer and maintain the Associate of Arts in Business Administration, especially for those adult learners who are still in the program and those who are interested in learning about the management field. According to the data given by statistician at the University of New Mexico Gallup Campus, the data shows the years of fluctuation in the enrollment and graduates in the Associate of Arts in Business Administration. The Associate of Arts in Business Administration is a popular degree and it continues to move onward.

- A majority of adult learners in the Associate of Arts in Business Administration Program are Native American Indians. The Native American Indian adult learners live on the Indian Reservations located near the University of New Mexico Gallup Campus. The Native American Indian adult learners want to obtain an Associate of Arts in Business Administration Program and pursue tribal governmental employment so that can help their people.
- The challenges listed in Document 9 Future Direction are minor situations that can be resolved. These concerns are fixable and workable: 1) form an advisory board, 2) hire another full-time faculty member to teach management courses, provide academic advisement and mentorship, etc.

-OB: A brief description of the history of the program under review.

A brief history begin with the Headcount and Graduates in the Associate of Arts in Business Administration Program beginning with the Year 2013 and ending in Year 2018.

1. In 2013, there were a total of 45 adult learners in the Associate of Arts in Business Administration Program. No adult learner graduated in 2013.
2. In 2014, there were a total of 130 adult learners in the Associate of Arts in Business Administration Program. A total of 3 adult learners graduated: 1 adult learners graduated in the Summer Semester and 2 adult learners graduated in the Fall Semester.
3. In 2015, there were a total of 201 adult learners in the Associate of Arts in Business Administration Program. A total of 11 adult learner graduated: 7 adult learners graduated in the Spring Semester and 4 adult learners graduated in the Fall Semester.
4. In 2016, there were a total of 264 adult learners in the Associate of Arts in Business Administration Program. A total of 18 adult learners graduated: 10 adult learners graduated in the Spring Semester, 1 adult learners graduated in the Summer Semester, and 7 adult learners graduated in the Fall Semester.

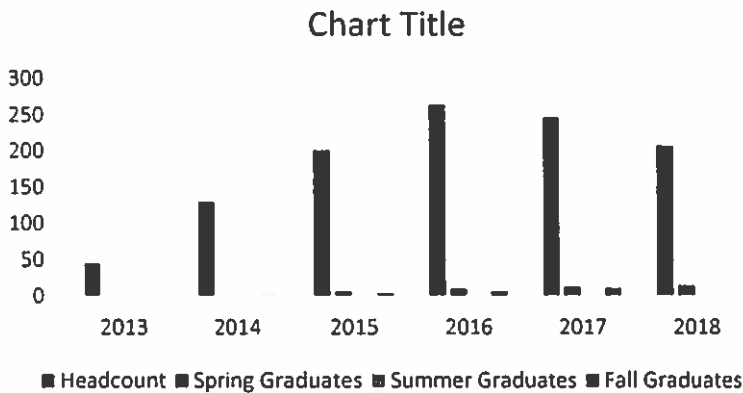
- 5. In 2017, there were a total of 247 adult learners in the Associate of Arts in Business Administration. A total of 25 adult learners graduated: 13 adult learners graduated in the Spring Semester, 1 (one) adult learner graduated in the Summer Semester, and 11 adult learners graduated in the Fall Semester.
- 6. In 2018, there were a total of 207 adult learners in the Associate of Arts in Business Administration. A total of 15 adult learners graduated: 15 adult learners graduated in the Spring Semester.

Table 1. Year, Headcount & Graduates.

Associate of Arts Business Administration Program Headcount/Graduates						
	2013	2014	2015	2016	2017	2018
Headcount*	45	130	201	264	247	207
Spring Graduates	0	0	7	10	13	15
Summer Graduates	0	1	0	1	1	0
Fall Graduates	0	2	4	7	11	0

- \* Do not know if CTE and Middle High School students are included.

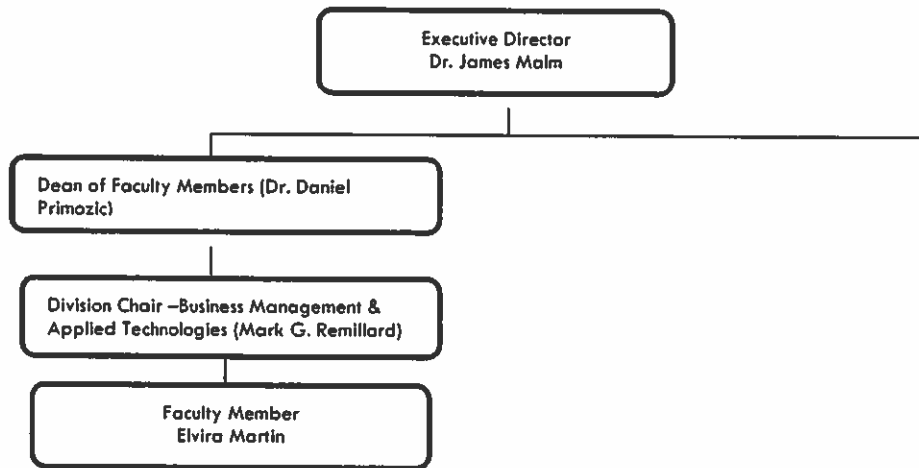
Chart. The Chart is in color but the print shows shades of black.



**OC:** A brief description of the organizational structure and supervision of the program, including a diagram of the organizational structure.

- Associate of Arts in Business Administration - Organizational Chart Fall Semester 2018

The description of the organizational structure and supervision of the program begins with the Executive Director (Dr. James Malm), then the Dean of Faculty Members (Dr. Daniel Primozic), next is Division Chair – Business Management & Applied Technologies Department (Mark G. Remillard), and finally faculty members (Elvira Martin).



**-OD:** Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last external review. If not applicable, indicate that the unit does not have any specialized/external program accreditations.

-The Associate of Arts in Business Administration in the Business & Applied Technology Department is not affiliated with any specialized and or external program accreditations.

**-OE:** A brief description of the previous Program Review for the program. The description should note when the last review was conducted. The description should also provide a summary of the findings from the Curricula Committee's final report and how the program addressed the Committee's recommendations.

-There is a previous Associate of Arts in Business Administration Review in place. However, there is no summary of the findings and or recommendations from the Curricula Committee.

## Document 1: Program Goals

The program should have stated learning goals and should demonstrate how those goals align with the vision and mission of the UNM-Gallup campus.

**1A:** Provide a brief overview of the vision and mission of the program and how the program fits into the vision and mission of the UNM-Gallup campus.

University of New Mexico Gallup Campus Vision:

To prepare adult learners graduate and address the needs of employers and the challenges through the combination of education and service.

University of New Mexico Gallup Campus Mission is to:

- Offer service programs that address the needs of our community and region; and
- Carry on the growth with alumni, businesses, educators, governmental agencies, American Indian populations and other supportive entities.
- Provide Management and Information Technology programs to enable our adult learners to develop resourcefulness and to engage in lifelong learning;
- Allow adult learners to complete an Associate of Arts in Business Administration in order to prepare them to continue their advance studies, obtain entry-level job positions and enhance job skills.

1B: Describe the relationship of the program's vision and mission to the University of New Mexico's vision and mission.

1. Prepare adult learners to earn an Associate of Arts in Business Administration and or transfer to four-year colleges.
2. Prepare adult learners to work in various business related fields within the local and regional areas, such as, state, county, tribal, and private entities.

1C: List the overall learning goals of the program.

Associate of Arts in Business Administration Educational Learning Goals are to:

1. Provide face-to-face, web-enhanced, and online learning environment to prepare adult learners to develop the knowledge in the fields of accounting, management, economics, marketing, and computing.
2. Encourage our adult learners to be ethical, responsible and cooperative in their educational careers and profession.
3. Support our adult learners to engage in life-long learning endeavors of using modern practices, methods, strategies and technologies in their careers.

1D: Explain the manner in which learning goals are communicated to students. Please provide specific examples.

The faculty members at the University of New Mexico Gallup Campus use a syllabus template to communicate what is expected of adult learners learning. All faculty members in the Business Management & Applied Technology use the template to create a syllabus for each of the courses they teach. In the Syllabus there are sections for the Course Description, Credit and Contact hours, Pre-requisites/Co-Requisites, and Learning Objectives and Outcomes. Teaching Methods, Evaluation/Grading Methods, Homework Assignments, and Assessment Methods are also included. In the Learning Objectives and Outcome section, there are goals and learning results/consequences listed upon completion of the course. The learning outcome at the end of the course is stated in the Assessment Methods section.

A specific example of the learning goals communicated to students include the Learning Objective and Outcome and Assessment Method sections of the CS 150L (Computing for Business Students) course syllabus are listed.



Learning Objective and Outcome for the CS 150L course.

Upon completion of this course, students should be able to use technology to produce documents, such as reports, payroll spreadsheet, database reports and presentation slides. In addition, students should be able to perform the following tasks: 1) Describe basic information technology terminology. 2) Identify and use hardware components of its systems. 3) Describe and apply concepts of file management. 4) Describe the basic concepts of application and operating systems software. 5) Describe the basic concepts of information management and database management systems. 6) Identify and explain important ethical, security, and privacy issues in information systems. 7) Describe the social impact of information technology. 8) Utilize learn.unm.edu (Blackboard Learning Management System) in the CS 150L course.

Assessment Method for the CS 150L course.

Students should be able to produce a modified block style letter on Word, produce an income statement on Excel; maintain record files on Access; and make organizational charts on Power Point.

**1E:** Describe the program's primary constituents and stakeholders.

Our primary constituents and stakeholders who have interest in and is affected by the performance of the University of New Mexico Gallup Campus include the following: 1) Advisory Board 2) Businesses Employers 3) Native American Indian Leaders 4) Associate of Arts in Business Administration Program alumni 5) Staff 6) Faculty Members and 7) Adult learners.

## 1) The Advisory Board at the University of New Mexico Gallup Campus is listed:

	Membership	Affiliations
1.	Chair	Ralph Richard, Entrepreneur, Earls Restaurant
2.	Vice President	Olin Kieyoomia, Retired Veteran
3.	Secretary	Priscilla Smith, Entrepreneur, Print Shop
4.	Jerald O'Hara	Member, Retired
5.	Terri Garcia	Member, Manager, Amigo Chevrolet

## 2) Business Employers

The business employers who hire our Associate of Arts in Business Administration graduates.

