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Continuous Improvement Review
Volume 2: Appendices
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Gordon Ford College of Business
Western Kentucky University

Prepared for the AASCB Peer Review Team Visit
January 28-30, 2018

VOLUME 2: APPENDICES

APPENDIX H

WKU Challenging the Spirit Action Plan

The University enacted its strategic plan entitled Challenging the Spirit, providing a broad framework of goals and objectives to enhance quality among students, faculty, and staff. The most recent plan was announced at the Fall 2012 President's Convocation.

Challenging
the Spirit ACTION PLAN
2012-2013 to 2017-2018

WKU

WKU VISION STATEMENT

WKU: A Leading American University with International Reach.

WKU MISSION STATEMENT

Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen-leaders of a global society. It provides research, service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach.
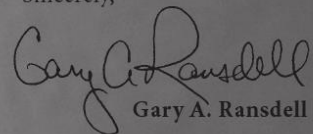
MESSAGE FROM THE PRESIDENT

The next six years represent a critical juncture for WKU. We have made good progress over the past 14 years in defining and advancing a set of priorities that define us as an institution. The University now stands at the cusp of national prominence. This document charts the course that will guide the next phase in our transformation.

Four broad goals lie at the heart of this plan. First and foremost, we are committed to enhancing the academic mission and the quality of our academic programs in ways that will set us apart as an institution. Second, we will continue to build a diverse university community which supports the learning and success of our students. Third, we intend to work with our community partners to enhance WKU's positive impact on the quality of life in our region. Finally, we must continue to ensure the infrastructure necessary to support our institutional priorities, as well as be responsible stewards of our fiscal and natural resources.

More than a strategic plan, this is a plan of action. Goals and objectives are tied to both targeted strategies and critical indicators of progress. Forward-looking yet realistic financial assumptions undergird each objective. The performance targets and strategies are ambitious, but necessary if the University is to accomplish a full and lasting transformation.

Fulfilling the commitments made in this Action Plan will require the best efforts of all WKU faculty, staff, students, alumni and friends. I ask everyone in the WKU family to dedicate themselves to this effort. In so doing, WKU will be that much closer to achieving its vision of becoming *A Leading American University with International Reach*.

Sincerely,

Gary A. Ransdell
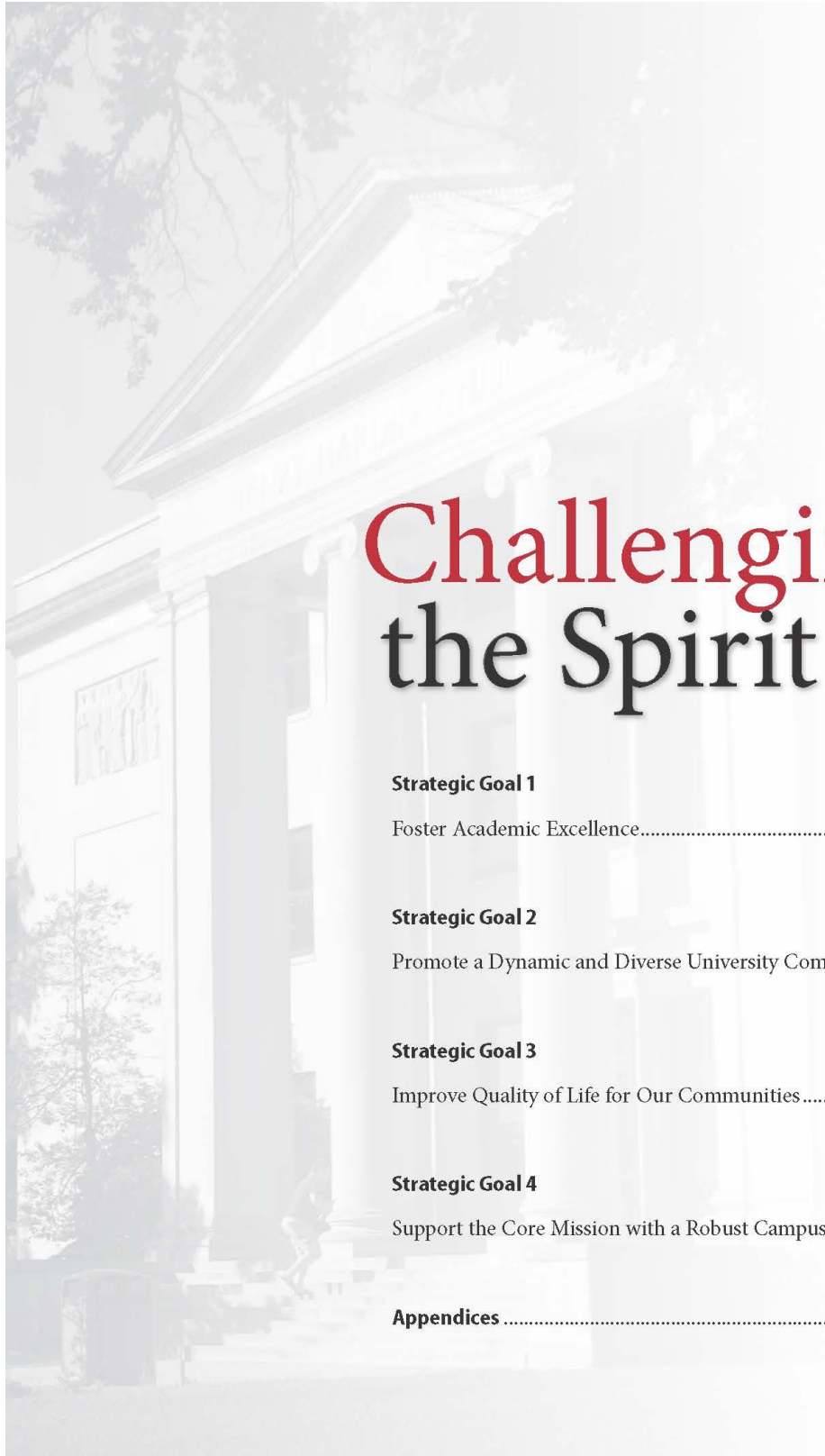
Challenging
the Spirit ACTION PLAN
2012-2013 to 2017-2018

Strategic Goal 1
Foster Academic Excellence

EXTEND THE ENGAGED LEARNING AND
GLOBAL DIMENSIONS OF THE WKU ACADEMIC
EXPERIENCE

REINFORCE WKU AS A DESTINATION OF CHOICE
FOR FACULTY, STAFF AND STUDENTS

1

OBJECTIVE 1.1
SUSTAIN A VIBRANT CURRICULAR AND CO-CURRICULAR EXPERIENCE BUILT ON A LIBERAL FOUNDATION.

Targets

1. Develop and increase to 2,000 annual enrollment in Colonnade Program Connections courses

2. Increase by 50% the number of Honors College graduates

3. Increase by 5% the percentage of admitted students who enroll

Strategies

Implement a revised core curriculum, the Colonnade Program, aligned with Association of American Colleges and Universities Liberal Education and America's Promise (LEAP) outcomes

Develop honors tracks within additional majors

Expand Honors College faculty buyout model

Build Honors College staffing to a level appropriate for degree-granting status

Increase funding for Honors Faculty Engagement Grants (HFEGs)

TARGET 1: CONNECTIONS COURSE ENROLLMENTS

Year	Value
2014-2015	200
2015-2016	600
2016-2017	1200
2017-2018	2000

TARGET 2: HONORS COLLEGE GRADUATES

Year	Value
2010-2011 (Actual)	116
2010-2011	116
2011-2012	134
2012-2013	140
2013-2014	149
2014-2015	156
2015-2016	162
2016-2017	168
2017-2018	175

TARGET 3: ENROLLED: ADMITTED (%)

Year	Value
2010-2011 (Actual)	45.0
2010-2011	45.0
2011-2012	45.0
2012-2013	45.0
2013-2014	45.3
2014-2015	45.7
2015-2016	46.0
2016-2017	46.5
2017-2018	47.2

■ *Projected Target*   ■ *Actual*

2

TARGET 1: FACULTY SALARIES – WEIGHTED AVG (x$1000)

Year	Value
2010-2011	61.4 (Actual) / 61.4
2011-2012	61.4
2012-2013	62.6
2013-2014	62.6
2014-2015	64.0
2015-2016	66.0
2016-2017	68.2
2017-2018	70.6
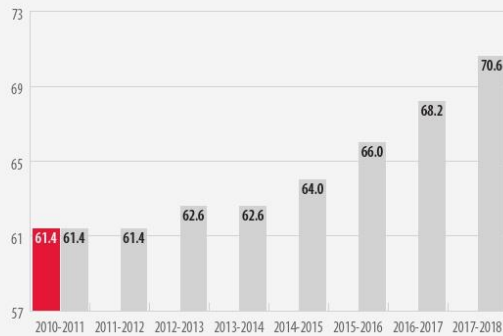
TARGET 2: STAFF SALARIES – PERCENTAGE OF 2010/11

Year	Value
2010-2011	100 (Actual) / 100
2011-2012	100
2012-2013	102
2013-2014	102
2014-2015	104
2015-2016	108
2016-2017	111
2017-2018	115

TARGET 3: PF:FTES (x 1000)

Year	Value
2010-2011	33.0 (Actual) / 33.0
2011-2012	33.0
2012-2013	33.0
2013-2014	33.0
2014-2015	33.5
2015-2016	34.3
2016-2017	34.7
2017-2018	36.0

Legend: ▪ Projected Target ▪ Actual
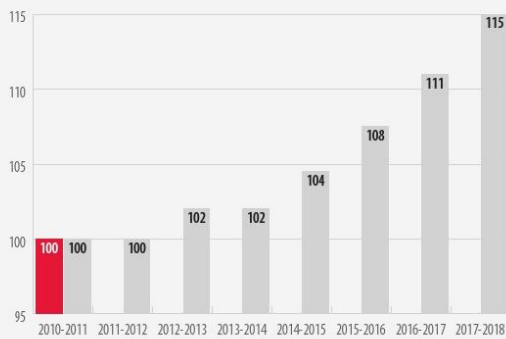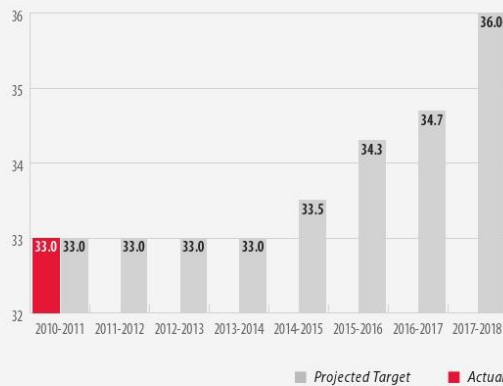
OBJECTIVE 1.2
ATTRACT AND SUPPORT EXCELLENT FACULTY AND STAFF.

Targets

1. Increase salaries of full-time faculty by 15% to better align with benchmark medians by ranks

2. Increase salaries of full-time staff by 15% to better align with market salary rates

3. Increase by 9% the ratio of full-time professorial faculty (PF) to full-time equivalent students (FTES)

Strategies

Allocate a significant portion of growth revenue to compensation

Earn state performance funding, to be allocated to staffing and compensation priorities

Reallocate budget line dollars to faculty salary lines and use one-time funds to support original areas

Allocate a portion of faculty staffing plan funds to augment salaries of existing faculty

Provide appropriate start-up packages for new faculty

Conduct equity and market analyses of staff positions by job category

Adjust the salary grade structure to align with market

Implement a multi-year plan to achieve competitive staff salary levels

Implement strategic hiring of tenure-track faculty to address core and growth needs

3

OBJECTIVE 1.3
REINFORCE A GLOBAL CONTEXT FOR TEACHING AND LEARNING.

Targets

1. Achieve annual study abroad enrollment equivalent to 10% of full-time equivalent enrollment

2. Increase by 35% the number of international partnerships which involve sustained and meaningful scholarship exchanges or degree productivity agreements

3. Increase by 20% annual enrollment in courses with global studies designation status

Strategies

Promote the Emphasis in Global Studies as a curricular option for students

Establish themed academic, co-curricular and community programming focusing on a different country/region each year

Establish program to encourage and support involvement of WKU faculty and staff as participants in WKU-led study abroad or international travel programs

Develop and offer new upper-division general education/core curriculum courses with a strong global dimension

TARGET 1: STUDY ABROAD ENROLLMENTS

Year	Value
2010-2011	1353 / 1353
2011-2012	1400
2012-2013	1450
2013-2014	1500
2014-2015	1550
2015-2016	1575
2016-2017	1600
2017-2018	1600

TARGET 2: INTERNATIONAL PARTNERSHIPS

Year	Value
2010-2011	37 / 37
2011-2012	39
2012-2013	41
2013-2014	43
2014-2015	44
2015-2016	46
2016-2017	48
2017-2018	50

TARGET 3: GLOBAL STUDIES ENROLLMENTS

Year	Value
2010-2011	7043 / 7043
2011-2012	7200
2012-2013	7400
2013-2014	7600
2014-2015	7800
2015-2016	8000
2016-2017	8200
2017-2018	8400

■ Projected Target   ■ Actual

4

TARGET 1: PRACTICA/THESES/DISSERTATIONS

Year	Value
2010-2011	75 / 75
2011-2012	85
2012-2013	95
2013-2014	105
2014-2015	115
2015-2016	120
2016-2017	125
2017-2018	130

TARGET 2: HONORS CE/T PROJECTS

Year	Value
2010-2011	60 / 60
2011-2012	60
2012-2013	60
2013-2014	60
2014-2015	63
2015-2016	67
2016-2017	70
2017-2018	75

TARGET 3: REACH WEEK PRESENTATIONS

Year	Value
2010-2011	215 / 215
2011-2012	230
2012-2013	255
2013-2014	275
2014-2015	295
2015-2016	305
2016-2017	315
2017-2018	325

■ Projected Target ■ Actual

OBJECTIVE 1.4
PROMOTE RESEARCH, CREATIVE AND SCHOLARLY ACTIVITY BY FACULTY AND STUDENTS.

Targets
1. Increase by 75% the number of graduate student practica, theses and dissertations

2. Increase by 25% the number of completed Honors Capstone Experience/Thesis (CE/T) projects

3. Increase by 50% involvement of students and faculty presentations during Reach Week activities

Strategies
Fully implement the first three professional practice doctoral programs

Explore development of new professional degree programs, including Doctorate of Professional Studies (DPS) programs

Explore joint doctoral degrees with other institutions

Promote opportunities for mentoring by WKU faculty of Ph.D. students from other institutions

Implement Faculty-Undergraduate Student Engagement (FUSE) Program to support student-driven scholarship and creative activity

Implement buyout program for faculty contributing to Ed.D. program

5

OBJECTIVE 1.5
PREPARE STUDENTS FOR LIFELONG LEARNING AND SUCCESS.

Targets

1. Increase the total number of degrees by 17%

2. Increase by 20% the percentage of teacher education students scoring in the top 15% nationally on the Principles of Learning and Teaching Exam

3. Increase four-fold the number of students earning national scholarships (Boren, Critical Language, Fulbright, Gilman, Goldwater, Marshall, Mitchell, National Science Foundation Graduate Research Fellowship, Rhodes, Gates Cambridge, Truman, Udall)
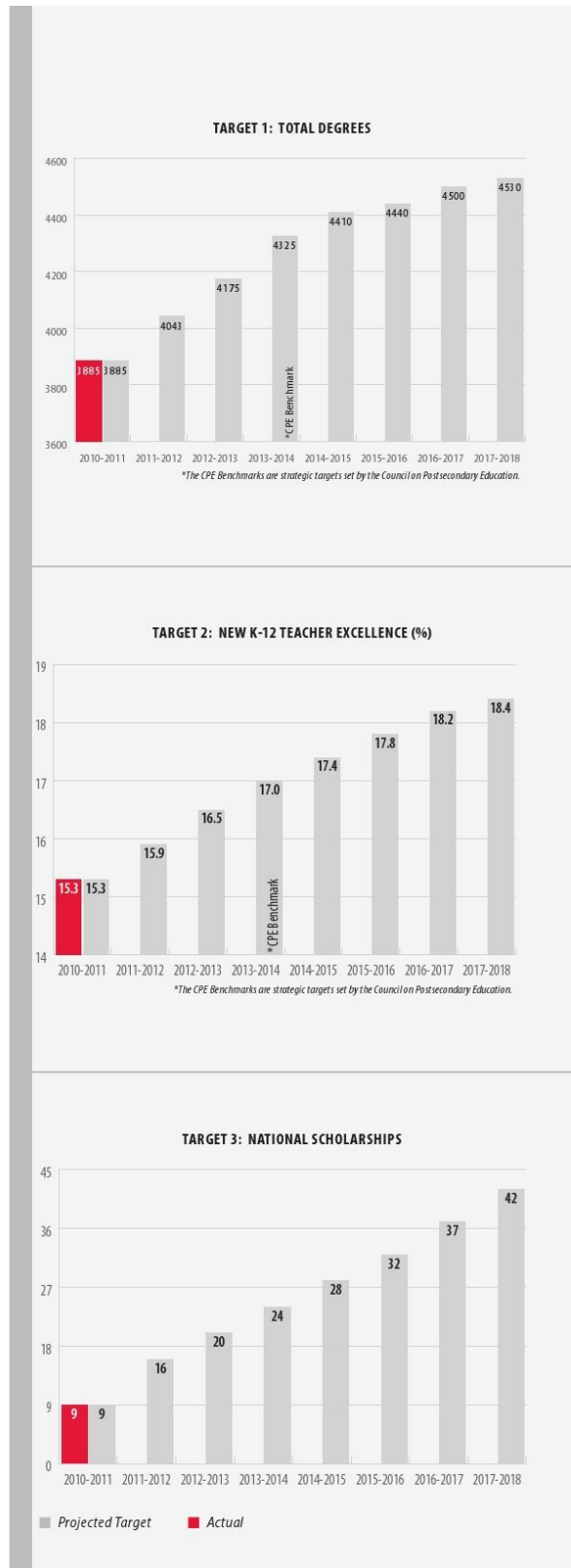
Strategies

Enhance retention/placement initiatives at baccalaureate level

Implement changes to teacher education program admissions requirements approved by Kentucky Educational Professional Standards Board

Expand programs to identify and mentor students for national scholarships and other prestigious recognition

Expand leadership training and development opportunities for students

TARGET 1: TOTAL DEGREES

Year	Value
2010-2011	3885 / 3885
2011-2012	4043
2012-2013	4175
2013-2014	4325 *CPE Benchmark
2014-2015	4410
2015-2016	4440
2016-2017	4500
2017-2018	4530

*The CPE Benchmarks are strategic targets set by the Council on Postsecondary Education.

TARGET 2: NEW K-12 TEACHER EXCELLENCE (%)

Year	Value
2010-2011	15.3 / 15.3
2011-2012	15.9
2012-2013	16.5
2013-2014	17.0 *CPE Benchmark
2014-2015	17.4
2015-2016	17.8
2016-2017	18.2
2017-2018	18.4

*The CPE Benchmarks are strategic targets set by the Council on Postsecondary Education.

TARGET 3: NATIONAL SCHOLARSHIPS

Year	Value
2010-2011	9 / 9
2011-2012	16
2012-2013	20
2013-2014	24
2014-2015	28
2015-2016	32
2016-2017	37
2017-2018	42

Projected Target   Actual

6

Strategic Goal 2
Promote a Dynamic and Diverse University Community

EMPHASIZE THE ACADEMIC AND SOCIAL DIMENSIONS OF DIVERSITY

SUPPORT AN INTELLECTUAL CLIMATE OF ENGAGEMENT AND FREE EXCHANGE OF IDEAS

7

ENHANCE THE DIVERSITY AND INTERNATIONAL PROFILE OF FACULTY, STAFF, AND STUDENT POPULATIONS.

Targets

1. Increase the number of international students by 80%

2. Increase the percentage of under-represented minority (URM) students by 7%

3. Increase by 25% the number of URM full-time faculty, administrative and professional staff
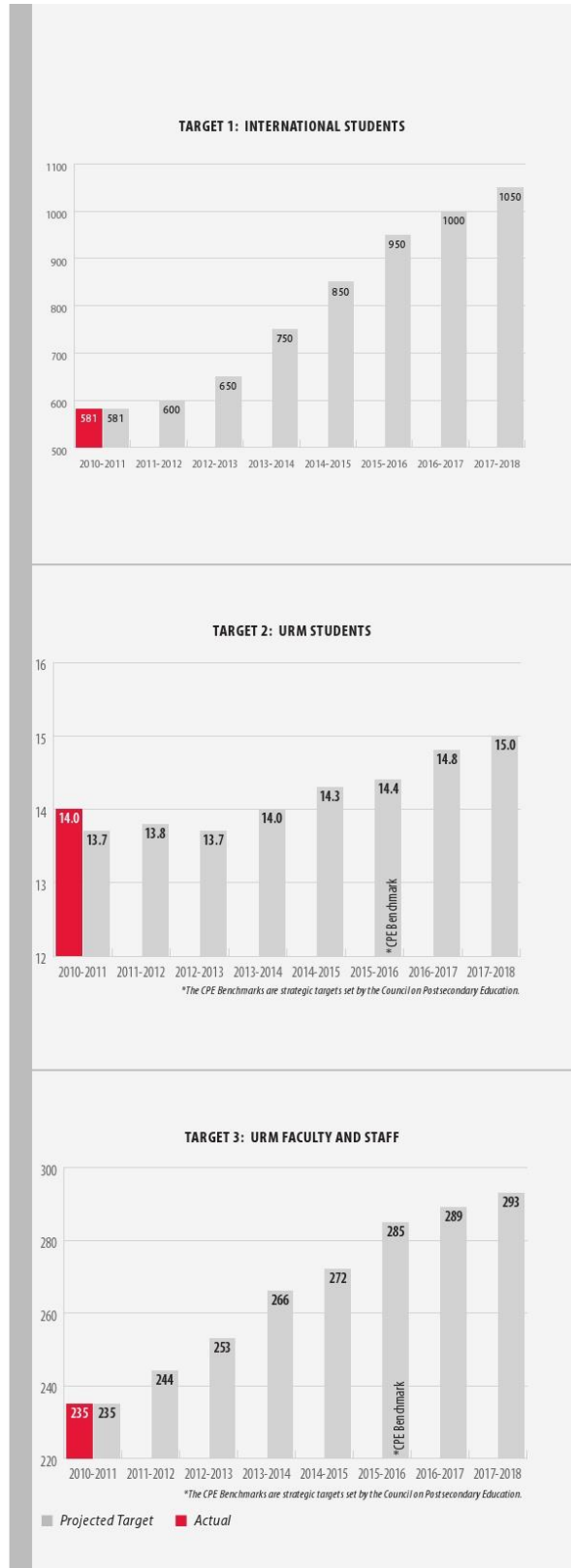
Strategies

Support continued growth of the Navitas at WKU and English as a Second Language International (ESLI) programs

Increase recruitment efforts directed at URM students, including establishment of pre-college programs
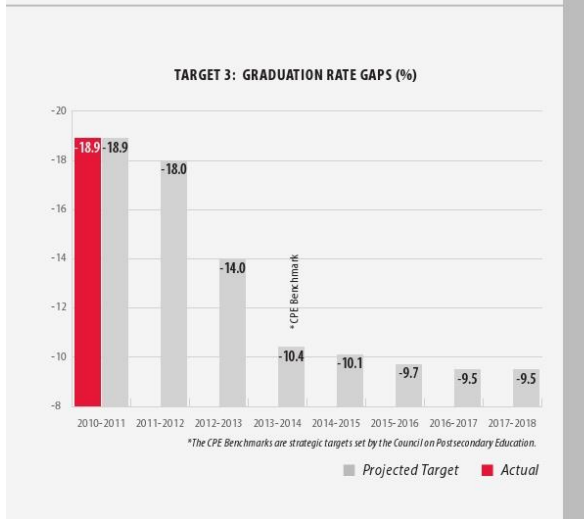
Incorporate diversity considerations in allocation of scholarship funds

Increase partnerships with agencies that serve diverse populations

Fully implement minority faculty and staff hiring programs

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TARGET 1: INTERNATIONAL STUDENTS

Year	Value
2010-2011	581 / 581
2011-2012	600
2012-2013	650
2013-2014	750
2014-2015	850
2015-2016	950
2016-2017	1000
2017-2018	1050

TARGET 2: URM STUDENTS

Year	Value
2010-2011	14.0 / 13.7
2011-2012	13.8
2012-2013	13.7
2013-2014	14.0
2014-2015	14.3
2015-2016	14.4 *CPE Benchmark
2016-2017	14.8
2017-2018	15.0

*The CPE Benchmarks are strategic targets set by the Council on Postsecondary Education.

TARGET 3: URM FACULTY AND STAFF

Year	Value
2010-2011	235 / 235
2011-2012	244
2012-2013	253
2013-2014	266
2014-2015	272
2015-2016	285 *CPE Benchmark
2016-2017	289
2017-2018	293

*The CPE Benchmarks are strategic targets set by the Council on Postsecondary Education.

Projected Target ■ *Actual*

TARGET 1: FIRST-YEAR RETENTION RATE (%)

TARGET 2: FTFTB GRADUATION RATE (%)

The CPE Benchmarks are strategic targets set by the Council on Postsecondary Education.

TARGET 3: GRADUATION RATE GAPS (%)

The CPE Benchmarks are strategic targets set by the Council on Postsecondary Education.

▮ Projected Target ▮ Actual

OBJECTIVE 2.2
INCREASE STUDENT RETENTION, PERSISTENCE, AND TIMELY GRADUATION.

Targets

1. Increase first-year retention rate of the first-time, full-time baccalaureate (FTFTB) cohort by 5%

2. Increase six-year graduation rate of the FTFTB cohort by 8%

3. Decrease by 50% the combined graduation rate gap of low-income, URM, and underprepared students

Strategies

Support an active and data-driven Retention Task Force with timely responses to recommendations

Utilize both academic and co-curricular initiatives to identify and support at-risk students

Improve cohort tracking and advising of students throughout their WKU careers

Improve placement and advising of first- and second-year students within colleges and university-wide

Expand role of WKU Finish to assist enrolled students and recent stop-outs in completing their degrees

Expand marketing of living/learning communities to incoming students

Develop integrated Academic Success Packages for first-generation students falling into multiple at-risk groups

Develop and enhance innovative programs focused on student well-being

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OBJECTIVE 2.3
MAKE A COLLEGE EDUCATION MORE ECONOMICALLY AFFORDABLE FOR STUDENTS FROM DIVERSE GROUPS.

Targets

1. Increase by 70% the number of first-time, full-time undergraduates receiving institutional grant aid

2. Decrease by 2% the average total credits to degree, including developmental and transfer hours

3. Decrease by 3% the average time to degree of the FTFTB cohort

Strategies

Allocate existing scholarship dollars for maximum impact

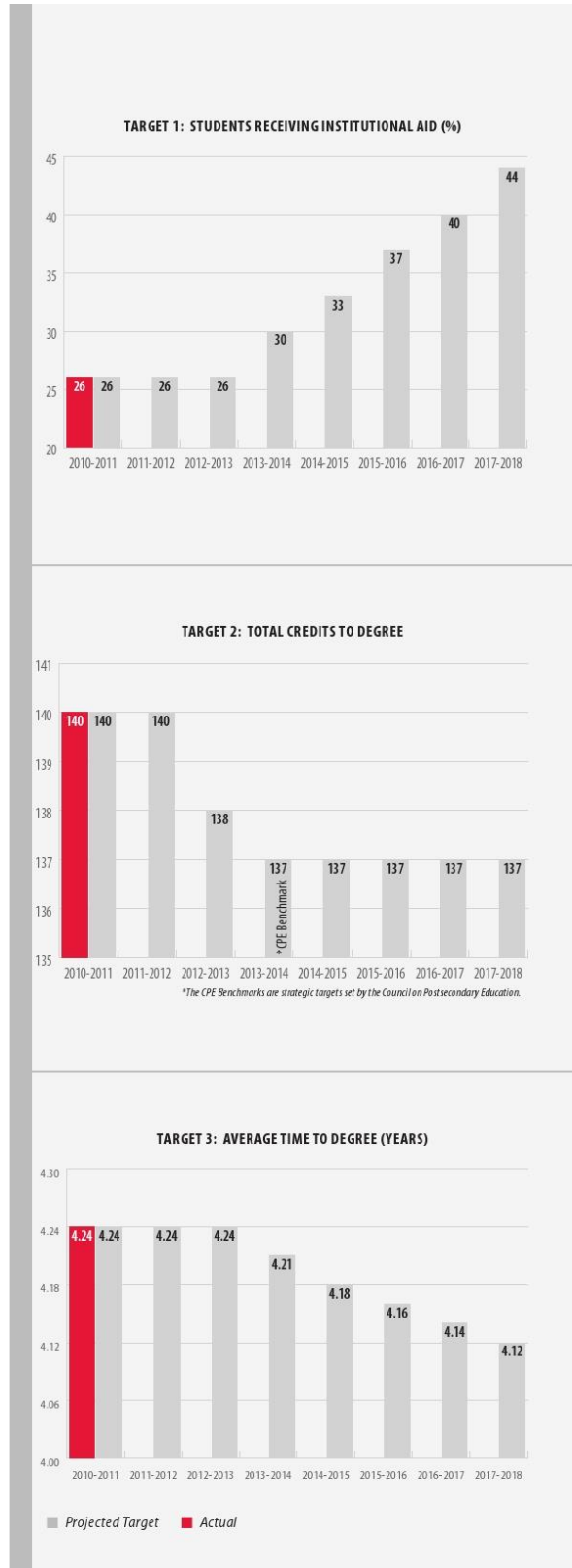Increase work-study opportunities for both Pell-eligible and non-Pell-eligible students

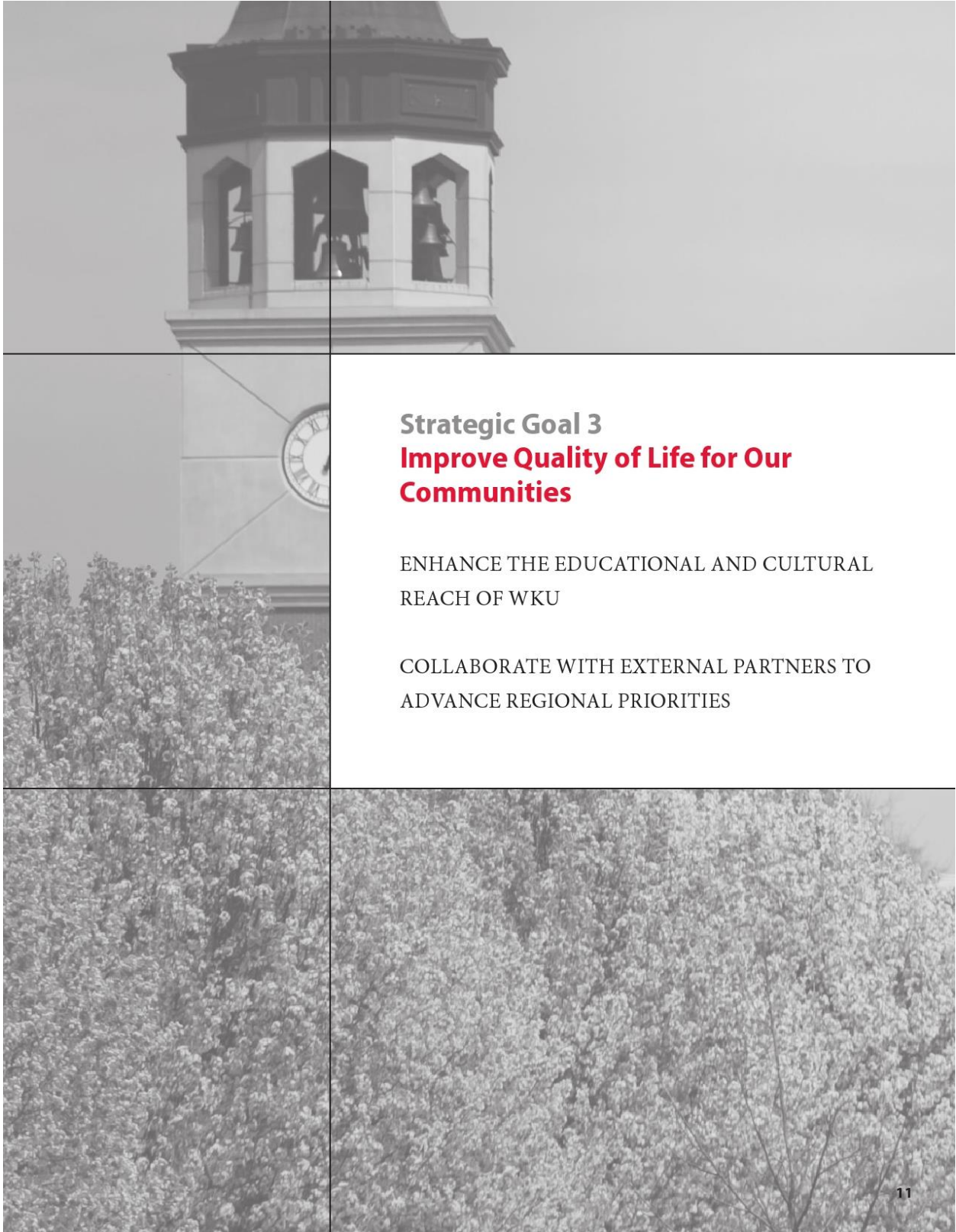Implement need-based programs for first-generation students and other targeted groups

Improve placement and advising of students needing developmental/supplemental coursework in math

Expand Summer Term offerings by increasing opportunities for faculty to teach in summer and by providing scholarships for students taking two courses

Explore scheduling options intended to reduce students' time to degree

Match WKU scholarship dollars 1:1 with philanthropic support

TARGET 1: STUDENTS RECEIVING INSTITUTIONAL AID (%)

Year	Value
2010-2011	26
2011-2012	26
2012-2013	26
2013-2014	30
2014-2015	33
2015-2016	37
2016-2017	40
2017-2018	44

TARGET 2: TOTAL CREDITS TO DEGREE

Year	Value
2010-2011	140
2011-2012	140
2012-2013	138
2013-2014	137 (*CPE Benchmark)
2014-2015	137
2015-2016	137
2016-2017	137
2017-2018	137

*The CPE Benchmarks are strategic targets set by the Council on Postsecondary Education.

