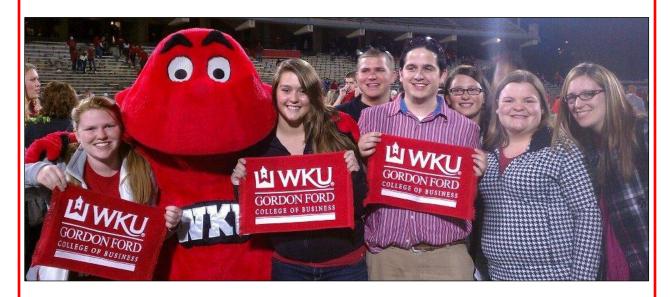


Western Kentucky University Gordon Ford College of Business

5th Year Business Maintenance Report November 2012



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I. EXECUTIVE SUMMARY

A. Western Kentucky University and the Gordon Ford College of Business

Western Kentucky University (WKU) was established by an act of the Kentucky Legislature as the Western Kentucky Normal School in 1906. For many years, the school was known as Western Kentucky Teachers College and later as Western Kentucky State College. In 1966, the legislature renamed the school Western Kentucky University. As of fall semester 2012, the university had an enrollment of more than 21,000. The university is a part of the higher education system of the Commonwealth of Kentucky along with seven other universities. WKU offers 95 undergraduate majors, 96 minors, and more than 80 graduate programs. In the Carnegie Foundation classification system, the University is classified as a Master's L, with a high undergraduate proportion profile. The University's mission statement commits to "... preparing students to be productive, engaged, and socially responsible citizen leaders of a global society ... providing research, service and lifelong learning for its constituents ... (and) stewarding a high quality of life for those within its reach." Along with eight public universities, the Kentucky postsecondary education system also includes a community and technical college system which includes 16 institutions. The Kentucky Council of Postsecondary Education serves as a coordinating agency for the system. By statute, WKU is governed by its own Board of Regents consisting of eleven individuals. Within the state, each four-year institution serves a primary region. WKU's region consists of 27 counties served by the main campus in Bowling Green and regional campuses in Owensboro, Glasgow, and the Elizabethtown/Radcliff/Fort Knox area.

The Gordon Ford College of Business (GFCB) is one of six colleges of Western Kentucky University. The GFCB offers a Bachelor of Science degree with eight major options: Accounting, Business Economics, Business Informatics, Entrepreneurship, International Business, Finance, Management, and Marketing. The College also offers two graduate programs: the Master in Business Administration (MBA), and a Master of Accountancy (MAcc), which enrolled its first class in the fall of 2012. Four Centers of Excellence support the applied mission of the GFCB. These centers seek to reflect the GFCB's involvement with the regional business communities. The centers include Applied Economics, Entrepreneurship and Innovation, Professional Selling, and the BB&T Center for the Study of Capitalism.

As of June 30, 2012, the GFCB had an enrollment of 1,528 undergraduate students and 107 MBA students. The College has 71 full-time faculty at various ranks with more than 84 percent of them holding terminal degrees. Except for gender, the demographic profile of both the students and faculty reflects the demographic profile of the region served by both the GFCB and WKU.

B. Mission and Strategic Management Objectives

The GFCB is guided by its Mission statement, which states:

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.

The Mission Statement is implemented by a multi-year plan that incorporates strategic goals and detailed action items for each goal. The College plan was updated in 2012 to coordinate with the updating of the University's multi-year action plan. The GFCB strategic plan supports the University's goals as articulated in the 2012 action plan, "Challenging the Spirit."

The College's mission, vision, and values drive the learning environment and strategic management of the College. Teaching is the primary mission of the University and the College. Key phrases within the mission include "applied" and "business community." The College's vision states:

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.

The College's drive towards applied programs and initiatives is reflected in the following practices:

- 1. *Strategic Planning*. The College uses a robust strategic-planning process driven by the faculty and staff through a representative Strategic Planning Council. The Council develops, approves, and monitors action plans that support the mission of the College.
- 2. Centers of Excellence. Within the College the Centers in Entrepreneurship and Innovation, Professional Selling, Applied Economics, and the BB&T Center for the Study of Capitalism have added great value, and enhanced the perception of the College to stakeholders. The Centers have also differentiated the College from peer institutions, and they are an effective way to support the applied teaching and research mission of the College and the regional outreach mission of the University.
- 3. Student Advising. Student advising is administered by the GFCB Office of Undergraduate Student Services using a centralized advising approach. This engaged office handles recruiting and advising for all GFCB undergraduate students. Additionally, the advisors serve as co-advisors for some student groups and manage the Gordon Ford

Ambassadors, a student group that represents the College at various functions. The efforts of this office aid the College in recruiting and retaining top students, a significant element of the GFCB mission. The indicators show that the engaged role of this office has improved the student experience while freeing faculty for scholarly and applied business activities.

- 4. Relationship with the Business Community. The applied mission of the College promotes the interaction of the faculty and staff with supporting the business community. The College has an active Business Executive Advisory Council meeting twice per year with ongoing standing committee activities. This council supports College activities and provides stakeholder feedback valuable to the development of an educated student body ready for the marketplace. Additionally, the accounting, management, marketing, and finance departments each have their own advisory boards, as do the Center for Entrepreneurship and Innovation and the Center for Professional Selling.
- 5. Curriculum Renewal. The College's faculty direct the curriculum renewal processes that establish, review, and update learning outcomes. These faculty ensure the continuous improvement of the College curriculum to produce those updated learning outcomes and meet the changing needs of the disciplines and the business community. While assurance of learning processes were cited as an area of concern during the 2007 peer review team visit, over the past five years those processes have evolved significantly and continue to be refined under dedicated faculty leadership.
- 6. Faculty Development and Management. The College has an established set of criteria for effective faculty classification, deployment, and evaluation. These criteria support the College mission and thus meet the expectations of accreditation. Additionally, the College provides ample support for faculty to pursue professional development.
- 7. Student Engagement. Students are actively engaged throughout the curriculum and programs. Class sizes are consciously kept at a level that encourages faculty-student interaction, facilitates an active learning process, and reinforces the applied mission of the College. Student groups such as the Students in Free Enterprise (SIFE) team and professional organizations such as SHRM and Beta Alpha Psi, provide opportunities for students to extend their learning beyond the classroom. The Beta Gamma Sigma chapter provides evidence of this, as the chapter has been named a Premier Chapter for at least the last 12 years with one advisor being recognized as the National Outstanding Chapter Advisor for 2012.

C. Summary of Operating Conditions

Since the previous AACSB review, the College has experienced a period characterized by regional economic uncertainty and leadership changes. However, during that time, the College's planning processes and policies have remained intact, careful adherence to AASCB guidelines has been maintained, new initiatives that fit the mission of the College and the University, strategic focus, and appropriate curriculum renewal continue to be cornerstones. While the College has pursued new strategic initiatives, resources under the existing funding model may limit future growth in critical areas that include maintaining faculty deployment at adequate AQ/PQ ratios and the recruitment of minority faculty and students.

D. The Future

The faculty-led processes and shared vision of the College created the goals and plans outlined in the Appendices and discussed in the Future Directions and Goals section of this document. The College is looking forward to developing new opportunities that will further the fulfillment of the University Action Plan and the College Strategic Management Plan. Some of those goals more explicitly fall in line with the University Action plan, including a focus on endowed student scholarships, endowed professorships, infrastructure improvements, increased diversity of participants, and increased graduate enrollments. Other goals implicitly follow the University Action Plan and are also a result of the applied mission of the College. For example, adding two or more "applied" Centers of Excellence in defined areas of opportunity that serve the University and the region. It is anticipated the funding models for the coming years will be developed that allow and encourage full mission attainment of the College.

II. SITUATIONAL ANALYSIS

A. History of the Gordon Ford College

The Gordon Ford College of Business (GFCB) traces its roots to the Bowling Green Business University, founded in 1884 as the Southern Normal School and Business College. In 1906, the Southern Normal School was split into Western Kentucky State Normal School and the Bowling Green Business University, which began a proud history of nationally known programs. In particular, the Business University, or BU, was a highly-regarded producer of CPAs in the South during this time and many alumni have enjoyed very successful careers. In June 1963, Western Kentucky University assumed the business programs of the Bowling Green Business University, and in 1964 the Bowling Green College of Commerce became a division of the University. In 1965, the Western Kentucky University Board of Regents approved the formation of three more colleges: the Potter College of Liberal Arts, the College of Education, and the Ogden College of Science and Technology. On June 16, 1966, Western Kentucky State College became Western Kentucky University (WKU), one of eight state-supported institutions in the Commonwealth. The College of Commerce was changed in 1972 to the Bowling Green College of Business and Public Affairs; and following department realignment in 1979, it became the Bowling Green College of Business Administration. To honor the generosity of Gordon B. Ford, a graduate of the Bowling Green Business University, the College was renamed the Gordon Ford College of Business in December of 1998, becoming the second named business school in the Commonwealth of Kentucky. The current GFCB organizational chart is shown in Figure 1.