## 3) Native American Indian Leaders

The leaders from the surrounding Native American Indian Reservations depend on our Associate of Arts in Business Administration graduates for knowledge, tools and skills needed in their governmental agencies.

## 4) Associate of Arts in Business Administration alumni

A number of alumni in the Associate of Arts in Business Administration have continued their education.

## 5) Staff

Staff maintain the upkeep and safety measures of the campus.

6) Faculty Members

Faculty members provide their expertise to educate our adult learners.

7) Adult Learners

Adult learners who attend the University of New Mexico Gallup Campus, especially the adult learners in the Associate of Arts in Business Administration Program.

1F: Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the program. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the program's educational objectives.

The Associate of Arts in Business Administration has not been involved or had the opportunity to conduct outreach or community activities.

## Document 2: Teaching and Learning – Curriculum

The program should demonstrate the relevance and impact of its curriculum.

2A: Provide a detailed description of program curricula. Include a description of the general education component (if applicable) and program-specific components. Provide a brief justification for any credits required for program completion above the standard 60 credits.

University of New Mexico Gallup Campus 2015-2017 Course Catalog, Page 30

### Associate of Arts in Business Administration

The Associate of Arts in Business Administration is meant for that student who wants to transfer into a Bachelor of Business Administration program offered at Anderson School of management on the Albuquerque Campus or through the UNM Gallup Bachelor and Graduate Programs. The student will complete all general education and the lower divisions business courses needed for application to Anderson School. (See UNM General Bulletin for Admission Requirements).

Associate of Arts in Business Administration			Describe the contributions of the program to other units/programs. (This part pertains to Section 2B).
Total Required: 28-30 Credits			
Areas	Credits	Course Descriptions	
Writing & Speaking: (9 Credits)			
ENGL 110 Accelerated Composition	3	Page 81. First and second semester of Composition I & II sequence. Focuses on analyzing rhetorical situations and responding with appropriate genres and technologies.	Certificate in Information Technology  Certificate in Bookkeeping  Associate of Arts in Business Administration



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ENGL 120 Composition III	3	Page 81. ENGL 120 Composition III. Can serve as initial composition course for students with ACT Verbal score of 26-28; serves as second course in composition sequences for students who have earned a "C" or higher in ENGL 110, 112, or 113.	Associate of Arts in Business Administration
ENGL 219 Technical & Professional Writing or ENGL 220 Expository Writing	3	ENGL 219 Technical and professional Writing. Practice in writing and editing of workplace documents, include correspondence, reports and proposals. Or Page 81. ENGL 220 Expository Writing. An intermediate course with emphasis on rhetorical types, structure, and style.	Associate of Arts in Business Administration
Humanities: (3 credits)	3	Select one elective course from any of the lower division core Curriculum in Humanities.	Associate of Arts in Business Administration
Fine Arts: (3 credit	3	Select one elective course from any of the lower division Core Curriculum in Fine Arts.	Associate of Arts in Business Administration
Mathematics: (6 Credits)			
MATH 121 or 150 College Algebra or Pre-Calculus Math	3	Page 86. MATH 121. College Algebra. Preparation for Math 150 and Math 180. The study of equations, functions and graphs, especially linear and quadratic function. Or Page 86. MATH 150 Pre-Calculus Mathematics. In-depth study of polynomial, rational, exponential and logarithmic functions and their graphs. Includes the fundamental theorem of algebra, systems of equations, conic sections, parametric equations and applications in geometry.	Associate of Arts in Business Administration
MATH 162 or 180 Calculus or Elements of Calculus	3	Page 86. MATH 162. Calculus I. Derivative as a rate of change, intuitive, numerical and theoretical concepts, applications to graphing, linearization and optimization. Integral as a sum, relation between integral and derivative, applications of definite integral. Or Page 86. MATH 180. Elements of Calculus I. Limits of functions and continuity, intuitive concepts and basic properties; derivatives as rate of change, basic differentiation	Associate of Arts in Business Administration

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		techniques; application of differential calculus to graphing and minimum/maximum problems; exponential and logarithmic functions with applications.	
Physical and Natural Sciences (7 credits)	7		Associate of Arts in Business Administration
Social and Behavioral Sciences (15 credits)	15	Two or more courses from AMST 182, or 185; ANTH 101, 110 or 130; ECON 105 or 106, CRP 181, GEOG 102, LING 101; POLS 110, 200, or 220.	Associate of Arts in Business Administration
Second Language (3 credits)		One from any of the lower division non-English language offerings of the Departments of Linguistics; Spanish and Portuguese, Foreign Languages, including American Sign Language 201, 210, 211, or 310, Navajo, or Foreign Language in another department and program.	Associate of Arts in Business Administration
Business Core (9 Credits)			
CS 150L Computer for Business Students	3	Page 75. Students will use personal computers in campus laboratories to learn use of a word processor, a spreadsheet, and a database management system. The course will also cover access to the World Wide Web and other topics of current importance to business students.	Certificate in Information Technology
STAT 145 Introduction to Statistics OR MGMT 290 Introduction to Business Statistics	3	Page 91. MATH 145. Introduction to Statistics. Techniques for the visual presentation of numerical data, descriptive statistics, introduction to probability and basic probability models used in statistics, and introduction sampling and statistical inference, illustrated by examples from a variety of fields. Or Page 87. MGMT 290. Introduction to Business Statistics. Prerequisite: Math 180 or equivalent. An overview of the use of statistics in business descriptive statistics and numerical characteristics of data; introduction probability, statistical inference including t-test and regression; confidence intervals, applications to business problems will be emphasized, (Main Campus Course)	Associate of Arts in Business Administration
MGMT 202 Principal of Financial Accounting OR	3 or 6	Page 87. MGMT 202 Principles of Financial Accounting. An	Certificate in Bookkeeping

## Program Review Instrument

MGMT 101 Fundamentals of Accounting I AND MGMT 102 Fundamentals of Accounting II		examination of the conceptual framework of accounting and the functions of accounting in a business-oriented society. Topics include valuation theory and its applications to assets and liabilities, concepts of business income, funds flow analysis, problems of financial report (Main Campus Course) Or Page 86. MGMT 101 Fundamentals of Accounting I. the development of the accounting cycle, special journals and financial statements. Page 86. MGMT 102 Continuation of MGMT 101, including corporation and manufacturing accounting and decision making.	Associate of Arts in Business Administration
MGMT 113 Management: An Introduction	3	Page 86. MGMT 113 Modern concepts of organizations and their management. An overview of functional activities within business and other organizations.	
MGMT 195 Introduction to Entrepreneurship Or MGMT 222 Introduction to Marketing	3	Page 86. MGMT 195 Introduction to Entrepreneurship. A survey course that examines topics including: the entrepreneurial process and economy, the entrepreneur's profile and characteristics, and youth and social entrepreneurship. OR Page 87. MGMT 222 Introduction to Marketing. A complete overview of the system for assessing customer needs, allocation of scarce resources to fulfill those needs, transmittal of market related information, completion of exchange processes, and profit maximization in free markets. Emphasis on interdisciplinary tools for management, decision making, and developing marketing strategies in domestic and international market applications. (Main Campus Course)	Associate of Arts in Business Administration

**2B:** Describe the contributions of the program to other units/programs within UNM-Gallup, such as offering general education core courses, offering courses that fulfill pre-requisites of other programs, offering cross-listed courses, or supporting/complementing the work of other technical programs.

The description of the contributions of the program to other units/programs within UNM-Gallup Campus is listed in the third column of the table in Document2 - Section 2A.

**2C: Describe the modes of delivery used for teaching courses.**

The modes of delivery used for teaching courses include a variety of methods into each course depending on the requirement of that particular course. Faculty members may use visual aids, educational websites videos, overheads project screens, chapter PowerPoint presentation slides, personal experiences or examples and demonstrations. Adult learners are able to understand what may accommodate their learning styles that consists of class activities, such as, lectures, class discussions, in-class teamwork and oral presentations.

**Document 3: Teaching and Learning – Continuous Improvement**

The program should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and program assessment records/reports.

- **3A:** The Program Assessment for the Associate of Arts in Business Administration could not be inserted in this section due to a problem with the template. Therefore, the Program Assessments for the Business Administration Program are placed in the Appendices.
- **1.** Academic program Assessment Plans for Associate of Arts in Business Administration dated June 18, 2013 (Appendix 1).
- **2.** Records for Assessment of Student Learning Outcomes SLOs dated 2015-2016 (Appendix 2)
- The following responses is in regards to the submitted copy of the Program Assessment for the Associate of Arts in Business Administration.
  - o What skills, knowledge, and values are expected of all students at the completion of the program (refer to learning goals outlined in Document 1)?
  - o What are the student learning outcomes for the program?
  - o How have the student learning outcomes been changed or improved?
  - o How are the student learning outcomes clearly defined and measurable?
  - o How are the student learning outcomes communicated to faculty and students?
  - o What current direct and indirect assessment methods are used to evaluate the extent to which students are meeting the student learning outcomes?
  - o How have the program's assessment methods been changed or improved?
- The following responses is in regards to the submitted copy of the Program Assessment for the Associate of Arts in Business Administration Program. The Program Assessment instrument is difficult to determine what is being referred to when the term is used without additional explanation. The Program Assessment for the Associate of Arts in Business Administration leans toward adult learners' learning environment. The Program Assessment include the mission of the courses taught and include other branch colleges' agreement to teach the courses. These courses are important and meaningful to adult learners in the Associate of Arts in Business Administration. The difficulty part to assess adult learners learning is the range of thinking skills which vary from low level to high level application of knowledge. The Program Assessment for the Associate of Arts in Business Administration show how adult learners learning are evaluated in the course; this is a measurement how adult learners learn (learning outcome).

The Associate of Arts in Business Administration Program is working to improve adult learner learning outcomes. The adult learner learning outcomes for the CS 150L course are to have the knowledge, skills and attitude (KSA) when they complete the course. The Program Assessment for the CS 150L course in the Associate of Arts in Business Administration Program has improved in the past semesters. One of the direct and indirect assessment methods to evaluate adult learners learning outcomes is the utilization of the technology. The skills and knowledge gained for the CS 150L course include the use of the computers to research, manipulative data and format documents on Word in the Microsoft Office Application, create spreadsheets on Excel, maintain data management on Access and present presentation slides on PowerPoint. The skills include the confidences of adult learners to use the sum function to add numerical data and then be able to create a formula that calculates an array of numerical data. The adult learners learning outcomes is clearly defined and measurable by the completion of a block style letter, income statement, etc. The faculty member can see the 'end product' evaluate and give a grade.