TARGET 3: AVERAGE TIME TO DEGREE (YEARS)

Year	Value
2010-2011	4.24
2011-2012	4.24
2012-2013	4.24
2013-2014	4.24
2014-2015	4.21
2015-2016	4.18
2016-2017	4.16
2017-2018	4.14

4.12

Projected Target · Actual

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Strategic Goal 3
Improve Quality of Life for Our Communities

ENHANCE THE EDUCATIONAL AND CULTURAL REACH OF WKU

COLLABORATE WITH EXTERNAL PARTNERS TO ADVANCE REGIONAL PRIORITIES

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OBJECTIVE 3.1
EXPAND WKU'S ECONOMIC IMPACT ON THE REGION THROUGH STUDENT, FACULTY, AND STAFF ENGAGEMENT.

Targets

1. Increase Kentucky Community and Technical College System (KCTCS) transfers by 25%

2. Increase by 15% the number of Science, Technology, Engineering, Mathematics and Health Sciences (STEM+H) degrees produced

3. Increase by 20% percentage of credits completed through distance learning

Strategies

Expand joint admissions programs with KCTCS partner institutions

Implement KCTCS Day for prospective transfer students and KCTCS advisors

Continue involvement and leadership in statewide initiatives to make transfer more seamless
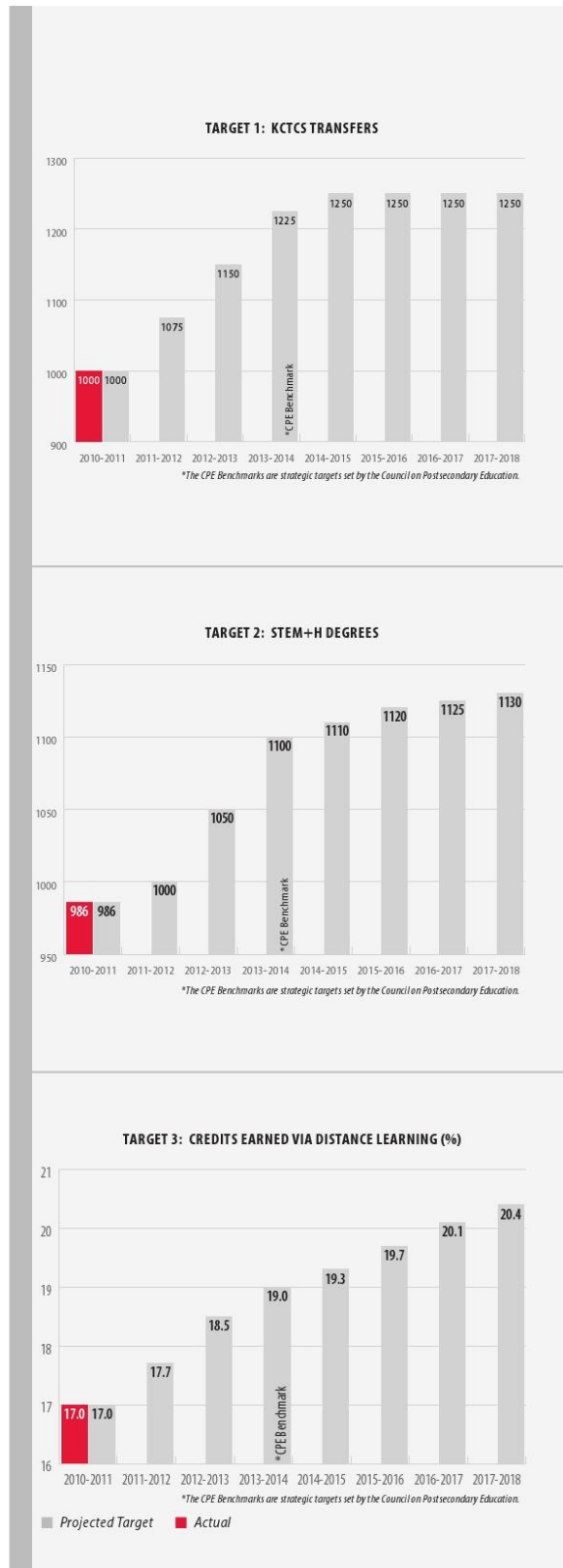
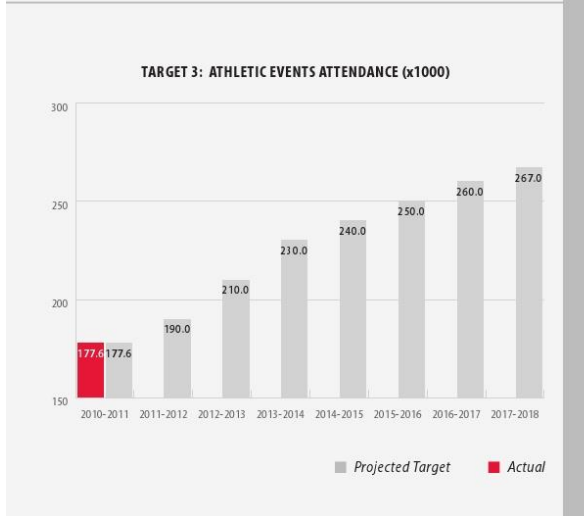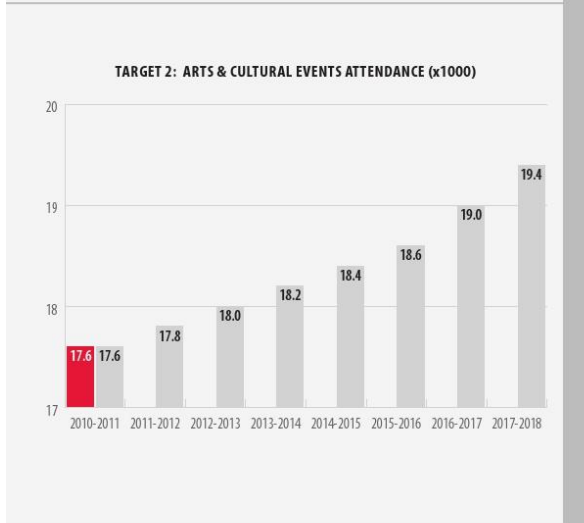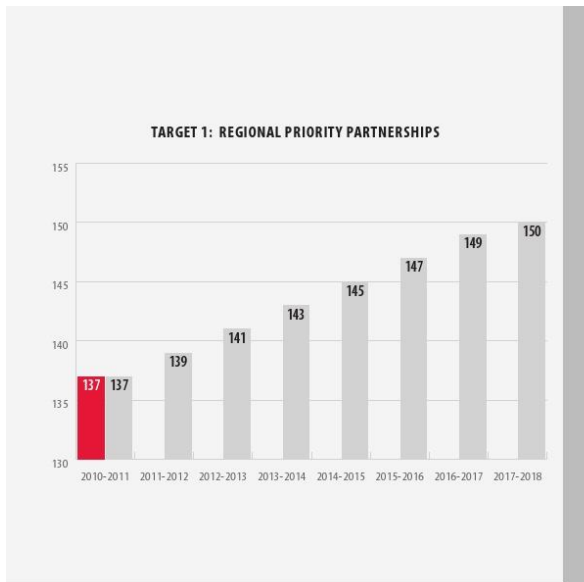Maintain strong and relevant interaction with Chamber/industry partners

Expand program offerings and student services at regional campuses

Expand marketing at regional campuses

Expand and enhance online programs and student services

Expand non-credit programs for continuing education

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TARGET 1: KCTCS TRANSFERS

The CPE Benchmarks are strategic targets set by the Council on Postsecondary Education.

TARGET 2: STEM+H DEGREES

The CPE Benchmarks are strategic targets set by the Council on Postsecondary Education.

TARGET 3: CREDITS EARNED VIA DISTANCE LEARNING (%)

The CPE Benchmarks are strategic targets set by the Council on Postsecondary Education.

■ *Projected Target*   ■ *Actual*

TARGET 1: REGIONAL PRIORITY PARTNERSHIPS

Bar chart with values:
- 2010-2011: 137 (Actual), 137 (Projected Target)
- 2011-2012: 139
- 2012-2013: 141
- 2013-2014: 143
- 2014-2015: 145
- 2015-2016: 147
- 2016-2017: 149
- 2017-2018: 150

(y-axis: 130 to 155)

TARGET 2: ARTS & CULTURAL EVENTS ATTENDANCE (x1000)

Bar chart with values:
- 2010-2011: 17.6 (Actual), 17.6 (Projected Target)
- 2011-2012: 17.8
- 2012-2013: 18.0
- 2013-2014: 18.2
- 2014-2015: 18.4
- 2015-2016: 18.6
- 2016-2017: 19.0
- 2017-2018: 19.4

(y-axis: 17 to 20)

TARGET 3: ATHLETIC EVENTS ATTENDANCE (x1000)

Bar chart with values:
- 2010-2011: 177.6 (Actual), 177.6 (Projected Target)
- 2011-2012: 190.0
- 2012-2013: 210.0
- 2013-2014: 230.0
- 2014-2015: 240.0
- 2015-2016: 250.0
- 2016-2017: 260.0
- 2017-2018: 267.0

(y-axis: 150 to 300)

Legend: ■ Projected Target ■ Actual

OBJECTIVE 3.2
ENRICH THE CULTURAL MILIEU AND QUALITY OF LIFE IN THE REGION.

Targets
1. Increase by 10% the number of regional stewardship projects coordinated through the ALIVE Center and Institute for Citizenship and Social Responsibility

2. Increase annual attendance at arts and cultural events by 10%

3. Increase attendance at athletic events by 50%

Strategies
Expand the impact of Public Achievement and $100 Solution programs across the region

Expand university/community partnerships that address regional stewardship priorities

Establish ongoing Fine Arts Series as part of the Cultural Enhancement Series programming

Offer a season pass with reserved seating for the Cultural Enhancement Series

Expand ticket office operations to include artistic and cultural events programming

Move the Kentucky Folklife program from Frankfort to WKU

Utilize more fully the Kentucky Museum as a teaching and learning resource

Support continued improvement of public transit services through collaborative efforts with the City of Bowling Green

Establish policies and procedures to make parking on campus more easily accessible for community members

13
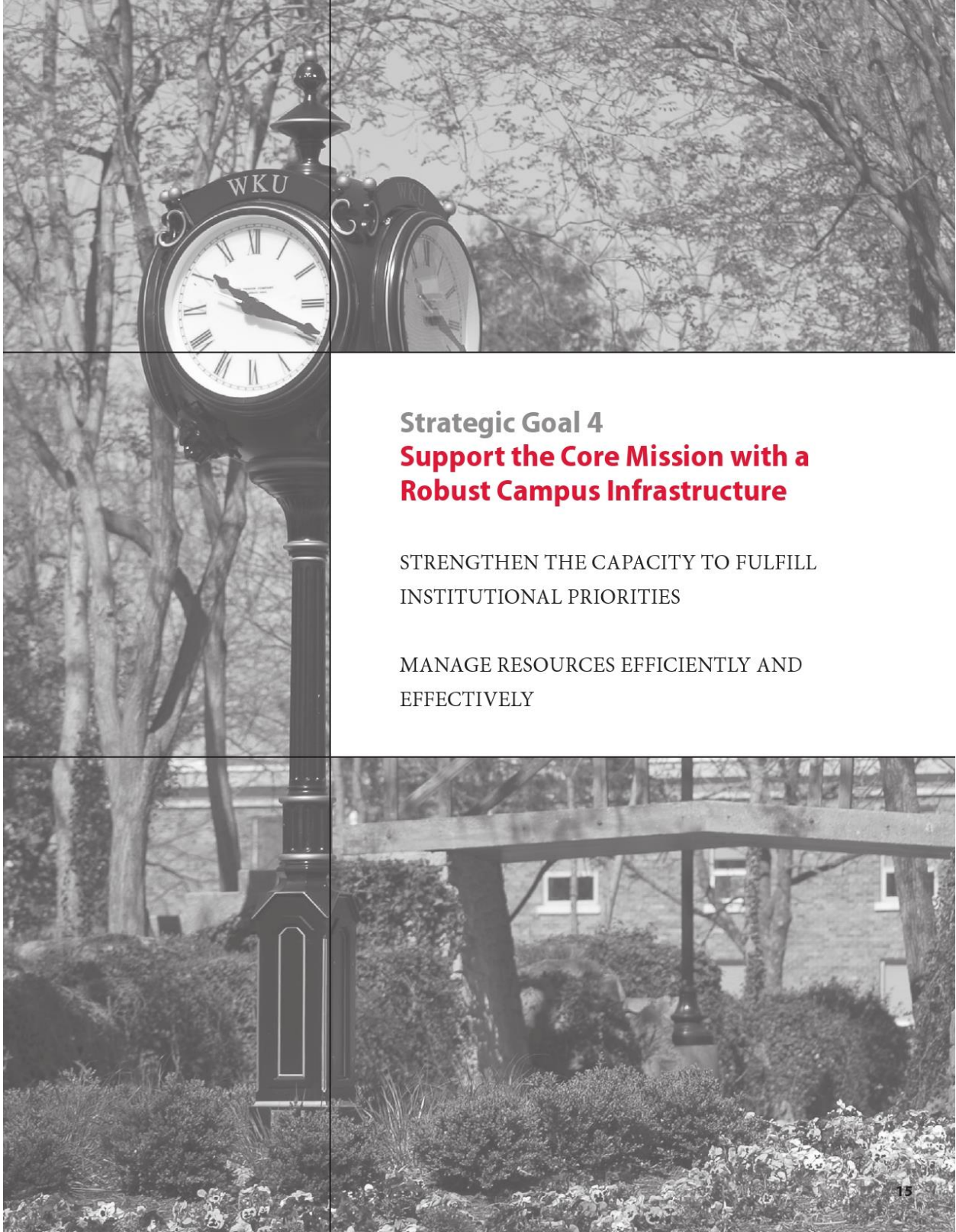
Strategic Goal 4
Support the Core Mission with a Robust Campus Infrastructure

STRENGTHEN THE CAPACITY TO FULFILL INSTITUTIONAL PRIORITIES
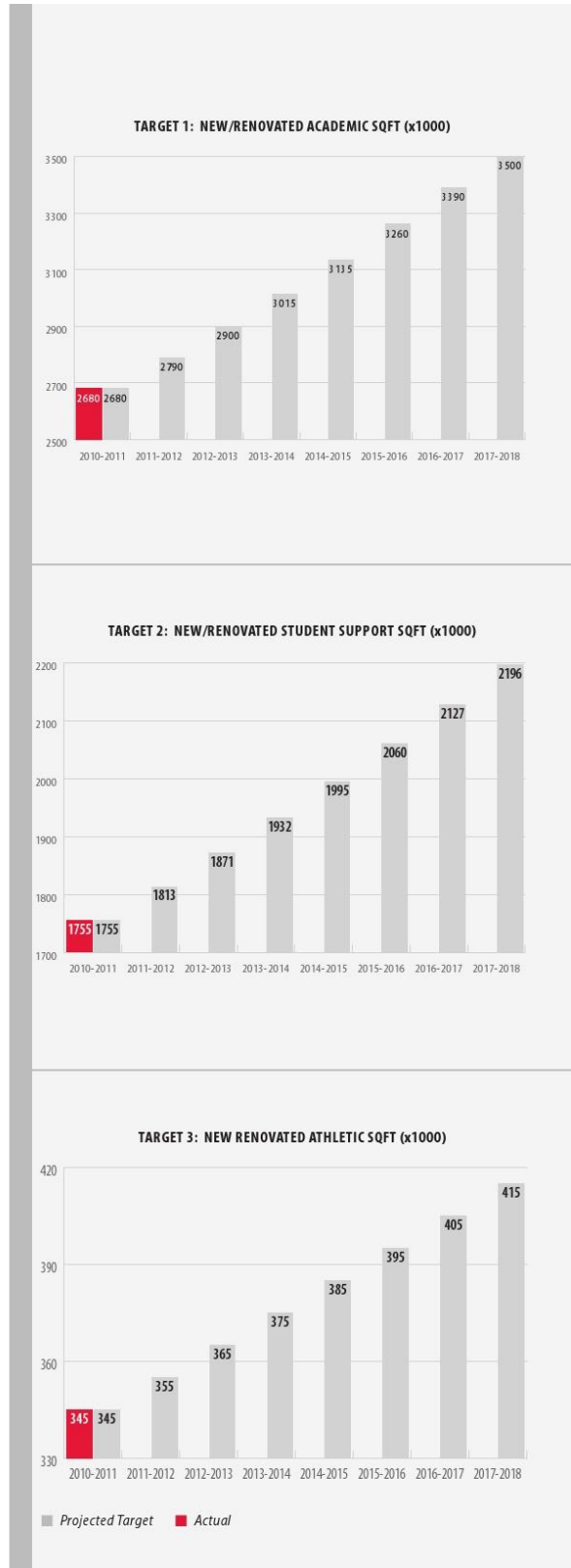
MANAGE RESOURCES EFFICIENTLY AND EFFECTIVELY

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OBJECTIVE 4.1
CONTINUE THE PHYSICAL TRANSFORMATION OF THE WKU CAMPUSES.

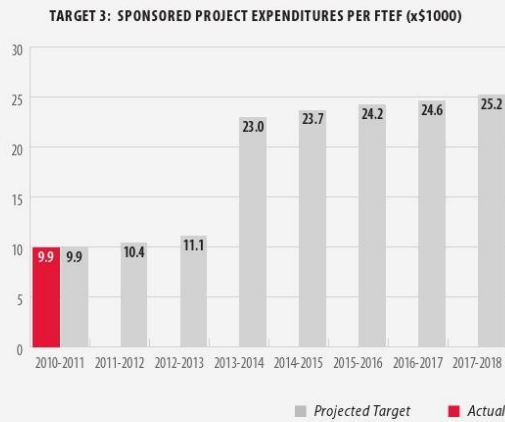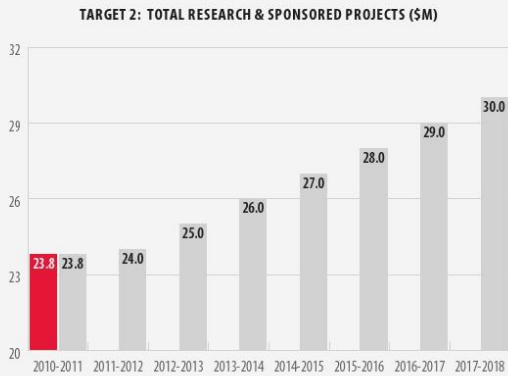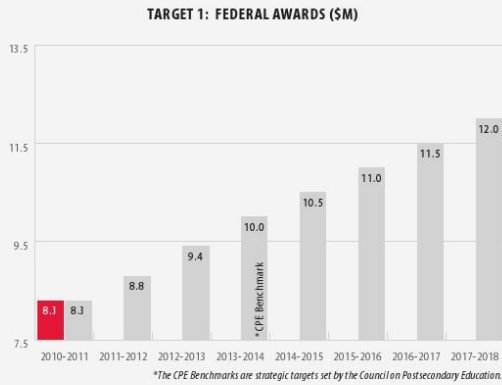**Targets**

1. Increase new or renovated academic square footage by 30%

2. Increase new or renovated student support and auxiliary square footage by 25%

3. Increase new or renovated athletic support square footage by 20%

Strategies

Secure state bonding for new construction and deferred maintenance

Secure authorization from the state for agency bond projects and the use of private funds

Partner with the local community to expand and improve our facility portfolio

Partner with the Medical Center for academic growth

Plan and build an appropriate home for the Honors College and Office of International Programs

Update the Campus Master Plan

Secure funding and complete build-out of the Athletics Facilities Master Plan

Develop a plan for data- and needs-driven prioritization of classroom improvements

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TARGET 1: NEW/RENOVATED ACADEMIC SQFT (x1000)

Year	Value
2010-2011	2680 / 2680
2011-2012	2790
2012-2013	2900
2013-2014	3015
2014-2015	3135
2015-2016	3260
2016-2017	3390
2017-2018	3500

TARGET 2: NEW/RENOVATED STUDENT SUPPORT SQFT (x1000)

Year	Value
2010-2011	1755 / 1755
2011-2012	1813
2012-2013	1871
2013-2014	1932
2014-2015	1995
2015-2016	2060
2016-2017	2127
2017-2018	2196

TARGET 3: NEW RENOVATED ATHLETIC SQFT (x1000)

Year	Value
2010-2011	345 / 345
2011-2012	355
2012-2013	365
2013-2014	375
2014-2015	385
2015-2016	395
2016-2017	405
2017-2018	415

■ *Projected Target* ■ *Actual*

TARGET 1: FEDERAL AWARDS ($M)

Year	Value
2010-2011	8.3 / 8.3
2011-2012	8.8
2012-2013	9.4
2013-2014	10.0 *CPE Benchmark
2014-2015	10.5
2015-2016	11.0
2016-2017	11.5
2017-2018	12.0

The CPE Benchmarks are strategic targets set by the Council on Postsecondary Education.

TARGET 2: TOTAL RESEARCH & SPONSORED PROJECTS ($M)

Year	Value
2010-2011	23.8 / 23.8
2011-2012	24.0
2012-2013	25.0
2013-2014	26.0
2014-2015	27.0
2015-2016	28.0
2016-2017	29.0
2017-2018	30.0

TARGET 3: SPONSORED PROJECT EXPENDITURES PER FTEF (x$1000)

Year	Value
2010-2011	9.9 / 9.9
2011-2012	10.4
2012-2013	11.1
2013-2014	23.0
2014-2015	23.7
2015-2016	24.2
2016-2017	24.6
2017-2018	25.2

■ Projected Target   ■ Actual

Targets
1. Increase total annual extramural federal research and development expenditures by 60%

2. Increase annual budgeted research and creative activity expenditures by 35%

3. Increase total annual sponsored project expenditures to $25,000 per full-time equivalent faculty (FTEF)

Strategies
Enhance Research and Creative Activities Program (RCAP) to support faculty research and scholarly activity across all disciplines

Revise faculty budget model to reflect effort invested in research and creative activities

Identify large-scale, cross-disciplinary efforts and target appropriate external funding sources

Regularly send faculty to visit funding agencies

Expand faculty involvement on proposal review panels

Enhance and expand online research guides and access to e-books

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OBJECTIVE 4.3
GENERATE ENDURING PRIVATE SUPPORT FOR INFRASTRUCTURE AND INSTITUTIONAL ASPIRATIONS.

Targets

1. Increase the level of annual gift deposits by 40%

2. Increase the deferred gift inventory to $102 million
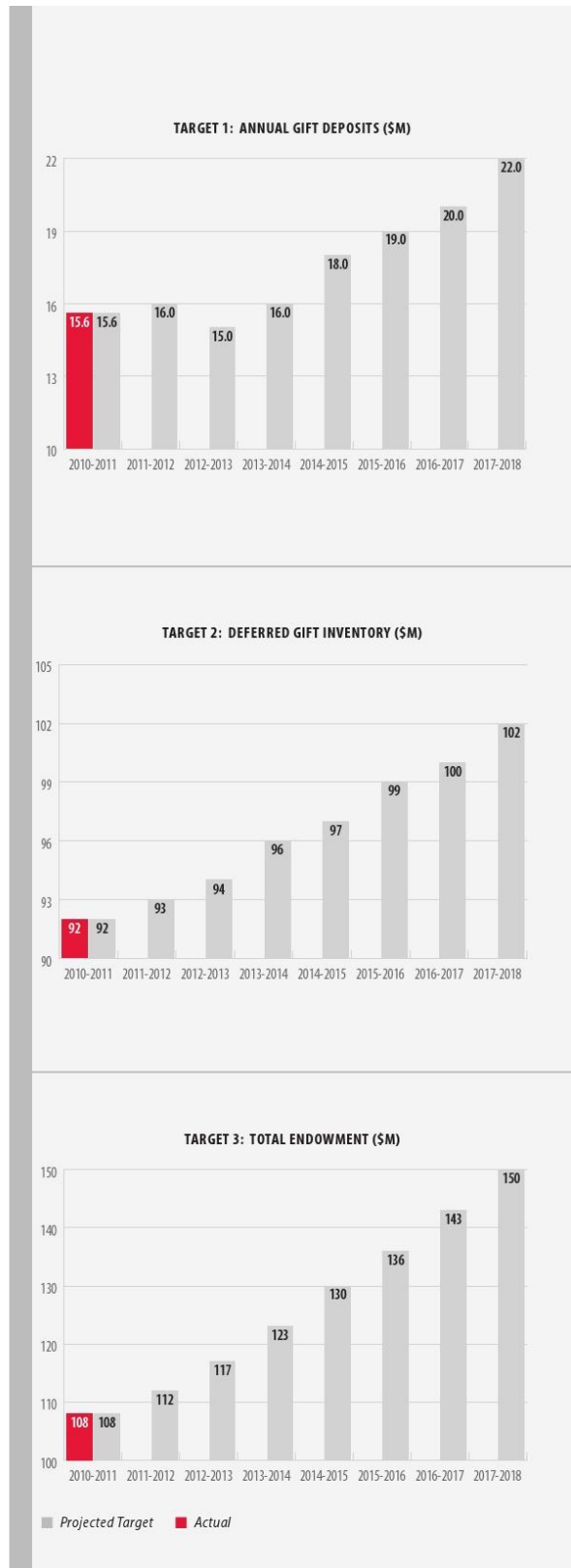
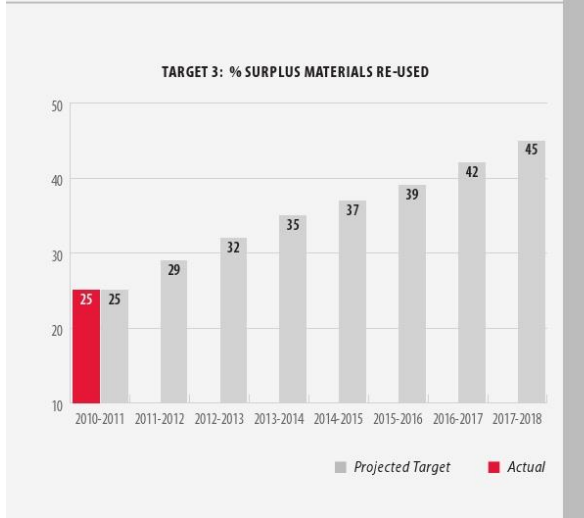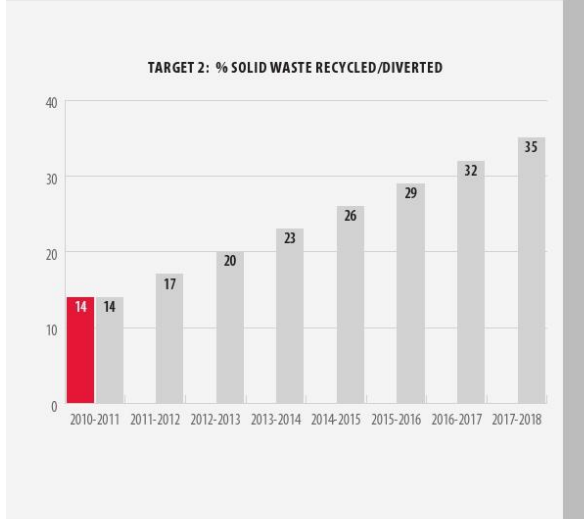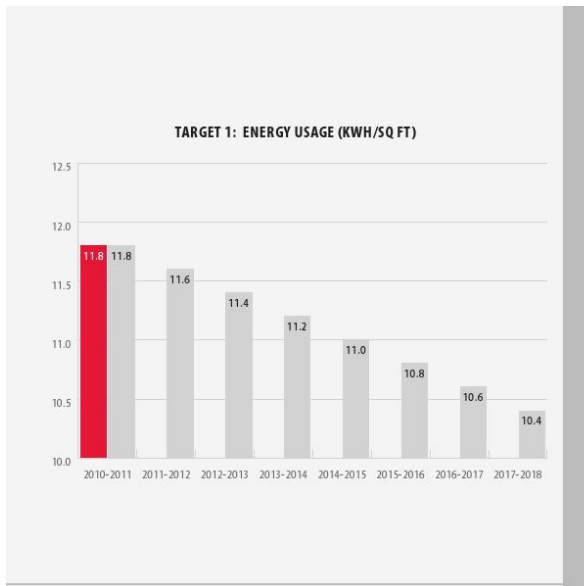3. Grow the total endowment by 40%

Strategies

Establish a scholarship endowment matching campaign

Initiate plans, expand technology, and build infrastructure for the next comprehensive capital campaign

Enhance capacity to build the giving pipeline through donor acquisition and retention

Create programming and opportunities to engage all members of the WKU family in the life of the institution

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TARGET 1: ANNUAL GIFT DEPOSITS ($M)

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
15.6 / 15.6	16.0	15.0	16.0	18.0	19.0	20.0	22.0

TARGET 2: DEFERRED GIFT INVENTORY ($M)

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
92 / 92	93	94	96	97	99	100	102

TARGET 3: TOTAL ENDOWMENT ($M)

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
108 / 108	112	117	123	130	136	143	150

▪ *Projected Target* ▪ *Actual*

TARGET 1: ENERGY USAGE (KWH/SQ FT)

TARGET 2: % SOLID WASTE RECYCLED/DIVERTED

TARGET 3: % SURPLUS MATERIALS RE-USED

■ Projected Target   ■ Actual

ENHANCE EFFICIENCY AND SUSTAINABILITY IN
CAMPUS SERVICES AND OPERATIONS

Targets
1. Decrease energy usage per square foot by 12%

2. Increase the percentage of solid waste recycled or diverted
   by 150%

3. Increase the percentage of surplus materials re-used by 35%

Strategies
Fully implement the Campus Energy Policy

Utilize effective conservation measures to control operating costs,
preserve physical assets, and promote sustainability

Build and renovate to LEED standards in all construction projects

Implement sustainability best practices in campus operations

Utilize campus infrastructure, facilities and operations as teaching
and learning laboratories

Adopt a purchasing policy that ensures new equipment meets
efficiency guidelines

Maintain an IT environment that facilitates attainment of
strategic priorities

Implement an online applicant tracking system

Implement an e-procurement system and track fiscal impact

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APPENDIX A. CAMPUS MASTER PLAN PRIORITIES

New Construction, Institutional Funds

1. Complete Renovation of Downing University Center — $50,000,000

2. Construct Honors College Facility to include Honors, Chinese Flagship, Navitas, Confucius Institute, International Center and Scholar Development — $22,000,000

Leased

1. Construct new WKU Campus Police Station, Parking Garage, Student Housing, Retail Space, Conference Center, Alumni Center

2. Health Services Complex

3. Regional Campuses

Projects for Which State Funding will be Pursued
(Cost estimates based on 2010 dollars)

1. Renovate Science Campus Phase IV — $48,000,000
2. Total Underground Infrastructure Repair and Replacement — $35,000,000
3. Gordon Ford College of Business Building/Grise Hall Renovation — $77,200,000
4. Glasgow Campus Facility — $10,000,000*
5. Owensboro Campus Phase II Facility — $10,000,000*
6. Renovate Radcliff Regional Center — $ 3,300,000*
7. Elizabethtown Campus Facility — $10,100,000*

May include local lease options

APPENDIX B. INSTITUTIONAL BENCHMARK INSTITUTIONS

Institution	City, State	Carnegie Basic Classification[1]
Appalachian State University	Boone, NC	Master's/L
Ball State University	Muncie, IN	RU/H
Bowling Green State University	Bowling Green, OH	RU/H
Central Michigan University	Mount Pleasant, MI	DRU
East Carolina University	Greenville, NC	DRU
East Tennessee State University	Johnson City, TN	DRU
Florida Atlantic University	Boca Raton, FL	RU/H
Illinois State University	Normal, IL	DRU
Indiana State University	Terre Haute, IN	DRU
James Madison University	Harrisonburg, VA	Master's/L
Middle Tennessee State University	Murfreesboro, TN	DRU
Northern Illinois University	Dekalb, IL	RU/H
Ohio University	Athens, OH	RU/H
Towson University	Towson, MD	Master's/L
University of North Carolina at Charlotte	Charlotte, NC	DRU
University of North Carolina at Greensboro	Greensboro, NC	RU/H
University of South Alabama	Mobile, AL	RU/H
University of Southern Mississippi	Hattiesburg, MS	RU/H
Western Kentucky University	Bowling Green, KY	Master's/L

[1]Key to Carnegie Basic Classification: Master's/L – Master's Colleges and Universities (larger programs)
DRU – Doctoral/Research Universities | RU/H – Research Universities (high research activity)

APPENDIX C. FINANCIAL ASSUMPTIONS

Recurring Revenue and Commitments	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Tuition/Fees & Appropriations						
1. Tuition & Fees	$6,323,000	$6,860,000	$7,203,000	$7,563,000	$7,941,000	$8,338,000
2. State General Fund	$0	$0	$1,449,000	$1,477,000	$1,553,000	$1,584,000
3. State Performance Funding	$0	$0	$0	$2,300,000	$0	$2,300,000
Enrollment Growth						
4. Navitas Resident Tuition & Fees	$0	$820,000	$902,000	$990,000	$1,085,000	$1,187,000
5. Navitas Non-Resident Tuition & Fees	$0	$0	$720,000	$1,200,000	$1,200,000	$1,200,000
6. Enhanced Retention	$0	$246,000	$271,000	$568,000	$624,000	$982,000
Other Sources						
7. Buyout of Faculty Time	$0	$220,000	$120,000	$120,000	$120,000	$120,000
8. Commitments from Existing Budgets	$1,185,000	$437,500	$840,000	$755,000	$255,000	$255,000
Total Available Recurring Revenue	**$6,531,000**	**$8,580,500**	**$11,502,000**	**$14,970,000**	**$12,775,000**	**$15,963,000**
Fixed Cost Increases	$4,579,000	$7,069,000	$4,962,000	$5,627,000	$5,609,000	$5,143,000
Strategic Expenditures	$2,929,000	$1,105,500	$5,989,000	$8,281,250	$6,325,500	$9,523,500
Total Recurring Expenditures	**$7,508,000**	**$8,174,500**	**$10,681,000**	**$13,908,250**	**$12,234,500**	**$14,666,500**

| One-Time Commitments	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
9. Central Carry-Forward	$2,941,000	$990,000	$590,000	$560,000	$560,000	$560,000
10. Divisional Funds	$2,219,500	$1,895,000	$1,825,000	$2,175,000	$1,775,000	$1,775,000
Strategic Expenditures	**$5,160,500**	**$2,885,000**	**$2,415,000**	**$2,735,000**	**$2,335,000**	**$2,335,000**

APPENDIX I

Gordon Ford College of Business Strategic Plan

The College enacted its strategic plan in 2017, after conversations with faculty, staff, students, and the Business Executive Advisory Board.