The University's current academic colleges are:

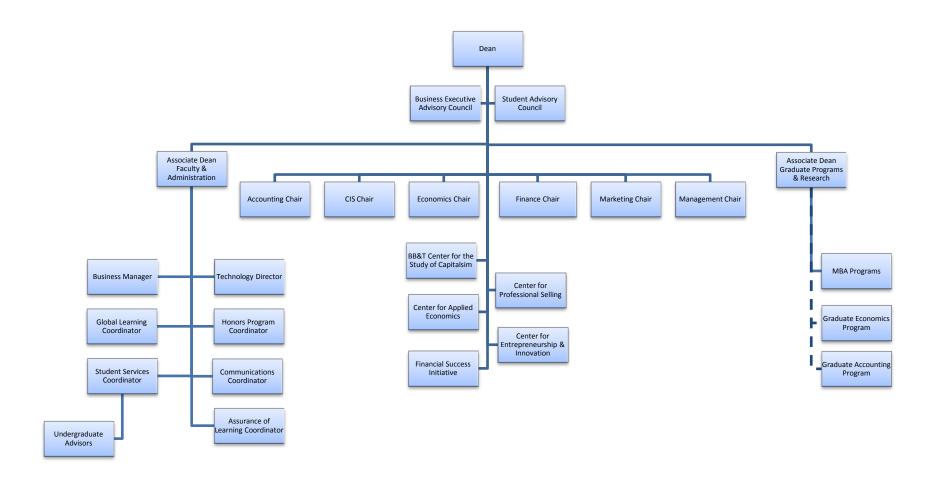
- The Gordon Ford College of Business
- The College of Education and Behavioral Sciences
- The College of Health and Human Services
- Ogden College of Science and Engineering
- Potter College of Arts and Letters
- University College

More recently, WKU turned a strategic focus toward quality of programs and improved infrastructure. WKU established the Carol Martin Gatton Academy of Mathematics and Science in Kentucky in 2007. The mission is to offer a residential program for bright, highly motivated Kentucky high school students who have demonstrated interest in pursuing careers in science, technology, engineering, and mathematics. This Academy was ranked in 2012 as the number one high school in the nation by *Newsweek* magazine.

In 2008, the WKU Board of Regents approved the creation and development of a fully independent Honors College, whose purpose is to offer high-achieving young scholars

the environment of a small, highly selective college, while providing the resources and benefits of a large public university. This combination of outstanding research opportunities with an intimate and rigorous intellectual environment not only produces nationally recognized scholars and globally engaged leaders; it changes lives and encourages honors students and honors curriculum throughout the University.





B. Major Opportunities and Challenges

The Gordon Ford College of Business seeks to embrace opportunities which are consistent with its mission by providing high-quality applied programs of importance to the region while addressing the challenges presented by our external stakeholders, including state-level legislative and regulatory mandates, and complying with the requirements of our regional accrediting agency (SACS). The following brief discussion of these factors, along with our competitive strengths and weaknesses, frame our current strategic and operational situation.

1. University Budget Concerns

Challenges for the College persist due to financial pressure placed on University resources as the result of the recent severe economic recession. The economic slowdown that began in 2008 has had an adverse impact on state revenues. As with most states, Kentucky's support for higher education has declined significantly as a result of the drop in tax collections and other receipts. To highlight the magnitude of this concern, it is worth noting that the percentage of WKU's budget provided by state appropriations has declined from 42 percent in 1999 to only 20 percent in 2012. To help offset this shortfall, tuition at WKU has increased during this period, with 46 percent of WKU's 2012 budget provided by tuition, as compared to 28 percent in 1999.

The consequences of this financial pressure are twofold: First, the increased tuition has made it more difficult to recruit students to the College with our existing level of scholarship support. Second, the reduced state funding has negatively impacted the College's operating budget and made it more difficult to retain existing faculty and offer competitive salaries to attract new faculty.

2. Emphases on Enrollment Growth and Student Retention

Both WKU and the College have experienced substantial growth over the last 10 years. However, high school graduation rates in the state have begun to stabilize and future demographic projections predict slow undergraduate student growth for the next 10 years. This effect has already been observed as enrollment growth during the last two years has stagnated, with only marginal increases in University enrollment, and a decline in College enrollments. Nevertheless, the state-level Council for Postsecondary Education (CPE) has ambitious enrollment expectations for all state schools to be met by 2020. In addition to recruiting more students, the state has set significant retention and graduation targets for its universities. The state recognizes that education and economic development are commonly linked and wants to increase the numbers and percentages of its citizens with baccalaureate degrees. The increasing emphasis on tuition as the primary source of operating funds places additional pressure on these outcomes.

3. Quality Concerns Within an Era of Higher Enrollment Emphasis

The faculty and the College Strategic Planning Council are concerned that the focus on student enrollment growth may negatively impact the quality of students seeking degrees in the College. To address these concerns, the GFCB has increased its admissions standards and worked closely with the University's Honors College to recruit and retain outstanding students who might have found it difficult to complete a WKU Honors program in the past. Additionally, the College is focused on creating student scholarships for incoming freshmen and transfer students that recognize and reward high academic performance.

4. Engagement in Regional Economic Development

Our heritage as an applied accounting and business educational institution provides a foundation for developing new programs that serve our students and the region. WKU and the College are expected to be directly involved in economic development throughout the region. For example, the Center for Entrepreneurship and Innovation (CEI) was established as part of the College's commitment to this charge. The Center for Applied Economics (CAE) also benefits the region as it performs studies pertinent to regional economic development and serves as a repository of current regional socioeconomic data.

5. New College Facility and Supplementary Operational Funding

The College is wholly contained in one building, Grise Hall, which is shared with two departments from the Potter College of Arts and Letters. When the building was first opened in 1967, the departments of Sociology and Political Science were originally a part of the newly formed College of Business and Public Administration, those departments were later moved to another college, yet remain in the building. A new business building has been designed and awaits the availability of state funding. At the present time, this capital project is third on the University's capital plan; though state funding is not expected in the near future.

Finally, four years of state budget reductions have caused the number of academically-qualified positions to decline in favor of less-expensive, professionally-qualified instructors when vacancies occur through resignations or retirements. Potentially up to 10 percent of the academically qualified full-time faculty within the College are expected to retire within the next several years. Additional funding models that allow the College to direct its future staffing needs should be investigated. For example, programs in other dual-accredited colleges of business in the region have included additional student credit hour fees directed toward the addition of faculty positions in critical areas.

C. Strengths and Weaknesses

1. Current College Strengths

- a. Highly Qualified and Dedicated Faculty and Staff. The College faculty and staff are competent, student-oriented, and of a quality commensurate to the College's mission
- b. *Beneficial Alumni Support*. Friends of the College, in particular the alumni of the former Bowling Green Business University, have contributed approximately \$10 million and have committed several million more dollars in the future to the College including five fully-endowed professorships (more than \$1 million), several partially endowed professorships, and funds for other College initiatives. This level of endowment support is generally below the average for peer AACSB accredited institutions. However, significant estate gifts pledged to the GFCB by BU graduates will enhance the College's endowment and expendable budget.
- c. Discretionary Funds. The strong alumni and corporate financial support has provided the College with discretionary funding to support its strategic initiatives and to remain competitive in faculty recruiting and retention. However, recently the WKU Foundation reduced the expendable levels of the College's endowments (from 4.5 to 3.0 percent) to recharge endowments as a result of investment losses. This 33.3 percent reduction in expendable funds has had a major impact on the available level of student scholarships. Renewed fundraising efforts have focused on filling this scholarship shortfall.
- d. Internationalization Initiatives. The College successfully supports a significant number of students and faculty who participate in short-term study abroad programs. This activity will establish a foundation upon which to develop and grow additional international exchange programs and student internships. In addition, the College is actively involved in hosting visiting scholars and encourages faculty to consider Fulbright programs as part of sabbatical leave plans.
- e. Centers of Excellence. The Centers in Entrepreneurship and Innovation, Professional Selling, Applied Economics, and the BB&T Center for the Study of Capitalism have added great value, enhanced the perception of the College to stakeholders, and differentiated the College from peer institutions. The existing centers provide an important link among the College, its students, and the business community. For example, the Center for Professional Selling has become self-supporting with regard to its programs and supplementary funding for its director. In addition, faculty members and their department chairs have proposed the creation of new centers in the areas of Financial Literacy (Department of Finance) and Business Ownership Programs (Department of Accounting).

f. Student Advising and Student Engagement. The College maintains an excellent student advising function that is staffed by four professional advisors, including the coordinator who recently received her doctorate in postsecondary administration. In addition to the four advisors, an office associate and student workers support the student advising program of the College. Academic advisors have assigned student advisees and lead other student-centered programs such as study abroad, Business Ambassadors, and SIFE. The student advising process at the College is considered a best practice within the University community.

The student presidents of College organizations comprise the Dean's Student Advisory Council that provides input on student issues and participates in College-wide programs that engage both the student and the business community.

2. Current College Weaknesses

- a. Need for Branding and Marketing. Although well-respected on a local basis, regional and national recognition of the GFCB is limited because of a lack of a coordinated marketing plan and the lack of a dedicated facility for GFCB programs. Recent efforts to address this include the formation of a standing committee of the College's Business Executive Advisory Council charged with the creation of a Branding and Marketing plan for the College and hiring a part-time communication coordinator.
- b. Need for Additional Funding to Fill Key Vacancies, and Attract and Retain Faculty. Although the University has been fortunate to avoid layoffs and furloughs experienced by universities in other parts of the state and country, the state-level budget reductions over the past four years have resulted in changes to the ratio of professors (AQ) to instructors (PQ) and compensation levels for ranked faculty that are not market-driven based on AACSB salary surveys. There is a need to examine supplementary funding programs and other College-based revenue generating programs, such as fee-based executive education programs, to address the critical funding shortfall currently experienced in the number of positions and levels of compensation.
- c. Need for New College Building and Facilities. The current business building was built during the enrollment boom of the 1960s. It is poorly-designed, difficult to maintain, and has experienced many physical and mechanical failures over time. While repairs are made when needed, the building and its design provide a less-than-optimal learning environment and do not accommodate the pedagogical requirements of modern business schools. In addition, the facilities, currently shared with departments from another college, are limiting for future growth of faculty, programs, and centers.

d. Need for Enhanced Student Culture of Success and Career Focus. The strong focus on increasing University enrollment has led to the sense among some of the faculty that an under-prepared, lower quality student pool has occurred over time. Although the College maintains appropriate admissions standards, the prevailing perceptions among employers may limit the ability of the College to differentiate graduates on the basis of quality. The need to examine methods to enhance the culture of student success in collaboration with University Career Services and input from employers was identified by the faculty, resulting in a faculty led task force exploring career preparation and readiness. The report of this task force led to a new program, PEAK (Professional Education and Knowledge) that began implementation in August 2012.