- **3B:** Synthesize the impact of the program's annual assessment activities by addressing the questions below:
  - How have the results of the program's assessment activities been used to support quality teaching and learning?
  - How have the results of the program's assessment activities been used for program improvement?
  - Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?
  - How does the program monitor the effects of changes?
- - A few responses to the questions stated above.

The results of the program's assessment activities have been used to support quality learning primarily through data analysis and program revisions. The data obtained from reviewing student learning results has led to course content and delivery revisions to better meet the needs of students through re-teaching, revising course content, text book usage, and methods of conveying the Student Learning Objectives (SLOs). Annually, the program submits an assessment review to the CARC (College Assessment Review Committee) in which the department evaluates the effectiveness of their assessment of how well, by what means, and with what results, the SLOs were taught the previous year. The results of this review are used to address issues and problems shown by the data. Each year, the identified issues and concerns from the previous year's report are addressed and incorporated into revisions of the curriculum and teaching efforts.

If desired, a possible additional evaluation/improvement step, as suggested in the last Program Review, might be for a yearly internal review of the teaching/learning by the program faculty which would include:

1. A survey and analysis instrument would be circulated internally to the faculty of the program by the division chair. Faculty within the program, both full and part-time would be involved. Faculty would have a task to perform in the assessment process (the gathering of evidence, the analysis/interpretation, and recommendations).



2. The division chair and the faculty in the program will meet and make decisions based on the analysis of the data.
3. After the assessment process, the results will be routed by the Chair to the Dean's office for final review and approval or edit.

## Document 4: Students

The program should have appropriate structures in place to recruit, retain, and graduate students.

**4A:** Provide information regarding student recruitment and admissions. The following three documents are in the appendices.

- 1) A letter dated September 23, 2018 regarding Advisement Summary Report for the Associate of Arts in Business Administration from Michelle I. Lee, Student Services Tech Center (Appendix 3).
- 2) A letter dated September 22, 2018 regarding recommendation for the AA in Business Administration from Mark Gerard Remillard, Division Chair, Business and Applied Technologies (Appendix 4).
- 3) A petition dated 10/9/2018 regarding the MGMT 202 Principles of Financial Management course from adult learners taking the course (Appendix 5).

**4B:** Provide an analysis of enrollment trends, persistence, and graduation trends.

**4C:** Provide a description of program advisement for students.

**4D:** Describe any student support services that are provided by the program.

**4E:** Describe any student success and retention initiatives in which the program participates.

**4F:** Describe where graduates of the program are typically placed (including transfers to other institutions). Describe efforts to measure the success of program graduates and the results of those measures.

### Document 4F

Headcount (by semester) enrolled in AA Business Admin Program						
	2013	2014	2015	2016	2017	2018
Fall	43	71	122	142	129	107
Spring	2	59	79	122	118	100

In general students are recruited and admitted by the usual means, advertising of the program online via the university, department, and program webpages, in the UNMG catalog, and by word of mouth among students. Admission into the program follows the same process as non-Business students. All students must be accepted into the university and have sufficient scores on the Accuplacer Test to qualify them for university level Math and English courses. A minimum grade of C must be maintained in all courses in the Certificate program.

Looking at the enrollment numbers, it appears that the student numbers have been on a rise from 2013-

2015 and a slight decline from 2016-18. Currently, it appears that enrollment for both Spring and Fall of 2018 is slightly lower than the previous year's numbers.

The completion rate for the AA in Business Administration program also shows a rise and fall pattern over the last several years. In 2013, no students completed the program. In 2014, three students completed it. In 2015, eleven student completed the program. In 2016 eleven students completed the certificate program. In 2017, eighteen students completed, and in Spring of 2018, fifteen students graduated with the AA in Business Administration.

Graduates of this program often go on to complete their BA degrees in Business or related fields at local universities such as University of New Mexico, Albuquerque, New Mexico State University in Grants or Las Cruces, Arizona State University in Phoenix, Western New Mexico University, or Navajo Technical University. For employment, many of our graduates are employed in the area by the Gallup Refinery, Gallup McKinley County, the Navajo Nation, Gallup Indian Medical Center, or Rehoboth McKinley Christian Health Care Services. A number of students also work for private entities, such as, accounting firms, attorneys, and banking facilities. Currently, no programs are in place to officially track graduates and record their career success, but this type of tracking would improve the program by providing graduate feedback on their preparedness for the job market upon graduation as well as identify area in need of improvement in the program from the graduate's perspective.

## Document 5: Faculty

The faculty associated with the program should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of the program and other research and service activities.

**5A:** Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.

**5B:** Provide information regarding professional development activities for faculty within the program.

**5C:** If applicable, provide a summary and examples of scholarly/creative work of faculty members within the program.

Document 5: Information on the faculty members who teach in the Associate of Arts in Business Administration Program (Appendix 6).

## Document 6: Resources and Planning

The program should have sufficient resources and institutional support to carry out its mission and achieve its goals.

**6A:** Describe how the program engages in resource allocation and planning. If the program has an advisory board, describe the membership and charge and how the board's recommendations are incorporated into decision making.

6A The AA in Business Administration is within the Business Technology budget. The program budget is allocated

yearly by the University and overseen by the Division Chair of Business and Applied Technologies. The senior full-time faculty member in the program handles all purchase requests for the program. Purchases for the department are requested through the senior faculty member and approved by the Chair. There is no Advisory Board for the program.

6B The budget for Business Technologies is attached. There are no external funding sources.

2000 - Faculty Salary Detail Gen	\$63,716.00
2060 - Support Staff Salary Detail Gen	\$33,187.00
20L0 - Federal Workstudy Gen	\$1,000.00
20N0 - State Workstudy Gen	\$8,000.00
20SA - Salary Adjustments	\$664.00
3100 - Office Supplies General	\$1,000.00
3110 - Books Periodicals Gen	\$1,000.00
3140 - Computer Software Gen	\$3,000.00
3150 - Computer Supplies <\$5,001	\$1,000.00
3160 - Copier Supplies Gen	\$2,000.00
3180 - Non Capital Equipment <\$5,001	\$500.00
31P0 - Training Materials Supplies Gen	\$500.00
31P1 - Instructional Materials & Supplies	\$2,500.00
3800 - In State Travel Gen	\$500.00
3820 - Out Of State Travel Gen	\$250.00
6020 - Long Distance Gen	\$150.00
6040 - Telephone Line Spec Circuit Gen	\$1,000.00
6370 - Printing/Copying/Binding Gen	\$5,000.00
63C0 - Copying Gen	\$ .00
70D0 - Equipment Repairs Maintenance Gen	\$300.00
70F0 - Equipment Rent Expense Gen	\$3,200.00
80K0 - Banner Tax	\$219.00
<b>*TOTAL Expense</b>	<b>\$128,686.00</b>

Total Revenue: \$128,686.00

Total Expense: \$128,686.00

Net: \$ .00

**Parameters:**

Index: 152000 - Business Technology

**6B:** Provide information regarding the program's budget including support received from the institution as well as external funding sources.

**6C:** Describe the composition of the staff assigned to the program (including titles and FTE) and their responsibilities.

**6C** The composition of the staff assigned to the Associate of Arts in Business Administration

Program include one tenured faculty member and adjunct faculty members.

The program consists of one full time faculty member teaching five classes for 15 credits. There are three part-time faculty members. Evalina Boon teaches three classes for 9 credits. Tyrell Harvey teaches three classes for 9 credits onsite and two classes online for 6 credits online. Arthur Ledesma teaches one class for 3 credits. Nicholas Bergan teaches two classes online for 6 credits. For instance:

1. One tenured faculty member has taught the following courses in face-to-face, web-enhanced and online learning environment 1) CS 150L Computing for Business Students, 2) MGMT 101 Fundamentals of Accounting I, 3) MGMT 103 Bookkeeping, 4) MGMT 113 Management: An Introduction, 5) MGMT 190 Special Topics in Management (Internship), 6) MGMT 202 Principles of Financial Accounting, 7) MGMT 222 introduction to Marketing, 8) ECON 105 Introductory Macroeconomics and 9) MGMT 106 Introductory Microeconomics. Adjunct faculty members are assigned to teach a few of the courses mentioned.
2. Some of the courses mentioned do not adhere to the departmental courses rotation schedule. Sometimes, these courses are scheduled and cancelled due to no full-time and or part-time faculty members available to teach the courses.

**6D:** Describe the library resources that support the program's academic initiatives.

Zollinger Library provides a variety of services and resources that support the University's instructional programs and users' needs for personal enrichment and recreation. Knowledgeable staff are available to organize library materials, to help users locate information, and to assist them in using print and online resources and computer equipment. The library contains a computer lab, a conference room and group study rooms. In addition, the facility houses books, videos and periodical titles.

According to the University of New Mexico Gallup Campus 2015-2017 Course Catalog, page 20, the section on the Campus Library is the Zollinger Library. The Zollinger Library houses more than 50,000 books and periodicals, over 2,400 films and documentaries, and provides Reserve items for many courses. The library also provides access to hundreds of thousands of journal articles via online databases, and more than 200,000 e-books. Access to LIBROS, the library's catalog is available through computers in the library. In addition, the library's computer lab provides 24 desktops for use by our patrons. Laptops are available for checkout to students, and three study rooms provide quiet study space for groups.

TRIO – Student Support Services. The Student Support Services (SSS) program is federally funded to provide opportunities for academic development, assist adult learners with basic college requirements, and to motivate students toward the successful completion of their post-secondary education.

## Document 7: Facilities

The facilities associated with the program should be adequate to support student learning as well as scholarly and research activities.

**7A:** Describe the facilities associated with the program, including, but not limited to, classrooms,

program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.

1. The facilities associated with the Associate of Arts in Business Administration Program include 40 x 40 (average) classroom size to accommodate 24 adult learners and one faculty member. Computers, papers and printers are available for adult learners. There are computers situated on tables, overhead projector screen and white boards are located in most of the classrooms. The computers have many software applications (Internet, Microsoft Office 2016, and tutorials) for adult learners to use to complete their homework assignments and take tests. The University of New Mexico Gallup Campus Information Technology Department oversees, maintains, and updates the computers every semester.

**7B:** Describe any computing facilities maintained or used by the program.

Some of the classes listed in the Associate of Arts in Business Administration are taught in face-to-face, web-enhanced and online. The CS150L (Computing for Business Students) course is taught in Calvin Hall Center, Room 263. The computer lab has a project screen that is used to facilitate learning.