Gordon Ford College of Business
Strategic Plan
2017-2021
Approved by the Strategic Planning Council on April 26, 2016
Approved by vote of the College Faculty on August 17, 2016
Endorsed by the Business Executive Advisory Council on September 28, 2016
Endorsed by Student Advisory Council on October 21, 2016
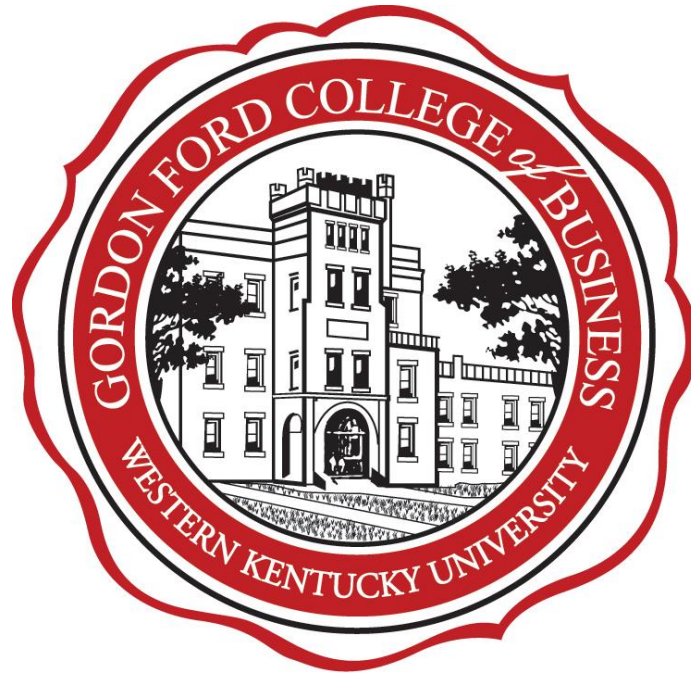
This plan contains:
❖ A Summary of Our Planning Process
❖ Our Vision/Mission and Strategic Objectives
❖ Summary of Our Current Operating Environment
❖ Plan 2025 – The Summary of Our Initiatives
❖ Strategic Planning Matrix
❖ Our Operational Plan and Action Teams

Our Distinctiveness:
*The Gordon Ford College of Business faculty, staff, and students take great pride in our culture of **applied business excellence** originating from the Bowling Green Business University. Our applied business focus is evident through our curriculum, student engagement in clubs and organizations, faculty activities, and our Centers for Excellence that collectively guide us toward achieving our mission.*

Our Strategic Planning Process
(A Summary of the College Strategic Planning Council Bylaws)

The strategic planning process of the Gordon Ford College of Business is an ongoing discourse between faculty, students, and other key constituents via the Strategic Planning Council (SPC) of the college. The faculty, staff and students are involved in regular environmental scans to assure the College is responsive to changes and new opportunities. Based on the environmental scans, revisions are made to the strategic objectives and related operational plans at least annually.

Mission of the Strategic Planning Council
The Strategic Planning Council (SPC) is an on-going body, with diverse and broad-based membership, that administers the Strategic Plan by establishing priorities and developing action plans to meet the strategic objectives of the College. SPC members are volunteers who facilitate the design, advancement, and renewal of the Strategic Plan and assist the College by leading change. The SPC reports and documents the performance of action plans on an annual basis and transmits proposals to the Dean for implementation consideration. These plans will be used to guide departmental and program initiatives.

Responsibilities of SPC Members:
❖ Serve as advocates for strategic change;
❖ Continually seek input from College stakeholders to foster ownership of and to generate commitment to the development and advancement of the Strategic Plan;
❖ Continuously review and update the Strategic Plan as needed;
❖ Identify programs, systems, and processes within the College needing revision, improvement, or innovation;
❖ Facilitate communication among College stakeholders about strategic activities;
❖ Make recommendations to the Dean and other standing committees of the College where appropriate;
❖ Assess the success and accomplishments of strategic initiatives;
❖ Serve as ambassadors to champion the Strategic Plan and the Strategic Planning process.

Meetings
The SPC meets as a full body a minimum of four times each year. Subcommittees and action teams commissioned by the SPC may meet more frequently as needed.

Membership
The Strategic Planning Council consists of no more than thirty (30) members. Membership is voluntary, through appointment by the Dean. The profile of SPC membership is suggested to include broad-based representation of all key constituencies. Additional consideration may be given to ensure that appropriate diversity is achieved and that all units within the College are appropriately represented.

Action Teams
Separate action teams may be created by the SPC to fulfill an activity it identifies to achieve a strategic objective. The outcomes and deliverables from action team activity, including timelines and sources of funds and other resources required for this activity, will be identified and approved prior to the start of action team work. These action teams generally consist of a select group of College stakeholders (faculty, staff, students, alumni, etc.) and are generally chaired by at least one SPC member. Each action team is responsible for documenting its work and reporting back to the SPC at its periodic meetings. The SPC will receive and evaluate the outcomes of action team work and will discharge an action team once its work is completed and its outcomes have been achieved.

Our Core Values, Vision, Mission, and Strategic Objectives
(Reaffirmed by the SPC in 2016)

Core Values
We, the students, faculty, and staff of the Gordon Ford College of Business, value:
- *The significance of relevant higher education and lifelong learning to the effective functioning of a modern global society*
- *The necessity of revising educational experiences, methods, technologies, and delivery systems to meet the changing needs of students, business organizations, and society in general*
- *The importance of fairness, honesty, integrity, trustworthiness, and ethical behavior in our actions, relationships, and in the performance of business activity*
- *A respect and appreciation for diversity in our classrooms, workplace, associations, and relationships*
- *The importance of continuous planning, assessment, and improvement to maintain currency, relevancy, and increasing levels of quality in our educational and operational processes.*

Vision Statement
The Gordon Ford College of Business will be recognized as a leading public undergraduate and master level business education institution. This recognition will result from the delivery of high quality, innovative and applied business programs, the existence of select centers of excellence, and the implementation of significant value-added initiatives that differentiate the College from other institutions.

Mission Statement
The Mission of the Gordon Ford College of Business is to be a leader in providing high quality, applied undergraduate business education and select graduate programs that meet the needs of the business community.

Strategic Intent
Our strategic intent is to make the Gordon Ford College of Business the school of choice for highly capable and motivated students from the Commonwealth of Kentucky and beyond. We also intend to make the Gordon Ford College the workplace of choice for faculty and staff.

Strategic Objectives
To achieve our strategic intent and realize our vision, the Gordon Ford College of Business is committed to the following strategic objectives that match those of our university:
1. *Recruit and retain well-prepared students and highly-qualified faculty and staff.*
2. *Offer high-quality applied business programs that prepare students for lifelong learning and success in a diverse global workplace.*
3. *Build a recognized culture of professionalism among students, faculty, and staff.*
4. *Develop, broaden, and strengthen significant relationships with all internal and external stakeholders with a focus on alumni, business, and governmental organizations.*

Environmental Scan by Faculty, Staff, & Students
(Adopted by SPC on April 26, 2016)

STRENGTHS

Established history of College, Culture derived fr. Bowling Green Business Univ.

AACSB accredited

Current Leadership engaged in university and community

Business Executive Advisory Council, departmental councils provide guidance

Centralized Advising

Dedicated career specialist, internship coordinator

Well-qualified, involved, well-connected faculty

Sense of student-centered community

Low student-to-faculty ratio w/ small classes taught by professors, not teaching assistants

Student involvement in organizations, study abroad, honors, internships

Innovative programs, such as the PEAK Program

Provide a Certificate in Advanced Professionalism

Centers of Excellence

Competitive tuition costs

WEAKNESSES

Branding and perception of GFCB

Connections with alumni

Lack of modern business building with comfortable infrastructure and effective technology

Lack of discretionary budget

Salary competitiveness

Lack of collaboration between departments

Draw students from a limited regional area

Job Placement for students

Effective communication with students about new programs and events

Lack of variety of career options at the GFCB Job Fair

Limited accessibility to computer lab hours

Online course fee

Graduate education

OPPORTUNITIES

Enhance branding and perception of our GFCB

Obtain nationally-known rankings

Proximity to Nashville and appeal of Bowling Green to faculty, staff, students

Regional Campuses and KCTCS entities

DBA and Executive Education

Educational value chain opportunities in K-12 and post-secondary

Improving economy and growth in region

Connections with regional businesses to increase partnerships

International partnerships

Partnerships with alumni

New programs

Non-traditional course offerings

Non-regional student recruitment

THREATS

Free Community College and other free and online educational opportunities

Increasing tuition costs

Competition from similar internal academic programs

State budget concerns, including differential funding models

Student loan debt and the need of students to work in part-time jobs

Student academic preparedness

Pace of change in the business world

Plan 2025:

Striving to be the Best Applied College of Business in the Commonwealth & Beyond

Plan 2025 is a one-page summary of our Strategic Objectives and Operational Plans. It was created to assure the important stakeholders--students, faculty, staff, university administrators, and the regional business community--are able to view the efforts to define, implement, and enhance the Educational Value Chain of the GFCB (i.e., recruitment, development, and placement).

1. **Recruit the Best (GFCB Strategic Objectives 1 & 2)**
   a. Increase student scholarships and assistantships for highly qualified students
   b. Enhance the business Honors program
   c. Link to high schools and community colleges by making the path for business education easier to accomplish
   d. Increase enrollments
      i. Maximize undergraduate capacity
      ii. Expand graduate programs
   e. Seek to enhance compensation levels consistent with benchmark institutions
   f. Embrace diversity and globalization throughout our college

2. **Embrace the Best (GFCB Strategic Objectives 3 & 4)**
   a. Encourage academic and leadership excellence by focusing on Premier Chapter Programs (BGS, BAP & ODE) and other student-based organizations.
   b. Emphasize AACSB Accreditation in Business and Accounting to all constituents
   c. Feature professional advising at all student-related events
   d. Create professional development programs for students (i.e., PEAK) and faculty (i.e., Aim High)
   e. Create opportunities for enhancing student professionalism
   f. Enhance internships and student placement opportunities
   g. Expand study abroad focus and support for students and faculty
      i. Enhance study abroad scholarship opportunities for students
      ii. Encourage and facilitate Fulbright programs for faculty
      iii. Feature international experiences as part of sabbatical leave applications
   h. Continually assess GFCB programs for relevance and quality

3. **Associate with the Best (GFCB Strategic Objectives 1, 3 & 4)**
   a. Partner with industry through the Business Executive Advisory Council and programmatic advisory councils/boards
   b. Link to industry through the creation of focused executive education programs (Leadership and Accounting)
   c. Encourage and publicize the applied scholarship of the college

Gordon Ford College of Business
Strategic Planning Matrix

WKU Strategic Goals	GFCB Strategic Objectives	GFCB Plan 2020: To be **The Best** Applied Program	GFCB SPC Action Teams
Goal 1. Foster Academic Excellence	1 & 2 Recruit and retain the best students and faculty; reward faculty for their work.	Recruit the Best & Embrace the Best	Student Success Student Retention and Recruitment Faculty and Staff Success
Goal 2. Promote a Dynamic and Diverse University Community	1, 2, 3 & 4 Recruit and retain a diverse student & faculty population, while providing a comfortable work space, and rewarding work.	Recruit the Best & Embrace the Best	Student Success Student Retention and Recruitment Faculty and Staff Success
Goal 3. Improve Quality of Life for our Communities Goal 4. Support the Core Mission with a Robust Campus Infrastructure	2 & 3 Build significant mutually-beneficial relationships with our stakeholders. 3 & 4 Develop and maintain relationships with internal and external stakeholders	Associate with the Best	Marketing and Public Relations External Engagement Student Success Facilities

Operational Plans for Action Teams to Implement our Strategic Objectives
(Adopted by the SPC on April 26, 2016)

Operational Plans specify how the strategic goals of the college are to be achieved by linking those strategic goals to action teams. Action Teams in turn identify action steps and proposed dates of accomplishment. Typically, operational plans span 18 to 24 months and are reviewed at each Strategic Planning Council meeting for updates and revisions.

Action Team	Goals (General)	Targets (Measures)	Action Steps	Who and When?	Resources
STUDENT SUCCESS	Faculty involvement	1. Increase faculty participation by 10% each semester 2. Publish update once a month 3. First forum at the GFCB fall 2017 meeting	1.Professional contacts & speakers collect business cards and share with Monica to increase class presentations. Education: 1) Internship Corner in GFCB communication & 2) Student-led internship forum	Stacey Gish	All faculty within college Stacey Gish, Monica Duvall
	Student Awareness	Attend meeting once a semester Attend meetings once a semester	1.Student Advisory Council 2.Inform Professional Groups (FMA, SHRM, Enactus, Delta Sigma Pi, etc…) 3.Student-led internship forum – venue?		All group advisors All college faculty, admins
	Constituent Engagement	Attend a local meeting once or twice annually Send newsletter to alumni? View from the Hill? Local affiliates? Invitations to Monica	1.Chamber of Commerce meeting. 2.Alumni outreach 3.Media outreach 4.Departmental Advisory Council meetings		

Action Team	Goals (General)	Targets (Measures)	Action Steps	Who and When?	Resources
STUDENT RETENTION & RECRUITMENT					
FACULTY & STAFF SUCCESS	Improve Retention of Faculty	Measure faculty turnover against our peer schools	Department chair and Dean meet with faculty for Exit Interview	Department Chair and Dean before departure of faculty	Time and Effort
	Faculty Cohesion and Classroom Tips	Classroom peer mentoring. Process stays between two faculty members only.	Dean or Associate Dean pairs faculty. Recommend outside of department peer mentoring.	Annually based on agreement between faculty members.	Time and Effort
	Faculty Cohesion and Fun	Less turnover	Committee to plan fun day. Consider Ropes course, picnic off campus or someplace fun	SPC appoint committee. Coleman will help	Committee will determine
	Faculty Knowledge and cohesion between departments	Faculty retention	When faculty member returns from speaking engagement, s/he holds an information session for all faculty. Recommended that each faculty member attend at least one per semester.	Each faculty member and once each semester	Time and Effort
	Bring faculty pay to market	Faculty Pay	Increase faculty pay at x% for x yrs	Each faculty and staff member and once per year	Student fees? Merit pay for pubs?
FACILITIES	Improve Grise Hall	Achieve one improvement annually in each of six target areas.	1. Safety (Deadbolt classroom doors [19, 35]; Leaks [48]; CCTV [52]; Lighting [53]; Handicap parking [31]) 2. HVAC (Noise: GH 238 [1], GH 455/GH 459/GH 440 [16]; Temperature: GH 236/GH 336/GH 338/GH 512) 3. Classroom	SPC Facilities Action makes recommendation to SPC each fall semester for approval. Recommendations forwarded to Dr. Jeff Katz and Dr. Michelle Trawick.	Funding from University and College levels

Action Team	Goals (General)	Targets (Measures)	Action Steps	Who and When?	Resources
			(Chairs [5,21]; Whiteboards [6,29]; Lighting [7,43]; Paint [8,9,45]; Desks [12,27]; Carpet [13]; Blinds [28]; Floor [44]		
			4. Faculty (Kitchen/Break room [2, 25, 55])		
			5. Student (Charging bars [11, etc.]; Water filling stations [24, etc.]; Microwave [56, etc.]		
			6. Aesthetics (Entrance [20]; Lobby [26]; Room tags [38]; Signage [39]; Display cabinets [40]; Posters [49]; Dean's Office [57])		
			NOTE: Six areas listed in order of importance; brackets [] reference specific improvement request		
MARKETING & PUBLIC RELATIONS	Increase faculty awareness of available student resources	Increased faculty awareness	Create documents	Gish/Action Team	Collateral for emails, flyers
		New faculty *(End of mentoring program assessment)*	Check Mentoring Documents for Student resource understanding	Trawick/Gish/ Mentors	Collateral for Mentee packets
		Adjunct faculty	Creation of adjunct faculty email listserv	Departments/ Willcut/Gish	Email addresses

Action Team	Goals (General)	Targets (Measures)	Action Steps	Who and When?	Resources
	Increase nighttime student awareness of student resources	Nighttime students	Create documents/videos/social media campaign for students Establish nighttime hours for resource availability	Student resource personnel/ Trawick	Nighttime hour flexibility
	Increase new student awareness of student resources	MASTER Plan students	Introduce each resource person during our College event	Student resource personnel Students who are utilizing the services Alumni videos	Video
	Promote Brand awareness visually		Signage on entrance doors Revamp signs by the elevator Branded water bottles GFCB-specific photos in each office and hallway	Gish/Action Team/Students	$10 per sign (approx.) Have not requested quote $1,000 per 500 bottles (approx.) $8 per 11x14 photo
EXTERNAL ENGAGEMENT	Increase High School Engagement	Reach all middle school/high school students in the BRADD area, which includes the counties of Allen, Barren, Butler, Edmonson, Hart, Logan, Metcalfe, Monroe, Simpson, and Warren County, KY Goal of 100% county engagement	Contact and build relationships with business teachers at each school (Encourage visits from students to campus and/or set up speaking engagements @ FBLA meetings, career fairs, etc.) Speak to SKYCTC students and encourage a visit to campus	Jessica Thrasher Initial outreach to school personnel happened the beginning of the Spring 2017 semester (SKYCTC speaking engagement took place 3/15-3/15/17; Campus visit is in the works with SKYCTC business students; Grayson County High School students visited campus 3/21/17, working on a visit	Speakers when campus visits take place GFCB brochures explaining our programs Giveaways

Action Team	Goals (General)	Targets (Measures)	Action Steps	Who and When?	Resources
				for next year; Working with other schools on school presentations/campus visits)	
	Increase Engagement with existing employers, donors, and alumni	Grow Alumni Engagement in Owensboro, Paducah, Lexington, Louisville, and BG Will measure success on next year events – based off # attendees in 2017 vs. # of attendees in 2018 – Goal to grow the # of alumni attendees each year Internship growth over prior year. 2016 Summer/Fall was 142 registered Interns.	Host Regional Alumni Events in each of the above mentioned areas (Owensboro Luncheon hosted 15 Alumni; Paducah event scheduled for May) Continue outreach to alumni regarding internship opportunities and networking events (Work with Alumni for list by city of Business Alumni; Internship Forum – planned for 4/19; Summer Employee visits – follow up on current internship opportunities & inquire about new internship opportunities)	Jessica Thrasher and Monica Duvall, Ongoing	Access to Alumni database Funds for possible events if not sponsored GFCB Brochures, Employer Internship Brochures
	Continuing Education Programs	Increase community engagement in the areas of Continuing Education Credit, College Credit and Not For Credit programs/opportunities These areas will all be measured off of growth over prior year,	Continuing Education Credit (Focus on growth of CPE Day as well as work with DELO on other continued education programs we could offer – SHRM training, etc) College Credit (Certificate of Business Core	Accounting and BAP – CPE every semester. All other Departments will be encouraged to offer a CEU training of their own or work with DELO to get involved with training they are offering already to promote GFCB. MBA program will be focusing	Possible use of downtown, on the square, location for some of these events DELO – support of CEU requirements, organization

Action Team	Goals (General)	Targets (Measures)	Action Steps	Who and When?	Resources
		as each one evolves	Competencies – work with other programs, such as Medical and DPT, to include those modules as part of their program. Market to local businesses about the Certificate that could benefit their employees who are interested in additional education) Not For Credit (ENGAGE Leadership Program - All of the topics are centered around leadership, and the specifics of each discussion are left to the discretion of the speaker. A focus of crossing industries and disciplines – to date focus areas have been leadership within the manufacturing industry, state and federal politics, service industry, and education. The topics have, and will continue to, include leadership challenges, the journey into leadership, the obstacles for leadership in a specific industry, and anticipated leadership challenges for the future.)	on the growth of the program and modules through meetings with other colleges within the University as well as marketing of the Certificate to more than just the MBA students. Cecile Garmon and Evelyn Thrasher – Continuation of ENGAGE Quarterly Meetings, 15-20 community leaders at each meeting (membership is capped at 20).	

APPENDIX J

Gordon Ford College of Business Strategic Planning Council Bylaws & Operating Procedures

Mission of the Strategic Planning Council

The Strategic Planning Council (SPC) is an on-going body, with diverse and broad-based membership, that administers the Strategic Plan by establishing priorities and developing action plans to meet the strategic objectives of the College. SPC members are volunteers who facilitate the design, advancement, and renewal of the Strategic Plan and assist the College by leading change. The SPC reports and documents the performance of action plans on an annual basis and transmits proposals to the Dean for implementation consideration. Inter alia, these will be used to guide departmental and program initiatives.

Responsibilities of SPC Members

- Serve as advocates for strategic change;
- Continually seek input from College stakeholders to foster ownership of and to generate commitment to the development and advancement of the Strategic Plan;
- Continuously review and update the Strategic Plan as needed;
- Identify programs, systems, and processes within the College needing change, improvement, or innovation;
- Facilitate communication among College stakeholders about strategic activities;
- Make recommendations to the Dean and other standing committees of the College where appropriate;
- Assess the success and accomplishments of strategic initiatives;
- Serve as ambassadors to champion the Strategic Plan and the Strategic Planning process.

Meetings

The SPC meets as a full body a minimum of four times each year during September, November, February, and April. Subcommittees and action teams commissioned by the SPC may meet more frequently as needed. The general activities of the SPC are as follows:

September Meeting:

- New members begin term
- Action teams report on progress on strategic action items
- Strategic Plan is reviewed and updated if necessary

November Meeting:

- Action teams report on progress on strategic action items
- Strategic Plan is reviewed and updated if necessary
- Initial discussion is conducted on possible action items and teams for next year

- Action teams report on progress on strategic action items
- Strategic Plan is reviewed and updated if necessary
- Initial discussion is conducted on possible action items and teams for next year

April Meeting:

- Action teams present final annualreport on progress on strategic action items
- SPC determines whether to discharge or continue the current action teams
- Action items and teams are identified for next year
- SPC membership transitions occur at end of meeting

Summer:

- Annual AACSB maintenance report is completed
- Action team membership is finalized

Membership

The Strategic Planning Council consists of no more than thirty (30) members. Membership is voluntary, through appointment by the Dean. SPC members serve three-year terms that are staggered such that one-third of the membership transitions on and off of the Council each year. The following profile of SPC membership is suggested to provide broad-based representation. Additional consideration may be given to ensure that appropriate diversity is achieved and that all units within the College are appropriately represented. An individual SPC member may fulfill one or more of the following membership categories:

- Chair of the SPC
- Associate Deans
- Continuous Improvement Committee Chair
- Director of Development
- Communication Coordinator
- Director of Technology
- Provost Office Representative
- Faculty Members (10-12)
- Staff Members (2-6)
- Undergraduate Student(s) (1-2)
- Graduate Student(s) (1-2)
- College Alumni (2-4)
- Business Representative(s) (1-2)
- Dean, ex-officio

Action Teams

Separate action teams may be created by the SPC to fulfill an activity it identifies to achieve a strategic objective. The outcomes and deliverables from action team activity, including timelines and sources of funds and other resources required for this activity, will be identified and approved prior to the start of action team work. These action teams generally consist of a select group of College stakeholders (faculty, staff, students, alumni, etc.) and are generally chaired by at least one SPC member. Each action team is responsible for documenting its work and reporting back to the SPC at its periodic meetings. The SPC will receive and evaluate the outcomes of action team work and will discharge an action team once its work is completed and its outcomes have been achieved.

APPENDIX K

Strategic Planning Council Membership

Chair of the Strategic Planning Council ....Dr. Mark Ciampa

Associate Dean for Faculty and Administration .... Dr. Michelle Trawick

Associate Dean for Graduate Programs and Research ....Dr. Robert Hatfield

Continuous Improvement Review Chair .... Dr. Shane Spiller

Development Director ....Ms. Amy Miller

Communication Coordinator ....Ms. Stacey Gish

Information Technology Consultant.. Mr. Jesse Wilkins

Staff Member ....Ms. Monica Duvall

Undergraduate Student... Ms. Kelsey Hughson

Graduate Students ....Ms. Minh Dao

....Mr. Francisco Arcos

Dean, *Ex Officio*... Dr. Jeffrey Katz

Faculty Members ....

Dr. Kirk Atkinson
Dr. Ismail Civelek
Dr. Phillip Coleman
Mr. Andrew Head
Dr. Sebastian Leguizamon
Mr. Jim Lindsey
Dr. Whitney Peake
Mr. George Rasmussen
Dr. Ron Rhoades
Dr. Melloney Simerly
Dr. Evelyn Thrasher

APPENDIX L

Membership of the Dean's Business Executive Advisory Council

GORDON FORD COLLEGE OF BUSINESS
BUSINESS EXECUTIVE ADVISORY COUNCIL

WKU® | GORDON FORD COLLEGE OF BUSINESS

Name	Title	Business/ Organization
Mr. Wes Barton	Partner	Third Prime Capital
Mr. Gary Broady	President/CEO	Franklin Bank and Trust Co.
Mr. Ron Bunch	President & CEO	Bowling Green Chamber of Commerce
Dr. Randy Capps	President	Leadership Strategies
Ms Jane Chappell	Vice President, Global Intellignece Solutions	Raytheon Company
Mr. Spencer Coates	President	Houchens Industries
Mr. Mark Crothers	Division Vice President - Purchasing	Luvata
Mr. Chad W. Davis	Partner	Red Rock Business Advisors
Mr. Vince Foushee	President/CEO, Retired	The Lyons Company
Mr. Richard Gladden	President	The Data Vault
Mr. Jim Ising	Vice President, Marketing Services, Retired	Commonwealth Insurance
Mr. Tom Joyce	VP Global Customer and Industry Affairs	The Hershey Company
Mr. David Laird	CEO & Chairman of the Board/ Co-founder	PresciptLink
Mr. Joey Lanius	Managing Director	Accenture Strategy
Mr. Keith McGregory	Senior Vice President	Drexel Hamilton
Dr. Kay Meggers	Executive Vice President and Global President	Alcoa
Mr. Shawn Morris	Chief Operating Officer	Cigna-HealthSpring
Mr. Joe Natcher	Former CEO and Owner	Southern Foods
Mr. Bob Owsley	Chairman	The Cecilian Bank
Dr. Karen Pickerill	Senior Managing Director	PricewaterhouseCoopers LLP
Mr. Dan Reynolds	Managing Director, Institutional Fixed Income	PNC Capital Markets, LLC
Ms. Heather Rogers	Associate VP of Institutional Advancement	Southcentral Kentucky Community & Technical College
Mr. Marc Satterthwaite	Vice President, Director Sales Operations	Brown-Forman Corporation
Mr. Ron Sowell	Executive Vice President & CFO	Commonwealth Health Corporation
Mr. Don Vitale	President	Manchester Capital, LLC
Mr. Greg Wassom	Portfolio Manager	US Bank
Ms. Michelle Wells	VP Finance, The Restaurant HUB	YUM! Brands, Inc.
Mr. Scott Whitehouse	President	SLT Industries, LLC
Ms. Terri Wiethorn	Executive Vice President and Chief Human Resource Officer	Fruit of the Loom, Inc.
Mr. Rick Wilson	Market President	BB&T
Mrs. Glenda Ford Dangremond, Honorary Chair		

EXECUTIVE COMMITTEE
Mr. Chad Davis, Chair
Ms. Heather Rogers, Vice Chair
Dr. Randy Capps
Mr. Marc Satterthwaite
Mr. Don Vitale

COLLEGE LEADERSHIP TEAM
Dr. Jeff Katz, Dean
Dr. Michelle Trawick, Associate Dean
Dr. Bob Hatfield, Associate Dean
Dr. Harold Little, Accounting Chair
Dr. Cathy Carey, Economics Chair
Dr. Indudeep Chhachhi, Finance Chair
Dr. Ray Blankenship, Information Systems Chair
Dr. Paula Potter, Management Chair
Dr. Patricia Todd, Marketing Chair
Ms. Wendi Kelley, Executive Assistant, wendi.kelley@wku.edu,
270 -745-2279

APPENDIX M

Membership of the Dean's Student Advisory Council

The Student Advisory Council draws upon the insight and experience of selected Gordon Ford of College Business students who will assist the Dean and faculty to maintain, develop, and promote the programs of the College.

Actuarial Science Club .... Maria Hernandez

Alpha Kappa Psi .... Sharon Brooks

Association of Accountants & Financial Professionals in Business (IMA) .... Alex Bishop

Beta Alpha Psi.. Adabella Nunez

Beta Gamma Sigma .... Nathan Cherry

Business Without Borders...Flavio Chavarri

Center for the Public Trust .... James Hill

Delta Sigma Pi .... Blake Pawley

.... Juliana Murray-Harris

Economics Club... Paige O'Connell

Enactus .... Michael Harrell

Financial Management Association.. Eric Spiller

Financial Planning Association .... Alec Broughton

GFCB Ambassadors... Daniel Aroh

International Association of Business Communicators (IABC).......................... Colleen Coomes

MBA Student Association .... Skyler Wilson

.... Cleveland Simpson

Society of HR Management.. Gabrielle Epperson

APPENDIX N

Promotion and Tenure Guidelines

General Statement
The Western Kentucky University (WKU) Faculty Handbook requires that faculty must demonstrate achievement in teaching effectiveness, research/creative activity, and university/professional service to be tenured or promoted. As directed by the Faculty Handbook, the Gordon Ford College of Business (Ford College) promotion and tenure policies provide additional guidance about procedures and specific quantitative and qualitative criteria related to the demonstration of achievement necessary for tenure or promotion. The Ford College policies have been developed and are intended to evolve to reflect WKU policies, the mission of the Ford College, and guidelines of accrediting bodies.

