



## Maintenance of Accreditation Report

Prepared for

**AACSB International**

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## 1. SITUATIONAL ANALYSIS

### *Historical Context*

The University of Northern Colorado (UNC) was founded in 1889 as the state Normal School. The Monfort College of Business (MCB) was established as the School of Business in 1968 as an autonomous, degree-recommending unit. The College experienced explosive growth in the 1970s and, by 1984, 2,000 students were enrolled in undergraduate, masters, and doctoral degree programs.

In 1984, the College took dramatic steps to make program quality its top priority. At the time, UNC's business program was generally regarded as average and largely overshadowed by a number of key competitors within a 60-mile radius. While its competitors and most U.S. business programs were pursuing growth strategies in both undergraduate and graduate programs, UNC's business administrators and faculty chose a different approach. A vision was cast for becoming Colorado's best undergraduate business program—a goal it was agreed would not be possible without making undergraduate business education the College's exclusive mission. Within two years, a revolutionary plan commenced for eliminating all graduate programs, including a Ph.D. degree program and Colorado's largest MBA program.

The College adopted two long-term strategies to guide its actions: (1) a program delivery framework of *high-touch, wide-tech, and professional depth*, and (2) a positioning strategy of exceptional *value*, resulting from offering a high-quality program at a relatively low cost. The College began to be known for providing a "private school education at a public school price."

By 1992, following numerous curricular and faculty upgrades and a \$5 million renovation of Kepner Hall (its instructional facilities), the College's revised mission was paying significant dividends. The College reached its first major quality goal by earning accredited status from AACSB International (AACSB). UNC became the first public university in Colorado to be accredited by AACSB in both business administration and accounting.

In 1999, in conjunction with a \$10.5 million commitment from the Monfort family, the College's name was changed to the Kenneth W. Monfort College of Business. The gift was designed to provide a "margin of excellence" for the College. A Greeley native and long-time supporter, Mr. Monfort was widely known as a pioneer whose commitment to innovation and quality through ethical business practice was legendary.

In 2000, the College was recognized by the Colorado Commission on Higher Education (CCHE) as a Program of Excellence—a highly selective and prestigious award given to programs demonstrating widespread excellence and a readiness "to take the next step toward national prominence." MCB is the only business program in Colorado to ever earn the Program of Excellence award.

In November 2004, the Monfort College of Business became first U.S. business program in history to earn the *Malcolm Baldrige National Quality Award* from the Office of the President of the United States and the U.S. Department of Commerce. Currently, it is still the only business school to achieve this honor.

In 2010, because of changes in the external environment (i.e., CPA licensing requirements to the 150-hour rule), MCB changed its long-standing mission as an undergraduate-only program and added a Masters in Accounting (MAcc) program. Since that change, 7 students have earned the master's degree during the 2011-2012 academic years, which is defined by the University of Northern Colorado as Summer 2011, Fall 2011, and Spring 2012. Another 11 are anticipated to complete their degree in Summer 2012.

UNC currently is comprised of six colleges: Kenneth W. Monfort College of Business, College of Education & Behavioral Sciences, College of Natural & Health Sciences, College of Humanities & Social Sciences, College of Performing & Visual Arts, and University College. UNC has approximately 12,000 students with

undergraduates comprising about 10,000 of those students. Approximately 9,000 students are residents of Colorado. Thirty-four percent of UNC students are first-generation college students and 12% are nontraditional students (25 and older). In Fall 2011, MCB had 1005 undergraduate majors and 13 Masters of Accounting students, with 88% of these students being Colorado residents. Thirty-four percent of MCB students are first-generation.

UNC is located in Greeley, which is along the Front Range of the Rocky Mountains. Although Colorado is the country's eighth largest state in land area, approximately 80% of residents live along the Front Range, a 200-mile long, 40-mile wide band that stretches from Fort Collins in the north to Pueblo in the south. Two-thirds of the Front Range population lives in the Denver-Boulder metropolitan area, which is located approximately one hour from Greeley.

Consistent with the population distribution, most of the universities in Colorado are located in the Front Range as well. Of the 12 other four-year colleges and universities in Colorado that have business programs, six are about one hour or less away from UNC. Colorado State University (enrollment approximately 26,000) is about 35 minutes away in Fort Collins, the University of Colorado at Boulder (enrollment approximately 32,000) is around 1 hour away, and Denver is about an hour away and is home to the University of Denver (approximately 12,000 enrollment), the University of Colorado at Denver (approximately 30,000 enrollment), Metropolitan State University (approximately 24,000 enrollment), and Regis University (approximately 12,000 enrollment).