## Document 8: Program Comparisons

This program is of sufficient quality when compared to relevant peers.

1. **8A:** Provide information on the distinguishing characteristics of the program. Discuss the program in comparison to other programs such as number of faculty, student characteristics, etc. Pay special attention to:
  - a. Parallel programs at peer institutions
  - b. Regional and national comparisons of academic programs

### Document 8 Program Comparisons – AA in Business Administration

The AA in Business Administration program offers a variety of courses for students wanting to pursue a career in Business. By comparison to other programs in the area such the Associate of Applied Business at New Mexico State University in Grants or the Business Administration AA from University of New Mexico Valencia, the AA in Business Administration at University of New Mexico Gallup appears to be holding its own in terms of cost, transition, and range of courses offered.

Tuition and fees for the UNMG AA in Business Administration program are approximately \$80 per credit hour. This is comparable to the \$78 per credit hour charged by UNM Valencia and slightly cheaper than the \$87 per credit hour charged at NMSU Grants. The cost of the 61 credit hour program would be \$4,880 at UNMG and \$4,914 at UNMV for their 63 credit program.

The AA in Business Administration at UNMG also transfers easily into the Bachelors of Business Administration program offered at UNM Albuquerque. The courses sequence directly into the Bachelors' program. In this regard, the program is comparable to Valencia program which transfers directly into the UNM Albuquerque Bachelor's program as well and to the NMSU Grants program which transitions students into the NMSU Las Cruces Bachelor's in Business Administration program.

In relation to the types of variety of courses offered, the AA in Business Administration program at

UNMG seems to be fairly comparable to other programs. The program offers courses in Management, Economics (both micro and macro), Marketing, Business Computer Science, and Accounting. These courses are similar to courses offered at Valencia and NMSU. In comparing curriculum with the NMSU and Valencia programs, two areas noticeably different are that the UNMG program does not offer courses in Business Law or Communication as part of their curriculum.

In conclusion, it appears that the UNMG AA in Business Administration appears to be comparable in cost, curriculum, and potential for transition to a Bachelor's program to her closest competitors.

## Document 9: Future Direction

The program should engage in strategic planning and prioritization in order to achieve its mission and vision.

**9A:** Provide a summary of strengths and challenges for the Associate of Arts in Business Administration.

### Strengths in the Associate of Arts in Business Administration

1. The University of New Mexico Gallup Campus is in an ideal location to serve full-time and part-time adult learners to enhance and update job skills in the Associate of Arts in Business Administration. Adult learners can complete all general education and lower division business course needed to transfer into a Bachelor of Business Administration Program offered at Anderson School of Management at the University of New Mexico Albuquerque Campus.
2. Adult learners continue to register in the Associate of Arts in Business Administration Program which has been in existence for a number of years. Looking at the statistics for the Associate of Arts in Business Administration Program, the program appears to be more stable than the Certificate in Information Technology and Certificate in Bookkeeping Programs.

### Challenges in the Associate of Arts in Business Administration Program

1. No Advisory Board. The Business Management & Applied Technologies Department need to form an advisory committee who will provide input to the Associate of Arts in Business Administration Program.
2. Limited faculty Member. The Business Management & Applied Technologies Department need to hire a full time faculty member to oversee academic advisements, start an business and technology club, offer mentorships, etc.
3. Curriculum Issues. In the University of New Mexico Gallup Campus 2015-2017 Course Catalog, page 30, Associate of Arts in Business Administration Degree Plan listed several errors.
  - a. Physical and Natural Sciences Section: Under the Credit Column, it shows a total of 7 credits. However, we show a 3 credit hours and  $\frac{3}{4}$  credit hours. The  $\frac{3}{4}$  credit hour should be 3 credit hours.
  - b. Business Core Section: Three management courses have become problematic for the adult learners and they are as listed:
    - i. MGMT 101 Fundamentals of Accounting I AND
    - ii. MGMT 102 Fundamentals of Accounting II OR

iii. **MGMT 202 Principles of Financial Accounting**

- c. These three courses are also listed in this format at the Valencia and Taos University of New Mexico Campuses.
- d. The MGMT 202 is the only course that is listed in the New Mexico Collegiate Business Articulation Matrix.
- e. Adult learners are given a choice to take MGMT 101 Fundamentals of Accounting I AND MGMT 102 Fundamentals of Accounting II OR MGMT 202 Principles of Financial Accounting
- f. Adult learners take MGMT 101 and want to take MGMT 102 but each time MGMT 102 is offered, the class is cancelled.
- g. Adult learners prefer to take MGMT 202 Principles of Financial Accounting and pay for the one three-credit hour course than to take MGMT 101 Fundamentals of Accounting I and MGMT 102 Fundamentals of Accounting II and pay for two six-credit hour courses.
- h. Faculty member is challenged to teach MGMT 202 Principles of Financial Accounting due to the situation that the majority of the adult learners in the course have not taken any accounting course. Therefore, the faculty member must teach concepts which would have been learned in MGMT 101 Fundamentals of Accounting I and MGMT 102 Fundamentals of Accounting II. This practice lower the standard of the course content for MGMT 202 Principles of Financial Accounting.

**9B: Describe the program's strategic planning efforts.**

1. **Advisory Board.** Form an advisory board to oversee the Business Management & Applied Technologies Department. The advisory board can provide suggestions to the certificates and associate degrees, such as, reestablish a certain number of prerequisites, recruitment strategy with local high schools, temple for rubrics, etc.
2. **Faculty Member.** Hire a faculty member to teach some of the MGMT and IT courses offered in the Associate of Arts in Business Administration Program. Teaching. Provide in-house departmental training for all full-time and adjunct faculty members on how to create and use rubrics in syllabi.
3. **Curriculum Revisions.**
  - a. Follow the guidelines established by the New Mexico Business Articulation Matrices and Policies. Participate in the New Mexico Business Articulation Consortium in October 2018 and in April 2019 to make curricular revision of the MGMT 101 Fundamentals of Accounting I and MGMT 102 Fundamentals of Accounting II and MGMT 202 Principles of Financial Accounting courses.
  - b. Add a Business Law 1 course and delete MGMT 102 Fundamentals of Accounting II. According to the University of New Mexico Gallup Campus 2006-2008 Catalog, a course titled 218 Business Law I (3-credit hour) course was included in the Associate of Arts in Business Administration Program. The Business Law course was deleted due to no faculty member to teach the course.

**9C: Describe the strategic directions and priorities for the program.**

1. **Advisory Board.** Contact non-profit and private entities if a staff member is interested in serving as an advisory board member for 2-3 years in the Business Management and Applied Technologies Department.
2. **Faculty Member.** Hire addition faculty member to teach courses that are listed in the Associate of Arts in Business Administration Program. Teach some of the Associate of Arts in Business Administration courses in the 8-week plan not 16-week schedule. Possibly form a cohort.
3. **Curriculum Revisions:** MGMT 101 Fundamentals of Accounting 1 should be a prerequisite to MGMT 202 Principles of Financial Accounting. Delete MGMT 102 Fundamentals of Accounting and replace it with a 200 level Business Law Course.

### **Appendices**

#### **Document 3**

- 1) Document Academic program Assessment Plans for Associate of Arts in Business Administration date June 18, 2013 (13 printed pages).
- 2) Records for Assessment of Student Learning Outcomes SLOs dated 2015-2016 (5 printed pages).

#### **Document 4**

- 3) A letter dated September 23, 2018 regarding Advisement Summary Report for the Associate of Arts in Business Administration from Michelle I. Lee, Student Services Tech Center (1 page).
- 4) A letter dated September 22, 2018 regarding recommendation for the AA in Business Administration from Mark Gerard Remillard, Division Chair, Business and Applied Technologies (1 page).
- 5) A petition dated 10/9/2018 regarding the MGMT 202 Principles of Financial Management course from adult learners taking the course (1 page).

#### **Document 5**

- 6) Information on the Faculty in the Associate of Arts in Business Administration Program



# Appendix 1

## Cover Sheet for Academic Program Assessment Plans

**Directions:** Please complete a separate cover sheet for each academic program of study<sup>1</sup>. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

**Department / Unit:** Business Management and Technologies

**Title and Level of Academic Program (e.g., Chemistry, Ph.D.):** AA. Business Administration

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.

Date of Endorsement:

\_\_\_\_\_

\_\_\_\_\_  
Department Chair's Signature Date

\_\_\_\_\_  
College/School/Branch Campus Dean's Signature Date

<sup>1</sup> Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.)

**Template**  
**Academic Program**  
**Plan for Assessment of Student Learning Outcomes**  
University of New Mexico

**Instructions:**

This template is a suggested guideline for creating three-year plans to assess academic program-level student learning outcomes. The order and format of the information does *not* need to follow the template exactly. Alternative formats (e.g., those used by specialized accreditors) may be acceptable; please check first with the Office of the Provost.\* Regardless of whether you complete the template or use an approved alternate format, the six key sets of questions (D1-D2 and E1-E4) do need to be addressed in the three-year assessment plan.

Please transmit Degree Program Assessment Plans electronically when possible.

\*If you have any questions, please contact the Assessment Office at [assess@unm.edu](mailto:assess@unm.edu) or 277-4130.