The Ford College policies for promotion or tenure are intended to clarify the basis of these decisions. Several qualitative facets of faculty performance dictate judgments on the part of faculty and administrators in the decision process. Examples include: teaching effectiveness, quality of scholarly or service activities, cooperation with colleagues, and overall commitment to professional responsibilities. Judgments about performance made by faculty and administrators are, therefore, both necessary and valuable. Where specific quantitative criteria are identified, many are clearly noted as minimum performance levels. Faculty members working toward promotion or tenure should be aware that meeting a minimum quantitative threshold does not ensure promotion or tenure. Achievements within the faculty member's area of professional competence are the primary basis for evaluation; however, achievements and contributions within other business disciplines or to disciplines with applications to business are also evaluated.

Annual Performance Appraisals
The annual performance appraisal serves as the basis for merit pay adjustments, and as indicated in subsequent sections, it also serves a function in the "progress toward tenure review" and the "post-tenure review." In addition, the annual performance appraisal is an integral part of the promotion and tenure process as detailed in later sections.

As part of the annual performance appraisal process full time faculty and instructors, tenured and untenured, beginning with their second academic year in the Ford College will each year complete the Gordon Ford College of Business Faculty Activities & Appraisal of Faculty Report (hereafter referred to as the Report). First year faculty will not complete the Report. The Report will cover a single academic year running from August 15 to August 15. Department chairs may exercise discretion with regard to first year faculty completing the Report.

Each faculty member will be evaluated by the departmental chair and the Dean of the Ford College. The annual performance appraisal process will involve a rolling three year window, i.e., the process will consider the current Report and the previous two years' Reports. This is in recognition of the

fact that a faculty member's activities are part of a process extending beyond a single year and that some activities do not occur in a steady annual stream. For faculty that have been in the Ford College less than three years, the evaluation will be based on the current Report and any available previous Reports.

Each year the departmental chair will establish a schedule for the annual performance appraisal process and inform all faculty in the department of the schedule at the beginning of the Fall semester. The process begins at the department level and per the Faculty Handbook, involves the college Dean, the Provost, the President, and finally the Board of Regents, which makes the final decision regarding the recommendations relative to the faculty member.

Promotion Procedures

A faculty member will normally serve a minimum of five years as an assistant professor before becoming eligible for promotion to associate professor, and a minimum of five years of service as an associate professor before becoming eligible for promotion to professor. University criteria for individual ranks are described in the Faculty Handbook. In addition, amplification and clarification of these criteria for Ford College faculty are described in Appendix A of this document.

The following procedures are followed in promotion recommendations and are consistent with the Faculty Handbook, which is the final authority in this regard:

(1) Not later than September 1, the department chair informs all faculty members that a promotion review is forthcoming and invites applications for promotion.

(2) Not later than October 1, any faculty member applying for promotion provides materials to be considered in the decision process to the departmental Rank and Promotion Committee.

(3) If there are candidates for promotion, the department chair schedules a meeting of the Rank and Promotion Committee before November 1. The committee will be constituted following the rules contained in the Faculty Handbook, and will be composed of all tenured faculty members in the department holding an academic rank higher than that of the candidate. The department chair (except when a candidate for promotion) is an ex-officio, non-voting member of the committee. After electing a committee chair, the committee meets to confidentially review and discuss all relevant factors pertaining to the applicant(s). Committee members who are candidates for promotion are neither permitted to be present during deliberations on their rank, nor can they vote on their own promotion. The committee votes on the candidate's application for promotion and makes a written recommendation, which includes the vote count, to the department chair. All committee votes are by secret ballot. Two faculty members count the votes and report the count to the committee. Also, any faculty may submit a letter to the department chair concerning the applicant. Letters submitted prior to the committee meeting are made available to the committee. Committee members who are unable to attend the committee meeting should notify the department head in advance and may submit a vote by absentee ballot.

(4) By November 1, the department chair reviews all relevant factors and forwards a written recommendation, all evaluation materials, and a written report of the committee's vote including the vote count to the Dean of the Ford College. The department chair notifies the candidate of the departmental recommendation in writing by November 15. In the case of a negative recommendation by the departmental Rank and Promotion Committee and/or the department chair, the applicant has the option of withdrawing the application or appealing to the Dean.

(5) By December 1, the Dean submits a written recommendation and rationale and forwards it along with the recommendation from the department chair, all evaluation materials and the committee vote to the Provost and Vice President for Academic Affairs.

(6) By December 15, the Dean notifies in writing the candidate and the department chair of his or her recommendation. In the case of a negative recommendation by the Ford College Dean, the applicant has the option of withdrawing the application or appealing to the Provost and Vice President for Academic Affairs.

(7) By January 2, the Provost and Vice President for Academic Affairs will notify the Ford College Dean or the applicant of any disagreement with the Dean's recommendations.

(8) By January 15, the Provost and Vice President for Academic Affairs will make a recommendation to the university President.

(9) In the case of a negative recommendation by the Provost and Vice President for Academic Affairs, the applicant has the option of withdrawing the application or requesting a review of his/her credentials by the Provost and Vice President for Academic Affairs.

(10) The President will send recommendations for approval to the Board of Regents, typically at the April meeting.

(11) Faculty members also have the option to file a formal grievance, after all reviews and appeals have been exhausted, in accordance with procedures outlined in the Faculty Handbook.

Tenure Procedures
Full-time faculty members appointed to tenure track positions at the rank of assistant professor, associate professor, or professor are employed with the understanding that there will be a probationary service period. The normal probationary service period is six years at the rank of assistant professor or higher at WKU. Tenure may be considered in less than the usual period, if the individual has an exceptional record of demonstrated achievement.

A tenure decision must be made no later than during the sixth year of a faculty member's service at WKU. If the tenure process is begun earlier than the sixth year, a faculty member may withdraw from the process without prejudice at any time.

There are three separate but related processes that are involved with the tenure issue. They are: (1) the progress toward tenure review, (2) the tenure decision process, and (3) the post tenure review.

Progress Toward Tenure Review
In September of each year, non-tenured faculty in tenure track positions in their second to fifth years at WKU are evaluated specifically on their progress toward tenure. In the Ford College, the Progress Toward Tenure Review is considered part of the Annual Performance Appraisal. Each departmental Tenure Committee acts in an advisory capacity and meets with the department chair to assess a candidate's progress toward tenure.

(1) By September 15, the department chair forwards a recommendation to the Gordon Ford College Dean.

(2) By September 20, the Dean makes a recommendation and forwards the department chair's and the Dean's recommendations to the Provost and Vice President for Academic Affairs. The faculty member is notified in writing of a negative recommendation at both of the administrative levels (department and college) in the process and is given an opportunity to attach a written response when that recommendation moves to the next administrative level.

Tenure Decision Process
The following procedures are followed in tenure decision recommendations:

(1) Not later than September 1, the department chair informs all faculty members that a tenure review is forthcoming and invites applications for tenure. Any non-tenured faculty member entering his or her sixth year at WKU must apply.

(2) Not later than October 1, the faculty member being considered for tenure process and is given an opportunity to attach a written response when that recommendation moves to the next administrative level.

(3) If there are candidates for tenure, the department chair schedules a meeting of the Tenure Committee before November 1. The Tenure Committee will be constituted following the rules contained in the Faculty Handbook and consist of all tenured faculty members in the department. The department chair (except when a candidate for tenure) is an ex-officio, non-voting member of the committee and may attend the committee's deliberations. After electing a chair, the committee meets to confidentially discuss the credentials of all applicants and makes a written recommendation to the department chair. The committee votes on the candidate's application for tenure and makes a written recommendation, which includes the vote count, to the department chair. All committee votes are by secret ballot. Two faculty members count the votes and report the count to the committee. Also, any faculty member may submit a letter to the department chair concerning the applicant. Letters submitted prior to the committee meeting are made available to

the committee. Committee members who are unable to attend the committee meeting should notify the department head in advance and may submit a vote by absentee ballot.

(4) By November 1, the department chair reviews all relevant factors and forwards a written recommendation, all evaluation materials, and a written report of the committee's vote including the vote count to the Dean of the Ford College. The department chair notifies the candidate of the departmental recommendation in writing by November 15. If the faculty member is applying for tenure before the sixth year, and in the case of a negative recommendation by the departmental Tenure Committee and/or the department chair, the applicant has the option of withdrawing the application or appealing to the Dean.

(5) By December 1, the Dean submits a written recommendation and rationale and forwards it along with the recommendation from the department chair, all evaluation materials and the committee vote to the Provost and Vice President for Academic Affairs.

(6) The Dean notifies the candidate and the department chair of his or her recommendation in writing by December 15. If the faculty member is applying for tenure before the sixth year, and in the case of a negative recommendation by the Ford College Dean, the applicant has the option of withdrawing the application or appealing to the Provost and Vice President for Academic Affairs.

(7) By February 1, the Provost and Vice President for Academic Affairs will make a recommendation to the university President.

(8) By February 15, the Provost and Vice President for Academic Affairs will notify the Ford College Dean or the applicant of any disagreement with the Dean's recommendations.

(9) The President will make recommendations to the Board of Regents at the April meeting. Faculty members will be notified of the final tenure decision by May 15, and in the case of a negative decision, will be allowed an extension of one year only.

Post Tenure Review
All tenured faculty in the Ford College will annually undergo a post-tenure review, which will be part of the Annual Performance Appraisal, described above. The post-tenure review process is as described in the Faculty Handbook.

This post-tenure review process is in no way to be construed as an additional way to dismiss tenured faculty members. Causes for dismissal specified in Kentucky Revised Statutes, KRS 164.360, are incompetence, neglect of or refusal to perform duties, or immoral conduct. The procedures for dismissal for these causes are presented in the Faculty Handbook.

Promotion and Tenure Criteria
University policy requires that faculty members demonstrate achievement appropriate to be promoted to the next rank in the areas of teaching effectiveness, research/creative activity, and

university/public service. The following sections outline what is considered to be a *minimum* level of achievement for each rank in the areas to be evaluated. Meeting these *minimum* guidelines in no way guarantees promotion or tenure; failure to attain these *minimum* levels makes promotion and tenure highly unlikely. While this document illustrates some of the items that candidates should provide, it should also be clear that each individual applying for promotion or tenure has the opportunity to submit any additional items that they believe are most reflective of their contributions.

Teaching Effectiveness

The Ford College faculty is concerned with and committed to the varying needs of students, and expects that all faculty members will continuously demonstrate effective teaching (sic. student learning). At a *minimum*, effective teaching consists of (a) the satisfactory presentation of appropriate and current material in a clear, organized, understandable, and technologically efficient manner, (b) the continuing concern with the components of the teaching role that occur outside the classroom, such as mentoring and being accessible to students, (c) providing career and academic advice, and (d) being cooperative in developing, scheduling, and teaching courses in a variety of locations and delivery methods.

Effective teaching is a requirement for promotion in rank and the granting of tenure. All faculty members should continuously demonstrate effective teaching regardless of rank. Effective teaching requires that a faculty member consistently meet certain *minimum* standards and perform various required activities. Some of these *minimum* performance criteria are noted below:

- Meeting classes as scheduled
- Distributing and following clearly developed, current course syllabi
- Using current and appropriate instructional materials and technology
- Being well prepared for class
- Presenting appropriate material satisfactorily in the classroom
- Using fair and appropriate procedures to evaluate student performance
- Being reasonably accessible to students
- Returning examinations and other assignments within a reasonable period of time

Departmental promotion and tenure committees may consider any evidence that is relevant in determining whether the faculty member is an effective teacher. The committees may consider, but are not limited to considering, the following factors:

- Student evaluations (including written comments on the evaluations)
- Self-appraisals and peer reviews
- The variety and level of courses the faculty member is able and willing to teach
- The development of new courses

- Attendance at seminars, workshops, and other meetings that may improve teaching skills
- Developing instructional materials such as texts, software, cases, etc.
- Student attainments attributable to the faculty member
- Written comments of present and former students
- Alumni surveys
- Helping colleagues improve teaching skills
- Additional examples of teaching activities can be found in the *Guidelines to the Faculty Activities and Appraisal Report*, Gordon Ford College of Business.

While systematic quantitative student evaluations are one criterion for evaluating the pattern of activity required for effective teaching, such evaluation should never be the sole or primary evidence by which effective teaching is evaluated. All evaluations of teaching – including those of students, particularly of the objective or quantitative variety – are, at best, imprecise measures of teaching effectiveness. Minor numerical differences in quantitative evaluations of teaching are not significant. A faculty member is expected to provide evidence of student learning - teaching effectiveness for either the tenure or promotion process. The burden of proof for demonstrating teaching effectiveness rests with the faculty member.

Scholarly (Research/Creative) Activity

Departmental promotion and tenure committees may consider any evidence that is relevant in determining whether the candidate is active and effective at scholarly (research/creative) activities. Given the dynamic nature of information technology, the exact format or venue of one's scholarly contributions is subject to change. The more important condition is the assessment of the contributions by the committees. The committees may consider, but are not limited to considering, the following factors:

- Publication of an article in a peer-reviewed journal (discipline-related or education journal), hard copy or on-line
- Publication of a book or monograph
- Publication of an article in conference proceedings
- Presentation of an original paper at a professional meeting
- Publication of a chapter in a book
- Publication of an article in a non-refereed journal
- Preparation of an innovative, technical or consulting report that is available for peer-review
- Publication of a textbook, case, study guide, workbook, or other instructional material
- Organization of or presentation at a workshop to disseminate research
- Additional examples of scholarly activities can be found in the *Guidelines to the Faculty Activities and Appraisal Report*, Gordon Ford College of Business.

The departmental committees will evaluate the quality of the various scholarly endeavors. Quality may be assessed by considering the ranking of the outlets, journals, acceptance rates, citations to the work, visits or downloads to electronic sites, etc. The candidate should demonstrate a record of continuing effort in scholarly (research/creative) activity. The activities list for the various categories is *not* necessarily comprehensive and is subject to change over time.

Promotion to Associate Professor. The scholarly (research/creative) activity requirements for consideration for promotion to Associate Professor are a *minimum* of eight activities, with a *minimum* of three peer-reviewed journal articles, books, or chapters in a book.

Promotion to Professor. The scholarly (research/creative) activity requirements for consideration for promotion to the rank of professor are a *minimum* of ten activities since appointment to the rank of Associate Professor and, within the last five years, a *minimum* of four peer-reviewed journal articles or books or chapters.

University/Professional/Public Service
A candidate must demonstrate a high level of sustained university/professional/ public service. By their nature, service activities are diverse and the exact array of appropriate service activities will change as the Ford College's mission evolves. The quality of the candidate's service activities (i.e., the effort involved, the internal value to the Ford college, the value to the Ford College's constituents, favorable external exposure, name recognition, etc.) should be considered in evaluating the candidate's contributions. Also, cooperation and collegiality of the faculty member in performing service activities will be considered. Only those activities that bear some relationship to the candidate's role as a faculty member or that makes use of his or her professional expertise can be used as evidence of demonstrated achievement in this area.

Various service activities that can be considered are listed below. As is true of all lists, this one is illustrative, not comprehensive.

- Chair or member of a departmental, college or university committee, board, council, task force or senate
- Department library representative
- Faculty sponsor, advisor, or executive secretary for a student chapter of a professional club, fraternity, or honor society
- President, vice president, division chair, proceedings editor, or other officer of a state, regional, or national learned society or professional organization
- Chair or member of a local, state or national governmental board, agency or commission
- Service to the community that utilizes the faculty member's professional expertise
- Service to schools that utilizes the faculty member's professional expertise
- Editor of a book

- Preparation of pre-publication text reviews
- Service to the department, college, or university in a manner appropriate to its mission
- Service as a journal manuscript referee or editor
- Organizing or presenting an executive seminar
- Additional examples of service activities can be found in the *Guidelines to the Faculty Activities and Appraisal Report*, Gordon Ford College of Business.

The service activities mentioned are not intended to be a complete list of qualifying activities. The departmental promotion and tenure committees ultimately are responsible for evaluating the extent and quality of a faculty member's service activities. Each academic year of service in any given category may be counted as one activity.

Promotion to Associate Professor. Candidates for promotion to Associate Professor must have engaged in a *minimum* of 10 service activities since appointment to the rank of Assistant Professor.

Promotion to Professor. A candidate for promotion to Professor must have engaged in a *minimum* of 15 service activities since appointment to the rank of Associate Professor and within the last five years, a *minimum* of 10 service activities.

APPENDIX O

Impact Policy

In keeping with its mission, the Gordon Ford College of Business (GFCB) identifies, measures, and documents its impact in the areas of teaching, research, and service. The GFCB focuses on making a difference to a variety of stakeholders including students, the business community, and the broader society.

The college maintains records and examines metrics which demonstrate that the teaching, research, and service conducted in the college make a difference to these stakeholders. The GFCB recognizes that measuring impact is not a formulaic, one-size-fits-all approach. Instead, the college seeks to define what efforts and outcomes have impacts which support our distinctive mission to be the best applied college of business in the Commonwealth.

Impact is incorporated into our Faculty Qualification Standards, standards for promotion and tenure, and annual performance reporting (teaching, research, and service). Impact is also incorporated into our other reward systems for faculty, staff, and students.

Assurance of learning is integrated into our curriculum management processes and the GFCB produces intellectual contributions that make a positive impact on business theory, teaching, and practice. We view impact as having an even broader application which includes, through our distinctive applied mission, our value to students, organizations, and to society.

Approved by the GFCB Faculty on 1/20/2016

APPENDIX P

Gordon Ford College of Business Diversity Committee

Members: Francisco Arcos (Student), Lisa Hampton (Staff), Andrew Head (Faculty), Susane Leguizamon (Faculty), Helen Liang (Faculty), Harold Little (Faculty), Keith McGregory (External member), Rick Shannon (Faculty), Doreen Williams-Holmes (Staff), Jeffrey Willis (Faculty)

The committee met three times (January, February, and April) during the Spring 2017 semester. Purposes of the January meeting were to introduce members to each other; to hear and discuss Dean Katz's expectations for the committee; and to set a structure for the committee. [Note: Dean Katz stated that he would like the committee to be a "think tank" that looks at current programs and processes for recruitment, retention, and engagement of students, faculty, and staff.] At the February meeting, we discussed subcommittee assignments, mission and purpose issues and demographic data. At the April meeting, discussion continued around mission and purpose and additional demographic data. A clear definition of diversity and inclusion remains an issue because once determined, the committee can start looking at GFBC policies, procedures, and diversity strategy.

The committee is currently struggling with identifying how to address the Dean's request. The committee has decided that it needs help from professionals in the field of diversity and inclusion and has therefore reached out to Dr. Lynne Holland (University Chief Diversity Office) and Dr. Elizabeth Shoenfelt (Clinical Psychology Emerita Professor) for advise.

Among many questions the committee has discussed is the question "Is it enough that the demographics of the college for students, faculty, and staff are in line with those of the region the college and university serves or is there a greater question that needs to be asked and answered?"

The committee has taken the following actions:

1. Researched definitions of diversity and inclusion to use as a framework for issue discussions.
2. Collected faculty, student, and staff demographic data for the college, university, and primary service area.
3. Examined a college climate survey instrument.
4. Extended invitations to Dr. Lynne Holland, University Chief Diversity Office to attend our meetings.
5. Considered inviting Dr. Elizabeth Shoenfelt to a meet with the committee.
6. Discussed Dr. Elizabeth Shoenfelt's *Report on the 2014 WKU Student Campus Diversity Survey*.
7. Created a committee communication page on Blackboard.

8. Decided to bring in an outside diversity and inclusion consultant to help the committee (1) develop its mission, (2) identify methods to identify issues, (3) advise the committee on broad concerns, and (4) possibly lead a discussion of these issues with GFAC members.

Respectfully submitted,
Dr. Harold Little, Ph.D.
Chair
Prepared: July 13, 2017   Submitted: July 20, 2017

Articles read by the committee:

A Year Later: Is the AACSB Advancing Diversity at Business Schools?
http://www.insightintodiversity.com/a-year-later-is-the-aacsb-advancing-diversity-at-business-schools/

Diversity, Inclusion, and Compliance: Similarities, Differences, and How They Can Work Together
http://www.insightintodiversity.com/diversity-inclusion-and-compliance-similarities-differences-and-how-they-can-work-together/

APPENDIX Q

Assurance of Learning Plan 2017-2022

I. INTRODUCTION

Assurance of Learning (AOL) is part of continuous improvement processes in the Gordon Ford College of Business (GFCB). The GFCB AOL committee serves as the central organizational component that directs and oversees GFCB's assessment process. The committee is comprised of an AOL Coordinator and representatives from each department. Others with expertise in curriculum management and assessment may be asked to serve as well. The AOL Coordinator also serves as the quality control check for the College, assessing and reporting results.

Committee membership at the beginning of this planning period

	Role	First year of Service
Jean Snavely	Coordinator	2015
Shane Spiller	Ex-officio, Continuous Improvement Committee Chair	2008
Whitney Peake	Ex-officio, Evidence and Argument Fellow	2016
Department Representatives		
Bob Hatfield	Associate Dean for Graduate Studies and Research/MBA Committee	2016
Allen Hunt	Accounting	2015
Thad Crews	Business Informatics/Computer Information Systems	2014
David Zimmer	Economics	2011
Ron Rhoades	Finance	2015
Ismail Civelek	Management	2017
Mary Jane Gardner	Marketing	2011

II. ASSURANCE OF LEARNING PROCESS

The Gordon Ford College of Business uses multiple means to implement a continuous improvement process for its academic programs. This section outlines the activities and responsibilities of all participants in the assurance of learning process (see Figure 1). The flow of information between the participants in the process is also described in this section.

AOL works with each individual program to assure a faculty-driven, robust process. The AOL process uses both direct and indirect assessment data. The AOL Committee is responsible for

review of the assurance of learning process and outcomes for both the undergraduate and the MBA programs.

The AOL committee is guided by its mission, five-year plan, stakeholder input and objectives.

A.   Mission and Objectives

Mission
      The mission of the AOL committee is to ensure the college has appropriate learning goals and objectives consistent with the mission of the college, to periodically measure and analyze those goals and objectives, and to make recommendations for continuous curricular improvement to advance desired student outcomes.

Committee Objectives
1. Contribute to a robust curriculum management process
2. Assess each goal using direct and indirect measures
3. Report results and recommendations to the appropriate departments and curricula committees
4. Improve communication of results and recommendations
5. Review learning goals and objectives
6. Evaluate core curriculum content to ensure learning objectives are being covered
7. Produce an annual AOL report

B.   Communication, Information and Data Flow

The Associate Dean for Faculty and Administration (ADFA) chairs the Undergraduate Curriculum Committee and is charged with ensuring that the undergraduate degree program maintains a continuous improvement plan.

The Associate Dean for Graduate Programs and Research (ADGR) currently serves ex-officio on the MBA Committee and is charged with ensuring that graduate degree programs maintain continuous improvement plans.

Department chairs are responsible for ensuring that an effective assurance of learning process is taking place in their respective departments and for fostering continuous improvement. They are responsible for creating a departmental curriculum committee that involves faculty in the development of program goals and assessment processes. They are accountable to the Dean, ADFA, and the ADGR.

The associate deans and department chairs make up the Gordon Ford College of Business Administrative Council (GFAC). This group is responsible for providing advice to the Dean and setting strategic direction for the College. Each year, an AOL report is presented to the GFAC detailing the activities of the AOL Committee for that year. GFAC receives reports and results from the AOL Committee and may make recommendations to the AOL Committee.

The Gordon Ford College of Business faculty is responsible for implementing curriculum changes for continuous improvement and assurance of learning. Faculty make recommendations

to the AOL Committee on how to close the loop and are responsible for completing the continuous improvement process initiated by the AOL Committee. This includes implementing changes to courses and the curriculum.

The following figure provides a general overview of the curriculum management and assessment process.

Figure 1: Curriculum Management and Assessment (Closing the Loop) Process

AOL decides what, where, when and how to assess

AOL discusses instrument design and assessment implementation with individual faculty

Faculty administer instruments and provide input to AOL

AOL assesses using standardized rubrics

Assessment results and recommendations reported to departments, undergraduate curriculum committee, and/or MBA Committee

Actions developed by AOL/Chairs/Faculty

Actions implemented and impact of Closing the Loop measured

Communication among all continuous improvement stakeholders is imperative to a robust process. The process in the GFCB is illustrated in Figure 2.

Figure 2. Curriculum Management Process

C. Assessment

Goal assessments and closing the loop activities are generally driven by the AOL committee's mission, five-year plan, and feedback from stakeholders. The majority of direct assessments take place in MGT 498 (Strategy and Policy) and ENT 496 (Small Business Analysis & Strategy) using a pool of cases agreed on by the course instructors and compatible with GFCB rubrics. At least two AOL Committee members assess cases. Artifacts and results are stored on the GFCB cloud Drive in the AOL Committee file and on a USB drive held by the AOL Coordinator. Information stored on the cloud drive is available to all GFCB faculty. Discipline knowledge is assessed using a comprehensive in-house exam that is administered in a sample of senior assessment classes in Management, Accounting and Finance. This is a 94-question exam derived from material covered in core courses that students are expected to know upon graduation. The exam is administered during a senior's final semester. The committee and capstone professors are exploring alternative ways to verify in-house test results.

Indirect measures of all learning goals are obtained from a survey of graduating seniors in which they are asked to rate on a scale from 1 to 5 with 5 being the highest rating whether they believe they demonstrate our desired outcomes. Indirect data may be gathered in a variety of other ways as well.

The AOL Committee oversees the assessment of each learning objective for the undergraduate and MBA programs. The learning goals are measured at least twice during a five-year period using direct and indirect measures which include: case studies, senior exit exams, embedded test questions, alumni surveys, student presentations and college surveys. At least two members of the AOL Committee carry out assessments and report results to the AOL Committee. The AOL Committee then discusses the results and reports those results back to the respective department faculty, department chairs, GFAC, and members of the GFCB Undergraduate Curriculum and MBA Committees. Actions are developed by faculty and department chairs with consideration of AOL recommendations. Actions are then implemented and re-assessed.

D.   Undergraduate Learning Goals and Objectives

The Gordon Ford College of Business student can earn a Bachelor of Science degree with an emphasis in Accounting, Business Information Systems, Economics, Finance, Management, or Marketing. The six major program areas share a common set of core courses; therefore, graduates of the program should demonstrate the college's goals and objectives. The AOL Committee works with all other parties to ensure that the learning goals are consistent with the mission and strategic plan for the college. The following goals and objectives have been approved by GFCB faculty.

Goals and Objectives

Goal 1: Communication
Our students will be able to communicate effectively in written and oral forms
<div align="center">

Objectives 1-5
</div>

1. Our graduates will be able to present information in a coherent and organized manner
2. Our graduates will be able to deliver information in an understandable and audible manner
3. Our graduates will be able to use multimedia and visual aids in their presentations appropriately
4. Our graduates will be able to write in a coherent and organized manner
5. Our graduates will be able to write using proper grammar and syntax

Goal 2: Legal and Ethical Awareness
Our students will demonstrate an awareness of legal and ethical issues in business and society
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Objectives 6-8
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6. Our graduates will recognize legal issues in business contexts
7. Our graduates will be able to recognize ethical issues for different business situations
8. Our graduates will demonstrate knowledge of corporate governance issues as they relate to the responsibilities of business and society

Goal 3: Critical and Strategic Thinking
Our students will demonstrate strategic problem solving skills using integrated business knowledge
<div align="center">

Objectives 9-11
</div>

9. Our students will be able to identify business problems.

10. Our students will be able to identify alternative solutions by applying discipline-specific theories and models.
11. Our students will demonstrate awareness of various stakeholder groups in the development of alternative solutions.

Goal 4: Global Awareness
Our students will be able to explain the increasingly integrated world economy and the forces behind this integration
Objectives 12-13
12. Our graduates will be able to identify issues with global trading
13. Our graduates will have an understanding of global business concepts

Goal 5: Discipline Knowledge
Objective 14
14. Students will be able to pass an exam of discipline concepts and terms

Each department reviewed coverage of these learning objectives for core courses in their discipline in Spring 2017 to serve two purposes: 1) validate the learning goals and objectives are appropriate and 2) ensure that students are exposed to the learning goals throughout the core curriculum. Expected outcomes are included in core courses required of all undergraduate business majors. Coverage of these outcomes in core courses is indicated in Table 1.

Table 1. Coverage of Undergraduate Learning Objectives in GFCB Core Classes and Business Tool Courses

	Communication	Legal and Ethical Awareness	Critical and Strategic Thinking	Global Awareness	Discipline Knowledge
ACCT 200		1	2		3
ACCT 201			2		3
CIS 141					3
CIS 243	2	1			3
ECON 202			2		3
ECON 203			2	3	3
ECON 206			3		3
FIN 330	1	3	2		3
MGT 200	2	3	3	2	3
MGT 210	2	2	3	2	3
MGT 314	1	1	3	3	3
ENT 496	3	1	3		3
MGT 498	3	1	3	3	3
MKT 220	1	2	1	1	3
COMM 145	3				
MATH 116					

1= Learning goal is introduced but not covered extensively

2= Learning goal is covered but is not expansive

3= Learning goal is a major part of the course curriculum

The five-year plan for undergraduate assessment is included in Table 2. This measurement plan carries the GFCB through the 2021-2022 academic year. Each semester, a detailed plan will be presented to faculty and departments detailing measurement plans for that term.

Table 2. Assurance of Learning 5-year Undergraduate Assessment Timeline

			Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Goals and Objectives					Review							
Rubrics						Review						
Goal 1: Communication												
	Oral	Direct*	Data			Data			Data			Data
		Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
	Written	Direct*	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
		Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
Goal 2: Ethic and Legal												
		Direct*			Data			Data			Data	
		Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
Goal 3: Critical Thinking												
		Direct*	Data			Data			Data			Data
		Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
Goal 4: Global Awareness												
		Direct*			Data			Data			Data	
		Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
Goal 5: Discipline Knowledge												
		Direct†	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
		Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data

*Data collected in MGT 498 and ENT 496

**Data collected using survey of graduating seniors

†Data collected using in-house exam administered to a sample of graduating seniors

E. Fall 2017 AOL Undergraduate Action Plan

1. Communicate learning goals to be evaluated in 2017-2018.

2. Evaluate results from data collected from ENT 496 (Goal 1: Written communication and Goal 2: Legal and ethical awareness) and MGT 498 (Goal 1: Written communication, Goal 2: Legal and ethical awareness, Goal 3: Critical and Strategic Thinking, and Goal 4: Global awareness).

3. Communicate results from evaluations to GFCB CC, GFAC, and AOL Committee members.

4. Develop remedies/recommendations based on evaluations with input from affected stakeholders.

5. Schedule recording of presentations in all delivery methods of ENT 496 and MGT 498.

6. Identify an appropriate case for evaluating Goal 3: Critical thinking in all delivery methods of ENT 496 and MGT 498.

7. Update the AOL web site with a new undergraduate 5-year plan.

8. Collect discipline knowledge results from 499 courses.

F. MBA Learning Goals and Objectives

The Gordon Ford College of Business student can earn a Master of Business Administration (MBA) with three alternative delivery methods: 1) Full-time, 2) On-line or 3) Professional MBA. MBA learning goals were revised in Fall 2015 to reflect input from a survey of MBA stakeholders (faculty, professionals, and faculty) which indicated a need to update the appropriate outcomes for graduates of the MBA program. Objectives were revised in Fall 2016 to better reflect how to measure current learning goals. The following learning goals and objectives were approved by the AOL and MBA Committees.

Goals and Objectives
Learning Goal 1: Discipline Knowledge
MBA graduates will demonstrate understanding of knowledge in relevant business disciplines

Objective 1

1. Graduates will be able to demonstrate that they know the concepts and applications acknowledged as important in the multiple business disciplines represented in the curriculum.

Learning Goal 2. Qualitative Reasoning:
MBA graduates will demonstrate the skill of integrating discipline knowledge to identify, analyze, and offer solutions to business problems and situations.

Objectives 2 and 3

2. Graduates will be able to identify and analyze organizational problems.
3. Graduates will be able to generate effective solutions to organizational problems including ethical issues.

Learning Goal 3. Quantitative Reasoning
MBA graduates will apply quantitative modeling and data analysis techniques that can solve real world business problems and employ tools and technologies to effectively communicate this analysis.