D. Summary

Western Kentucky University and the Gordon Ford College of Business have weathered the national fiscal storm without significant negative impacts on achieving the mission. WKU has effectively managed resources to sustain and commit to filling open faculty lines. The competing pressures of limited state support and rising business faculty salaries will certainly present obstacles in the future.

E. Progress Update on Concerns from the Previous Review

The last AACSB peer review conducted in 2007 resulted in an additional year of review primarily prompted by:

- *Financial Strategies*: The team was concerned about the Dean's limited control over the financial resources of the College for strategic management and staffing purposes.
- Assurance of Learning: There was insufficient data available for measuring the undergraduate learning goals or the graduate learning goals at the time of the review. The peer review team asked for a full cycle of assessment to take place in the next year.

By April 2009, the University and College had sufficiently responded to both concerns for the reaffirmation recommendation. The recommendation to the College at that point focused specifically on continued attention to Assurance of Learning.

The areas noted in 2007 have changed dramatically, even since the 2009 review. A new Provost instituted an internal budgeting process that allows each College more control over its spending, which is outlined in greater detail in the Financial Strategies section of this report.

Similarly, the Assurance of Learning processes within the College have undergone a transformation since our previous review. The College now has an Assurance of Learning

(AOL) Coordinator, selected from the faculty. The coordinator leads a team of faculty representatives in the AOL processes. Assurance of Learning has transitioned to a process that is entirely faculty driven, with reports and recommendations involving all faculty within the College in some way. Representatives from each department make up the AOL committee and they serve as conduits of information to their departmental faculty. These members lead discussions on learning objectives, data collection, and closing-the-loop actions within their respective departments. Additionally, the AOL committee reviews the learning goals and objectives, develops rubrics for assessment, and oversees the assessment process. More information about the progress is documented in the Assurance of Learning section of this document, the AOL Report in **Appendix Q** and the AOL plan for 2012-2017, included in **Appendix P**.

Specific strengths mentioned by the prior peer review team included:

- Strategic planning processes
- Collegial and forward thinking faculty culture
- Endowment
- Support of the business community
- Leadership of the Dean

Opportunities for Improvement relevant to the Accreditation Standards included:

- Inclusion of more faculty in the AOL process
- Consider changes to the faculty reward structure to tie it more closely to the maintenance of AQ/PQ status.

Over the past four years, both recommendations have been implemented. A discussion of the AQ/PQ policies, including ramifications of losing AQ or PQ status is provided in the Participants section of this document.

III. STRATEGIC MANAGEMENT

The strategic management and planning processes of the Gordon Ford College of Business revolve around the College's vision and its identification and implementation of a strategic plan to carry out its mission so that its vision may be fulfilled. The strategic planning process is a faculty- and staff-driven process that seeks input from multiple stakeholders and revisions as deemed necessary. At each stage, the College aligns its mission, vision, and core values with those of the University. The current strategic plan and objectives for WKU are included in **Appendix A**. The final version of the plan was adopted by the University in August 2012; however, earlier versions of the plan were circulated extensively prior to final adoption allowing the GFCB to simultaneously update the GFCB strategic plan. The WKU mission and vision did not change:

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.

Since 1997, WKU has followed a specific, statistically-driven, corporate strategic planning model which measures every aspect of its performance. The 2007 strategic plan included five goals, 36 objectives, 141 performance indicators, and 29 capital projects. In FY 2011-12, WKU embarked on a renewed strategic planning process designed to guide the University's next phase of growth from 2012 through 2017 and beyond. That plan, approved in the fall of 2012, focuses on a series of measurable performance indicators and is consistent with the 2011-2015 Strategic Agenda from the Kentucky Council on Postsecondary Education (CPE).

The institutional strategic plan is used as a basis for the annual departmental/unit action planning process. Academic and administrative/educational support units across all divisions of the University articulate unit mission objectives and performance indicators aligned with institutional strategic goals. At the end of the academic year, units evaluate their success at meeting their commitments and the resultant change in performance indicators. The goal of this process is one of continuous improvement, focusing on the development of strategic initiatives that will enhance the performance of the unit as opposed to simple documentation of the unit's regular activities. Because unit objectives are directly linked to institutional strategic goals, the efforts of individual units collectively advance College, divisional and institutional priorities and commitments.

A. Strategic Planning Process and Strategic Plan Revision

The ongoing strategic management planning process is designed to guide College actions from mission to implementation in a systematic and sustainable fashion that engages all College stakeholders. The process also ensures that College goals are consistent and supportive of University and Academic Affairs missions and objectives. The strategic planning process has established advisory councils from some stakeholder groups. Members of the Strategic Planning Council (SPC) are solicited from the faculty and staff on a volunteer basis. Faculty with concerns or ideas, both specific and general, are invited to participate in the SPC where they can have a voice, or perhaps lead a new action team to pursue their interest. The SPC has regular meetings that follow a prescribed pattern established the bylaws, briefly outlined here:

- 1. Potential new members of the SPC are solicited at the annual fall College meeting to fill any vacancies created from the expiration of terms or resignations.
- 2. The dean appoints new members to the SPC based on ensuring adequate and balanced representation from all stakeholder groups.
- 3. The SPC meets in early fall term to welcome new members, review and update the strategic plan and bylaws if necessary, and receive any reports of action team activities and outcomes since the last meeting, including the review and/or approval of any funding requests.
- 4. Decisions are made in the fall meeting to discharge or continue existing action teams, including the review and/or approval of any funding requests, and to commission any new action teams to address action items that support the strategic objectives of the College.
- 5. The SPC meets in the early spring term to review and update the strategic plan and bylaws if necessary, receive reports from all active action teams, including the review and/or approval of any funding requests, and discuss possible future action items and action teams.
- 6. The SPC meets again in the late spring term to review and update the strategic plan and bylaws if necessary, receive the final annual reports of all active action teams, including the review and/or approval of any funding requests, and discuss future action items and teams.

The SPC process encourages faculty involvement in specific ongoing action teams, as well as ad hoc action teams that are formed to address faculty or staff concerns. The College's Honors committee was initially an SPC action team. Similarly, the Global committee and Diversity committee both began as task forces. In 2009 an ad hoc task force formed to

explore issues concerning student academic quality concerns. That committee's work resulted in a Student Code of Ethics, as well as specific recommendations about writing skills that were made to the AOL committee. As of March 2012 there were nine action teams reporting to the SPC, these teams, their goals, action steps, and more are summarized in the GFCB strategic planning documents found in **Appendix H**.

With new College leadership and a new University strategic plan, the GFCB used 2011-2012 to reevaluate the strategic planning process as well as the strategic plan. Although the Strategic Planning Council and the strategic planning process were noted as a best practice in the prior AASCB review, an examination of the process and its outcomes was undertaken in the interest of continuous improvement and to gain stakeholder involvement. The reevaluation process serves as a good example of the way in which the strategic process in the GFCB works.

August 2011 – GFCB retreat in which all faculty and staff were invited to participate in a strategic analysis of the College.

September 2011 – Representatives of the Strategic Planning Committee (SPC), the Dean's office, and the Maintenance of Accreditation Committee met to evaluate the bylaws of the SPC and the strategic management process of the College. Minor changes to the bylaws of the SPC were recommended.

October 2011 – During the regular meeting of the SPC, the SPC voted to accept the recommended changes to the SPC bylaws. Additionally, the SPC completed the strategic evaluation of the College. A minor change was made to the vision. The College mission and core values were reaffirmed. The College strategic objectives were reevaluated based upon the new WKU strategic plan and objectives. Action teams were established for the purpose of each objective. Also, in a separate meeting, the Dean shared the new strategic plan with the newly-formed Student Advisory Council, gaining student input and feedback.

February 2012 – The Dean shared progress on the new plan with the newly-formed Business Executive Advisory Council.

March 2012 – The SPC met and approved the final strategic plan.

June 2012 - The University strategic plan "Challenging the Spirit" is approved by the Academic Leadership of WKU.

August 2012 - The GFCB plan was approved by the College of Business faculty and staff.

September 2012 - The GFCB plan was approved by the Dean's Student Advisory Council

October 2012 – The GFCB plan was presented to the Dean's Business Executive Advisory Board.

B. New Initiatives

With an applied mission, many of the initiatives and work of the GFCB faculty and staff carry an emphasis toward practical application. Evidence of this can be seen in multiple outcomes and initiatives of the College highlighted in separate sections of this report.

1. College Wide Centers

At the time of the previous AACSB peer review, the GFCB had one fully functioning center and two proposed centers. Currently, there are four applied centers within the GFCB, with three other initiatives either proposed or in the information gathering phase. Each of the centers has resulted from faculty-driven initiatives and are assessed on their ability to pursue the mission of the GFCB and WKU. More information on each center can be found in **Appendix G**, short summaries of each new center's impact are provided here.

Center for Professional Selling

This self-supporting center brings together corporate partners to support the educational, internship, and employment opportunities for students wishing to pursue careers in sales.

Center for Applied Economics (CAE)

The WKU Center for Applied Economics works to increase its visibility and reach within the University and local area. The CAE produces studies that attracted media attention at both local and state levels, engaged our graduate students and faculty, and built data sets that will help with future impact studies and research. The center submitted economic impact study proposals to interested parties at both local and state levels.