**Template  
Academic Program  
Plan for Assessment of Student Learning Outcomes  
University of New Mexico**

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**A. College, Department and Date**

1. College: *University of New Mexico/Gallup*
2. Department: *Business Management and Technology*
3. Date: *June 18, 2013*

**B. Academic Program of Study\***

*AA, Business Administration*

**C. Contact Person(s) for the Assessment Plan**

*Coleen Arviso, ccarviso@unm.edu*

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\* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

## D. Broad Program Goals & Measurable Student Learning Outcomes

### AA, Business Administration

(Engl101, 102, 219/220;

Math121/150, 180/162;

Electives-Humanities, Fine Arts;

Physical & Natural Science, Physical & Natural Science w/lab;

History; Foreign Language;

Soc101/PSYCH105;

Econ105, 106; CS150L;

STAT145/MGMT290, 202/101 & 102, 113, 195/222)

#### 1. Communication Skills

**GOAL:** Graduates have a requisite of oral and written communication skills.

**Our students will be able to:**

- Objective#1: Analyze a Rhetorical Situation:- Given a subject and a context, student will analyze the rhetorical situation, identify a purpose and point of view from which to address the subject. (ENG101)
- Objective#2: Find and Evaluate Information: -student will find information about their subject by observing, interviewing and /or surveying people and through directed reading. –they will assess the validity and bias of the information and its relevance to the rhetorical problem. (ENG101)
- Objective#3: Compose documents: -students will consider audience, genre, purpose and context in order to plan and write a document that appropriately addresses the rhetorical problem. –students will reflect upon their writing with instructors and peers in order to revise and strengthen it. (ENG101)
- Objective#4: Present documents: -Students will produce documents that adhere to genre conventions. –students will revise their writing to improve clarity, organization, support and style.- Student will edit their writing to achieve appropriate diction, grammar and mechanics. (ENG101)
- Objective#5: Students will demonstrate their ability to accurately summarize and analyze texts. How measured: meets “acceptable” on rubric. (ENG102)
- Objective#6: Student will practice revision strategies and offer suggestions for the revision of their peers’ work. (ENG102)
- Objective#7: Student will be able to formulate a thesis in response to a writing prompt. Student will demonstrate their understanding of research technique using the internet, library, and data basis. (ENG102)
- Objective#8: Students will use the conventions of Edited American English. Errors will be kept to a minimum, as measured on the rubric. (ENG102)
- Objective#9: Student will compose documents for workplace situations that relate to student’s professional interest, with an emphasis on element of design. (ENG219)
- Objective#10: Demonstrate understanding of definitions of key words and terms used to interpret the meaning of economic events. (ECON105)
- Objective #11: Understand the definitions of key words and terms used to interpret the meaning of marketing concepts. (MGMT222)

## 2. Management perspective Knowledge

**Goal:** Students will be able to solve mathematical problems using critical thinking skills.

**Our students will be able to:**

- Objective #1: Demonstrate techniques for the visual presentation of numerical data, descriptive statistics, introduction to probability and basic probability models used in statistics, introduction to sampling and statistical inference illustrated by examples from a variety of fields. To understand and master the basic concept of basic statistic. (STAT 145)
- Objective#2: Cognitive processing including thinking, problem solving, and intelligence. (PSY105)
- Objective#3: Understand the principle of microeconomics. (ECON105)
- Objective#4: Better understand how economics plays an important role in our daily lives. (ECON105)
- Objective#5: Acquire fundamental skills to understand and interpret economic data, graphs, and trends. (ECON105)
- Objective#6: Develop basic skills to draw graphs and solve problems. (ECON105)
- Objective#7: Demonstrate better understanding of the flow and composition of marketing information and decision making. (MGMT222)
- Objective#8: Understand specific functions (linear, quadric, polynomial, rational) with the aim of strengthening the students understanding of those functions and to show how those kinds of functions serve to model aspects of economic and business. (MATH180)
- Objective#9: Demonstrate additional geometrical meaning and interpretations to many mathematical equations and expansions. (MATH150)
- Objective #10: Understand the geometrical interpretation of limit, tangent line, difference quotient, fundamental theorem of calculus, Riemann sums. (MATH 162)

## 3. Life-long Learning

**GOAL:** Graduates will be able to demonstrate business computer skills.

**Our students will be able to:**

- Objective#1: Ethical considerations in the workplace, writing for multi-cultural audience, working with a team of writers and using technologies. (ENG219)
- Objective#2: Sensation and perception-how information from the external environment enters our lives. (PSY105)
- Objective#3: Better understand the role of entrepreneurship in today's society. (MGMT195)
- Objective#4: Demonstrate understanding about career choices in the vast arena of entrepreneurship. (MGMT195)
- Objective#5: Formulate business ideas for products and services. (MGMT195)
- Objective#6: Demonstrate understanding about legal and policy requirement to start a business. (MGMT195)
- Objective#7: Demonstrate better understanding of the importance of the business plan. (MGMT195)
- Objective#8: Demonstrate the appreciation of the value of financial statement. (MGMT195)

#### 4. Management Perspectives Knowledge

**GOAL:** Graduates have a broad knowledge of the fundamental principal in functional areas of business.

**Our students will be able to:**

- Objective #1: Demonstrate better understanding the flow and composition of financial information. (MGMT 101)
- Objective #2: Demonstrate Better Understanding of how policies influence and impact organization. (MGMT113)
- Objective #3: Demonstrate understanding of formatting Business Documents and printing, such as; letters and reports on Word, budgets and payroll registers on Excel, management database reports on Access, persuasive presentation slides on PowerPoint. (CS 150L)
- Objective #4: Demonstrate the usage of internet to view lecture slides, data files, and selected video websites and send attachments on Vista.unm.edu. ( CS 150L)
- Objective #5: Demonstrate understanding the basic principle of microeconomics. (ECON 106)
- Objective #6: Demonstrate learning the definitions of key words and terms used to interpret the meaning of economic events. (ECON 106)
- Objective #7: Demonstrate understanding on acquiring fundamental skills to understand and interpret economic data, graphs and trends. (ECON 106)
- Objective #8: Demonstrate developing basic skills to draw graphs and solve problems. (ECON 106)
- Objective #9: Demonstrate understanding of accounting cycle, income statement, balance statement sheets of owner equity, accrual accounting, intern control and cash, short-term investments and receivables, inventory and cost of goods sold, plant assets and intangibles, liabilities, stockholder' equity, long-term investments and international operations as well as financial statement analysis. (MGMT202)
- Objective#10: Demonstrate understanding the basic principle of applying marketing information to arrive at sound business decisions. (MGMT222)

**E. Assessment of Student Learning Three-Year Plan**

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

**1. Student Learning Outcomes**

*[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]*

Relationships to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
<i>A.1. Students will be able to communicate effectively both written and orally.</i>	X	X	X	
<i>B.1. Students will be able to solve mathematical problems by applying concepts and proving the results.</i>	X	X	X	
<i>C.1. Students will be able to demonstrate knowledge of the basic operations of a computer and software applications and create professional business documents using appropriate software.</i>	X	X	X	
<i>D.1. Students will be able to evaluate a fundamental accounting situation and ability to communicate results to business of an organization.</i>	X	X	X	



**2. How will learning outcomes be assessed?**

**A. What:**

<i>A.1. Students will be able to communicate effectively both written and orally.</i>	<i>Direct. Students will be able to give a slide presentation. Course written and oral assignments, presentation, exams, midterms and finals.</i>	<i>Ninety percent of the students in class should pass with a grade of 70% or better.</i>
<i>B.1. Students will be able to solve mathematical problems by applying concepts and proving the results.</i>	<i>Direct. Students will be able to use appropriate mathematical operations such as, percentage, compound interest and cost/benefit calculations to solve business situations. Course writing and oral assignments, presentations, exams, midterms and final.</i>	<i>Ninety percent of the students in class should pass with a grade of 70% or better.</i>
<i>C.1. Students will be able to demonstrate knowledge of the basic operations of a computer and software applications and create professional business documents using appropriate software.</i>	<i>Direct. Students will be able to use word processing, spreadsheets, database, presentation graphics, and the internet browser issues, report and prove the solutions. Course written and oral assignments, presentations, exams, midterms and final.</i>	<i>Ninety percent of the students in class should pass with a grade of 70% or better.</i>
<i>D.1. Students will be able to evaluate a fundamental accounting situation and ability to communicate results to business of an organization.</i>	<i>Direct. Students will be able to asses a firm performance by analyzing its financial statement. Course written and oral assignments, presentations, exams, midterms, and final.</i>	<i>Ninety percent of the students in class should pass with a grade of 70% or better.</i>

**B. Who:** Direct and Indirect measures will be applied to all students in the AA, Business Administration Program.

**3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

	2013-2014	2014-2015	Discussion Group
<i>A.1. Students will have a broad knowledge of Functional management areas including accounting, management, and organizational behavior.</i>	<i>May 2014</i>	<i>May 2015</i>	<i>Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department.</i>
<i>B.1. Students will have a broad knowledge of the environment in which business operates including specific knowledge of diversity, economics, and ethics.</i>	<i>May 2014</i>	<i>May 2015</i>	<i>Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department</i>
<i>C.1. Students will have requisites of oral and written communication skills.</i>	<i>May 2014</i>	<i>May 2015</i>	<i>Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department</i>
<i>D.1. Students are prepared for future study.</i>	<i>May 2014</i>	<i>May 2015</i>	<i>Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department</i>

**4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

In August 2013, the departmental chair will ask each full/part faculty member to devise a rubric for each of the courses they plan to teach in fall. The rubric will be attached to each syllabus. In May 2014, the full/ part faculty members will submit their rubrics. The faculty members and chair will review each rubric and make recommendations. One rubric format will be selected for each course and will be used in spring 2014 semester. In May 2014, the rubrics will be reviewed and revised to fit student learning. During this time, departmental members will review students, learning outcome such as grades, project completions, curriculum design, teaching approaches, online courses, New Mexico business articulation and transfer matrix, etc. Changes for improvement will be documented by the chair who will submit a copy to the Dean of Instruction. It should be noted that full and part faculty members will be evaluated in the SOA process.

*Adapted from Kansas State University Office of Assessment*

## Evaluative Rubric for Academic Program Assessment Plans

**Department:** \_\_\_\_\_

An Academic Program is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

**Program Level & Title:** \_\_\_\_\_

Assessment Plan Elements	Very Good 4	Acceptable 3	Developing 2	Undeveloped 1	Score
<i>Program Learning Goals</i>	The plan lists a few broad learning goals and one or more SLOs aligned with each program goal.	The plan lists a few broad learning goals; SLOs are too numerous or some goals lack SLOs.	Stated program learning goals are too numerous/few, or too narrow; some or all goals lack SLOs.	Program learning goals may be implied, but are not enumerated.	
<i>Student Learning Outcomes (SLOs)</i>	At least two SLOs are clearly stated using the proper format, are measurable, and are linked to <u>UNM Learning Goals</u> .	At least two SLOs, linked to <u>UNM Learning Goals</u> , are stated but with some lack of clarity or measurability.	SLOs are stated but are unclear regarding one or more critical aspects including alignment with <u>UNM Learning Goals</u> .	SLOs are not stated in an acceptable format.	
<i>Multiple assessment methods</i>	Multiple assessment measures are identified for each outcome and align well with the SLO.	At least one assessment measure is identified for each outcome and aligns well with the SLO..	Assessment measures are identified for some outcomes, a/o one or more measures does not align well with the SLO.	Assessment methods are not identified or inadequately described.	
<i>One-half or more of the methods are direct measures</i>	At least one-half of assessment measures are direct.			Fewer than one-half of the measures are direct measures.	
<i>Target Population</i>	The assessment target population is clearly identified.			The assessment target population is not clearly identified.	
<i>Implementation timeline</i>	There is a clear plan for assessment implementation over each of the next three years. The process for the interpretation, presentation, and discussion of the data is clearly described, including who will be involved and timing.	The plan is somewhat clear but has some areas that are incomplete.	Some parameters have been established but a clear timeline is not evident.	There is not a stated implementation plan.	
<i>Data presentation and discussion process</i>	The process for implementing improvements based on assessment results is clearly described.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	
<i>Process for implementing improvements based on assessment results</i>		The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no process for implementing improvements based on assessment results.	