#### *MCB Advantages, Disadvantages, Challenges, and Opportunities*

MCB has many advantages:

- The Monfort Family has been very generous benefactors to MCB. In addition to the \$10.5 million gift, Dick Monfort serves on our Dean's Leadership Council and is Chair of the University Board of Trustees. As one of the owners of the Colorado Rockies, he ensured that MCB could get Coors Field (home of the Colorado Rockies) for the venue for our All-Star events, which raised over \$100,000 for scholarships each of the last two years. He also aided in planning the events and securing items for the auctions.
- As the only business school to receive the highly prestigious Malcolm Baldrige National Quality Award (2004) from the Office of the President of the United States, MCB's reputation was greatly enhanced. MCB is able to leverage that accomplishment in its marketing and presentations to prospective students and their families. Additionally, as a Baldrige recipient, MCB has membership in the Baldrige Award Recipient consortium. Only recipients can attend these meetings to share best practices and network with other recipients. These networking events are rich with opportunities for guest speakers and other relationships with Baldrige Recipients. For example, MCB guest speakers have included representatives of former recipients such as John Timmerman, VP of Operations, Ritz-Carlton; David Spong, former President of two Boeing divisions; Bob McGough, President, DynMcDermott Petroleum Operations Company (manager of the U.S. Strategic Petroleum Reserve); Terry May, President of MESA Products, Inc., a small business Baldrige recipient; and Debbie Collard of Boeing.
- As the only business college to receive the prestigious Colorado Commission on Higher Education (CCHE) Program of Excellence award, our reputation is further enhanced by receiving another external recognition of our quality.

- MCB has been recognized by Educational Benchmarking, Inc. (EBI) with a Commitment to Excellence Award-Charter Institution in 2009, 2010, and 2011. The Charter Institution designation indicates we have used EBI since the first year the assessments were made available. We have used the EBI Faculty Satisfaction and Undergraduate Exit Surveys each year since the beginning of EBI. We participate in the EBI Alumni Survey every other year. These assessments are critical to our continuous improvement efforts.
- Our students do very well in national and international competitions. These accomplishments are highlighted in Section 6 of this report. Accomplishments in these competitions provide evidence that our students are very well prepared for the business world. By performing well in these competitions, our reputation is enhanced.
- Our students perform very well on the ETS Major Field Exam in Business. Since 2004, our students have scored in the 90<sup>th</sup> to 96<sup>th</sup> percentiles. Four of the past seven years, our students have performed at the 95<sup>th</sup> percentile, which is the highest score reported in that time frame. In 2011, ETS began reporting exact percentiles again instead of reporting in five percentile increments. In 2011-2012, MCB students scored in the 96<sup>th</sup> percentile. This performance helps our reputation with prospective students and their families as well as our reputation within the community.
- MCB does not use teaching assistants in the classroom. All students are taught by faculty members. Current and prospective students and their families like that aspect of our program.
- In addition to the Dean's Leadership Council, the emphasis areas in MCB, with the exception of Marketing, have their own advisory councils, made up of business people throughout the northern Colorado area, including Denver, and the Accounting program has one member from Wyoming. These advisory councils provide an external business perspective to the faculty regarding issues such as student preparation, including curriculum. Advisory Board members can also assist in fundraising, recruiting, and promoting MCB and its programs. They are also a source of mentors for our students.
- MCB faculty are engaged in service to the profession. They sit on a variety of boards and provide service to several organizations. For example, faculty have been part of many academic and professional boards such as Academy of Business Education, Marketing Educators Association, and National Association of State Boards of Accountancy. They also serve on the Editorial Boards of *Academy of Management Learning and Education*, *Quality Management Journal*, *European Business Review*, *Journal of Leadership and Organizational Studies*, *Journal of Behavioral and Applied Management*, *Drake Management Review*, *Organizations and Markets in Emerging Economies*, and *Journal of Marketing Education*. MCB faculty have also served as Chair of the Management Spirituality and Religion interest group for the Academy of Management, President-elect for the Academy of Business Education, Committee member on the national Committee for FMA Student Chapters, Chair of the Colorado Board of Accountancy, and served as Board member and judges for Colorado Performance Excellence/Rocky Mountain Performance Excellence, the state/regional quality award organization. These service opportunities raise MCB's visibility and reputation.
- The average class size for MCB is 30. Small class sizes allow for the personal attention students and their parents are seeking in business education.

The following represent some of the disadvantages we see for MCB:

- With its initial charter as a Normal School, UNC is still known as an education school. Building a reputation for an excellent business school in Colorado has been slowed by the perception of UNC as the place for teacher education.

- UNC recently moved to NCAA Division I sports. A fan base has not been built for its sports teams, such as our competitors at the University of Colorado-Boulder or Colorado State University, making it more difficult to recruit students to UNC.