BB&T Center for the Study of Capitalism

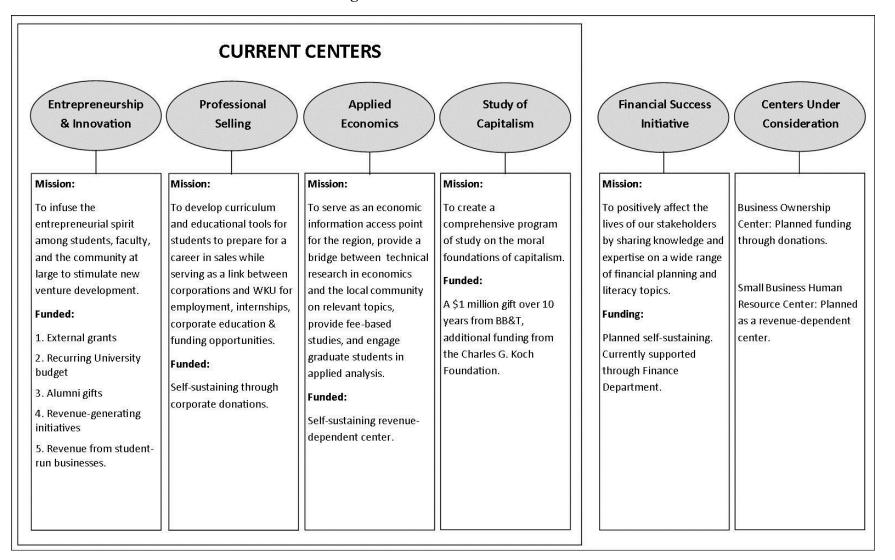
This center was established through a \$1 million gift from the BB&T charitable foundation. The center's activities focus on increasing student understanding of capitalism through speakers, new courses, and other educational opportunities.

Financial Success Initiative

This important initiative has been approved by the College as a new center, but has not yet met the University's criteria. The Financial Success Initiative's purpose is to increase knowledge and expertise on a wide range of financial planning and literacy topics. The outreach center is targeted toward the WKU student body, faculty, staff, and the community of South Central Kentucky.

These areas of emphasis add to the previously established Center for Entrepreneurship and Innovation, the most mature of the GFCB centers. This center has secured grants totaling more than \$500,000 over the last three years, and supported the award winning SIFE team while championing Entrepreneurship in the College, University, and region. Currently there are other areas of outreach being considered by the faculty of the College. For each, data are being gathered to assess need and funding viability.

Figure 2: Centers and Missions



2. New Degrees and Major Program Changes

MAcc Program — In 2007, the AACSB Accounting Accreditation Team recommended the Department consider a path for accounting majors to obtain the 150 hours of credit required to earn CPA certification. In collaboration with the Dean of the GFCB, accounting students, and accounting faculty, the Advisory Council concluded that a Master of Accountancy Program (MAcc) should be developed to provide WKU undergraduate accounting students a meaningful pathway to satisfy the 150-hour requirement for CPA certification. The new 30-hour MAcc program was developed with an August 2012 implementation date. The first three courses in the MAcc program began in Fall 2012. Eventually, approximately 20 students are expected to graduate from the program each year. A *Professional Program in Accounting (PPA)* has been approved in which undergraduate accounting majors who commit to completing the MAcc program can begin taking graduate courses before earning their bachelor's degree. The faculty believes the PPA will be attractive to students who want a seamless pathway for obtaining a graduate degree while fulfilling the 150-hour requirement for CPA certification.

Entrepreneurship Major - The popularity of the entrepreneurship minor and input from various stakeholders led the faculty to develop an entrepreneurship major in 2008. This program utilizes the expertise of the Center for Entrepreneurship and Innovation to aid students in preparation to develop new business ventures and grants. In Fall 2012 this program had 41 students enrolled.

International Business - In conjunction with the University's strategic objectives and stakeholder interest, the College expanded the International Business minor to a full major. South Central Kentucky is home to a number of international businesses and the business community noted a need for graduates with foreign language skills and international business knowledge. This major is designed to accommodate students double majoring in a number of complementary areas across campus. In Fall 2012 this major had 86 students.

MBA Program Changes - The MBA program has undergone significant changes in delivery method in the last four years in response to student and stakeholder feedback regarding structural issues affecting enrollment and degree completion. More details of these changes are described in the Participants section of this report.

3. New Associate Dean Position

The change in leadership at WKU has also brought an increased focus towards graduate programs and research. Within the College, this focus has allowed the creation of a new position - Associate Dean of Graduate Programs and Research. This position has oversight responsibilities for the growing graduate programs. Additionally, this position is responsible for nurturing research within the GFCB and connecting the business community with faculty through services and executive education.

C. Financial Strategies

The resources needed to complete the missions of the University and College primarily come from three sources: state budget, tuition, and endowment. A summary of University revenue from each of these sources is shown below.

Table 1 University Total Budgeted Revenue by Source (\$000's)									
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012				
State Appropriations	\$86,396	\$82,296	\$83,372	\$74,298	\$74,608				
Tuition & Fees	120,082	131,783	142,338	155,685	164,794				
Self-Generated	48,573	54,235	57,009	63,953	45,921				
Restricted	59,591	61,243	66,726	87,787	71,901				
Private Gifts	10,326	6,449	8,267	7,647	7,317 ¹				
Endowment Expendables	6,593	5,697	6,323	6,834	6,964 ¹				
Total Budget	331,561	341,703	364,035	396,204	371,505 ¹				
State Funds as % of Total	26%	24%	23%	19%	20%				
Endowment Total	146,514	126,592	140,503	151,876	154,753 ¹				

¹Fiscal year data not yet complete

University Budget Concerns

As noted, the economic slowdown that began in 2008 has had a major adverse impact on state revenues. As with many states, Kentucky's support for higher education has declined significantly as the result of the drop in tax collections and other receipts. To highlight the magnitude of this concern, it is worth mentioning that the percentage of WKU's budget provided by state appropriations has declined from 27 percent to 20 percent, a 26 percent decline, since 2006-2007, our last self-study year. To help offset this shortfall, tuition at WKU increased, with 46 percent of WKU's 2012 budget provided by students, as compared to only 38 percent in 2006-2007. Some consequences of this financial pressure have been the College's inability to provide merit increases to faculty and staff, and to fund staffing to replace transitional and fully retired faculty.

Budgeting Process

A new Provost and Vice President for Academic Affairs, Dr. Gordon Emslie, was hired in 2010 and the University began a new, internal budgeting process that allowed each College more control over its spending. As an example, staffing decisions have been broken into phases. In Phase 1, colleges are allowed access to 75 percent of the relinquished staffing funds derived from resignations and retirements within the College. Thus, if a \$100,000 salaried faculty member fully separates from the University, the College is assured of \$75,000 for spending on faculty or staff as prioritized by the College's leadership. The College may capture the remaining 25 percent of the resources by prioritizing the University's needs. The GFCB could, potentially, obtain more than 100 percent of its relinquished lines if the College is able to successfully

justify a higher prioritization of a position than other colleges/units on campus. In the past, each individual line or position had to be justified by the College, which led to significantly greater time delay and hardship on the College. While it is worth noting that this new budgeting process is considered an improvement over WKU's prior staffing and budgeting system, our College is at risk given the relatively high starting salaries for new Ph.D.'s in the business disciplines. Continuing with the above example, 75 percent of the \$100,000 position is not sufficient to hire a new Assistant Professor in most business disciplines. The problem intensifies in fields such as Accounting and Finance.

College Budget History and Current Resource Allocation

Table 2 below provides historical context to the College's financial resources. The College's operating budget has remained relatively stable since the last maintenance review in 2007. However, of particular note are the projected endowment expendables for 2012-2013. Earlier this year, the WKU Foundation Board voted to reduce the annual payout from the endowment from 4.5 percent to 3 percent to recover losses from investment performance. Assuming a constant level of endowment for 2012-2013, the endowment expendables are reduced by 33 percent.

Table 2											
	College Operating Budget (in \$000's)										
	2007-2008 2008-2009 2009-2010 2010-2011 2011-2012 ² 2012-2013 ⁴										
College Operating Budget	\$10,587	\$10,840	\$11,427	\$11,635	\$11,449						
Private Gifts	395 ¹	250 ¹	105	107	65 ³						
Endowment Expendables	608	518	563	612	612 ³	408					
Total Budget	11,464	11,504	11,978	12,233	12,126						
State Funds as % of Total	92%	94%	95%	95%	94%						
Endowment Total	13,500	11,500	12,500	13,600	13,600 ³	13,600					

¹These figures contain both current fund gifts as well as contributions to endowments.

Figure 3 below shows the allocation of the 2011-2012 operating budget, gift, and endowment funds. Approximately 88 percent of the College's operating budget and 84 percent of our total budget are allocated to existing personnel. After controlling for departmental operations, endowments expendables, and gifts, only 6 percent of our total budgeted and gifted allocation can be redistributed to faculty for recruiting, market adjustments, professional development, and other strategic initiatives such as additional scholarship provision for recruiting and retaining high quality students.

²The College Operating Budget for 2011-2012 has been adjusted from WKU published figures as described in the text below.

³Fiscal year data not yet complete.

⁴Projected amounts for 2012-2013

(2011-2012)Biennial State Budget University Annual Budget \$357,223,700 College Operating Budget \$11,448,903 (100%) \$10,126,969 (88%) Personnel \$537,480 (100%) \$574,510 (5%) College Endowment Expendables & Unrestricted Gifts Departmental Non-Personnel Operating Expenditures \$747,425 \$277,855 (7%) (52%) College Non-Personnel Operating Expenditures Endowed Professorships \$114,788 (21%) College Scholarships \$144,842 (27%) Dean's Discretionary Funds College Strategic Initiatives

Figure 3: College Financial Management Process

College Budget Concerns

As described earlier, a primary impact of the University's financial pressure is the College's inability to provide merit increases to faculty and staff. The University recognizes this as a strategic problem as well. The proposed WKU Strategic Objective 1.2 is to "Attract and Support Excellent Faculty, Staff, and Students". The University's targeted goal is to increase salaries of full-time faculty and staff by 15 percent to better align with the University's benchmark institutions. It is also important to note that the College's ability to recruit and retain high quality students through the use of scholarships is an important strategic initiative that must be funded through the gifts and endowment expendables components of our total budget.