Objectives 4 and 5

4. Graduates will effectively analyze business data using modern techniques and tools.
5. Graduates will present quantitative data and analysis and communicate it in an effective manner.

Learning Goal 4. Teamwork/Communication
MBA graduates will have the communication, collaboration, and team skills necessary to successfully complete a project.

Objectives 6 and 7

6. Graduates will be able to effectively communicate with others on a project in a team environment by using appropriate written and/or oral communication.
7. Graduates will collaborate with team members to effectively complete a project.

Additional Professional MBA (PMBA) Learning Goal: Global Awareness:
Professional MBA students will demonstrate an understanding of business and intercultural similarities and differences between the US and other nations which impact business.

PMBA Objectives E1 and E2

E1. PMBA graduates will identify international cultural similarities and differences which impact businesses and organizations.
E2. PMBA graduates will identify international business practice similarities and differences.

Graduate faculty and department chairs reviewed coverage of these learning objectives for all courses in their discipline in Fall 2016 to ensure that students are exposed to the learning goals throughout the core curriculum. Expected outcomes are included in core courses required of all MBA business students. Coverage of these outcomes in core courses is indicated in Table 3.

Table 3. Coverage of Learning Objectives in MBA Core Courses

LEARNING OBJECTIVE	BA 510 Organization Behavior	BA 511 Economics	BA 513 Information Technology	BA 515 Accounting	BA 517 Marketing	BA 519 Finance	BA 590 Strategy
1. Discipline Knowledge	3	3	3	3	3	3	3
2. Qualitative Reasoning	2	3	2	3	3	3	3
3. Quantitative Reasoning			3	2	1	3	
4. Teamwork/Communication	3		2	3	2	2	3
E. Global Awareness (PMBA only)	3				1		3

1	Learning goal is introduced but not covered extensively
2	Learning goal makes up a larger portion of course coverage but is not expansive
3	Learning goal is a major part of course curriculum

The five-year plan for MBA assessment is included in Table 4. This measurement plan carries the GFCB through the 2021-2022 academic year. Each semester, a detailed plan will be presented to faculty and departments detailing measurement plans for that term.

Table 4. Assurance of Learning 5-year MBA Assessment Timeline

	2017 Sum	2017 Fall	2018 Spr	2018 Sum	2018 Fall	2019 Spr	2019 Sum	2019 Fall	2020 Spr	2020 Sum	2020 Fall	2021 Spr	2021 Sum	2021 Fall	2022 Spr
Learning Goals Objectives					Review			Refine/Implement							
Learning Goal															
Discipline Knowledge*															
Full-time		Data			Data			Data			Data			Data	
PMBA		Data			Data			Data			Data			Data	
Online		Data			Data			Data			Data			Data	
Qualitative Reasoning															
Full-time	Data			Data			Data			Data			Data		
PMBA	Data			Data			Data			Data			Data		
Online		Data			Data			Data			Data				
Quantitative Reasoning†															
Full-time			Data			Data			Data			Data			Data
PMBA		Data				Data			Data			Data			Data
Online			Data			Data			Data			Data			Data
Teamwork/Communication††															
Full-time	Data		Data	Data			Data		Data	Data		Data	Data		
PMBA	Data			Data			Data			Data			Data		
Online	Data				Data			Data			Data				Data
PMBA - Global Awareness+	Data			Data			Data			Data			Data		

*Assessed using ETS Field Tests

**Assessed with embedded case/game in BA 590

†Assessed in BA 513 using a project/case

††Assessed using teamwork self-reporting results

+Assessed using report in BA 580

G.   **Fall 2017 AOL MBA Action Plan**

1. Communicate which goals are being evaluated in 2017-2018.

2. Evaluate results from data collected from BA 513 (Goal 3: Quantitative Reasoning) and BA 590 (Goal 1: Discipline Knowledge, Goal 2: Qualitative Reasoning, and Goal 4: Teamwork/Communication).

3. Communicate results from evaluations to GFCB CC, GFAC, and AOL Committee members.

4. Develop remedies/recommendations based on evaluations with input from stakeholders.

5. Collect data from BA 513 PMBA (Goal 3: Quantitative Reasoning).

6. Collect ETS Field Results for all delivery methods, evaluate, communicate results, and develop remedies/recommendations, if needed.

7. Update the AOL web site with a new MBA 5-year plan.

III. Closing the Loop Examples

A. Undergraduate Examples

Note: Indirect measures of all learning goals using a student survey of graduating seniors indicate that students believe they possess desired characteristics and are happy with the GFCB program.

The following closing-the-loop examples report direct measures of performance.

Goal 1: Oral Communication

Collect data in Fall 2017

Assessed in Fall 2013
Passing is > 3
Overall: Pass
Two areas < 3
- Content
-Nonverbals

Discussed course content for business majors with Communications Department

Hired GFCB Communications Director

Developed and encouraged faculty to use Communication resources posted on website

Reassessed in Fall 2015.
Passing > 3
PASS
Identified some weaknesses

GFCB Communications Director will incorporate changes in communication tutorials

Encourage faculty with class presentations have the GFCB make a presentation on best practices

Goal 2: Ethical and legal Awareness

Spring 2017
Reassessed in Capstone
courses: PASS

2012-2013 Assessed in
Capstone Case: PASS

2014-2015 Coverage of
ethics increased in BA
175

Recommendations:
Encourage faculty
coverage of Ethics

Arrange Faculty
Development in ethics

2015-2016 Assessed in
Capstone Case:
Unsatisfactory Results

Goal 3: Critical and Strategic Thinking

Reassess in Fall 2017

Assessed in Spring 2014 using a case in the Capstone course: PASS

Some concern with student conclusions and implications.

Recommendation to meet with Management professors to identify appropriate case and review the rubric

Fall 2015 reassessed using case in capstone course: PASS

Still some concern with depth of conclusions

Met with capstone faculty to identify a set of cases that can be administered consistently across sections and courses

Goal 4: Global Awareness

2017
Assessed in capstone courses:
PASS

2012-2013 Assessed in Capstone case: Unsatisfactory Results

2014-2015 Embedded assessments in introductory Management course, satisfactory results; Increased coverage of ethical issues in upper Finance classes

2015-2016 Assessed case in Capstone course: Pass

2016
Met with capstone faculty to identify a group of appropriate artifacts for future assessments

Goal 5: Discipline Knowledge

Recommendation: Look for alternative/verification method for assessing discipline knowledge including an interdisciplinary game in capstone courses

2012-2013 Assessed with exit exam

Performance 76%

PASS

2013-2014

Within question variance was studied. Graduating seniors outperformed BA 175 students and results on embedded questions was similar to graduating senior results indicating retention of basic knowledge.

2014-2015

Assessed with exit exam

Performance 79%

PASS

2015-2016

Assessed with exit exam

Performance 78%

PASS

B. MBA Examples

Note: Indirect measures using survey results from MBA graduates indicate students consistently believe that they have and demonstrate characteristics desired for MBA graduates.

The following closing-the-loop examples report direct measures of performance.
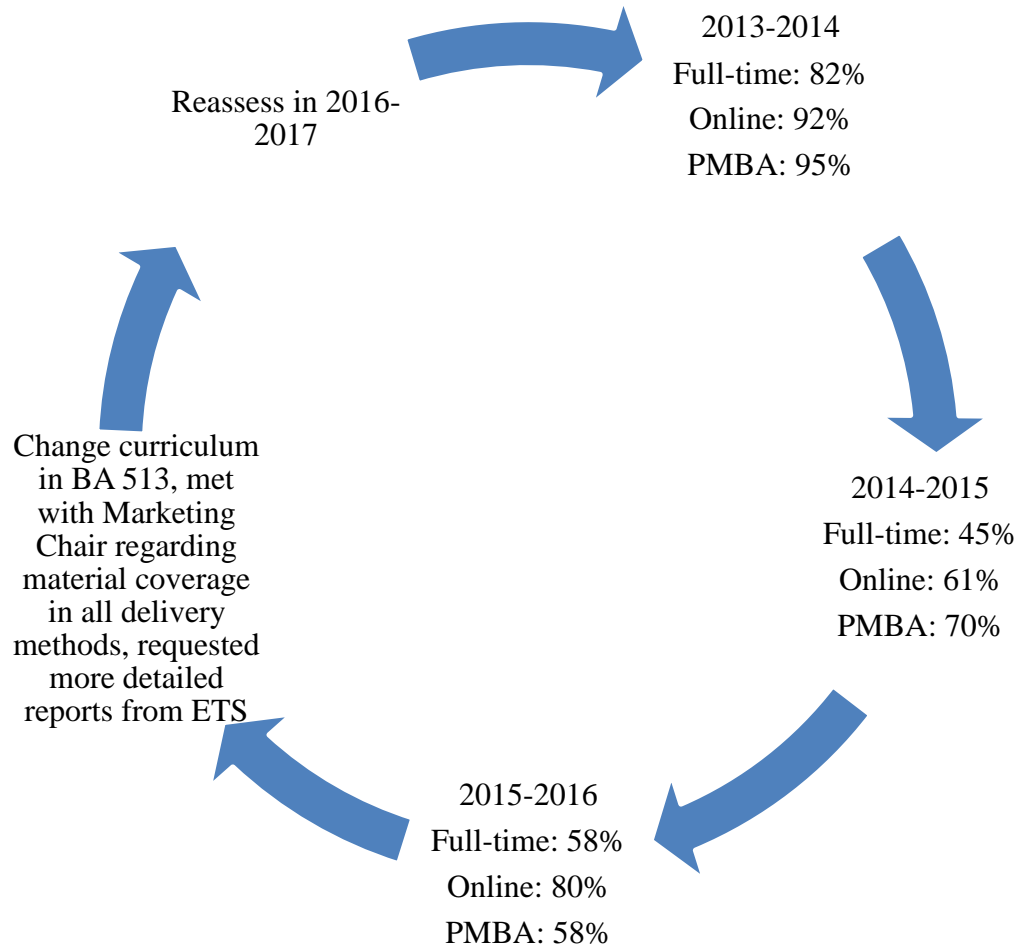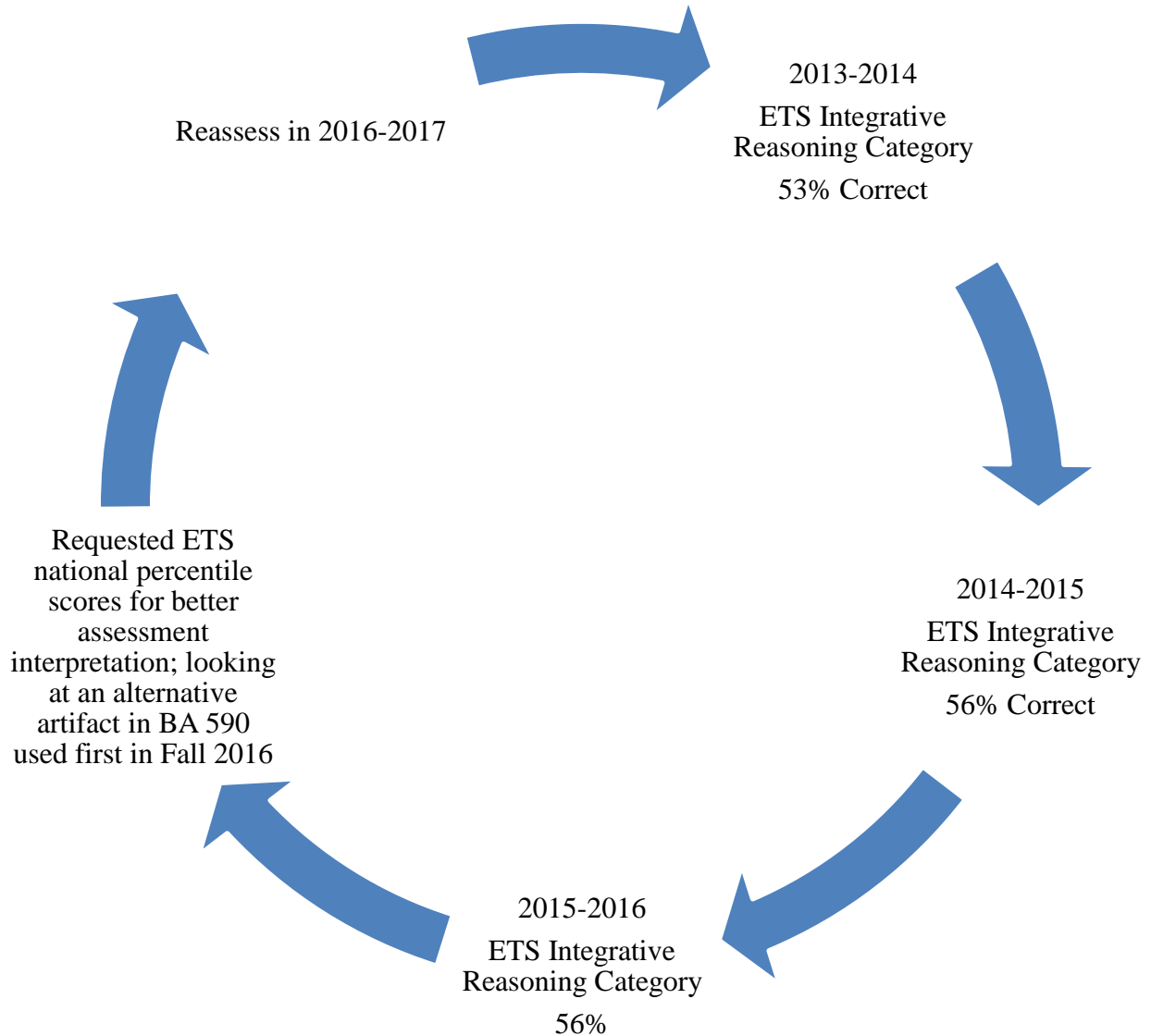
Goal 1: Discipline Knowledge

Assessment measure is ETS performance for each delivery method relative to results for all test takers nationwide.

2013-2014
Full-time: 82%
Online: 92%
PMBA: 95%

Reassess in 2016-2017

Change curriculum in BA 513, met with Marketing Chair regarding material coverage in all delivery methods, requested more detailed reports from ETS

2014-2015
Full-time: 45%
Online: 61%
PMBA: 70%

2015-2016
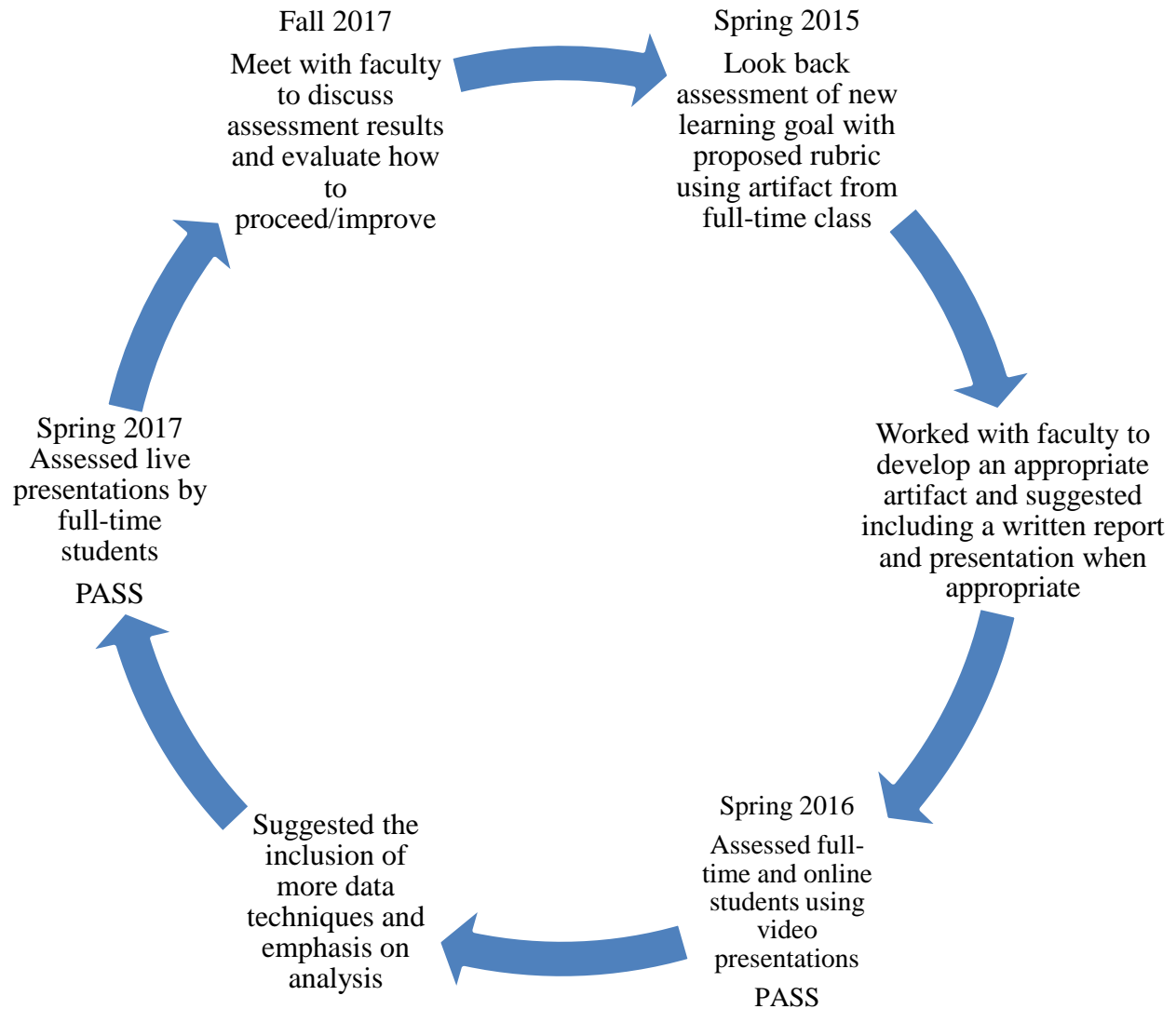Full-time: 58%
Online: 80%
PMBA: 58%

Goal 2: Qualitative Reasoning – All delivery methods

Assessment uses results for Integrative Reasoning portion of the ETS exam. The following are the percent of all questions answered correctly by WKU MBA students. There is no comparison to results for other institutions.

Reassess in 2016-2017

2013-2014
ETS Integrative Reasoning Category
53% Correct

2014-2015
ETS Integrative Reasoning Category
56% Correct

2015-2016
ETS Integrative Reasoning Category
56%

Requested ETS national percentile scores for better assessment interpretation; looking at an alternative artifact in BA 590 used first in Fall 2016

Goal 3: Quantitative Reasoning

Assessment of quantitative reasoning uses student presentations of a data project which includes identifying data bases, cleaning, analyzing and presenting results in a useful format for business purposes/decisions.

Fall 2017
Meet with faculty to discuss assessment results and evaluate how to proceed/improve

Spring 2015
Look back assessment of new learning goal with proposed rubric using artifact from full-time class

Worked with faculty to develop an appropriate artifact and suggested including a written report and presentation when appropriate

Spring 2016
Assessed full-time and online students using video presentations
PASS

Suggested the inclusion of more data techniques and emphasis on analysis

Spring 2017
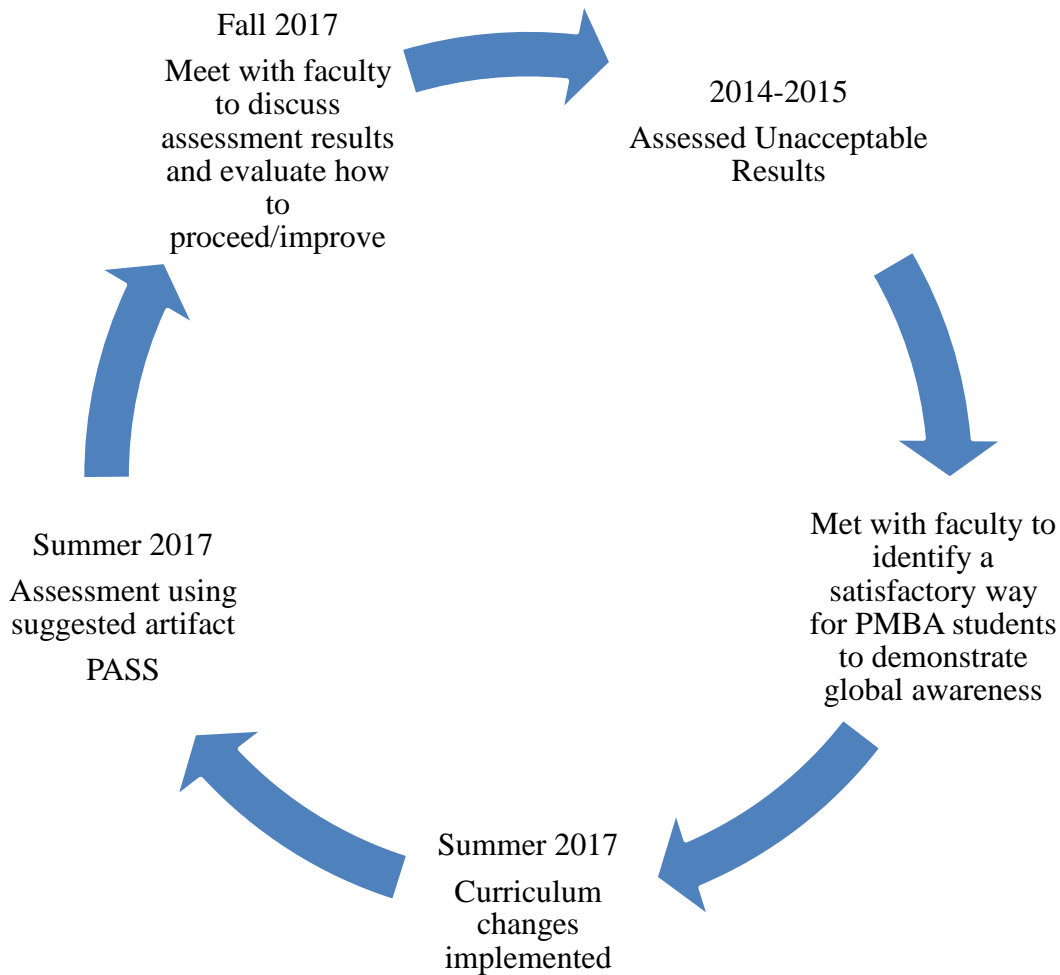Assessed live presentations by full-time students
PASS

Goal 4: Teamwork/Communication

The teamwork goal is measured using self-assessments based on the GFCB teamwork rubric. While there are periodic students who do not display all of the desired teamwork characteristics, MBA graduates are consistently satisfied with their teamwork experiences and rate teammates higher than the expected 3.5/5 desired performance.

Exclusive PMBA Goal: Global Awareness

Results are based on the assessment of individual essays of study abroad experiences.

Fall 2017

Meet with faculty to discuss assessment results and evaluate how to proceed/improve

2014-2015

Assessed Unacceptable Results

Met with faculty to identify a satisfactory way for PMBA students to demonstrate global awareness

Summer 2017

Curriculum changes implemented

Summer 2017

Assessment using suggested artifact

PASS

APPENDIX R

Assurance of Learning Report

I.   INTRODUCTION

Assurance of Learning (AOL) is part of continuous improvement processes in the Gordon Ford College of Business (GFCB). The GFCB AOL Committee serves as the central organizational component that directs and oversees GFCB's assessment process.

The AOL Committee is a critical component to the GFCB Curriculum Management process, serving as the quality control component of curriculum management. The faculty-chaired committee consists of representatives from each department and works with all other components of the College to assure that graduates are meeting the standards for which the GFCB faculty have agreed.

The AOL Committee is responsible for the review of the assurance of learning process and outcomes for both the undergraduate and the MBA degree programs. The learning objectives are assessed using direct and indirect measures, which include case studies, senior exit exams, embedded test questions, student presentations and college surveys. Whenever case studies and videos are used to measure a goal, the AOL Committee re-examines the current rubric for that goal to ensure the rubric is still an appropriate measure.

The AOL Committee works with course faculty to identify assignments appropriate for conducting embedded assessments. A minimum of two AOL Committee members assess results using previously established rubrics. On occasion, external assessors are also used. Results of the assessment are delivered to the rest of the committee, the department chairs, and the appropriate curriculum committee; undergraduate or MBA. If areas of weakness are found, the AOL committee works to suggest curricular recommendations. Improvement recommendations may also come from outside the committee.

The committee is comprised of an AOL Coordinator who serves as chair. In addition to the representatives from each department, others with expertise in curriculum management and assessment may be asked to serve. The AOL Coordinator also serves as the quality control conduit for the College, reporting committee assessed results to the committee the Undergraduate Curriculum Committee, and the Gordon Ford Administrative Council.

Current Committee Membership

	Role	First year of Service
Jean Snavely	Coordinator	2015
Shane Spiller	Ex-officio, Continuous Improvement Committee Chair	2008
Whitney Peake	Ex-officio, Evidence and Argument Fellow	2016
Department Representatives		
Bob Hatfield	Associate Dean for Graduate Studies and Research/MBA Committee	2016
Allen Hunt	Accounting	2015
Thad Crews	Business Informatics/Computer Information Systems	2014
David Zimmer	Economics	2011
Ron Rhoades	Finance	2015
Ismail Civelek	Management	2017
Mary Jane Gardner	Marketing	2011

II. ASSURANCE OF LEARNING PROCESS

The Gordon Ford College of Business uses multiple means to implement a continuous improvement process for its academic programs. This section outlines the activities and responsibilities of all participants in the assurance of learning process (see Figure 1). The flow of information between the participants in the process is also described in this section.

Its mission, objectives, five-year plan, and stakeholder input guide the AOL Committee.

A. AOL Committee Mission and Objectives

Mission

The mission of the AOL Committee is to ensure the College has appropriate learning goals and objectives consistent with the mission of the College, to periodically measure and analyze those goals and objectives, and to make recommendations for continuous curricular improvement to advance desired student outcomes.

Committee Objectives
1. Contribute to a robust curriculum management process

2. Assess each goal using direct and indirect measures
3. Report results and recommendations to the appropriate departments and curricula committees
4. Improve communication of results and recommendations
5. Review learning goals and objectives
6. Evaluate core curriculum content to ensure learning objectives are being covered
7. Produce an annual AOL report

B.   Communication, Information and Data Flow

The Associate Dean for Faculty and Administration (ADFA) chairs the Undergraduate Curriculum Committee and is charged with ensuring that the undergraduate degree program maintains a continuous improvement plan.

The Associate Dean for Graduate Programs and Research (ADGR) currently serves ex-officio on the MBA Committee. He also chairs the Graduate Committee, which is the next level of review after the MBA committee. In that role, he is charged with ensuring that graduate degree programs maintain continuous improvement plans.
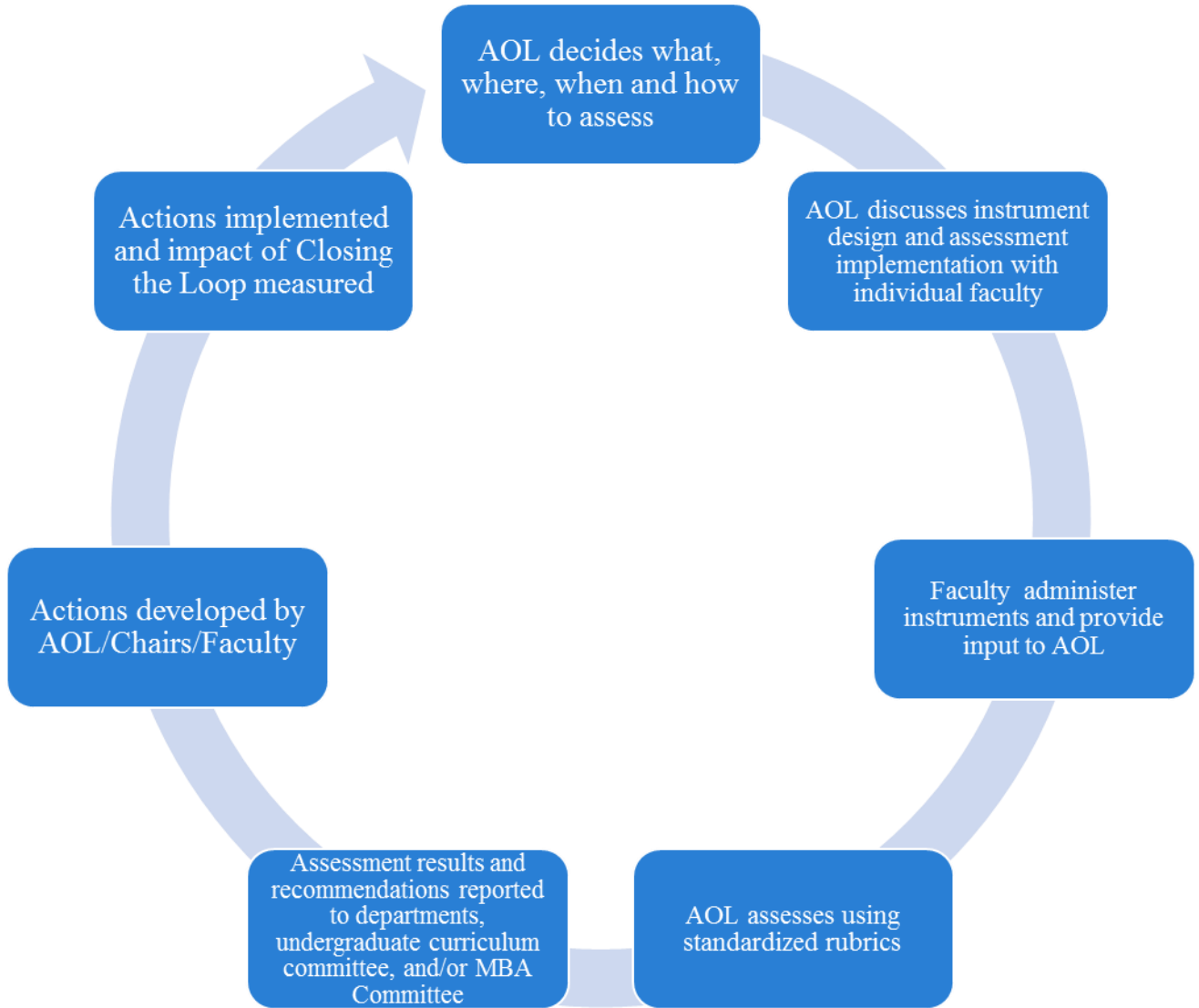
Department chairs are responsible for ensuring that an effective assurance of learning process is taking place in their respective departments and for fostering continuous improvement. They are responsible for creating a departmental curriculum committee that involves faculty in the development of program goals and assessment processes. They are accountable to the Dean, ADFA, and the ADGR.

The associate deans and department chairs make up the Gordon Ford College of Business Administrative Council (GFAC). This group is responsible for providing advice to the Dean and setting strategic direction for the College. Each year, an AOL report is presented to the GFAC detailing the activities of the AOL Committee for that year. GFAC receives reports and results from the AOL Committee and may make recommendations to the AOL Committee.

The Gordon Ford College of Business faculty is responsible for implementing curriculum changes for continuous improvement and assurance of learning. Faculty make recommendations to the AOL Committee on how to close the loop and are responsible for completing the continuous improvement process initiated by the AOL Committee. This includes implementing changes to courses and the curriculum.

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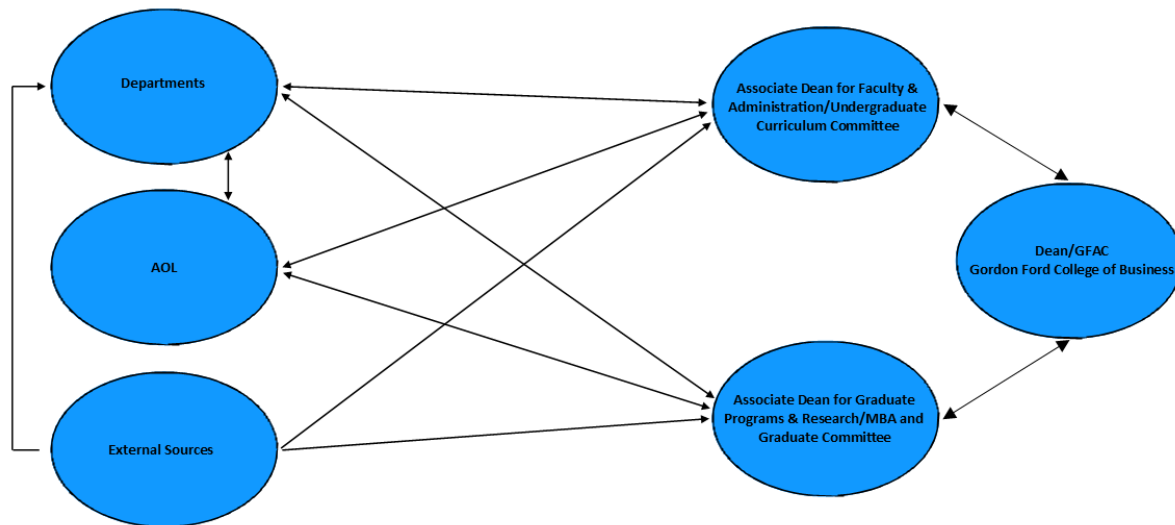
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- Assessment results and recommendations reported to departments, undergraduate curriculum committee, and/or MBA Committee
- Actions developed by AOL/Chairs/Faculty
- Actions implemented and impact of Closing the Loop measured

Communication among all continuous improvement stakeholders is imperative to a robust process. The process in the GFCB is illustrated in Figure 2.