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: \_\_\_\_\_

Decision (check one):

- Revision Needed (*see first feedback section below*)  
 Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

**Guiding Questions**

1. Leads to data of real value?
  - SLOs high value or convenient?
  - SLOs clearly measurable?
2. Make sense?
  - Doable/Sustainable?
  - Do pieces align?
3. Clearly leads to improvement?
  - Process leads to improvement conversations?
  - How useful will data be for improvement?

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

# Appendix 2

# Rice for Assessment Student Learning Outcomes 2015-2016

**Introduction:** The following template provides the guidelines for annually recording the assessment of student learning outcomes for academic degree and certificate programs at UNM. Alternative formats (e.g., those used by specialized accreditors) may be acceptable as long as the assessment information requested in this template is provided. If you have any questions, please contact the Office of Assessment at [assess@unm.edu](mailto:assess@unm.edu) or (505) 277-4130.

All academic programs should have an assessment plan and process that: 1) reflects the six steps of a continuous assessment cycle (refer to the "Annual Assessment Cycle Process" diagram for guidance) and 2) includes at least: one program goal, three student learning outcomes (SLOs), and four key program assessment measures (three direct/one indirect measures). The program's goal(s), SLOs, and key program assessment measures should span (or reflect) students' learning, development, and progression from the beginning to the end of the program.

**Overview of Annual Program Report Template:** The template is divided into two parts.

## Part I

The first part of the template serves as the cover page. Please provide all of the information requested for the cover page.

## Part II

The second part of the template requires information on the program's goal(s), student learning outcomes, assessment measures, data results and analysis, and recommendations for program improvement and/or changes. Each program goal is followed by a table with seven columns. For each program goal, list in the table the SLOs that target or are aligned with the goal. Then include the assessment information for each student learning outcome(s) listed in the table. After completing the table, explain how each SLO was met, partially met, or not met. If needed, for additional goals, copy and paste the goal-table format onto a separate page.

**Brief description of the seven columns:**

Student Learning Outcomes (SLOs)	UNM Student Learning Goals (Knowledge, Skills, and/or Responsibility)	Assessment Measures incl. Measure Type (Direct or Indirect)*	Performance Benchmark/Objective	Data Results*	Data Analysis*	Recommendations for Improvement/Changes*
For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If using a 2- or 3-year assessment cycle, only list the SLOs that are being assessed during the relevant assessment period. If a program awards more than one degree (i.e., B.S., M.A. etc.) the SLOs for graduate and undergraduate must be different and graduate degrees must be different (Master ≠ Doctorate).	State which UNM goal the SLO targets or aligns with; if relevant, more than one UNM SLO goal may be listed	Provide a description of the assessment instrument used to measure the SLO; include the course(s) (i.e., Course: PRO 540) and the semester(s) the assessment is administered in AND if it is a direct or indirect measure; if needed, go to the next row AND/OR add more rows if more than one assessment measure is used to assess the SLO (i.e., Measure 1, Measure 2, etc.)	State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)	State whether the performance benchmark was met, not met, or exceeded AND the total number of students assessed—must have at least TWO iterations of data for each assessment measure (i.e., Out of the 111 students assessed, 86% of the students passed the assessment with a score of 70 or higher for the 1 <sup>st</sup> iteration and 25 out of 30 students passed with a score of 70 or higher for the 2 <sup>nd</sup> iteration.)	Describe weaknesses and/or strengths in students' learning/performance based on the data results (i.e., Even though the benchmark was met, 40% of the students struggled with Question 5 which focused on...)	Describe any improvements and/or changes to be made to the course, assessment, syllabus, program etc. to address weaknesses and/or sustain/capitalize on strengths outlined in the "Data Analysis" column (i.e., It seems that the language in Question 5 was confusing to students, so it will be changed. A revised assessment will be provided as evidence.)

NOTE: An asterisk (\*) denotes that relevant data/evidence must be included for that column (refer to the "Annual Assessment Cycle Process" diagram for guidance). Evidence associated with program improvements/changes that are actually made or implemented have to be provided the next academic year assessment period.

**Part I: Cover Page**  
**UNM Academic Programs Assessment Report Template**  
**Record for Assessment of Student Learning Outcomes**  
**The University of New Mexico**

<u>Title of Degree or Certificate Program</u>	<u>Degree Level</u> (Certificate, Associate, Bachelors, Master's, etc)
Associate of Arts in Business Administration	Associate

Name of Academic Department (if relevant): Business & Applied Technology Division

Name of College/School/Branch: UNM Gallup Campus

Academic Year/Assessment Period: 2015/2-2016

Submitted By (include email address): ejmartin@unm.edu

Date Submitted to College/School/Branch for Review:

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:

State whether ALL of the program's student learning outcomes (SLOs) are targeted/assessed/measured within one year, two years, OR three years:

If the program's SLO's are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs from the first year, second year, or third year:

Describe the actions and/or improvements that were implemented during the previous reporting period (provide relevant evidence):

Part II: Assessment Report

Program Goal #1:

Student Learning Outcomes	UNM Student Learning Goals (Knowledge, Skills, and/or Responsibility)	Assessment Measures incl. Measure Type (Direct or Indirect)*	Performance Benchmark	Data Results*	Data Analysis*	Recommendations for Improvement/ Changes*
B.1. Students should be able to complete business-related mathematical problems with reasonable speed and accuracy, both manually and using calculators and business software application when successfully completing the Math and Management AA Degree program requirements.	Knowledge, Skills, and Responsibility	Direct. In Excel, students should be able to create and use absolute or relative references in a spreadsheet.	Eighty, 80% of students in class should pass with a 70% or better.	Twenty out of twenty-five students with a score of 70% or higher on their homework assignment.	Although the benchmark was met, 30% of the students were unable to create the relative reference in the correct cell.	The instructor may need to use a different teaching strategy by showing a YouTube educational video on Excel absolute and relative references. The YouTube educational website is titled Relative and Absolute Cell Referencing in Microsoft Excel (3.59 minutes)

Based on the data results and analysis provided for the student learning outcome(s) listed in the table above, for EACH student learning outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:



**Program Goal #2:**

Student Learning Outcomes	UNM Student Learning Goal (Knowledge, Skills, and/or Responsibility)	Assessment Measures*	Performance Benchmark	Results*	Analysis*	Recommendations for Improvement/Changes*
<p>C.1. Students should be able to demonstrate the ability to use computer information concepts and critical thinking skills to analyze the business problems, and design, develop and implement business documents, using a variety of software tools and computer operating systems upon completing CS150 and other related AA degree program requirements.</p>	<p>Knowledge, Skills, and Responsibility</p>	<p>Direct. The end of a chapter assignment is to measure a student's proficiency in entering a set of numerical data in columns and creating formulas to get the total amounts on a Balance Sheet in Excel. (See Attachment Program Goal #2 Page 1 of 2, which is a sample of the completed assignment).</p>	<p>Eighty, 80% of student in class should pass with a 70% or better on their test.</p>	<p>Twenty out of twenty-five students passed the Homework Assignment with a score of 70% or higher. In the chapter assignment, students had to create a Balance Sheet. They had to enter text, such as account titles, and enter numerical data like the debit and credit balances.</p>	<p>Although the benchmark was met, 30% of the students were unable to create the formula to get the correct total amounts.</p>	<p>The instructor and students can create a simple Excel spreadsheet in class (See Attachment Program Goal #2 Page 2 of 2). The instructor can demonstrate how to create formulas. The instructor can observe students' work and help those who need assistance.</p>

Based on the data results and analysis provided for the student learning outcome(s) listed in the table above, for EACH student learning outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

**Program Goal #3:**

Student Learning Outcomes	UNM Student Learning Goal (Knowledge, Skills, and/or Responsibility)	Assessment Measures*	Performance Benchmark	Results*	Analysis*	Recommendations for Improvement/Changes*

Based on the data results and analysis provided for the student learning outcome(s) listed in the table above, for EACH student learning outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

# Appendix 3

# Appendix 4



September 25, 2018

Re: Advisement Summary Report; Associate of Business Administration (61 credits)

Reviewed and Discussed by members of the Advisement Team (Shynal Robinson, Sheryl Luther, Grace Lueras and Michelle Lee)

**Positives:**

- This program usually has one of the largest number of graduates that participate in commencement every semester.
- There is a lot of interest in getting into the Anderson School of Management and students feel like they get a quicker response from the bachelor program advisors at UNM-Main when this (AA-BA) program is identified as their program of study.
- Students feel that in terms of job prospects, having an AA-BA has made them more competitive than a person who has a liberal arts AA degree and have requested that we keep this an AA – Business Administration as opposed to changing it to a Liberal Arts with a Business focus.

**Concerns:**

- It would be helpful to eliminate the MGMT 101 and 102 courses as an offered option which causes confusion when the students are being told that one of those courses MGMT 101 is a pre-requisite to another course, MGMT 202 (which is not written anywhere in the catalog). MGMT 101 and 102 together are supposed to be equivalent to MGMT 202 however we have yet to see the offering of MGMT 102 which makes this obsolete. MGMT 101 and 202 cannot both count for credit, MGMT 101 and 102 do not count as stand-alone courses and should not be taken as electives and are also non-transferrable courses.

**Catalog Structure:**

- Changes we would like to see: Explicitly require ECON 105 and 106 as requirements for social and behavioral sciences, since those are required prerequisites for the BBA. This would help students to meet the required pre-requisites to apply to the bachelor program, if they choose to do so.

*Michelle L. Lee*

Student Success Manager / Testing  
Student Service Tech Center 256

September 22, 2018

To: Matt Mingus, Chair of the Curriculum Committee

From: Mark Remillard, Division Chair of Business and Applied Technologies

Re: Recommendation for the AA in Business Administration

Having been in the position of Division Chair for only six weeks at the writing of this review, I cannot offer in-depth commentary or analysis of the program, but I have seen two areas for suggested improvement the program. I feel the AA in Business Administration serves a purpose for providing jobs for graduates and a link to a very dynamic and growing industry. I would suggest the following modifications to the program to increase the depth and range of the program.