D. Intellectual Contributions

A strategic objective of WKU is to promote research, creative, and scholarly activity by faculty and students. The Gordon Ford College of Business mission emphasizes the importance of demonstrated competency through continuous intellectual activity. The mission emphasizes contributions to practice, as well as discipline-based and pedagogical research. Intellectual contributions are encouraged through the College's policies, as outlined in the participants section.

Table 3								
Distribution of Peer Reviewed Journal Articles								
Research Type 2002-2007 2007-2012								
Learning & Pedagogical	43	44						
Discipline Based	149	176						
Contributions to Practice	45	76						
Total	237	296						
PRJ/Faculty Ratio	3.43	4.17						

Table 4									
Distribution of Peer Reviewed Journal Articles									
		partment							
Department Learning & Discipline Contributions to Pedagogical Based Practice									
Accounting	5	22	16						
Economics	11	46	3						
Information Systems	18	24	31						
Finance	4	30	17						
Management	2	38	9						
Marketing 4 16 0									
GFCB	44	176	76						

Table 3 reports a comparison of the latest five-year period of peer-reviewed journals with the previous five-year period, Table 4 shows the breakdown by department. Additionally, the faculty and staff of the GFCB contributed over 500 other intellectual contributions during the previous five-year study period. For more detail on the faculty's intellectual contributions refer to Tables 2-1 in **Appendix O**.

IV. PARTICIPANTS

A. Students

WKU's history has been focused on undergraduate education. While new University strategies are targeting enhanced graduate programs, the enrollment of the University and the GFCB reflects this historical undergraduate emphasis. The breakdown of undergraduate enrollment by major is displayed in Table 5. Since 2007, total undergraduate enrollment has declined. However, it should be noted that in 2007 the College GPA admission standards were increased from 2.25 to 2.5 overall required on a minimum of pre-admission 60 credit hours. Admitted students must also have a 2.5 GPA in eight fundamental courses required for admission. This change reflects the strategic objective to recruit and retain high quality students. A comparison of the academic years of 2007-2008 to 2011-2012 showed a statistically significant increase, from 21.74 to 22.62, in the average ACT score of admitted students.

Table 5 GFCB UG Enrollment Data Fall 2007-Fall 2011								
B.S. Major	B.S. Major 2007 2008 2009 2010 2011 5-Year Growth							
Accounting	336	320	341	325	329	-2.08%		
Business Economics	97	106	116	103	150	54.64%		
CIS/BI	112	62	34	29	35	-68.75%		
Finance	179	255	224	204	196	9.50%		
Management	482	541	621	590	567	17.63%		
Marketing	383	357	290	253	251	-34.46%		
MBA	129	168	167	119	107	-17.05%		
Total	1589	1641	1626	1504	1528	-3.84%		

In the last four years, the MBA program has undergone significant changes. In 2006, the number of WKU MBA graduates declined to 25, the lowest number in a decade. At the same time enrollments nationally were healthy. Feedback from former, current, and potential students indicated three major enrollment obstacles: 1) The evening program course rotation did not meet the needs of the many international students who desired an MBA, but had already spent one year in WKU's English as a Second Language (ESLI) program, 2) The evening program and its course rotation did not meet the needs of working business professionals hoping to graduate within two years, and 3) the number of "foundation" (prerequisite) courses required prior to taking an MBA class had increased. The MBA Committee and MBA Office addressed the feedback and problems through structural changes, resulting in three different delivery approaches of the same curriculum.

- "Professional MBA" (PMBA) weekend program on a two-year rotation was created to serve the working professionals preferring a cohort-based, lockstep, face-to-face program.
- Fulltime MBA program on a 12-month schedule was created to serve international students (dovetailing well with ESLI) and continuing domestic students.
- Online MBA program, with a redesigned rotation of the pre-existing program.

The enrollment changes are documented in Table 6.

Table 6 MBA Enrollment Changes by Program 2007-2011*									
	Full Old F-2-F Credit Degrees Time PMBA Online Part Time Total Hours Conferred								
2007-2008	0	0	62	61	123	1603	42		
2008-2009	14	22	40	40	116	2013	41		
2009-2010	22	35	41	23	121	2735	70		
2010-2011	26	24	47	0	97	2229	57		
2011-2012	26	26	49	0	101	1941	59		

^{*}These numbers do not reflect conditionally admitted students

B. Diversity

Both the College and the University are committed to creating an engaged and inclusive campus community. One of the four strategic goals of the University strategic plan is dedicated to diversity. In line with the University strategy the College established a diversity committee which has analyzed College needs and developed a diversity plan, included in **Appendix H**. The demographic makeup of students is reported in Table 7.

Table 7 Enrollment Data by Ethnicity Fall 2011									
GFCB GFCB WKU WKU									
Ethnicity	Undergraduate	Graduate	Undergraduate	Graduate					
American Indian/Alaska Native	0	1	47	10					
Asian	49	2	175	27					
Black or African American	103	0	1,944	235					
Hispanic (of any race)	34	1	328	45					
Native Hawaiian/Pacific Islander	0	1	15	1					
Nonresident Alien	124	35	412	271					
Race and Ethnicity Unknown	9	2	196	33					
Two or More Races	16	0	262	31					
White	1,193	65	14,603	2,413					
Total	1,528	107	17,982	3,066					

C. Advising and Career Services

As part of the GFCB strategic plan, the College is committed to helping students "... maximize their personal and professional potential." Undergraduate student advising is administered by the GFCB Office of Undergraduate Student Services in a centralized advising approach. This approach allows students to be advised by professional advisors who understand the College and University curricula. This process also frees faculty to engage in other mission driven activities. Students are encouraged to approach faculty members for career advising. MBA advising is administered by the Graduate Programs Office. As mentioned in the situational analysis section of this report, student advising is considered by the faculty to be a best practice of the College because of the excellent and caring practices of the staff.

In addition to career advice from faculty within their field, students also have access to the University's Career Services Center, which coordinates job fairs, graduate school fairs, career guidance, and resume and interviewing skills. The Center serves as a bridge between employers and students. Currently, the Center has a staff person whose primary responsibility is the GFCB.

An example of the coordination of these units is seen in the Accounting Department's Accounting Orientation Program, a program coordinated by the GFCB Office of Undergraduate Student Services. Students are required to attend orientation sessions at the Career Services Center which introduce them to the Center and the available resources. Students are monitored for compliance by the GFCB advising staff before they are permitted to enroll in certain classes.

A task force of GFCB faculty, staff, students and University Career Services Center members recently completed a study of career preparation of the GFCB students. The presentation from this group is included in **Appendix H**. As a result of this study a comprehensive overhaul of the career development process has been proposed. A strategic action team began taking steps towards implementing these recommendations in August 2012.

D. Faculty Management Policies

The College Strategic Plan includes a commitment to recruit and retain high quality diverse faculty and staff while providing them with opportunities for development. The faculty management policies of the GFCB are designed to not only meet AACSB standards but also guide the College leadership and faculty in mission driven activities. The 2012 faculty profile is shown in Table 8. Since the 2006-2007 academic year, many of our faculty have been promoted to Associate and full Professor and the proportion of Executive in Residence faculty has increased. The proportion of full time female faculty

has increased by around 20%; however we have made little ground in our efforts to attract other minority candidates. The University and College have adopted new strategic initiatives concerning diversity of faculty and staff. The GFCB Diversity plan is included in **Appendix H**.

Table 8 College Full-Time Faculty Profile 2011-2012									
Rank									
	Number	Percentage	2006-2007						
			Percentage						
Professor	25	35.2%	31.9%						
Associate Professor	23	32.4	24.6						
Assistant Professor	11	15.5	27.5						
Executive-in-Residence	8	11.3	8.7						
Instructor	4	5.6	7.2						
Total	71	100.0	100.0						
Tenure Status									
Tenured	50	70.4%	59.4%						
Tenure Track	8	11.3	23.2						
Non-Tenure Track	13	18.3	17.4						
Total	71	100.0	100.0						
Gender		•							
Female	16	22.5%	18.8%						
Male	55	77.5	81.2						
Total	71	100.0	100.0						
Ethnicity									
White	63	88.7%	85.5%						
Black	1	1.4	1.4						
Other	7	9.9	13.0						
Total	71	100.0	100.0						

Recruitment - The faculty recruitment process begins with the Gordon Ford Administrative Council. The council works collectively to make recommendations to the Dean regarding funding of vacant positions as determined by strategic need. More information about the funding process for vacant lines by Academic Affairs is described in Financial Strategies section. Funded positions are assigned a faculty search committee. A faculty member leads the search committee in conjunction with the office of Human Resources which works to ensure compliance with the University's Affirmative Action plan. Advertising for the position is done nationally in locations designed to attract a diverse quality set of applicants. In addition, the College subscribes to The PhD Project as an additional resource to recruit minority candidates. The faculty committee selects at

least three applicants to participate in an on-campus interview, which includes all of the faculty and staff of the department. During this interview, emphasis is given to the GFCB's faculty management policies, specifically faculty workload expectations, tenure expectations, and the GFCB and department missions and goals.

Mentoring/Guidance – In the past, faculty were informally mentored by senior members in the department. During the 2011-2012 academic year the Hays Watkins Teaching Fellows, a competitively appointed two-year faculty fellowship funded by endowments, developed a formalized mentoring program. This program began with the faculty in new positions after July 1, 2012. A copy of the mentoring document is found in **Appendix N**. This program is designed to socialize new faculty into the important processes of the College. Additionally, each department chair is charged with guiding faculty members towards successful choices for career advancement and College goal achievement. The University conducts a new faculty orientation that introduces new hires to the University support functions. Critical to this is the role of the Faculty Center for Excellence in Teaching (FaCET), which conducts numerous faculty development opportunities for new and experienced faculty. The GFCB Associate Dean for Graduate Programs coordinates faculty development opportunities related to graduate and online teaching. Finally, the Hays Watkins Fellows program provides the College with in-house research and teaching mentors. The fellows present development activities in areas they deem needed and serve as a resource to the faculty of the College.