Figure 2. Curriculum Management Process

C.   Assessment

Goal assessments and closing the loop activities are generally driven by the AOL Committee's mission, five-year plan, and feedback from stakeholders. The majority of direct assessments take place in MGT 498 (Strategy and Policy) and ENT 496 (Small Business Analysis & Strategy) using a pool of cases agreed on by the course instructors and compatible with GFCB rubrics. At least two AOL Committee members assess cases. Artifacts and results are stored on the GFCB cloud Drive in the AOL Committee file and on a USB drive held by the AOL Coordinator. Information stored on the cloud drive is available to all GFCB faculty. Discipline knowledge is assessed using a comprehensive in-house exam that is administered every semester to a sample of senior assessment classes in Management, Accounting and Finance. This is a 94-question exam derived from material covered in core courses that students are expected to know upon graduation. The exam is administered during a senior's final semester. The committee and capstone professors are exploring alternative ways to verify in-house test results.

Indirect measures of all learning goals are obtained from a survey of graduating seniors in which they are asked to rate on a scale from 1 to 5, with 5 being the strongest, how strongly the student believes he/she demonstrates our desired college outcomes. Indirect data may be gathered in a variety of other ways as well.

The AOL Committee oversees the assessment of each learning objective for the undergraduate and MBA programs. The learning goals are measured at least twice during a five-year period using direct and indirect measures which include: case studies, senior exit exams, embedded test questions, alumni surveys, student presentations and college surveys. At least two members of the AOL Committee carry out assessments and report results to the AOL Committee. The AOL Committee then discusses the results and reports those results back to the respective department faculty, department chairs, GFAC, and members of the GFCB Undergraduate Curriculum and

MBA Committees. Actions are developed by faculty and department chairs with consideration of AOL recommendations. Actions are then implemented and re-assessed.

D.   Plus 2 Program

The Plus 2 in Business Administration option was started in Fall 2014 with the first students completing coursework in Spring 2016. The program is specifically designed for Kentucky Community & Technical College (KCTCS) transfer students who wish to build upon their Associate Degrees. Students earn a Bachelor of Science degree with an emphasis in Management. The program is offered completely online and taught by the same professors who teach courses on campus.

E.   Undergraduate Learning Goals and Objectives

The Gordon Ford College of Business student can earn a Bachelor of Science degree with an emphasis in Accounting, Business Data Analytics, Business Economics, Entrepreneurship, Finance, International Business, Management, or Marketing. The major program areas share a common set of core courses; therefore, graduates of the program should demonstrate the college's goals and objectives. The AOL Committee works with all other parties to ensure that the learning goals are consistent with the mission and strategic plan for the College. The following goals and objectives have been approved by GFCB faculty.

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2. Our graduates will be able to deliver information in an understandable and audible manner
3. Our graduates will be able to use multimedia and visual aids in their presentations appropriately
4. Our graduates will be able to write in a coherent and organized manner
5. Our graduates will be able to write using proper grammar and syntax

Goal 2: Legal and Ethical Awareness
Our students will demonstrate an awareness of legal and ethical issues in business and society
Objectives 6-8
6. Our graduates will recognize legal issues in business contexts
7. Our graduates will be able to recognize ethical issues for different business situations
8. Our graduates will demonstrate knowledge of corporate governance issues as they relate to the responsibilities of business and society

Goal 3: Critical and Strategic Thinking
Our students will demonstrate strategic problem solving skills using integrated business knowledge
Objectives 9-11
9. Our students will be able to identify business problems
10. Our students will be able to identify alternative solutions by applying discipline-specific theories and models
11. Our students will demonstrate awareness of various stakeholder groups in the development of alternative solutions

Goal 4: Global Awareness
Our students will be able to explain the increasingly integrated world economy and the forces behind this integration
Objectives 12-13
12. Our graduates will be able to identify issues with global trading
13. Our graduates will have an understanding of global business concepts

Goal 5: Discipline Knowledge
Objective 14
14. Students will be able to pass an exam of discipline concepts and terms

Each department reviewed coverage of these learning objectives for core courses in their discipline in Spring 2017 to serve two purposes: 1) validate the learning goals and objectives are appropriate and 2) ensure that students are exposed to the learning goals throughout the core curriculum. Expected outcomes are included in core courses required of all undergraduate business majors. Coverage of these outcomes in core courses is indicated in Table 1.

Table 1. Coverage of Undergraduate Learning Objectives in GFCB Core Classes and Business Tool Courses

	Communication	Legal and Ethical Awareness	Critical and Strategic Thinking	Global Awareness	Discipline Knowledge
ACCT 200		1	2		3
ACCT 201			2		3
CIS 141					3
CIS 243	2	1			3
ECON 202			2		3
ECON 203			2	3	3
ECON 206			3		3
FIN 330	1	3	2		3
MGT 200	2	3	3	2	3
MGT 210	2	2	3	2	3
MGT 314	1	1	3	3	3
ENT 496	3	1	3		3
MGT 498	3	1	3	3	3
MKT 220	1	2	1	1	3
COMM 145	3				
MATH 116					

1= Learning goal is introduced but not covered extensively

2= Learning goal is covered but is not expansive

3= Learning goal is a major part of the course curriculum

Undergraduate Core Classes

ACCT 200 - Financial Accounting

ACCT 201 - Managerial Accounting

CIS 141 - Basic Computer Literacy

CIS 243 - Principles of Management Information Systems

ECON 202 - Principles of Microeconomics

ECON 203 - Principles of Macroeconomics

ECON 206 - Statistical Analysis

FIN 330 - Principles of Financial Management

MGT 200 - Legal Environment of Business

MGT 210 - Organization and Management

MGT 314 - Operations Management

MKT 220 - Basic Marketing Concepts

ENT 496 - Small Business Analysis & Strategy *or*

MGT 498 - Strategy & Policy

Undergraduate Tool Courses

COMM 145 Fundamentals of Speaking &Communication

MATH 116 College Algebra

The five-year plan for undergraduate assessment is included in Table 2. This measurement plan carries the GFCB through the 2021-2022 academic year. Each semester, a detailed plan will be presented to faculty and departments detailing measurement plans for that term.

Table 2. Assurance of Learning 5-year Undergraduate Assessment Timeline

		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Goals and Objectives				Review							
Rubrics					Review						
Goal 1: Communication											
Oral	Direct*	Data			Data			Data			Data
	Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
Written	Direct*	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
	Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
Goal 2: Ethic and Legal											
	Direct*			Data			Data			Data	
	Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
Goal 3: Critical Thinking											
	Direct*	Data			Data			Data			Data
	Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
Goal 4: Global Awareness											
	Direct*			Data			Data			Data	
	Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
Goal 5: Discipline Knowledge											
	Direct†	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
	Indirect**	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data

*Data collected in MGT 498 and ENT 496

**Data collected using survey of graduating seniors

†Data collected using in-house exam administered to a sample of graduating seniors

E.   Fall 2017 AOL Undergraduate Action Plan

9. Communicate learning goals to be evaluated in 2017-2018.

10. Evaluate results from data collected from ENT 496 (Goal 1: Written communication and Goal 2: Legal and ethical awareness) and MGT 498 (Goal 1: Written communication, Goal 2: Legal and ethical awareness, Goal 3: Critical and Strategic Thinking, and Goal 4: Global awareness).

11. Communicate results from evaluations to GFCB CC, GFAC, and AOL Committee members.

12. Develop remedies/recommendations based on evaluations with input from affected stakeholders.

13. Schedule recording of presentations in all delivery methods of ENT 496 and MGT 498.

14. Identify an appropriate case for evaluating Goal 3: Critical thinking in all delivery methods of ENT 496 and MGT 498.

15. Update the AOL web site with a new undergraduate 5-year plan.

16. Collect discipline knowledge results from 499 courses.

F.   MBA Learning Goals and Objectives

The Gordon Ford College of Business student can earn a Master of Business Administration (MBA) with three alternative delivery options: 1) Full-time/Face-to-face, 2) Online or 3) Professional MBA. MBA learning goals were revised in Fall 2015 to reflect input primarily received from a survey of MBA stakeholders (faculty, professionals, and students), which indicated a need to update the appropriate outcomes for graduates of the MBA program. The survey drove not only a realignment with the learning goals but also led to curriculum revision. The BA 513 course was revised to become Information Technology and DATA ANALYTICS. This was a very important change for our curriculum. Objectives were revised in Fall 2016 to better reflect how to measure the revised learning goals. The following learning goals and objectives were approved by the AOL and MBA Committees.

Learning Goal 1: Discipline Knowledge

MBA graduates will demonstrate understanding of knowledge in relevant business disciplines

Objective 1

4. Graduates will be able to demonstrate that they know the concepts and applications acknowledged as important in the multiple business disciplines represented in the curriculum.

Learning Goal 2. **Qualitative Reasoning**:

MBA graduates will demonstrate the skill of integrating discipline knowledge to identify, analyze, and offer solutions to business problems and situations.

Objectives 2 - 3

5. Graduates will be able to identify and analyze organizational problems
6. Graduates will be able to generate effective solutions to organizational problems including ethical issues.

Learning Goal 3. **Quantitative Reasoning**

MBA graduates will apply quantitative modeling and data analysis techniques that can solve real world business problems and employ tools and technologies to effectively communicate this analysis.

Objectives 4 - 5

6. Graduates will effectively analyze business data using modern techniques and tools
7. Graduates will present quantitative data and analysis and communicate it in an effective manner.

Learning Goal 4. **Teamwork/Communication**

MBA graduates will have the communication, collaboration, and team skills necessary to successfully complete a project.

Objectives 6 - 7

8. Graduates will be able to effectively communicate with others on a project in a team environment by using appropriate written and/or oral communication.
9. Graduates will collaborate with team members to effectively complete a project.

Additional Professional MBA (PMBA) Learning Goal: Global Awareness

Professional MBA students will demonstrate an understanding of business and intercultural similarities and differences between the United States and other nations which impact business.

PMBA Objectives E1 - E2

E3. PMBA graduates will identify international cultural similarities and differences which impact businesses and organizations.

E4. PMBA graduates will identify international business practice similarities and differences.

Graduate faculty and department chairs reviewed coverage of these learning objectives for all courses in their discipline in Fall 2016 to ensure that students are exposed to the learning goals throughout the core curriculum. Expected outcomes are included in core courses required of all MBA business students. Coverage of these outcomes in core courses is indicated in Table 3.

Table 3. Coverage of Learning Objectives in MBA Core Courses

LEARNING OBJECTIVE	BA 510 Organization Behavior	BA 511 Economics	BA 513 Information Technology	BA 515 Accounting	BA 517 Marketing	BA 519 Finance	BA 590 Strategy
1. Discipline Knowledge	3	3	3	3	3	3	3
2. Qualitative Reasoning	2	3	2	3	3	3	3
3. Quantitative Reasoning			3	2	1	3	
4. Teamwork/Communication	3		2	3	2	2	3
E. Global Awareness (PMBA only)	3				1		3

1	Learning goal is introduced but not covered extensively
2	Learning goal makes up a larger portion of course coverage but is not expansive
3	Learning goal is a major part of course curriculum

The five-year plan for MBA assessment is included in Table 4. This measurement plan carries the GFCB through the 2021-2022 academic year. Each semester, a detailed plan will be presented to faculty and departments detailing measurement plans for that term.

Table 4. Assurance of Learning 5-year MBA Assessment Timeline

	2017 Sum	2017 Fall	2018 Spr	2018 Sum	2018 Fall	2019 Spr	2019 Sum	2019 Fall	2020 Spr	2020 Sum	2020 Fall	2021 Spr	2021 Sum	2021 Fall	2022 Spr
Learning Goals					Review										
Objectives								Refine/Implement							
Learning Goal															
Discipline Knowledge*															
Full-time		Data			Data			Data			Data			Data	
PMBA		Data			Data			Data			Data			Data	
Online		Data			Data			Data			Data			Data	
Qualitative Reasoning**															
Full-time	Data			Data			Data			Data			Data		
PMBA	Data		Data				Data			Data			Data		
Online		Data			Data			Data			Data				
Quantitative Reasoning†															
Full-time			Data			Data			Data			Data			Data
PMBA		Data				Data			Data			Data			Data
Online			Data			Data			Data			Data			Data
Teamwork/Communication††															
Full-time	Data		Data	Data			Data			Data	Data		Data	Data	
PMBA	Data		Data				Data			Data			Data		
Online	Data			Data				Data			Data				Data
PMBA - Global Awareness+	Data			Data			Data				Data		Data		

*Assessed using ETS MFTMBA Results

**Assessed with ETS MFTMBA Results and an embedded case/game in BA 590

†Assessed in BA 513 using a project/case

††Assessed using teamwork peer-review results

+Assessed using report in BA 580

G.   Fall 2017 AOL MBA Action Plan

1. Communicate which goals are being evaluated in 2017-2018.

2. Evaluate results from data collected from BA 513 (Goal 3: Quantitative Reasoning) and BA 590 (Goal 1: Discipline Knowledge, Goal 2: Qualitative Reasoning, and Goal 4: Teamwork/Communication).

3. Communicate results from evaluations to the GFCB MBA Committee, GFAC, and AOL Committee members.

4. Develop remedies/recommendations based on evaluations and with input from stakeholders.

5. Collect data from BA 513 Online (Goal 3: Quantitative Reasoning).

6. Collect ETS MAJOR FIELD TEST: MBA (MFTMBA) results for all delivery methods, evaluate, communicate results, and develop remedies/recommendations, if needed.

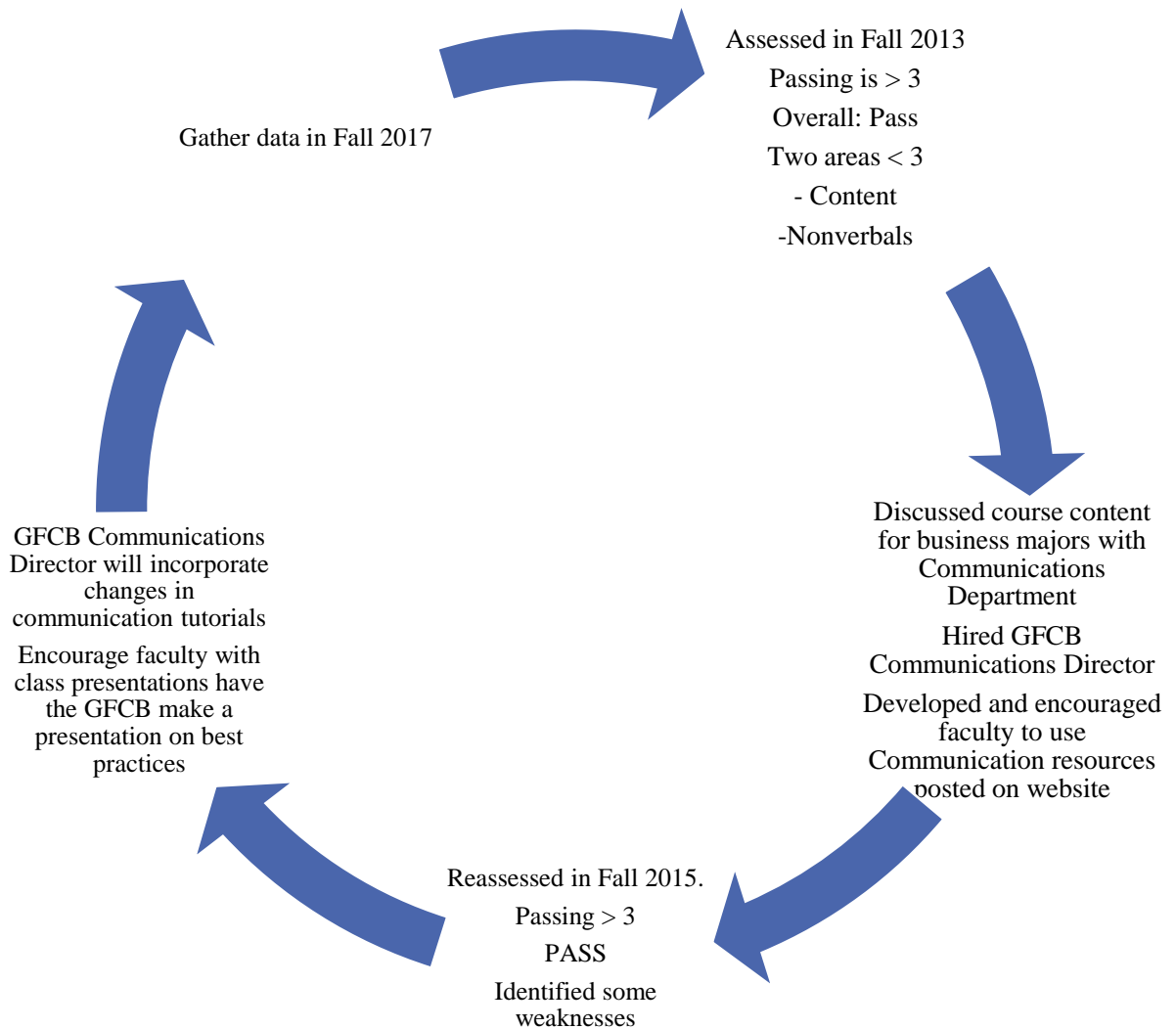7. Update the AOL web site with a new MBA 5 year plan.

III.   Undergraduate
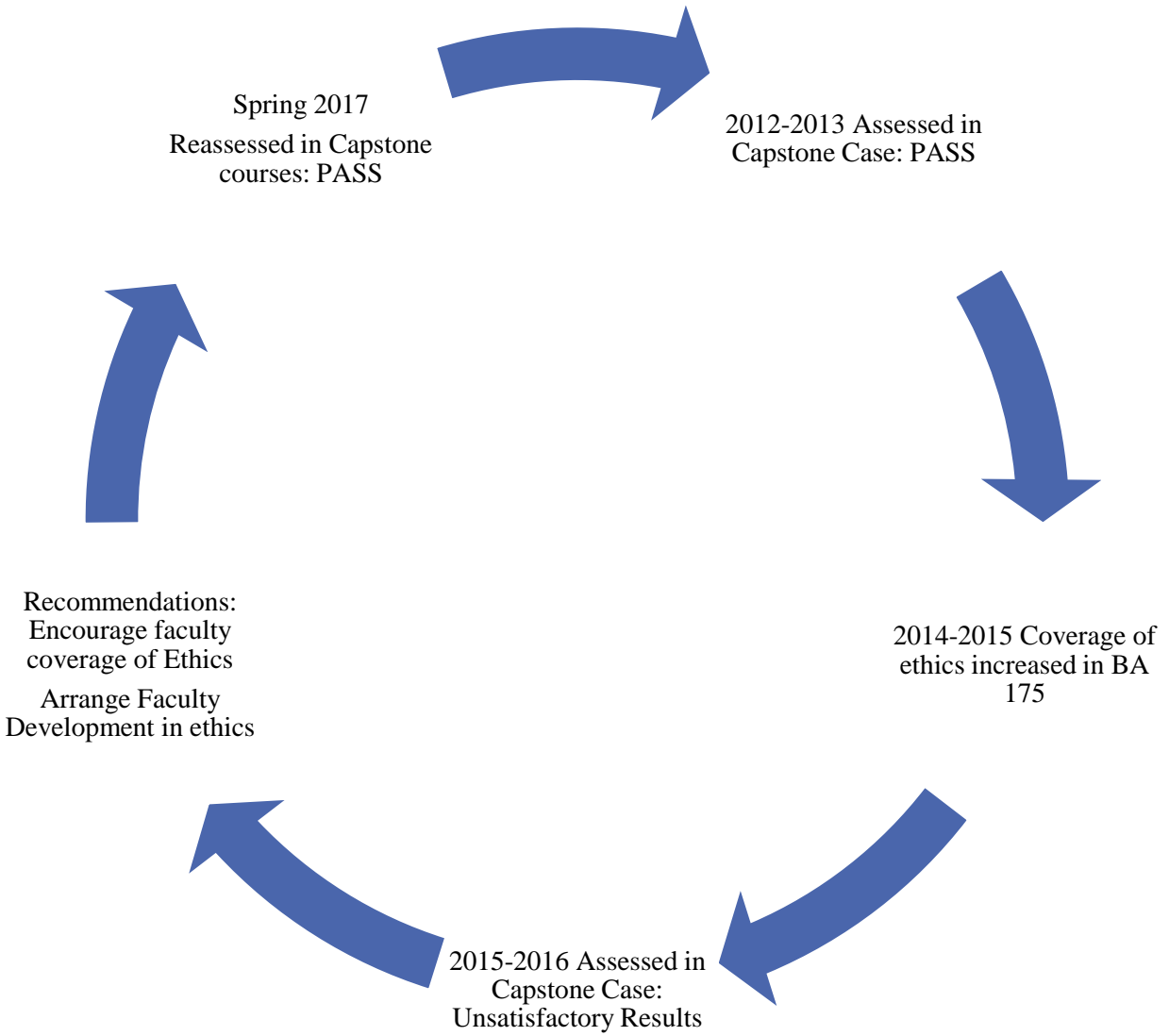
A. Closing the Loop Examples

Note: Indirect measures of all learning goals using a student survey of graduating seniors indicate that students believe they possess desired characteristics and are happy with the GFCB program.

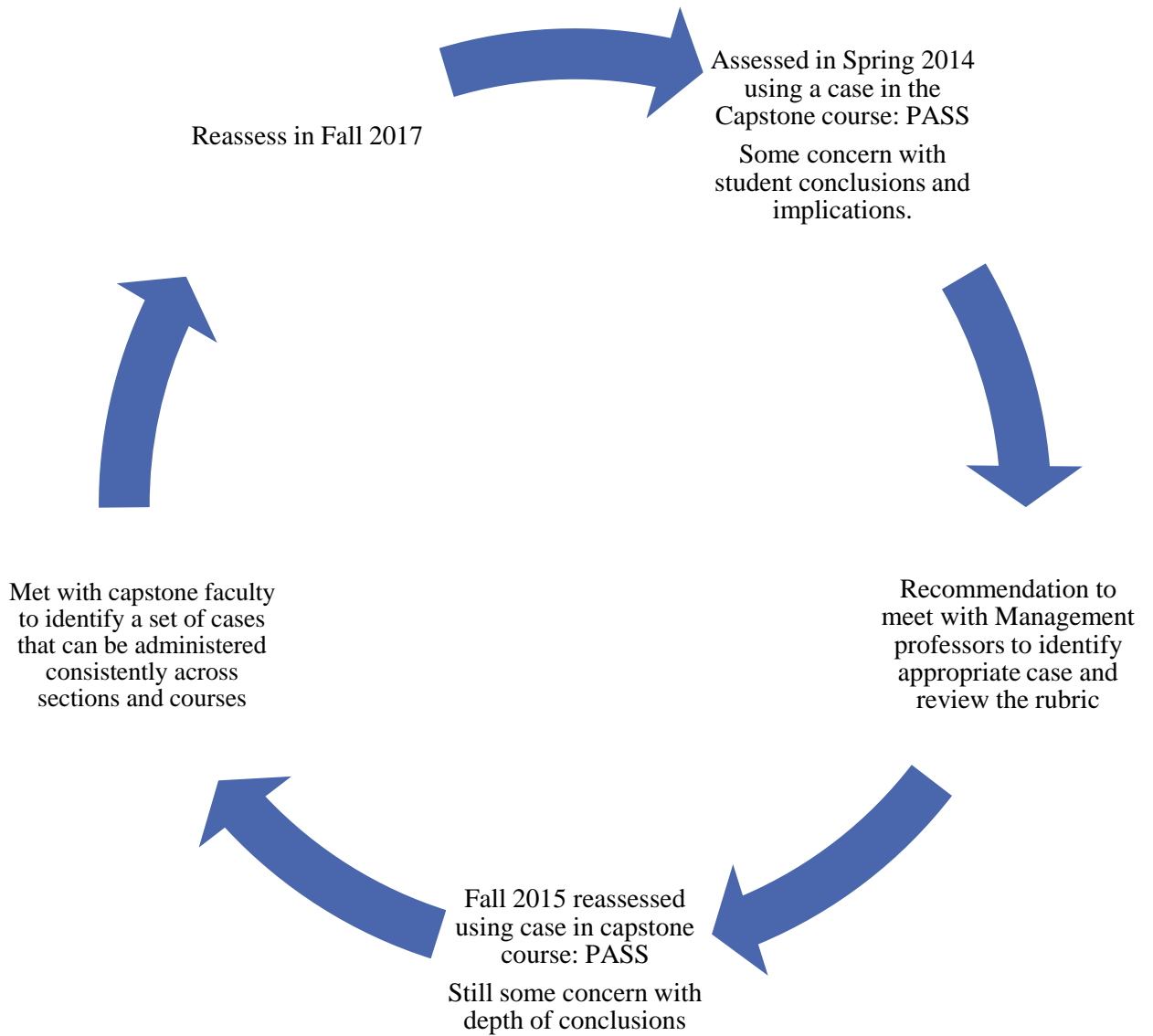The following closing-the-loop examples report direct measures of performance.
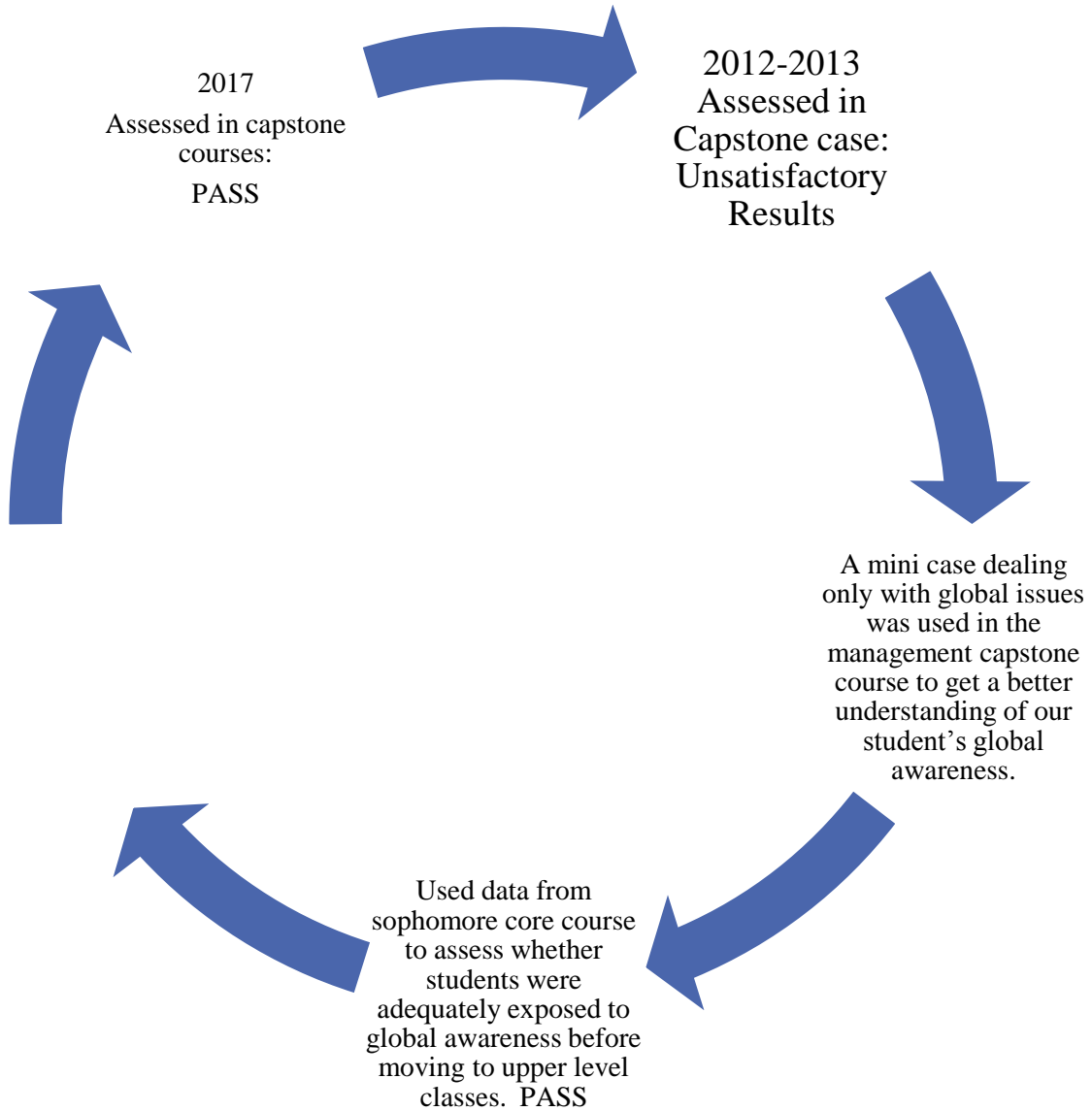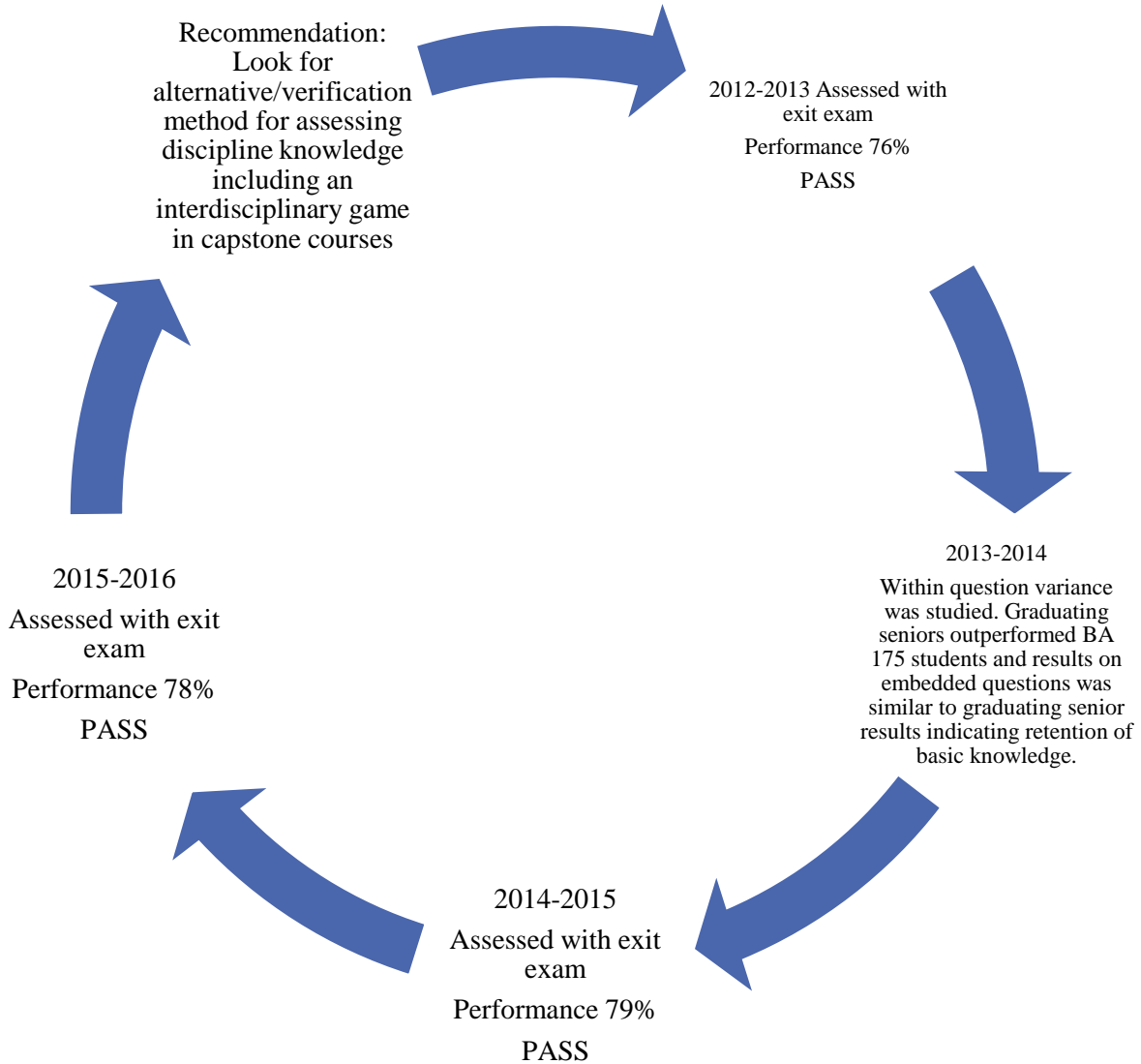
Goal 1: Oral Communication

Gather data in Fall 2017

Assessed in Fall 2013
Passing is > 3
Overall: Pass
Two areas < 3
- Content
-Nonverbals

Discussed course content for business majors with Communications Department

Hired GFCB Communications Director

Developed and encouraged faculty to use Communication resources posted on website

GFCB Communications Director will incorporate changes in communication tutorials

Encourage faculty with class presentations have the GFCB make a presentation on best practices

Reassessed in Fall 2015.
Passing > 3
PASS
Identified some weaknesses

Goal 2: Ethical and Legal Awareness

Spring 2017
Reassessed in Capstone
courses: PASS

2012-2013 Assessed in
Capstone Case: PASS

2014-2015 Coverage of
ethics increased in BA
175

2015-2016 Assessed in
Capstone Case:
Unsatisfactory Results

Recommendations:
Encourage faculty
coverage of Ethics

Arrange Faculty
Development in ethics

Goal 3: Critical and Strategic Thinking

Reassess in Fall 2017

Assessed in Spring 2014 using a case in the Capstone course: PASS

Some concern with student conclusions and implications.