1. An advisory board should be set up in conjunction with the Certificate in Information Technology program to aid both programs by providing connections to local industry for job placement for graduates and updates in the industry for the program.
2. Internships should be setup to give students practical experience in the field as well as specialized applications and practical experience

The AA in Business Administration is well structured and offers a transition into the Bachelor's program at UNM Albuquerque for our graduates. I believe the existing program should be retained, strengthened, and expanded to help UNMG connect to a broader range of programs and technologies.

Respectfully,

Mark Remillard  
Division Chair, Business and Applied Technologies

# Appendix 5

# Appendix 6



## Document 5: Faculty in the IT Program

The IT program faculty is composed of one full and three part-time faculty members. Elvira Martin is a full-time instructor teaching full time in the program and holds the rank of Associate Professor. Her academic qualifications include a Bachelor's of Science in Business Administration from the University of New Mexico in 1980, a Master's Degree in Education Administration from Western New Mexico University in 1995, and she is currently a Doctoral Candidate All But Dissertation (ABD) at the University of New Mexico in Organization, Information, and Learning Science.

Evalena Boon is a part-time instructor who holds Associate Degrees in Travel and Tourism from National College in 1990, Liberal Arts from the University of New Mexico-Gallup in 1994, and Pre-Business Administration from the University of New Mexico-Gallup in 1996. She holds a Bachelor's in Business Administration from the University of New Mexico in 1998, and a Masters in Business Administration from the University of New Mexico in 2004. She had been an adjunct at the University of New Mexico-Gallup since 2010.

Tyrell Harvey is a part-time instructor who has a Bachelor of Science in Business Administration from San Juan University in 2007. He had been an adjunct at the University of New Mexico-Gallup since 2007.

Arthur Ledesma is a part-time faculty member who has an Associate's Degree in Computer Networking Technologies from Fayetteville Technical Community College. He has been an adjunct at the University of New Mexico-Gallup since 2010.

All faculty, both full and part-time are encouraged to participate in faculty development activities as offered throughout the year. No specific professional development conferences or activities are required for faculty and staff. Both faculty and staff are encouraged to participate in conferences and workshops as dictated by their individual preferences and interests.

Due to the nature of the community college structure, faculty and staff are not required to publish as part of their professional responsibilities. Elvira Martin is working on her Doctoral Dissertation in the field of Organization, Information, and Learning Science in the area of the issues of retention issues, barriers, and concerns faced by Native American women returning to a community college to obtain an Associate of Science Degree. Her dissertation will be a valuable piece of research in the field.

Appendix: Abbreviated CV or experience summary for program faculty

Appendix: List of Faculty Members in the IT Program

**Doctoral graduate student in OILS (Organization, Information and Learning Science)**

Sep-2003 to Present                      University of New Mexico                      Albuquerque, NM

**Master of Arts Degree In Education Administration**

Sep-1991 to May-1995                      Western NewMexicoUniversity                      Gallup, NM

**Classes in Navajo Culture**

May-2000 to Aug-2000                      Dine College                      Tsaille,AZ

**Post Bachelor of Arts Degree in Elementary Education**

Sep-1999 to May-2000                      UniversityofNewMexlco                      Gallup, NM

**Bachelor of Science Degree in Business Administration**

Aug-1976 to May-1980                      University of Albuquerque                      Albuquerque, NM

**Associate of Science Degree In Business**

Aug-1974 to May-1976                      AAA Business College                      Albuquerque, NM

**General Education Diploma (GED)**

Aug-1972 to Dec-1973                      Window Rock High School                      Fort Defiance, AZ

Work Experience

**Associate Professor (Tenured)**

August 2008 to Present                      University of New Mexico                      Gallup, NM

Instruct five 3-hour college classes per semester. Teach various business, economic, entrepreneurial and management (MGMT) and information technology (IT) courses. All the courses taught are web-enhanced and automated with Leam.unm.edu. The instructor utilizes the following teaching resources: chapter presentation slides, data files, interactive spreadsheets, etc. A goal for teaching improvement is add technical skills in the class. Provide one-on-one assistance to students. Provide academic advisements Participate in campus and departmental committee meetings.. Performed other duties specified by the Department.

**Chair- Associate Professor (Tenured)**

Aug-2006 to May 2008                      University of New Mexico                      Gallup, NM

Supervised/hired/evaluatedfacility members. Responsible for budget-reconciled. Used UNM Banner. Participated in tenure packet process. Created a departmental advisory committee. Responsible for

students' progress survey, Student Assessment Outcomes, Program Review, etc. Involved in committees--Departmental, Chairs, Faculty Senate, Curriculum, Student Affairs, CCTE, search & ad hoc. Responsible for class schedules-short/long term goals. Oversee the creation of the General Business Degree with areas: Information Technology, Accounting, & Entrepreneurship. Updated the old Entrepreneur Certification. Finalized the Pre-Business Administration Degree Articulation Agreement with UNM-Anderson School. Worked with UNM-Anderson School on Entrepreneurial Studies at UNM-Gallup Campus. Worked with Tohatchi and Nashitl Chapters to teach Five Management System Courses. Taught 8 hours of business, management and information technology courses to high school students (CCTE). Ordered textbooks and software applications. Utilized vista.unm.edu (webct) and UNM Banner. Student Recruitment. Provided academic advisement to college students in AAS Degree in Business Administration and Certification in Secretarial Skills. Test Proctor for ACT and NTE examinations.

**Assistant Professor**

Sep-1998 to Aug-2006

University of New Mexico

Gallup, NM

Instructed fifteen credit hours of business, management, information technology, and computer science courses to high school and college students. Some courses include Accounting, Business Math, Introduction to Word Processing, & computer science. Created syllabi. Instructed, graded and recorded grades. Used webct. Worked with students to participate in the Service-Learning Program with Battered Families Services, Incorporated. Recruited high school students. Provided academic advisement to students who are interested in AAS Degree in Business Administration and Certification in Secretarial Skills. Participated in committees--departmental, CCTE, Student Affairs Committee & Strategic Planning. Test Proctor for ACT and NTE.

**Program Director**

May-1990 to May-1998

Navajo Nation

Window Rock, AZ

Managed all aspects of USDA commodity food distribution to 19,200 low-income families per month throughout the Navajo Nation Reservation. Abide by contract and regulations specified by USDA. Administered the annual budget of \$3,900.00. Supervised the nutrition education component of the program. Supervised a total of 85 staff-warehouse managers, clerks, crews and truck drivers.

Conducted regulatory inspections of several satellite warehouse sites throughout the Navajo Reservation. Handled RFP's, selected vendors/contractors to repair warehouse roofs and to sale four outdated semi-diesel cabs. Administered monthly food inventory & nutritional component reports to USDA and Navajo Nation. Initiate safety work environment for staff: installed back alarms for the diesels, warehouse men had fork lift certifications; all staff had CPR certifications, and Food Handler's Permits.

**Reclamation Assistant**

May-1980 to Sep-1986

P&M Coal Mine Company

Window Rock, AZ

Responsible for air quality and weather data operations. Supervised crew to construct berms and run-off. Responsible for timesheets. Responsible for collection of all spoils, topsoil sample on graded, ungraded and reclaimed areas. Maintained the operating and downtime for scrapers, dozers, and graders per shifts and yardage moved. Maintained three dragline swing meters. Responsible for submitting monthly dragline operation and safety reports. Assisted the engineers with surveying areas on the mine. Conducted mine inspections with federal and state government. Followed

policy/procedures, safety and mine regulations.

### Licensure

I have a New Mexico Teachers Licensure #271598 for Level One Provisional K-12 Specialty Area license with Endorsements in Information Tech Coordinator and Business Education.

### Membersh.Ip of organ.IzatJoos

#### Professional Affiliations

1. American Associate of University Women (1996-Present)
2. American Association of University Professors (1999-Present)

#### Campus Affiliations

1. (AdHoc) Special Rank & Tenure Committee
2. Rank & Tenure Committee
3. Faculty Senate Committee
4. MiniGrant Committee
5. Evaluation Committee for Code 3

## Evalena D. Boone

P.O. Box 217 - Zuni, NM 87327

Phone: (505) 879-7270 - Email: l.e.boone@zuni.nm.gov

### EDUCATION

M.B.A., Policy & Planning, University of New Mexico, Albuquerque, New Mexico December 2004

B.B.A., Travel & Tourism and Human Resources, University of New Mexico, Albuquerque, New Mexico, May 1991

A.A., Pre-Business Administration, University of New Mexico Gallup, Gallup New Mexico, May 1996

A.A., Liberal Arts, University of New Mexico-Gallup Gallup New Mexico, May 1994

A.A. Travel & Tourism, National College, Albuquerque, New Mexico, May 1990

### SKILLS

Goal and detail oriented, analytical and able to communicate effectively in oral and written form

Proficient in Microsoft Word, Publisher, Excel and PowerPoint

### EXPERIENCE

*Adjunct Faculty, University of New Mexico, Gallup, New Mexico August 2009 to present* Instruct courses in Consumer Fundamentals, Introduction to Business, Business Law, Management and Human Relations Supervisor, Fr.ink Laundry

*Self-employed, Native American Arts and Crafts, Zuni, New Mexico, 1986 to present.* Carver of animal figurines from different stones and shells. Produce low-cost marketing strategies to promote products. Educate public on Zuni Culture and arts and crafts.

*Consultant, Pueblo of Zuni, Fort Huachuca Project, Zuni, New Mexico, September to December 2005* Developed a Socio-economic Profile for the Pueblo of Zuni and conducted an organizational audit to find process efficiencies with tribal programs concerning economic development.

*Teaching Assistant, Robert O. Anderson School of Management, University of New Mexico, Albuquerque, NM, January to May 2001.* Assisted Adjunct Professor with instructional material and communication for a course in American Indian Business Management.

*External Audit Firm, Fort Huachuca Project, Zuni, NM, June to August 2000* Aided in field research, interviewed, disseminated data and reported for an organizational audit. Developed a financial marketing plan for a Four Times Fellow.

*Surveyor, New Mexico Department of Transportation, Santa Fe, NM, April to May 1995.* Phone surveyed for market research to determine conversion rates for advertising campaigns and relative effectiveness of fulfillment program.