Faculty Support - Each department in the College is provided with a full-time administrative assistant and a limited number of graduate assistants and work-study students to assist faculty members. Each faculty member has access to travel funds. Additional funds have been made available through multiple sources. Some departments allocate funds back into faculty development accounts based on University distributions from non-traditional classes. These funds can be used for travel, research, or other developmental activities.

New faculty members may be supported through reduced teaching load, reduced service expectations, and multi-year new faculty research grants. All faculty can apply for a limited number of summer research grants funded by the GFCB in addition to the University-funded grants. The University also provides sabbatical opportunities for faculty who have completed six years of service.

Evaluation - The annual evaluation of faculty is guided by the Promotion and Tenure document shown in **Appendix I**. The policy divides performance in the areas of teaching, research, and service. In each of the areas, expectations for performance are included along with examples as a basis for judgment.

Annually, untenured tenure-track faculty members are formally evaluated for continuance by each department. This evaluation is a formative evaluation designed to ensure that faculty members who remain at the GFCB have received developmental feedback that will result in a successful tenure process. All faculty are evaluated annually by the chair of their department and the Dean. These evaluations are used to make determinations about the level of inclusion in the merit pay-raise pool, if applicable

Reward Systems - In addition to potential merit raises, the GFCB uses other systems to recognize the work of faculty and staff. In 2009, the College established the Hays Watkins Fellows program which selects distinguished faculty members within the College as either a research or a teaching fellow. Fellows serve in a mentoring role to other faculty in the College and in return earn additional compensation and development money which combines recognition with faculty development.

The College selects nine awards for public recognition at the annual College Awards Night. A number of these awards are coupled with a financial incentive. Additionally, faculty receive incentives for journal publications in peer-reviewed journals. The Dean's office publishes an internal monthly newsletter that singles out faculty and staff for noteworthy accomplishments. Sabbaticals and endowed professorships are available for faculty. The University also provides many awards and forms of recognition.

E. Criteria Guiding Faculty Classifications and Deployment

Academic (AQ) and Professional (PQ) Qualifications - AQ and PQ status decisions are driven by the policies included in **Appendices J, K**, and **L**. To maintain AQ status a faculty member must have an earned doctorate in a business discipline or other discipline related to their teaching assignment and demonstrate relevance through business-related intellectual contributions. Newly-appointed doctoral faculty are considered AQ for up to five years from their degree completion date. Established faculty must publish at least two peer-reviewed journal articles and have at least four total intellectual contributions in the previous five years to maintain AQ status. The AQ Policy outlines the types of "other" intellectual contributions that count towards this minimum.

The GFCB has two special categories of AQ/PQ faculty noted with footnotes in the AACSB tables. Per University policy there are no expectations of research or service for transitional retirees. Faculty members in this category are maintained at the status at which they enter the transitional phase. Additionally, administrators' AQ/PQ status is governed by an administrator policy, included in Appendix K. This policy details other activities that may be used for administrators to maintain their AQ/PQ standing. Administrators who return to a regular faculty position are allowed a five-year grace period to meet the standards of the faculty AQ/PQ policies.

To proactively track the faculty qualifications, a newly adopted addition to the AQ policy is the additional classification of "AQ At Risk." This classification is designed to notify the faculty member, through the annual review process, that their AQ status is at risk due to the expiration of publications in the five-year window. There are no additional ramifications for the faculty.

AQ Faculty who fail to maintain AQ status are reclassified as "Other," with a resulting transition to a 4-4 teaching load and forfeiture of opportunities to earn additional compensation within the College through additional teaching or coordinator/director positions within the University.

The PQ classifications are similar to the AQ classifications. To earn initial PQ status the faculty member needs significant experience in the discipline related to the teaching assignment. Currency must be maintained through continued activities in the discipline related to the teaching assignment. Annual reviews check the qualifications to maintain PQ status, the loss of which results in the non-renewal of the employment contract. A "PQ At Risk" notification process has been recently formalized to ensure PQ faculty are aware of any potential change in status.

Participating/Supporting – The guidelines for participating and supporting status are provided in **Appendix M**. Generally, supporting faculty are those who are limited to teaching. Participating faculty are actively engaged in the College in policy decisions, educational direction, curricular issues, advising, scholarly activity and research, and committee work.

F. Faculty Sufficiency and Qualifications

AACSB tables 2-1, 9-1, and 10-1, and 10-2, provided in **Appendix O**, detail faculty sufficiency, qualifications, intellectual contributions and deployment. The "Percent of Time Dedicated to the School's Mission" is based upon both course load and classification. For AQ faculty, the full time attachment (100 percent) is a 3-3 load. For PQ faculty, the full time attachment is a 4-4 load. Service courses are included in the calculations for faculty qualifications and sufficiency with three exceptions. First, the College offers several sections of a "University Experience" course for incoming freshman that are taught primarily by professional advising staff. This course is not required by the College or the university. It is simply a service course to assist incoming students with their transition to university life and obligations. Second, the College of Education requires a graduate level Economics course which covers methodology for "teaching economics" for education majors. This course is staffed by College of Education faculty and is restricted to College of Education students. These courses are not part of our AACSB tables.

Table 9 and AASCB Table 10-2 detail that the College as a whole exceeds the standards for AQ and PQ faculty though an exception is noted in the Economics department, due to unexpected illnesses and retirements. The department has added a new AQ faculty member and a new PQ faculty member for the 2012-2013 academic year. Additionally, another AQ position was recently approved for 2013-2014. Table 10 shows the summary of faculty qualifications for the different delivery methods of the MBA.

Table 9 Summary of Faculty Qualifications July 1, 2011 - June 30, 2012								
Standards	60 Percent AQ	90 Percent AQ+PQ						
Accounting	0.81	1.00						
CIS	0.67	0.91						
Economics	0.75	0.87						
Finance	0.73	1.00						
Management	0.61	0.92						
Marketing	0.61	0.96						
GFCB	0.69	0.93						

Table 10 Summary of Faculty Qualifications MBA Program by Delivery Method July 1, 2011 - June 30, 2012										
Standards 60 Percent AQ 90 Percent AQ+PQ										
Professional	0.86	1.00								
Online	Online 0.92 1.00									
Full Time	Full Time 0.73 0.91									
GFCB	0.84	0.97								

Table 11 and AACSB Tables 9-1 detail that the College as a whole exceeds the standards for participating and supporting faculty. Table 12 shows the summary faculty qualifications for the different delivery methods of the MBA.

Table 11									
Summary of Faculty Sufficiency									
July 1, 2011 - June 30, 2012									
	60 Percent Participating	60 Percent Participating							
	based on	<u>based on</u>							
Standards	Student Credit Hours	Courses Taught							
Accounting	0.94	0.90							
CIS	0.84	0.82							
Economics	0.79	0.86							
Finance	0.93	0.93							
Management	0.75	0.77							
Marketing	0.90	0.88							
GFCB	0.84	0.85							

Table 12 Summary of Faculty Sufficiency/MBA Program MBA Program by Delivery Method										
July 1, 2011 - June 30, 2012										
	60 Percent Participating 60 Percent Participati									
	<u>based on</u> Student Credit Hours based on Courses Taught									
Professional	0.87	0.86								
Online	1.00	1.00								
Full Time	0.87 0.86									
GFCB	0.91	0.91								

V. ASSURANCE OF LEARNING

A. The Development of the Assurance of Learning Program

Currently, the GFCB has a robust Assurance of Learning (AOL) program that is infused throughout the College as a continuous improvement process. This is faculty-managed and faculty-driven, ensuring that Assurance of Learning is embedded within the GFCB culture. As with any cultural change, the development of the current process has been a sometimes slow and certainly a growing process which is ongoing.

The 2007 review – At the time of the previous AACSB peer-review the undergraduate curriculum process was managed by the Associate Dean and the curriculum committee. The process relied on pre- and post- measures of discipline knowledge, indirect survey measures, and departmental assessment plans. The MBA process was led by the Executive Faculty Coordinator of the MBA program and the MBA committee. At that time, the assurance of learning process within the GFCB was still evolving. These immature processes were part of the reason the AASCB team recommended a one year deferral on the maintenance of accreditation decision.

The one-year deferral allowed the GFCB to focus its attention on changes to the AOL processes. An Assurance of Learning committee was created with one faculty representative from each discipline. The undergraduate learning goals were reaffirmed, and an AOL plan was developed with learning outcomes and rubrics. Re-affirmation was granted, along with initial accreditation for the Accounting program. The renewal letter specified that two cycles of closing the loop activities should be completed for the next review period.

Post review development - The development of an AOL culture within the GFCB originated with the changes initiated as part of the one year deferral; however, two changes needed to take root: shifting ownership of the process to the faculty and making the assessment process integral to courses, majors, and programs rather than "add-ons" or extraneous measures. This change has been a priority since 2007. Previously, assessment data were being gathered by the Dean's office for the undergraduate program, and disseminated to the AOL committee and department chairs. Several "closing the loop" actions were initiated throughout the College. MBA assessment data were being gathered in the MBA office and evaluated by the MBA committee. The AOL process conversion was slowed by the change of leadership within the College, with interim replacements serving key roles. During this time the undergraduate process was characterized by limited faculty ownership. By 2010 it was recognized that, while AOL activities were ongoing, the process could be improved. The College reformulated the AOL process beginning with a Faculty Coordinator. An internal search was conducted for the position, a stipend was established for this position, and the role and expectations were formalized

lending legitimacy throughout the College. Following the appointment of a coordinator, the AOL committee was renewed with new members representing each department.