Recommendation to meet with Management professors to identify appropriate case and review the rubric

Fall 2015 reassessed using case in capstone course: PASS

Still some concern with depth of conclusions

Met with capstone faculty to identify a set of cases that can be administered consistently across sections and courses

Goal 4: Global Awareness

2017
Assessed in capstone courses:
PASS

2012-2013
Assessed in Capstone case:
Unsatisfactory Results

A mini case dealing only with global issues was used in the management capstone course to get a better understanding of our student's global awareness.

Used data from sophomore core course to assess whether students were adequately exposed to global awareness before moving to upper level classes. PASS

Goal 5: Discipline Knowledge

Recommendation:
Look for
alternative/verification
method for assessing
discipline knowledge
including an
interdisciplinary game
in capstone courses

2012-2013 Assessed with
exit exam

Performance 76%

PASS

2013-2014

Within question variance
was studied. Graduating
seniors outperformed BA
175 students and results on
embedded questions was
similar to graduating senior
results indicating retention of
basic knowledge.

2014-2015

Assessed with exit
exam

Performance 79%

PASS

2015-2016

Assessed with exit
exam

Performance 78%

PASS

B. Summary Assessment Results 2012-2017

Goal 1: Communication
Our students will be able to communicate effectively in written and oral forms

Written Communication

Year	Direct	Indirect
2012-2013		4.26
2013-14	3.46	4.02
2014-15	3.56	4.28
2015-16	3.44	4.22
2016-17	3.59	4.48

Written communication results are consistently above the acceptable level of 3 out of 5. No recommendations for change.

Oral Communication

Year	Direct	Indirect
2012-2013	3.33	4.06
2013-14	2.984	3.88
2014-15		4.03
2015-16	3.44	3.79
2016-17		4.48
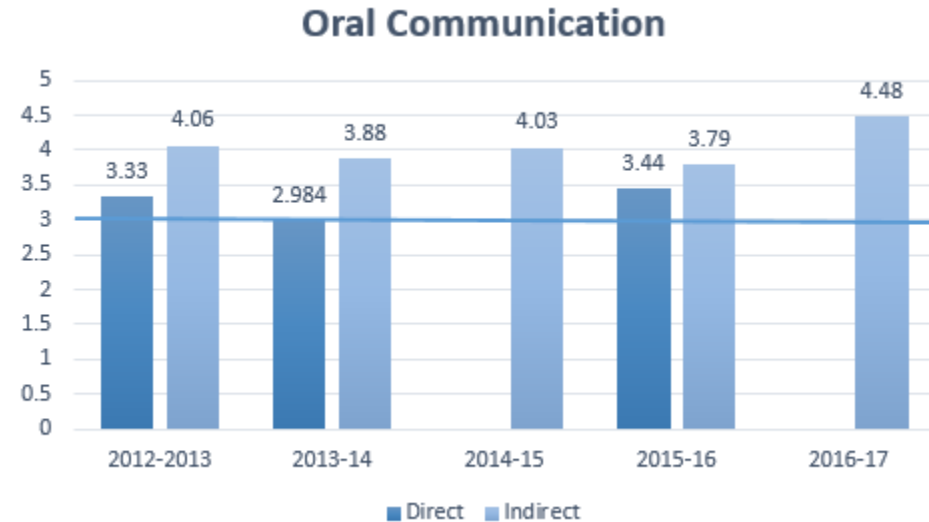
Unacceptable results in 2013-2014.

Actions: Steps initiated to ensure GFCB students are provided consistent exposure to appropriate business oral and written communications skills.

- The GFCB engaged an instructor from the Department of Communication to design on-demand resources including videos and other resources detailing the best practices for presentations. Faculty were encouraged to make use of these resources if student presentations were required in their courses. A link for the on-line resources is available here or by copying the following address into a web browser: http://www.wku.edu/business/presentationhelp.php.

- Rubrics were reviewed and revised and faculty were encouraged to use these rubrics in course assessments. The AOL Committee adopted a 5-point scale for each of the rubrics. Copies of the current GFCB rubric can be found at the same link.

- The core course, CIS 141, implemented pedagogical changes to support different types of business communications with the use of technology. This includes using technologies for presentations, business reports and graphics along with memos and email.

- GFCB hired a Communication Coordinator full-time. The Coordinator produced communication videos, conducted workshops, made presentations in classes where students made presentations and provided feedback to individual students by appointment. She also helped refine the GFCB communication rubrics and taught sections of business communication classes including COMM 145 and MGT 361 (Fundamentals of Business Communication).

Goal 2. Legal and Ethical Awareness
Our students will demonstrate an awareness of legal and ethical issues in business and society

Legal and Ethical Awareness
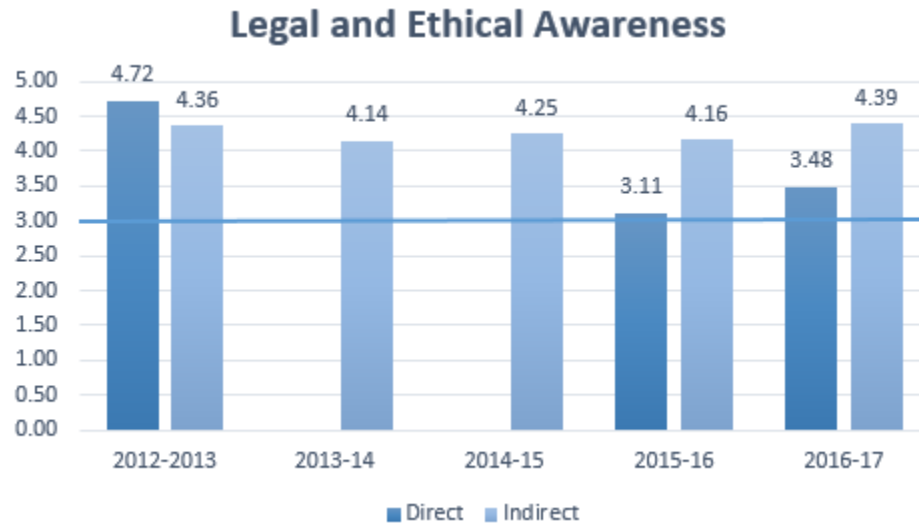
Results were marginal in 2015-16.

Committee considered a variety of alternative ways to address the results including validation of results using other artifacts and determining the type and extent of coverage in classes indicating that ethics is a component. The committee recommended:

- Put more emphasis on and ensure coverage of ethical behavior in the capstone MGT 498/ENT 496 classes.
- Arrange for Faculty Development session(s) on what ethics means and how to include ethical considerations in class.

Emphasis on ethical standards and teaching increased through the curriculum. Consistent artifacts were used for assessment in the capstone MGT 498/ENT 496 classes. Results in 2016-17 improved.

Goal 3: Critical and Strategic Thinking
Our students will demonstrate strategic problem solving skills using integrated business knowledge

Critical and Strategic Thinking
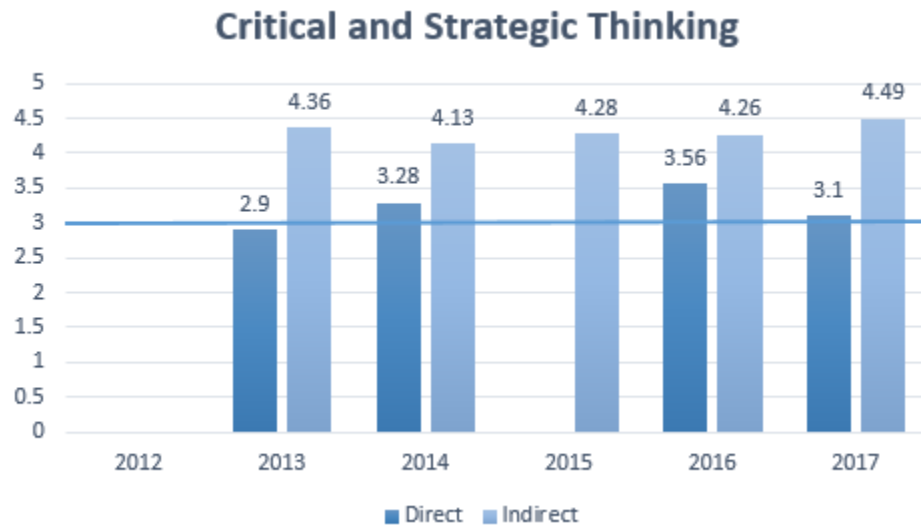
Results have remained acceptable following marginally unacceptable results in 2013. At that time, the committee met with instructors and improved the assessment rubric.
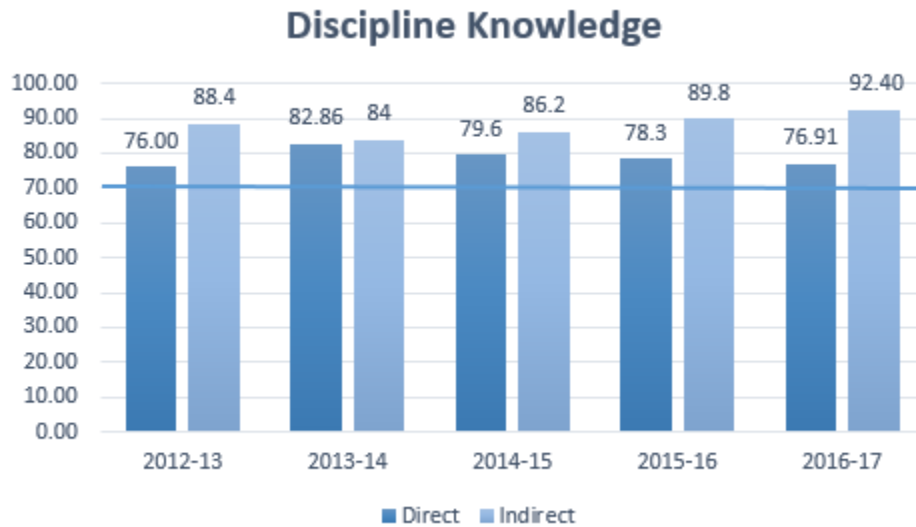
 Goal 4: Global Awareness
Our students will be able to explain the increasingly integrated world economy and the forces behind this integration
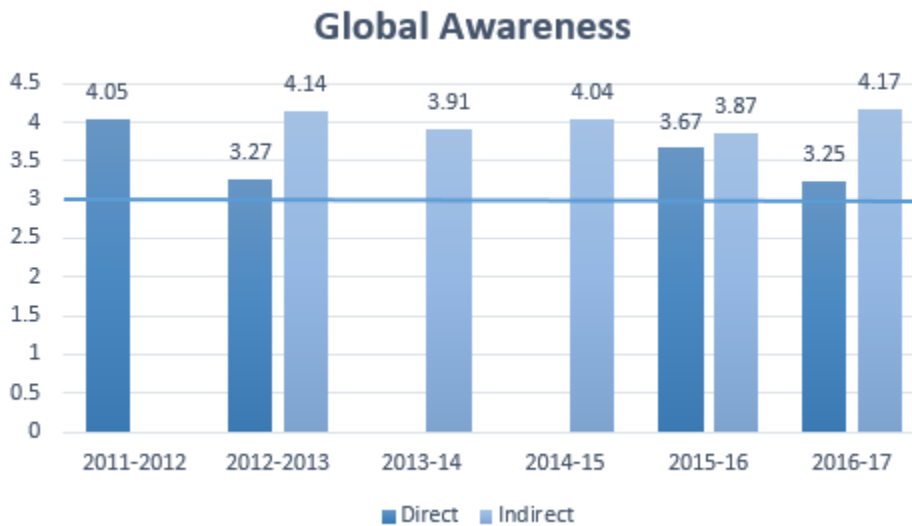
Global Awareness

Results for Global Awareness have been acceptable.

Goal 5: Discipline Knowledge

Discipline Knowledge

Results are acceptable where an acceptable level is 70/100.

The AOL Committee in 2017 is working with MGT 498/ENT 496 professors to develop a pre-test to determine whether graduating seniors possess desired characteristics.

Indirect measures are collected from a survey administered each year to seniors during their final undergraduate semester in the GFCB. A copy of responses to the 2017 survey is included below.

Q5 - As you complete your undergraduate experience at the Gordon Ford College of Business, share your thoughts with us about achieving your learning goals.

Please rate the following learning outcomes in the GFCB from 1 (poor) to 5 (great)

#	Question	1		2		3		4		5		Total
1	1. Ability to communicate effectively in written / oral forms.	0.44%	1	1.75%	4	4.37%	10	36.24%	83	57.21%	131	229
2	2. Awareness of legal and ethical issues in business and society.	0.44%	1	1.75%	4	11.79%	27	30.13%	69	55.90%	128	229
3	3. Critical thinking skills through strategic problem-solving using business knowledge.	0.44%	1	0.44%	1	6.55%	15	34.50%	79	58.08%	133	229
4	4. Awareness of the global business environment.	0.44%	1	3.49%	8	17.03%	39	37.12%	85	41.92%	96	229
5	5. Basic knowledge of the business disciplines and areas.	0.44%	1	0.44%	1	3.93%	9	26.64%	61	68.56%	157	229

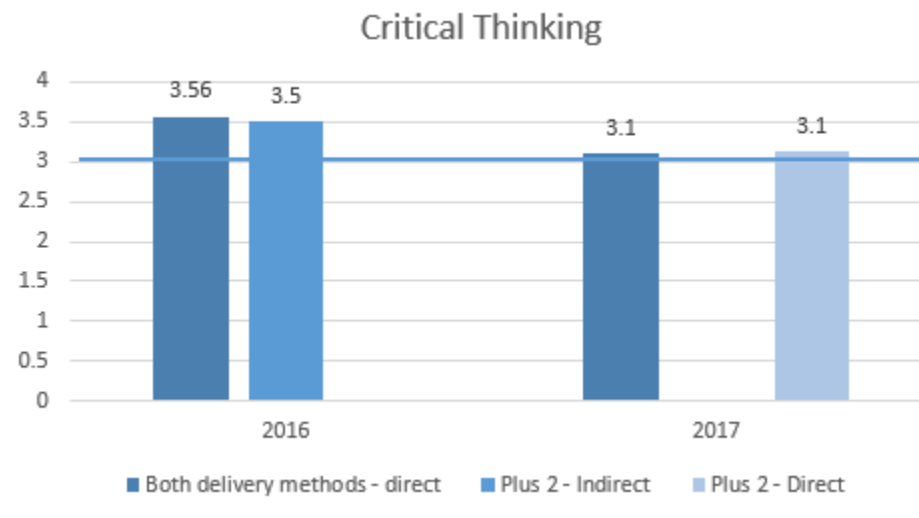|	Mean
1. Ability to communicate effectively in written/oral forms	4.48
2. Awareness of legal and ethical issues in business and society	4.39
3. Critical thinking skills through strategic problem-solving using business knowledge	4.49
4. Awareness of the global business environment	4.17
5. Basic knowledge of the business disciplines and areas	4.62

C. Plus Two Program Results

The Plus 2 in Business Administration option was started in Fall 2014 with the first students completing coursework in Spring 2016. Assessments of the program began in Spring 2016. Current results indicate students in the program are performing at a satisfactory level and on par with the performance of face-to-face students.

Written Communication
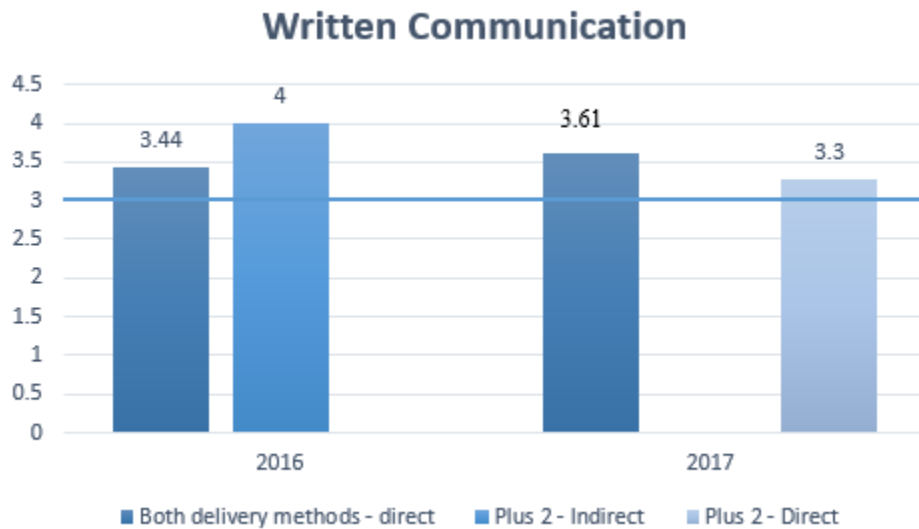
Indirect measures in 2016 for the Plus 2 program are assessments of group cases.

Critical Thinking

Discipline Knowledge

Chart showing "Discipline Knowledge" for 2016 and 2017.

2016: Both delivery methods - direct: 78.3; Plus 2 - Direct: 81.8

2017: Both delivery methods - direct: 77; Plus 2 - Direct: 82.3

Legend:
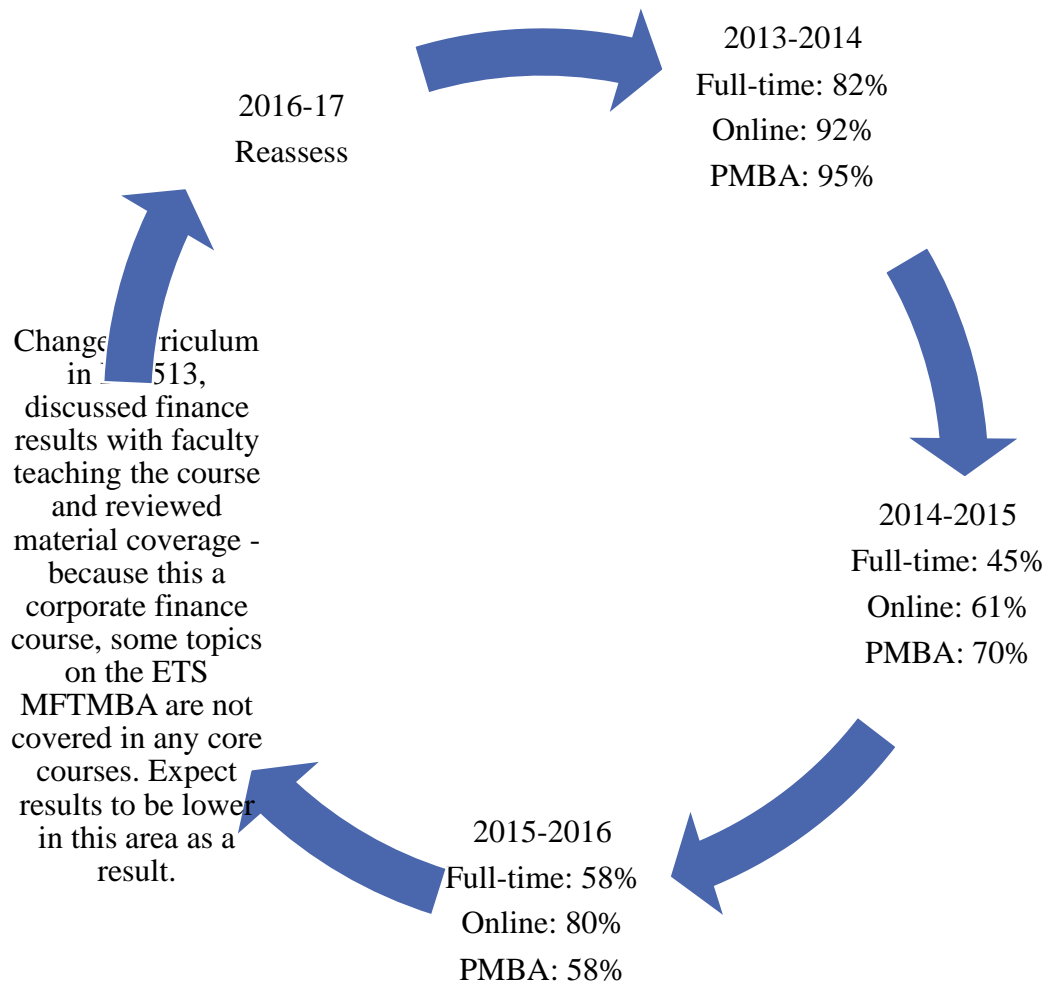- Both delivery methods - direct
- Plus 2 - Direct
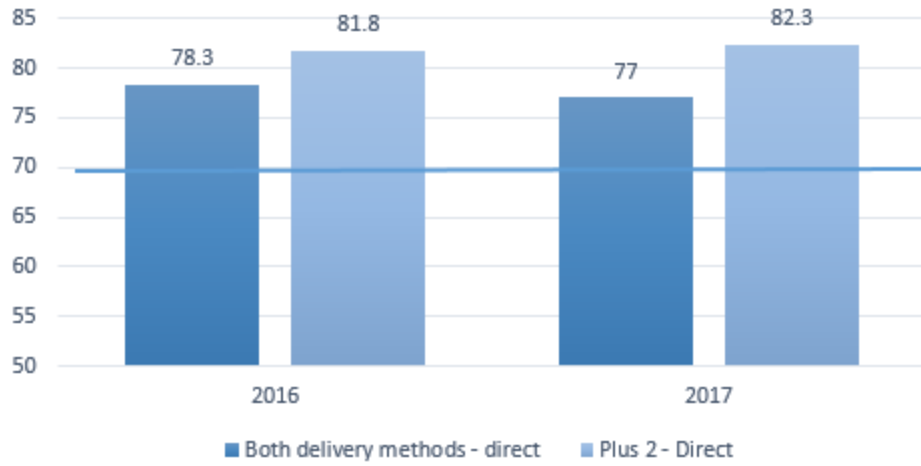
IV.   MBA

A. Closing the Loop Examples

Note: Indirect measures using survey results from MBA graduates indicate students consistently believe that they have and demonstrate characteristics desired for MBA graduates.

The following closing-the-loop examples report direct measures of performance.

Goal 1: Discipline Knowledge

Assessment measure is ETS MFTMBA performance for each delivery method relative to results for all test takers nationwide.

2016-17
Reassess

2013-2014
Full-time: 82%
Online: 92%
PMBA: 95%

Changed curriculum in FIN 513, discussed finance results with faculty teaching the course and reviewed material coverage - because this a corporate finance course, some topics on the ETS MFTMBA are not covered in any core courses. Expect results to be lower in this area as a result.

2014-2015
Full-time: 45%
Online: 61%
PMBA: 70%

2015-2016
Full-time: 58%
Online: 80%
PMBA: 58%

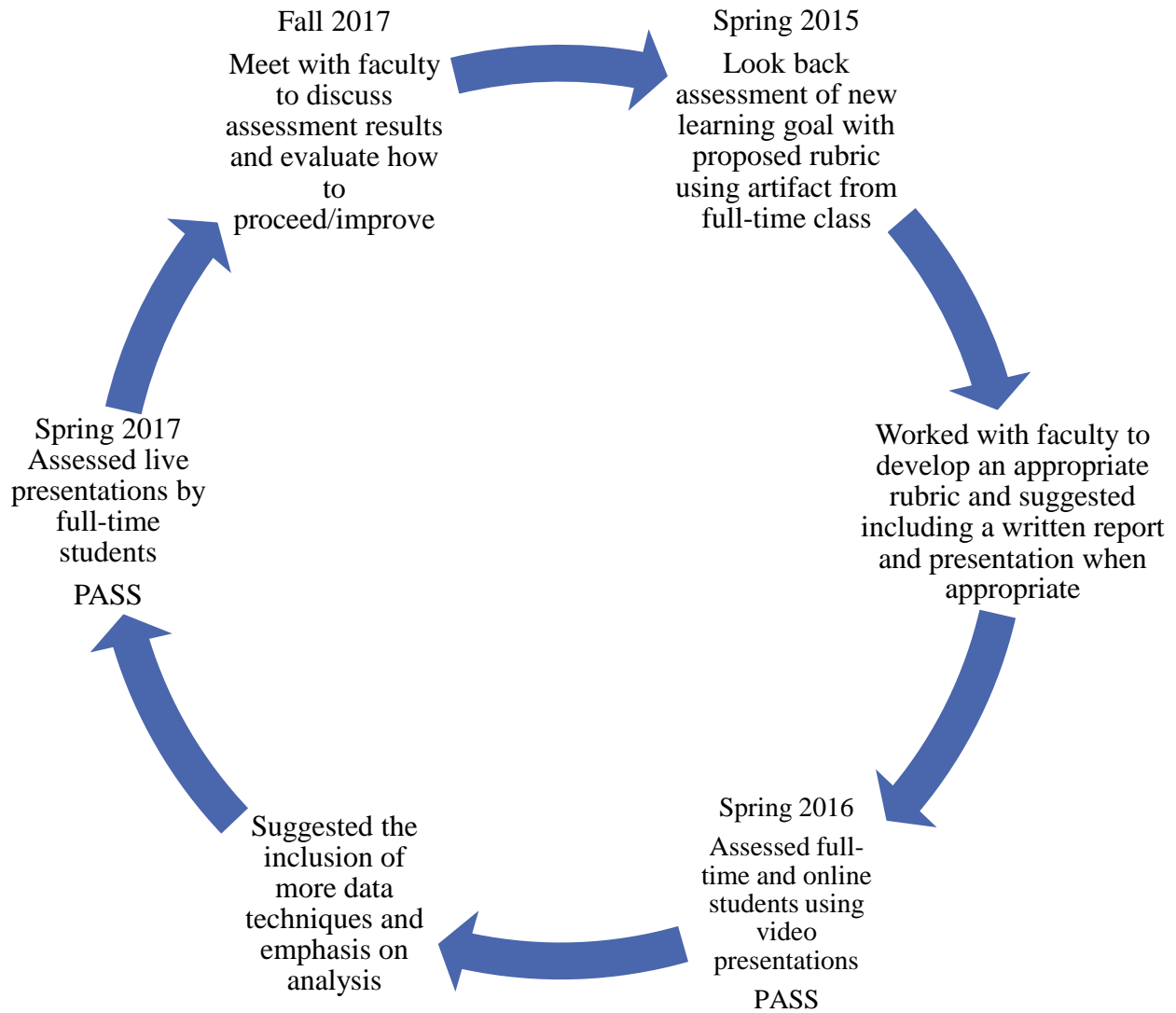*Goal 2: Qualitative Reasoning* – All delivery methods

Assessment uses results for Integrative Reasoning portion of the ETS MFTMBA exam. The following are the percent of all questions answered correctly by WKU MBA students. There is no comparison to results for other institutions.

2016-2017

55% Correct

Game Results are comparable

2013-2014

ETS MFTMBA Integrative Reasoning Category

53% Correct

2014-2015

ETS MFTMBA Integrative Reasoning Category

56% Correct

2015-2016

ETS MFTMBA Integrative Reasoning Category

56%

Requested ETS MFTMBA national percentile scores for better assessment interpretation; looking at an alternative artifact in BA 590 used first in Fall 2016

Goal 3: Quantitative Reasoning

Assessment of quantitative reasoning uses student presentations of a data project which includes identifying data bases, cleaning, analyzing and presenting results in a useful format for business purposes/decisions.

Fall 2017
Meet with faculty to discuss assessment results and evaluate how to proceed/improve

Spring 2015
Look back assessment of new learning goal with proposed rubric using artifact from full-time class

Worked with faculty to develop an appropriate rubric and suggested including a written report and presentation when appropriate

Spring 2016
Assessed full-time and online students using video presentations

PASS

Suggested the inclusion of more data techniques and emphasis on analysis

Spring 2017
Assessed live presentations by full-time students

PASS

Goal 4: Teamwork/Communication

The teamwork goal is measured using peer-assessments based on the GFCB teamwork rubric. While there are periodic students who do not display all of the desired teamwork characteristics, MBA graduates are consistently satisfied with their teamwork experiences and rate teammates higher than the expected 3.5/5 desired performance.

Exclusive PMBA Goal: Global Awareness

Results are based on the assessment of individual essays of study abroad experiences.

Fall 2017
Meet with faculty to discuss assessment results and evaluate how to proceed/improve

2014-2015
Assessed Unacceptable

Met with faculty to identify a satisfactory way for PMBA students to demonstrate global awareness

Summer 2017
Curriculum changes implemented

Summer 2017
Assessment using suggested artifact
PASS
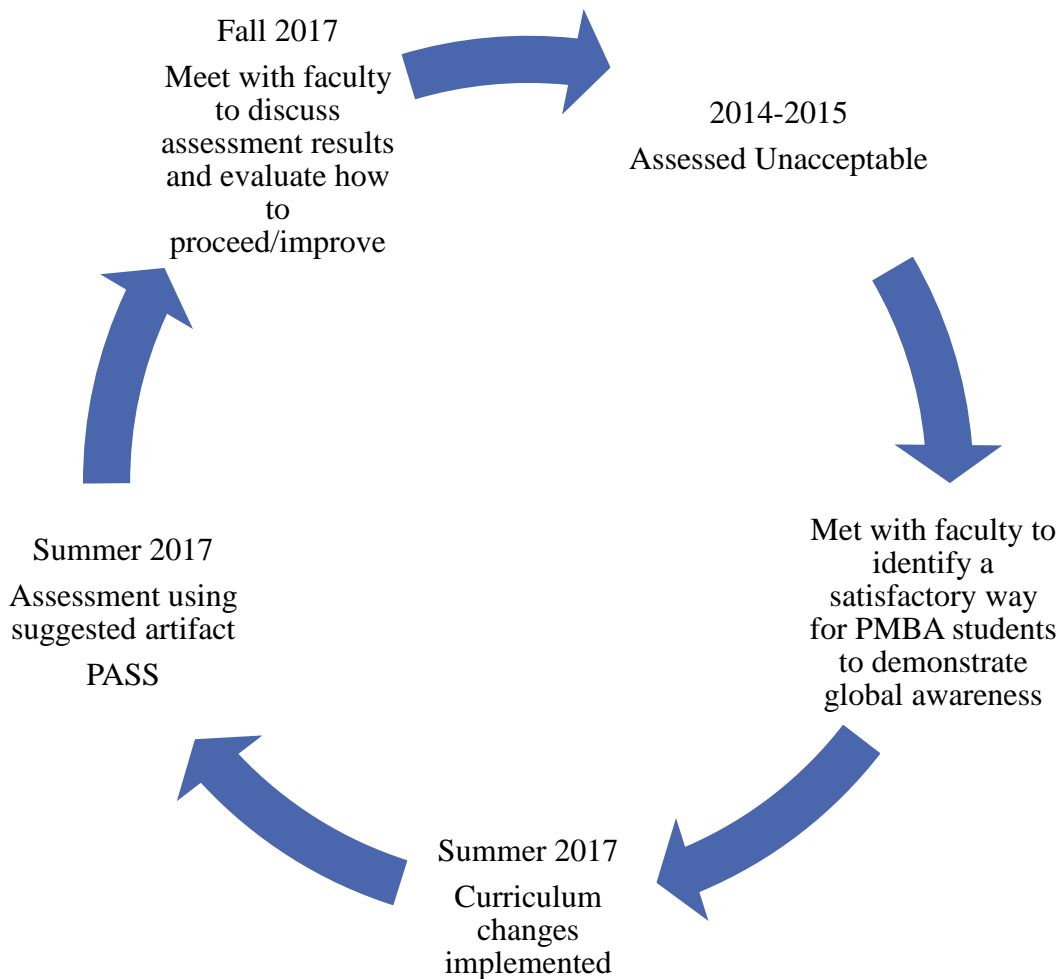
B. **Summary Assessment Results 2012-2017**

Goal 1: Discipline Knowledge

MBA graduates will demonstrate understanding of knowledge in relevant business disciplines.