*Surveyor, Rio Grande Trip, Albuquerque, NM, April 1995.* Phone surveyed for market research to determine relative effectiveness of travel agents vs airlines in the distribution of airline tickets.

ACTIVITIES

Board President, Zuni Public Library, Pueblo of Zuni, New Mexico October 2015 to present

Board member, Zuni Cultural Arts Council, Zuni, New Mexico July 2010 to present

Committee Member Rural Entrepreneur Institute, University of New Mexico Gallup Campus, Gallup New Mexico September 2011 to May 2012

Faculty Advisor American Indian Business Association, University of New Mexico, Gallup Campus Gallup New Mexico August 2010 to May 2012

Board member Zuni Public Library, Pueblo of Zuni, Zuni New Mexico May 2006 to May 2009

Planning committee member and presenter, Community Development Conference, Zuni New Mexico April to August 2005

Operations Manager, American Indian Business Association University of New Mexico January 2003 to August 2002

Volunteer, mentor and Fellowship Business Committee Member, FourTimes Foundation, Red Lodge Montana, September 2000 to December 2000

Honors & Achievements

Boone, E. D. (2017). Zuni Fetishes: Evelynna Boone (Zuni Pueblo). In R. Gougeon & J. Francis (Eds.), *Indigenous Women Entrepreneurs of New Mexico: Surpassing Domains and Stereotypes*. Amazon Digital Services LLC

"A SOCIO-ECONOMIC PROFILE OF THE PUEBLO OF ZUNI". August 2006. Presentation at the Zuni Community Development Conference, Zuni New Mexico

Native American Economic Development Fellow, Robert O. Anderson Graduate School of Management, University of New Mexico 1999 to 2000

"STUDENT LEADERSHIP THROUGH STUDENT ORGANIZATIONS", November 2003. Presented at the 25th Annual American Indian Science & Engineering Society National Conference, Albuquerque, New Mexico

Robert O. Anderson Schools of Management Foundation Board BRAVO Award for student leadership, Spring 2002

Department of Commerce's Minority Entrepreneur Development (MED) Week & Collegiate Leadership Seminar, September 1999 and 2000

Gilbert, R., Muller, H., Boone, E., Day, C. & Sanchez, A. (1999), "The Business of Cultural Acoma Pueblo", Western Counselors Association Annual Meeting, 1999

# Tyrell Harvey

## Ex perience

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August 2012- Current                      University of New Mexico Gallup                      Gallup, NM

### **Teacher (Adjunct)**

- BSTC 113: Introduction to Management
- BSTC 222: Payroll and Procedures
- ECON 105: Intro to Macroeconomics
- BSTC 258 Administrative Support
- BSTC 265: Business Communications

August 2009- Current                      Window Rock School District                      Fort Defiance, AZ

### **Marketing Teacher**

- Teach Professional skills to students for college readiness
- Offered dual enrollment to Juniors and Seniors
- Ran very successful DECA club helping students prepare for real life events

August 2011-Present                      Northland Pioneer College                      Holbrook, AZ

### **Dual Enrollment Instructor**

- BUS 100: Introduction to Business
- BUS 105: Techniques of Supervision
- BUS 210: Principles of Modern Management
- BUS 220: Principles of Marketing

## Tyrell Harvey

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### Education

8/18/2003-1  
/23/2007

Kaplan  
University

Fort Lauderdale, FL

**Bachelors of Science in  
Business Management**

- Dean's Honor  
List

### Skills

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- Fluent in Spanish
- Leadership development with DECA
- Public Speaking
- Proficient in Microsoft Excel, Word, & PowerPoint



Arthur Lopez Ledesma Jr.

P.O. Box 36806  
Albuquerque, NM 87176

Contact Number 505-800-8166  
ArtLedesma@Gmail.com

*Computer Field Service Technician*

Cross-Functional Experience

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Experienced Instructional Computer Lab Technician and Support Technician Specialist offering a combination of 10+ years of experience in a LAN environment and computer knowledge for residential, private businesses, government, and state-supported educational facilities. Results-focused and effective with the proven ability to work in a team-oriented environment or work as an individual to accomplish multiple given tasks. Talents range from basic computer knowledge and instruction ability, to providing excellence in customer support in networking, end-user authentication, and troubleshooting hardware and software issues.

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### Professional Experience

Sierra Nevada Corporation

June 2015 to Present

Field Service Technician, Senior

Responsible for daily computer/weapons operation and network connectivity on Air Force aircraft.

Navajo Nation OMS of Health

October 2010 to June 2015

Systems Information Technician

Maintain operation of daily networking activities to include daily and weekly networking system backups on the Exchange, Email, and Data Servers. Create and maintain new end-user accounts. Make recommendations for program purchases by dealing with vendor sales representatives. Research product development pertaining to networking hardware and software usage. Actively maintain inventory records and product placement within the MIS department. Monitor networking environment and infrastructure in a LAN environment internet/intranet system environment.

### Achievements:

- Associates Degree in Computer Networking Technology (May 2009)
- Certificate of Completion for Cisco Certified Networking Associate (CCNA) 1, 2, 3, & 4 (08/08-05/09)
- Microsoft Certified Application Specialist-Word (02/10), PowerPoint (02/10), Excel (03/10)
  - o Microsoft Certified Professional ID- 7414232
- Hardware and Software Certificate - Computer Information Technology (05/09)
- Microsoft Networking Certificate - Networking Technology (05/09)
- Computer Technologies Certificate - Computer Information Technology (05/09)
- Configuring and Administering Microsoft SharePoint 2010. (03/2012)
- Upgrading and Troubleshooting Microsoft Exchange Server 2010 and Exchange 2010 SP1. (03/2012)
- Configuring and Troubleshooting Windows Server 2008 Active directory Domain Services. (05/2012)
- Configuring and Maintaining Server 2008 R2. (05/2012)
- HIPPA Privacy Essentials (04/2013)
- Information Security Awareness (Federal Government standards) (04/2013)

### Responsibilities:

- Ability to work closely with project managers, supervisors, and other qualified personnel including production employees on a team oriented environment to accomplish the completion of project goals
- Install ISO Images on over 450+ computers and set-up 650+ new computers and LCDs
- Achieved Microsoft Certified Application Specialist status on March, 2010 as an ongoing goal to stay up-to-date on industry certifications and certificates
- Maintain software library and preparing back-up copies and archive disks as necessary
- Provide general information and assistance to students, faculty, and staff on equipment and software operation, location of materials, and safety procedures.
- Installation and maintenance of data communication hardware, software, and cabling
- Analyzing and resolving of network problems and assisting in maintaining administrative PC software and hardware

### Knowledge/Skills/Abilities

- Educated skiUs and knowledge with the ability to configure Cisco network routers and Switches from flash and TFTP Servers with the ability to reload Cisco IOS Images, router access lists, VPN and VOiP Installation
- Knowledge and abmty to disassemble and reassemble a desktop PC and various server components
- Install OS such a Windows XP Pro, Windows 98, Windows Server 2003 and 2008, Vista Business, and Windows 7 plus Windows B
- Knowledge of security concepts pertaining to network set-ups
- Basic usage of Linux and COBOL commands
- Knowledge and Work experience with Novell systems
- Experience In working with virtual PC and virtual networks

University of New Mexico Gallup-Gallup, NM

August 2010 to May 2015

Adjunct Credited Course Instructor and ConUnulng Education Instructor

Teaching/Instructing UNM enrollees from basic to intermediate/advanced computer usage (Course IT 101). Includes Information Technology terminology, Microsoft Office Suite basics, email se0.1rity awareness, and computer. Anti-Virus security protection and prevention. Teaching with hands-on-experience with weekly projects in the Microsoft Office Suite, disassembly and reassembly of oomputer hardware components.

January 2009 to July 2010

Fayetteville Technical Community College- Fayetteville, NC

Computer Support Specialist

Worked In a computer LAN/WAN and Intranet lab environment, with a combination of 300 computers and printers between 2 labs, assisting Staff members and helping current students and Alumni with projects and other related assignments. Daily duties require the monitoring and maintaining of approximately 28 classrooms with a total of 1,100+ working computers and following proper security procedures to prevent hardware and software theft.

Contractor- Fayetteville, NC

Aprif 2010 to Present

IBM Technician - Computer Desktop Deployment

Projed deployment of 370+ desktop computers for an AT&T Call Mobility Center. Worked with On-Site IBM Computer support personnel to effectively and safely Install aH new desktop PCs and test for network connectivity. Currently sub-contracting for Barrister Global Networks In the Western New Mexico Region and Eastern Arizona region.

Dayco Products - Fayetteville, NC

March 2005 to June 2008

Student Associate - Inventory Control

Trained new employee associates In Dayco production and Inventory fundamentals. Maintained consistent inventory logs from inbound and outbound shipments. Maintained a safe surrounding work area by practicing consistent deanllness and orderliness to avoid potential accidents. Attended weekly and monthly safety meeting with other supervisors and co-workers to maximize the company's safety potential. Used computerized inventory database to confirm correct shipment and receipt of equipment and supplies. Kept in direct verbal contact with immediate supervisor and assistant supervisor to help achieve maximum efficiency and minimal production downtime

A.LL Underground - Southern Pines and Pinehurst, NC

Sub-Contractor for Sprint Communications

January 2003 to June 2005

We are currently adult learners in the MGMT 202 Principles of Financial Accounting course in Fall 2018 Semester at the University of New Mexico Gallup Campus. There is a problem with three accounting courses offered to the students who are in the Associate of Arts in Business Administration Degree Program. The following courses are listed in the University of New Mexico Gallup Campus 2015-2017 Course Catalog, page 30, Associate of Arts in Business Administration Degree Plan.

1. MGMT 101 Fundamentals of Accounting I AND
2. MGMT 102 Fundamentals of Accounting II OR
3. MGMT 202 Principles of Financial Accounting

On page 30, in the Business Core Section we are given a choice to MGMT 101 and MGMT 102 or we can take MGMT 202. A number of us want an accounting profession and want to learn the fundamental of accounting. Some of us were given advisement to skip MGMT 101 and to take MGMT 202. We believe future students should be required to take MGMT 101 and MGMT 202 to successfully prepare for an accounting career.

We sign this petition dated today, October 9, 2018.

Kristin Cuellar

Felissa Morjan

Enjolu Lucero

~~Caroline Martin~~

Nancy

Andrea Begay

Mary

Joe M.

Christi Paul

Charlene Strout

Sandy Blyden

Michael Brown

Rita

Melanie Amber

Prudence Lee

Patricia

Shirley