Current AOL processes – Currently the AOL Committee oversees assessment activities for the undergraduate program and the MBA program. The committee leads a process that ultimately involves the entire faculty of the College. This process is shown in Figures 4 and 5. Under the current process, each learning goal is assessed at least twice during a five-year period, this was achieved during the last 5 years, and a plan is established for the next 5 years. The learning objectives are assessed using direct and indirect measures, which include: case studies, senior exit exams, embedded test questions, alumni survey, college surveys, and university surveys. Each academic year the AOL committee, in consultation with faculty, review and renew the learning goals and learning objectives.

Faculty awareness/culture - Recognizing the need for AOL activities to be embedded within the culture of the GFCB, numerous activities take place which highlight AOL work. The College meetings at the start of each semester include the AOL Coordinator reporting on past AOL findings and sharing the assessment plan for that semester. The Assurance of Learning Coordinator has visited each department to discuss embedded assessments and other AOL activities. The College learning goals and objectives have been publicized. The College has also provided funding for the AOL Coordinator, an AOL committee member, and the Associate Dean for Faculty and Administration to attend an AACSB AOL workshop. It must be emphasized that AOL activities were ongoing in the GFCB prior to the adoption of the new processes. These activities are documented in the AOL report, found in **Appendix Q**. Measures of learning outcomes and closing the loop activities are documented for each academic year as part of the AOL report. Additional recommendations reflecting AOL feedback came from the Academic Quality Committee, an ad hoc committee from the College's Strategic Planning (SPC) council. Recent activities have worked to formalize reporting and feedback processes thereby directly enhancing the identification of changes to curriculum and process for learning objective achievement.

B. Undergraduate Learning Goals, Objectives

Gordon Ford College of Business students may seek a Bachelor of Science degree with an emphasis in Accounting, Computer Information Systems, Economics, Finance, Management, or Marketing. Since the six major program areas of the College share a common set of core courses, graduates of the program share six common learning goals, and 15 common learning objectives. Each discipline has additional learning goals assessed for SACS accreditation purposes. The grid of coverage for each of these goals is shown in Table 13, as well as a list of the courses common to the BS degree.

Figure 4: AOL Process for Assessment and Recommendations, Part I

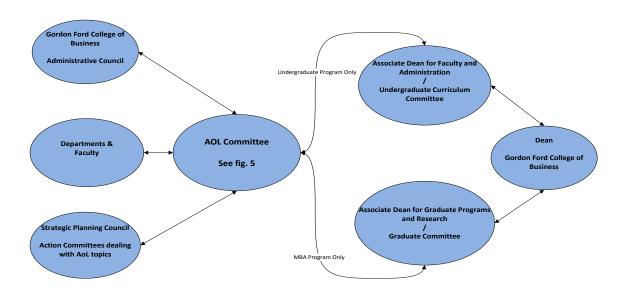
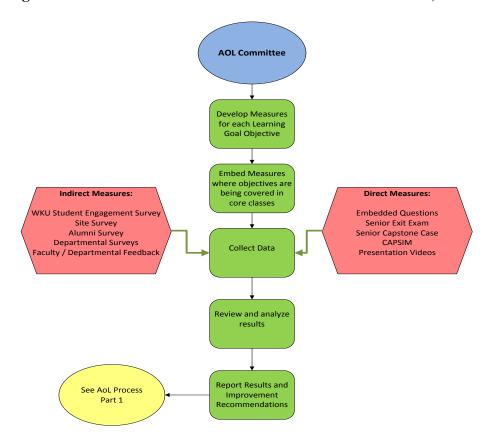


Figure 5: AOL Process for Assessment and Recommendations, Part II



Goal 1: Communication

Our students will be able to communicate effectively in written and oral forms.

Objectives

- 1. Our students will be able to present information in a coherent and organized manner
- 2. Our students will be able to deliver information in an understandable and audible manner
- 3. Our students will be able to use multimedia and visual aids in their presentations appropriately
- 4. Our students will be able to write in a coherent and organized manner
- 5. Our students 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. Our students will recognize legal issues in business contexts
- 7. Our students will be able to recognize ethical issues for different business situations
- 8. Our students will demonstrate knowledge of corporate governance issues as they relate to the responsibilities of business and society

Goal 3: Information Technology

Our students will demonstrate the ability to strategically use information technology Objective

9. Our students will demonstrate the ability to identify the strategic use of information technology

Goal 4: Critical Thinking

Our students will demonstrate critical thinking abilities

Objectives

- 10. Our students will be able to identify various approaches to defining business problems
- 11. Our students will be able to recognize the impact of various influences (cultural, social, economics, etc.) on potential solutions to business problems
- 12. Our students will be able to identify alternative solutions to business problems, recognizing the impact on a variety of stakeholders

Goal 5: Global Awareness

Our students will be able to explain the increasingly integrated world economy and the forces behind this integration

Objectives

- 13. Our students will be able to identify issues with global trading
- 14. Our students will have an understanding of global business concepts

Goal 6: Discipline Knowledge

Our students will have a basic knowledge of the business disciplines in core areas *Objective*

15. Students will be able to pass an exam of discipline concepts and terms

Table 13 Matrix of Course Coverage for Learning Goals													
Goal	ACCT 200	ACCT 201	CIS 141	CIS 243	ECON 202	ECON 203	ECON 206	FIN 330	MGT 200	MGT 210	MGT 314	MKT 220	MGT 496/498
Communication Skills				X						X			X
Ethical Awareness					X	X			X	X		X	X
Technology Competency			X	X			X						X
Critical Thinking Skills	X	X	X	X	X	X	X	X	X		X		X
Global Awareness					X	X			X	X	X	X	X
Discipline Competency	X	X	X	X	X	X	X	X	X	X	X	X	X

Undergraduate Core Courses

ACCT 200 - Financial Accounting

CIS 141 - Basic Computer Literacy

ECON 202 - Principles of Microeconomics

ECON 206 - Statistical Analysis

MGT 200 - Legal Environment of Business

MGT 314 - Operations Management

ACCT 201 - Managerial Accounting
CIS 243 - Principles of Management

CIS 243 - Principles of Management Information Systems

ECON 203 - Principles of Macroeconomics

FIN 330 - Principles of Financial Management

MGT 210 - Organization and Management

MKT 220 - Basic Marketing Concepts

ENT 496 - Strategy & Policy or MGT 498 - Small Business Analysis & Strategy

C. Undergraduate Assurance of Learning Process Outcomes

Volume 4 of this report contains relevant AOL documents. Included are reports of activities for the last five years for each learning goal, the tools and methods in use, or planned for use, results of assessment activities, and responses to those results. Some of that material is also summarized below, and in Table 14.

Results for oral and written communication received a good deal of attention within the College and by the AOL committee. While indirect measures were indicative of success, direct feedback from faculty led to the faculty-created and faculty-led Academic Quality task force. This task force reported to the Strategic Planning Council. The Academic Quality task force made a number of recommendations for students. One recommendation included the creation of a writing style guide for students that is included on the College's website. Faculty members were encouraged to direct students to the guide and to encourage writing in their classes. More recent direct indicators still leave room for improvement. Similar findings and concerns were noted in the learning objective for oral communication. In the spring of 2012, the College worked with the Communication Department to discuss the expectations and performance of business students who complete the required communication courses. A Communication professor was hired with a joint appointment between GFCB and the Potter College of Arts and Letters. Part of that assignment is to aid with integrating higher communication expectations throughout the GFCB and to serve as a liaison back to the communication faculty teaching the required courses. Additionally, this faculty member is developing curricular modules for presentations and developing a standardized grading rubric for the College. The goal of this plan is to formalize expectations for students and faculty.

Embedded cases have been used to assess student progress on goals concerning critical thinking, ethics, information technology, and global awareness. The process for assessment of these cases involves using faculty graders who are not the instructors of the courses in which the cases are embedded. Refinement of the assessment rubrics and embedded cases continues, but the direct indicator results have not been up to the desired level. However, embedded test questions, and indirect measures of these goals have been positive. The AOL committee has adjusted the AOL plan to reassess these goals with embedded cases in the Fall of 2012 to investigate the mixed indications on these learning goals. Figure 6 shows the AOL process summarized for the first learning goal. Summary figures for all learning goals can be found in the AOL report.

	Table 14 Undergraduate Learning Goals, Select Outcomes, Actions, and Plans									
Goal		graduate Le Years	arning Goals, Select Ou Most Recent	Action	Future					
Goal	Assessment(s)	Assessed	Outcome(s)	Action	ruture					
1 Communication	Randomly selected video presentations Randomly selected written cases Indirect measures	2008 2009 2011 2012	Direct measures indicate below desired performance Anecdotal evidence and indirect indicators also pointed to issues with written 2012 measures show goals met	Develop College-specific presentation standards and guidance. Standardize some expectations for performance across faculty, and develop students. Met with the communication department regarding curriculum on presentations Development of specific College writing standards and communication with faculty regarding standards for students and availability of help for students	Collect data again in 2013. Meanwhile, monitor implementation of changes and refine rubrics					
2 Ethics	Embedded questions in multiple courses Embedded case in MGT 498 Ethics essay in Intro course Indirect measures	2007 2008 2011 2012	Direct measures slightly below goal. Indirect measures met	Implementation of Student Code of Conduct, Introduction of that code in BA 175, MGT 200, and MGT 210. College sponsored guest speakers in Ethics area	Collect data again in Fall 2012 with new case aiming for clearer results					
3 Technology	Embedded case in MGT 498 Indirect Measures	2008 2012	Student scores fell below goal level Goal achieved on indirect measures	In process, concern about the case and rubric from the AOL committee Re-examine goal, AOL is suggesting more appropriate learning goal and objectives to the Curriculum Committee	Collect data again in Fall 2012 with revised case and revised rubric					