Overall results by delivery method:

Results indicate that WKU's Online and Professional MBA students consistently score among the top programs in the US – including the top 5% in 2013. Generally, the Full-time MBA students score in the top half compared to all other US programs. Analysis indicated that the slightly lower Full-time MBA scores could be attributed primarily to international students. The English as a Second Language Institute has since strengthened their graduation requirements.

Rank as Percent of All Scores Nationally
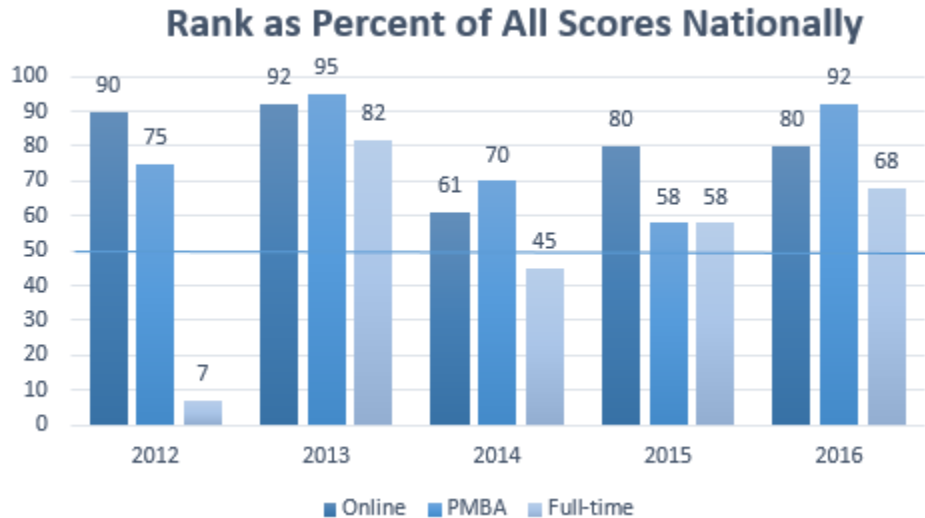
* Testing administration problems occurred with Full-time MBA students in 2012.

The following results derive from a Business Strategy Game. This artifact was first used in Summer 2016 with the intent of determining whether the game might provide relevant information for assessing student discipline knowledge which either supports or refutes ETS MFTMBA results. Usage was expanded to two classes in Summer 2017. Categories in the game can be used for assessing discipline knowledge and qualitative reasoning (Goals 1 and 2). Game results are team scores and are, therefore, indirect measures.

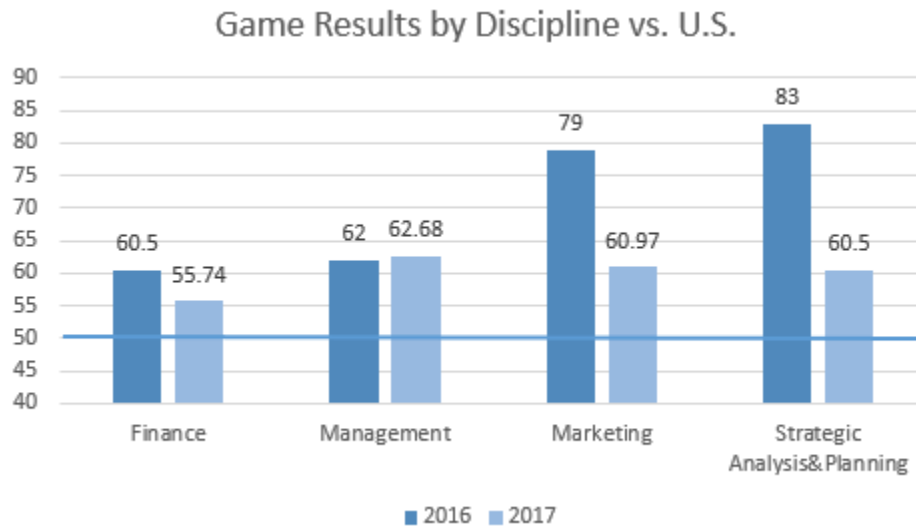The following is a measure of overall performance in the game (in percentiles).

Game Results Combined Delivery Methods
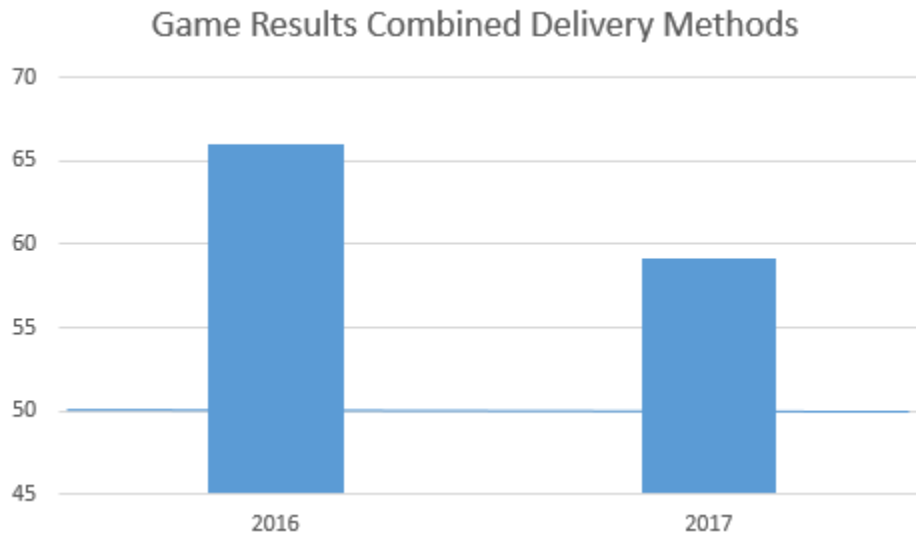
ETS MFTMBA Results by Discipline (in percentiles):

Results by Discipline for all Delivery Methods

Accounting   Finance   Management   Marketing
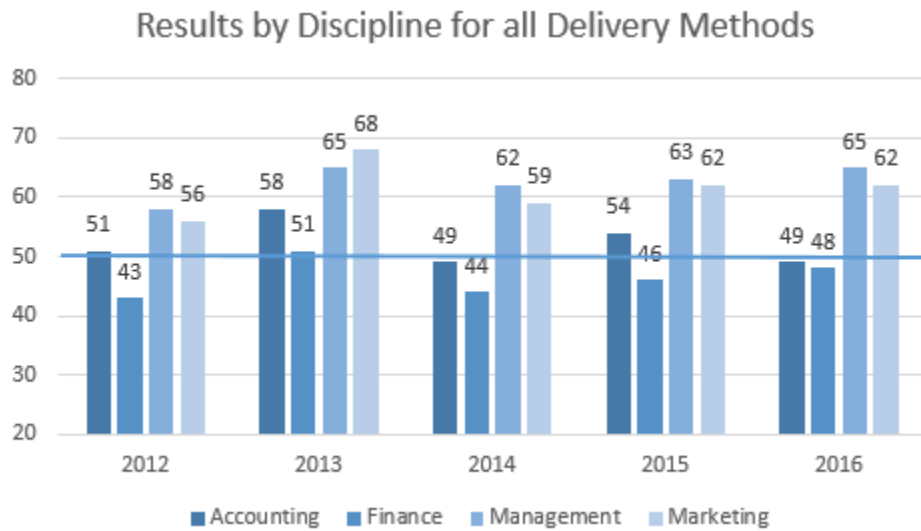
There was a great deal of discussion in the MBA and AOL Committees concerning the slightly lower ETS MFTMBA score for finance. We investigated the range of coverage on the MFTMBA and discovered that we did not teach one or two of the finance topics in our corporate finance curriculum. After a discussion involving the MBA faculty in finance and the Department of Finance, we decided not to change the coverage in BA 519 and simply modify our interpretation of the MFTMBA score in Finance. That is, we now know that score will be a little lower on the MFTMBA for structural reasons.

Game Results by Discipline (in percentiles):

Game Results by Discipline vs. U.S.

Discipline	2016	2017
Finance	60.5	55.74
Management	62	62.68
Marketing	79	60.97
Strategic Analysis&Planning	83	60.5

Goal 2: Qualitative Reasoning

Students will demonstrate the skill of integrating discipline knowledge to identify, analyze, and offer solutions to business problems and situations.

ETS MFTMBA Results for Strategic Integration (in percentiles):

ETS MFTMBA Strategic Integration

Year	Percentile
2011-2012	52
2012-2013	60
2013-2014	53
2014-2015	56
2015-2016	56
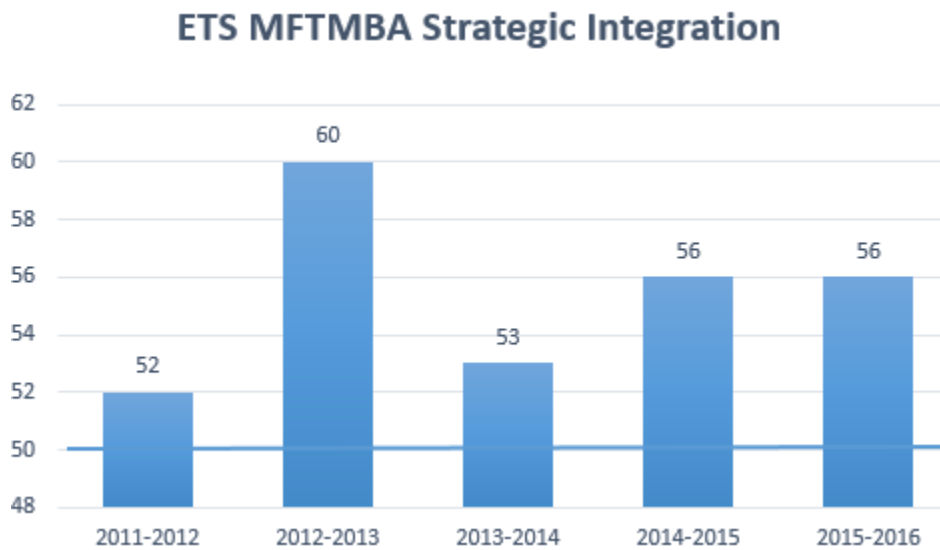
Business Strategy Game Results for Strategic Analysis and Planning:

Goal 3: Quantitative Reasoning

Students will be able to apply quantitative modeling and data analysis techniques that can solve real world business problems and employ tools and technologies to effectively communicate this analysis.

This goal was approved in Fall 2015. A "look-back" assessment of Spring 2015 artifacts were used to develop a relevant rubric and to develop appropriate artifacts for assessment.
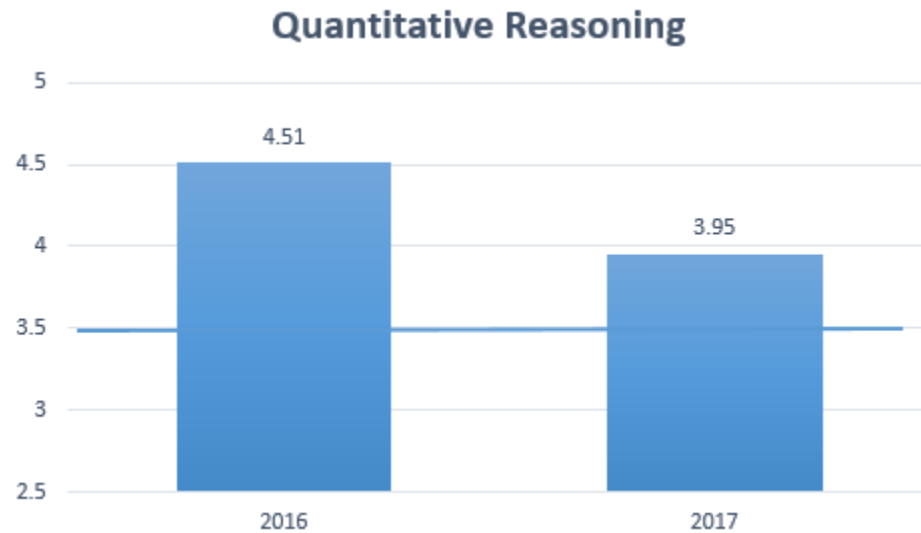
Goal 4: Communications/Teamwork

Students will demonstration the communication, collaboration, and team skills necessary to successfully complete a project.

MBA student peer evaluations indicate satisfaction with four characteristics identified as good team skills.

Teamwork Results
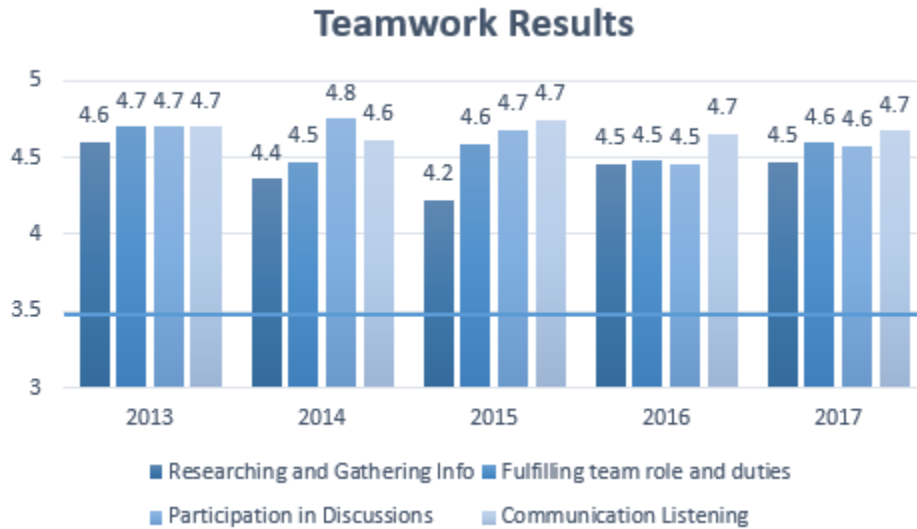
Exclusive Professional MBA (PMBA) Goal: Global Awareness
Professional MBA students will demonstrate an understanding of business and intercultural similarities and differences between the United States and other nations which impact business.

The scores for this learning goal on a scale of 1-5 with 5 being the most positive:
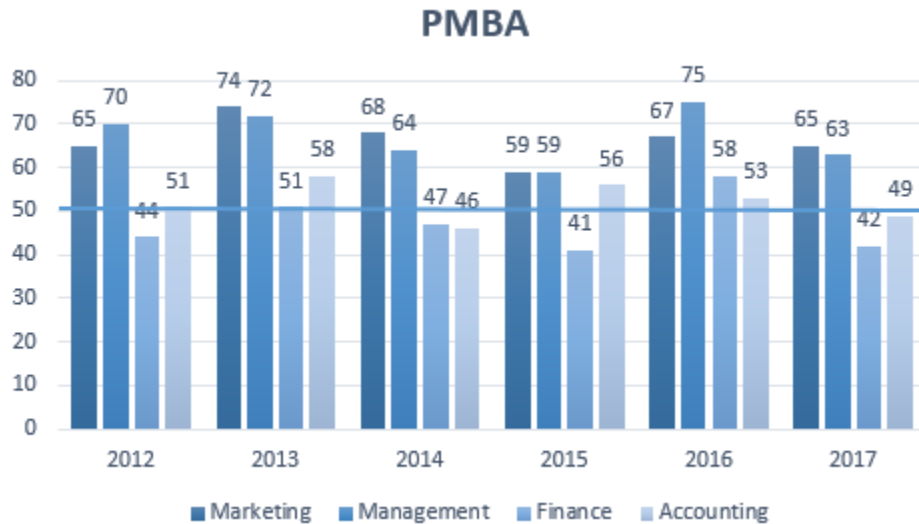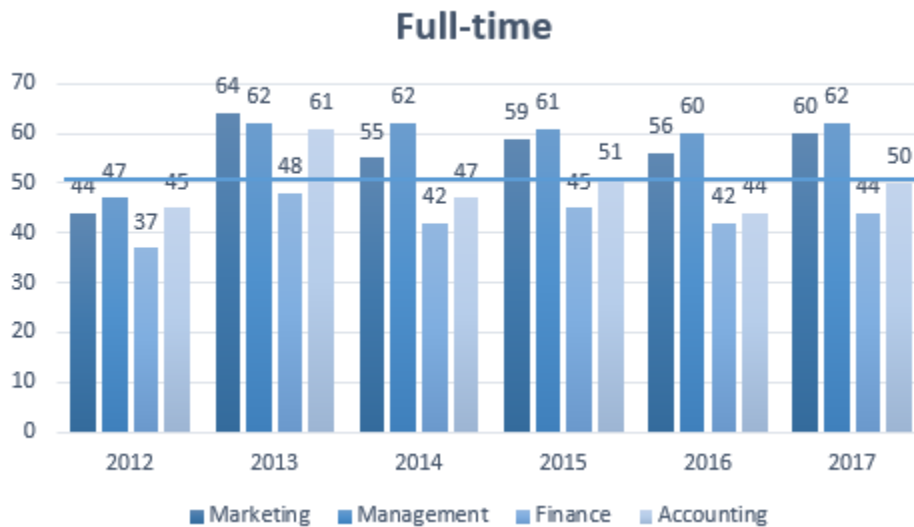
PMBA Global Awareness
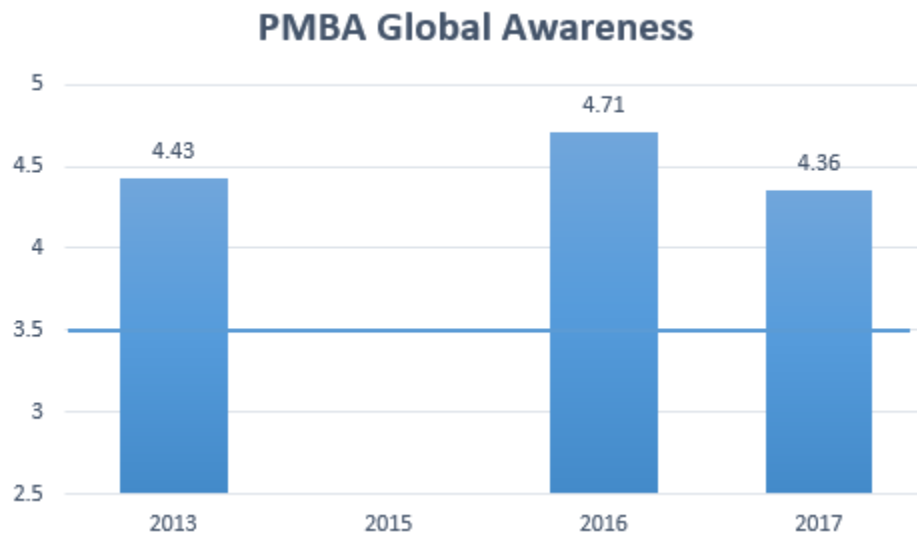
C. Results by Delivery Method
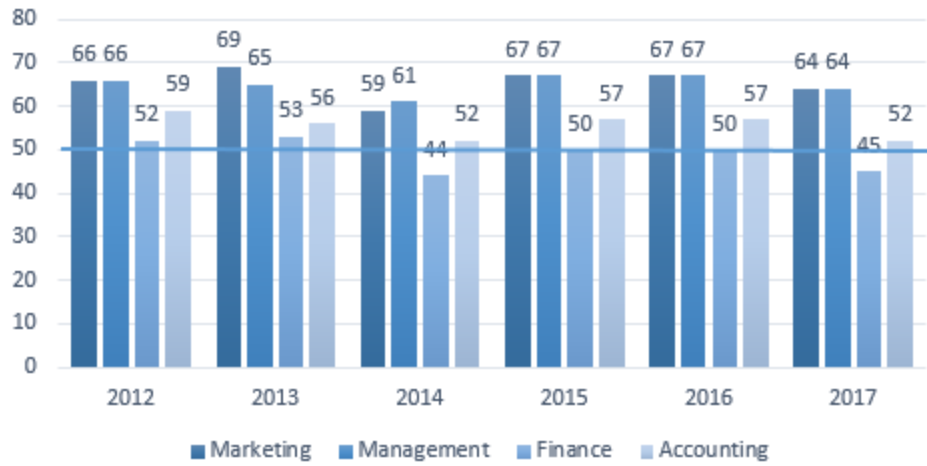
Goal 1: Discipline Knowledge

As discussed earlier, the only score that repeatedly scores below the expectation of the 50th percentile is in the subject of Finance. Please see the discussion of this on a prior page.

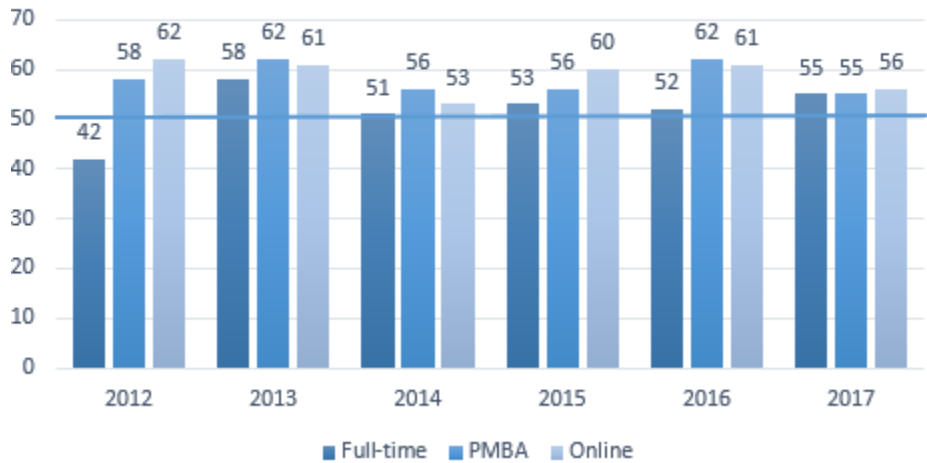The following are ETS MFTMBA results (in percentiles):

Full-time

PMBA

On-line

Bar chart titled "On-line" showing scores by year (2012–2017) for Marketing, Management, Finance, Accounting.

- 2012: Marketing 66, Management 66, Finance 52, Accounting 59
- 2013: Marketing 69, Management 65, Finance 53, Accounting 56
- 2014: Marketing 59, Management 61, Finance 44, Accounting 52
- 2015: Marketing 67, Management 67, Finance 50, Accounting 57
- 2016: Marketing 67, Management 67, Finance 50, Accounting 57
- 2017: Marketing 64, Management 64, Finance 45, Accounting 52

Goal 2: Qualitative Reasoning

ETS Strategic Integration

Bar chart titled "ETS Strategic Integration" showing scores by year (2012–2017) for Full-time, PMBA, Online.

- 2012: Full-time 42, PMBA 58, Online 62
- 2013: Full-time 58, PMBA 62, Online 61
- 2014: Full-time 51, PMBA 56, Online 53
- 2015: Full-time 53, PMBA 56, Online 60
- 2016: Full-time 52, PMBA 62, Online 61
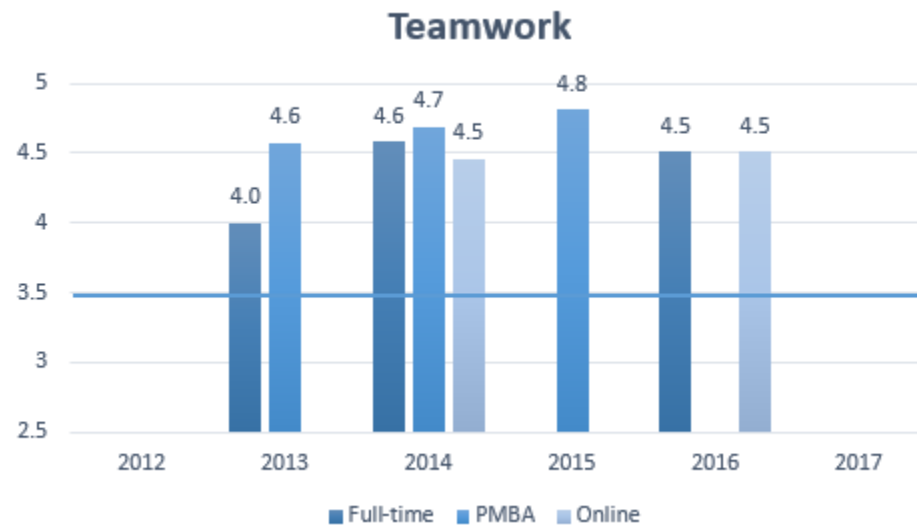- 2017: Full-time 55, PMBA 55, Online 56

Goal 3: Quantitative Reasoning

This goal was adopted in 2015-2016.

The scores on this learning goal on a scale of 1-5 with 5 being the most positive are below:

Quantitative Reasoning

	Full-time	PMBA	Online
	3.95		4.51

■ 2016   ■ 2017

Goal 4: Communications/Teamwork

Teamwork

	2012	2013	2014	2015	2016	2017
Full-time		4.0	4.6	4.8	4.5	
PMBA		4.6	4.7			
Online			4.5		4.5	

■ Full-time   ■ PMBA   ■ Online

D. Learning Goals and Results Prior to 2015

Updated learning goals for the MBA program were adopted in Fall 2015. These updates driven in large measure as a result of a stakeholder survey administered in the Summer of 2015. The survey indicated that data analytics has emerged as an important skill for MBA graduates. This resulted in new Learning Goal 3: Quantitative Reasoning. All learning goals were renamed, but many of the desired characteristics remain the same as reflected in objectives associated with each learning goal. Learning Goal 4 is now Teamwork/Communication where communication more clearly reflects those communication skills necessary for effective teamwork.

Goal 1: Organizational Leadership

Our students and graduates will be competent to provide effective leadership in organizations.
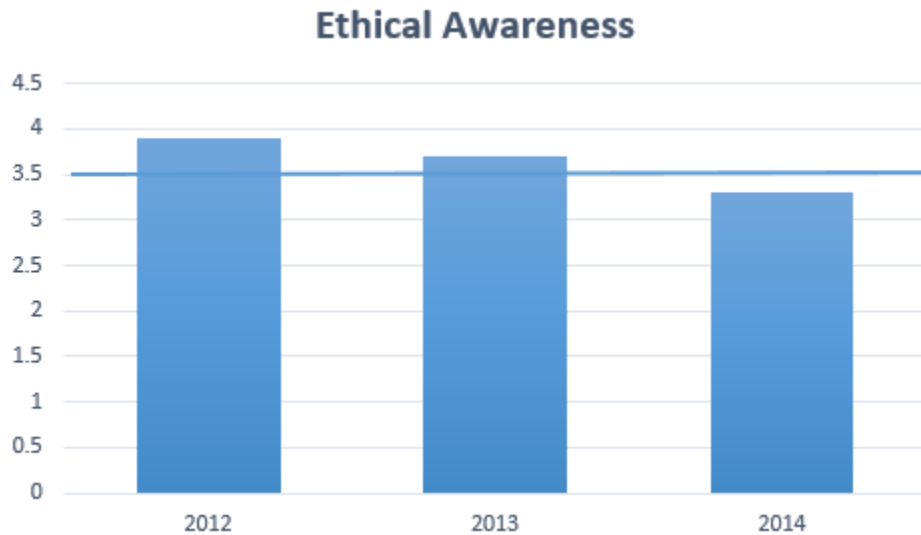
   Objectives
   1. They will be able to use both oral and written communication effectively
   2. They will be able to work effectively in a team environment
   3. They will understand ethical issues in organizations

Oral Communication
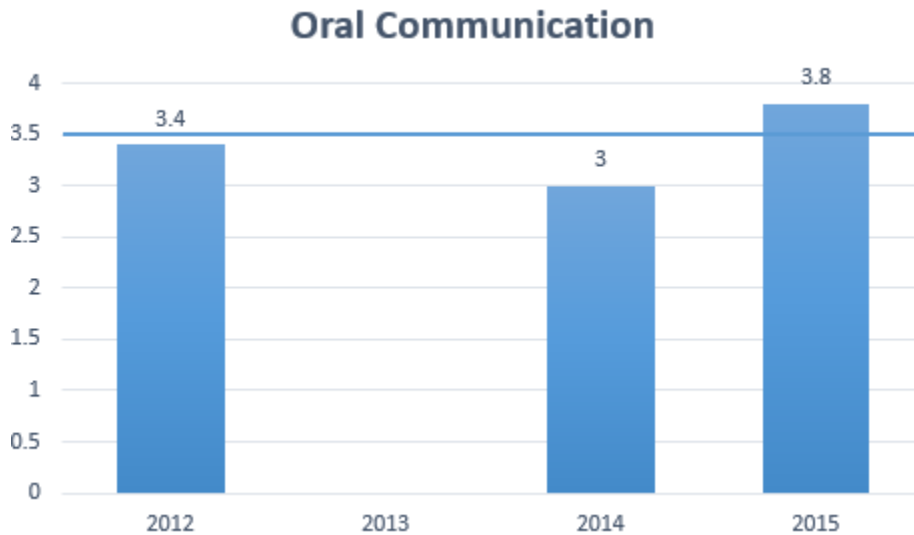
Professors with presentations emphasized best practices and expectations following 2014.

Written Communication
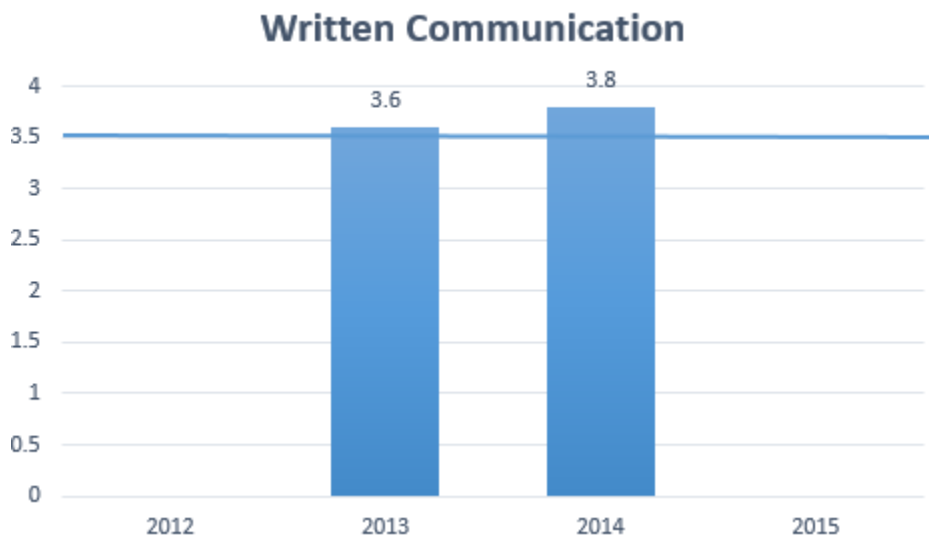
Oral and written communications were subsumed into the Teamwork/Communication learning goal when all MBA goals were reviewed and revised in 2015. Teamwork/Communication evaluates communication in the teamwork environment.

Ethical Awareness

Ethical awareness is now a part of Qualitative Reasoning (Current Learning Goal 2).

Goal 2: Business Knowledge
Our graduates will have a solid understanding of the knowledge within the relevant business disciplines.
    Objectives
4.   Entering students will have adequate foundational preparation to be successful
5.   Graduates will have a thorough knowledge of best practices and information in business

This goal has been consistently measured by performance on the ETS MFTMBA. Scores prior to 2015 were consistent with those after 2015: ranging from very high to slightly below average in finance. Scores for Online and Professional MBA were among the highest while scores for the Fulltime students were sometimes lower as discussed in the preceding section.

Goal 3: Critical and Strategic Thinking
Our students and graduates will be able to think critically and innovatively and be able to apply strategic thinking in a changing business environment.
    Objectives
6.   They will be able to identify and analyze problems at the organizational level
7.   They will be able to apply solutions to organizational-level problems (including conventional, innovative, integrative, and critical solutions).

This goal has been consistently measured by performance on the ETS MFTMBA.