	Table 14 Undergraduate Learning Goals, Select Outcomes, Actions, and Plans (continued)								
Goal	Assessment(s)	Years Assessed	Most Recent Outcome(s)	Action	Future				
4 Critical Thinking	Embedded case(s) in MGT 498 Embedded questions in courses Business simulation software outcome scores Indirect Indicators	2008 2010 2011 2012	Goals achieved on all indicators	None required, continue to monitor	Collect data again in Spring 2013. Meanwhile, refine case and rubrics				
5 Global Business	Embedded case in MGT 498 Embedded questions in MGT 210 Indirect Measures	2008 2012	Goal not met on embedded case Goal met on embedded and Indirect measures	Measure again immediately with refined case College initiatives on Global Awareness from Global Studies Committee	Collect data again in Fall 2012 with revised case and revised rubric				
6 Core Content	Embedded questions in all core classes Core content exam given in MGT 498, and in BA 175	2007 2008 2009 2011(fall) 2011(spring) 2012	Goals met on embedded questions in most disciplines Continued improvements shown on content exam Pre-post exam comparison shows significant differences	Standardized objectives in core classes, with increasing emphasis on faculty development in those areas, including any part-time instructors Move to standardize textbooks in some disciplines Curriculum refinements within each discipline to ensure core content coverage	Data collected every semester; continue efforts to ensure core content coverage				

Figure 6: Summary AOL Process Example

Learning Goal 1: Communication

<u>Learning Goal 1</u> Verbal Communication

2007-2008 Assessment

Direct and Indirect Measures
Results:

2007-2008 Action

College works with
Communication faculty to
improve student
performance. Video
recordings of presentations
will be provided for
feedback.

2011-2012 Assessment

Direct Measure Result:
Oral presentation skills score
below standard on 2 of 3
measures.

2011-2012 Action

Associate Dean, as chair of the Curriculum Committee, meets with Communication Dept. to ensure appropriate content; resources committed for the creation of video tutorials; a common rubric for grading is created.

<u>Learning Goal 1</u> Written Communication

2008-2009 Assessment
Indirect Measure Result:
Written Communication is a

weakness.

2009-2010 Action

Gordon Ford
Administrative Council
approved a standard
"Gordon Ford
Communications
Handbook" to be used as a
resource for faculty and
students.

2011-2012 Assessment

Direct and Indirect Measures Results:

Written Communication skills meet standards.

2011-2012 Action

No action required.

The College has used a traditional exit exam as an indicator of learning for many years (since 2005). While that exam is still used, more recently the concepts from that exam have also been assessed via embedded questions in the core classes. A comparison of the exit exam scores of graduating seniors to those of incoming freshman reflected an increase in knowledge. However, the exit exam scores have not been as high as expected. Embedded questions have been added as a means of collecting assessment data. This exam and the embedded questions are used to assess learning goal 6, reflecting discipline knowledge.

Concerns about exit examination performance led to changes that permeated through the core curriculum as early drivers of the AOL process. Examples of those changes include the standardization of objectives for all of the core classes in 2007 and the move, in many disciplines, to common textbooks for classes that have multiple sections. The weaknesses of the exit exam approach are many, but as a mechanism to drive interest and discussion among the faculty the exam has been useful. With the recent move to embedded questions, and other embedded assessments the AOL plan reflects the involvement of the faculty in the future of the curriculum process within the College.

D. Master of Business Administration (MBA) Assurance of Learning

The programmatic changes described in the participants section of this report led to an intense period of evaluation involving the Executive Coordinator for the MBA program, the staff of the MBA office (now the GFCB Graduate Programs and Research office) and the MBA Committee (now the Graduate Committee). Task groups of GFCB graduate faculty members were established for each MBA delivery option (weekend, full-time, and online). During a three-year transition period every aspect of the program was carefully monitored; learning goals were studied, objectives modified, and courses changed as a result of feedback from multiple sources.

The MBA Committee's identification of learning outcomes has evolved through amendments to three broad primary competencies and seven specific and measurable learning outcomes. Outcomes have been added, dropped, and modified to arrive at the current list. These are listed below. These learning outcomes for the MBA program are assessed from the student exposure to the common body of business knowledge experience by completing the required core courses of the program. The coverage grid and the list of courses are shown in Table 15.

Table 15 MBA Program Course Coverage of Learning Objectives										
Goals and Objectives			BA 511	BA 512	BA 513	BA 515	BA 517	BA 519	BA 590	
Goal: Leadership										
1. Communication						X	X	X	X	
2. Teamwork	2. Teamwork				X	X			X	
3. Ethics	X	X	X	X	X	X	X	X		
Goal: Latest Practical Knowledge										
4. Best practices			X	X	X	X	X	X	X	
Goal: Critical & Innovative Thinking										
5. Problem identification			X	X	X	X	X	X	X	
6. Problem solution		X	X	X	X	X	X	X	X	

MBA Core Curriculum

BA 510 – Advanced Organizational Behavior

BA 511 – Applied Microeconomic Theory

BA 512 – Business Analysis and Research Methods

BA 513 – Information Technology & Strategy

BA 515 – Managerial Accounting Concepts & Applications

BA 517 – Advanced Marketing

BA 519 – Advanced Managerial Finance

BA 590 – Strategic Business Concepts & Applications

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

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

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).

E. MBA Assurance of Learning Process and Outcomes

The direct indicators used in the assessment process for the MBA program consists of two major components: the embedded course assessments in the required courses and the ETS "Major Field Tests for MBAs" administered in the capstone strategy course. The embedded course assessment is used to measure student competency on the desired learning outcomes and discipline specific learning outcomes. The ETS exams measure the competencies of MBA students in terms of the stated outcomes relative to other students nationwide. The results of evaluations from both the embedded course assessments and ETS tests are transmitted to the Gordon Ford College of Business Graduate Committee to be considered in its curriculum improvement process.

The assessment process for the MBA program is also shown in Figures 4 and 5. The difference between the assessment of the MBA learning goals and the undergraduate learning goals is that the undergraduate curriculum committee is not involved in the MBA program assessment process as the GFCB Graduate Committee serves that role.

In addition to those described in the participant section of this report, some other examples of data driven MBA changes include:

- The MBA foundation modules were created in response to multiple indicators that
 requiring eight undergraduate courses for preparation was ineffective. The MBA
 committee assembled materials from multiple sources to create a program to provide
 adequate preparation for the MBA curriculum for students lacking a recent business
 degree (see Objective 4).
- BA 590 (Strategic Business Concepts) and BA 512 (Business Analysis and Research Methods) were changed from 1.5 to 3 credit hours. This change was based upon feedback from both students and faculty that they were unable to complete the content of the courses in the ½ course format. This resulted in the programmatic change of requiring 3 additional credit hours to complete the MBA.
- Based upon poor performance by some students on the embedded assessments of oral
 presentation skills, a change was made to the admission requirements of the program
 regarding TOEFL scores and/or the completion of the English as Second Language

program. Indicators in the next academic year were that this change resulted in more quality discrimination on English competency leading to better admission decisions.

Other data indicated the success of the MBA curriculum in achieving learning outcomes. Students in the online and professional program scored in the 92nd and 95th percentiles in the Major Fields Test administered by ETS in 2011. Scores in the face-to-face program are lower, reflecting the international composition of students in that program. Embedded business simulation exercises in the capstone strategy course yielded scores comparing favorably to students at other institutions. Complete MBA assessment reports can be found in **Appendix Q** and **Appendix R**.

VI. FUTURE DIRECTION AND GOALS

Over the past five years, WKU and the Gordon Ford College of Business have experienced significant operational challenges due to reduced levels of state funding as a result of the economic climate. However, during that period, WKU continued to secure necessary financial resources, primarily through tuition increases and philanthropic gifts exceeding the university's \$200 million capital campaign goal to support its ongoing mission. Interestingly, the enhanced focus on program efficiency engendered by the financial challenges resulted in strengthening the "applied" distinctiveness of our College and its programs. For example, the undergraduate major in professional selling was significantly enhanced by the creation of the Center for Professional Selling that actively engaged business partners for the creation of internships and financial support resulting in the financial independence of the Center, increased student enrollment in the major, and placement of graduates. This "creativity under pressure" has become a hallmark of the leadership team and is generally reflected in a positive "can do" culture among our faculty and staff.

However, it will become increasingly difficult for the College to fully achieve its mission with another five years of financial stress and the existing funding model. The number of qualified faculty has reached an important inflection point considering the anticipated faculty retirements over the coming years and the potential for limited funding from traditional sources to fill those critical positions with academically-qualified replacements. There is the need to reexamine the current funding model based on traditional university sources to address potential future staffing shortages, alternative sources of support directed toward college-specific resources (for example, additional faculty positions, increases to existing faculty and staff compensation consistent with peer institutions, infrastructure improvements and student resources) and the long-term goals of the College.

During the next five years, the College will be well served by our faculty-led processes, such as the Strategic Planning Council and Assurance of Learning Committee, and Business Executive and Student Advisory Councils that provide important input and governance to assure mission achievement. It is through those processes and the shared vision of the College that certain goals for our future will include:

- Adding two or more "applied" Centers of Excellence in defined areas of opportunity such as Financial Success, Business Ownership, and Leadership as external and university partners are available to advance those Centers.
- Pursuing a naming gift to advance the School of Accountancy.
- Supplementing the University-wide emphasis on fundraising focused on: 1. student scholarships, 2. professorships, and 3. infrastructure improvements.

- Increasing the diversity of faculty and students through structured recruitment and retention programs.
- Continuing to enhance the functionality of our existing building pending availability of state funding for new building construction.
- Increasing graduate enrollments based on collaborative opportunities with other colleges on campus. This may include initiatives such as creating a Graduate Certificate in Business as a stand-alone program or as part of other graduate degree programs outside the College (for example, engineering or liberal arts).