We see the following challenges for MCB:

- One of the biggest issues for MCB and UNC is the budget cuts that have been made to higher education in Colorado. Colorado ranks as 48th in funding for higher education. Because of state funding cuts, the President of UNC is asking for \$3.1 million dollars in sustainable cuts over the next three years. The Monfort money helps MCB weather some of these cuts, but it is a challenge.
- Greeley is known for its agricultural and livestock roots. With our most of our major competitors located within a 60-mile radius and in perceived trendier places like Denver and Boulder, it is challenging to recruit students to come to Greeley.
- High school graduation rates in Colorado have been dropping. In 2004-2005, the graduation rate was 80.1%, and it dropped to 72.4% in 2010, but a new formula was used and it is not exactly comparable to the earlier data. The 2011 graduation was higher at 73.9% and the Greeley school district graduation rate increased from 64.2% in 2010 to 71.8% in 2011.<sup>1</sup> The 2011 graduation rates may be an indication that the trend of dropping high school graduation rates is reversing, but one year of data is insufficient to make that determination.

We see the following opportunities for MCB:

- Given MCB has revised its prior undergraduate-only mission with the MAcc program, MCB is currently developing a MBA program. The MBA program will be built on the foundation of excellence that has been established with the undergraduate program. The proposed MBA program will serve working adults by providing flexibility. Classes will be held in evenings and on weekends.
- MCB developed a professional experience program that went into effect with the 2011-2012 catalog. This program requires students to fulfill the professional experience, internships or other approved experiences, set by their emphasis areas. The goal of the professional experience is to provide students with an opportunity to grow professionally, apply learned theory to practical situations, and gain an appreciation of the role, duties, and responsibilities of the student's chosen career. Our major competitors (Colorado State University, University of Colorado at Boulder, the University of Denver, and the University of Colorado at Denver) do not have a required internship or professional experience requirement. This requirement distinguishes MCB from our competitors.
- MCB has created a Monfort Institute that, in part, leverages the College's experience with the Baldrige Criteria and award process. The Monfort Institute has partnered with another Colorado Baldrige recipient, Poudre Valley Health System, to provide executive educational offerings in health care. The Monfort Institute conducts research with high performing organizations such as Baldrige recipient organizations and their senior executives to create, disseminate, and apply knowledge for sustainable global excellence. The Institute disseminates the findings from their research in a variety of forums including academic journals and conferences, practitioner webinars and presentations, executive education workshops, and Monfort College business courses. The Institute's sustainable transformation program focuses on achieving and sustaining high performance in a changing world and taking organizations to the next level.

<sup>1</sup> [www.cde.state.co.us](http://www.cde.state.co.us)

## Degree Programs

The degree programs included in the accreditation review is the Bachelor of Science in Business Administration and the Masters of Accounting. The number of graduates in each program for Summer 2011, Fall 2011, and Spring 2012 (UNC's academic year reporting time frame) is listed below in Table 1.

**Table 1. Number of Graduates in MCB Programs for Academic Year 2011-2012**

Degree Program	Number of Graduates <sup>2</sup>
Bachelor of Science in Business Administration	255
Masters of Accounting	7

## 2. PROGRESS UPDATE ON CONCERNS FROM PREVIOUS REVIEW

The Team Visit Report for MCB dated September 23-25, 2007 recommended that the AACSB Accreditation be extended for five more years. Four areas were identified by the Peer Review Team as areas that needed to be addressed prior to the next maintenance review. The following addresses the progress made in each of the areas that were identified.

- a. *Continue to develop, monitor and implement the Comprehensive Assessment Plan of the Monfort College of Business undergraduate program. Refine, articulate and communicate program learning goals in publishable outlets including the Undergraduate Catalog. The Peer Review Team encourages the college to remain diligent in the application of assurance of learning standards. External involvement and benchmarking are encouraged. Utilization of assurance of learning feedback should assist the college in curriculum and teaching development.***

The Comprehensive Assessment Plan is refined, monitored and implemented under the oversight of the Assurance of Learning (AoL) committee. The AoL committee works with all faculty and governance groups such as Administrative Council and the Curriculum Committee. MCB's learning goals are published in the UNC Catalog and are on every syllabus in the College. On the syllabus for each course, how that course fulfills the MCB learning goals is also indicated. The Curriculum Committee requires new course proposals to include learning goals as part of the proposed syllabus. MCB has Charter Institution designation by EBI and has benchmarked student, alumni, and faculty data for years and continues to do so. This information is reviewed by the Curriculum Committee. Additionally, the Curriculum Committee periodically benchmarks the business core to competitor schools. The last review was done in 2009-2010. As a result of the last review, Operations Management was added to the core beginning in the 2012-13 catalog. As an external review, the Dean's Leadership Council reviews skills and abilities needed by students. More information about our assurance of learning efforts is contained later in this report.

- b. *Focus on faculty staffing plans to ensure appropriate staffing and salaries to recruit, attract and maintain qualified faculty. Faculty turnover has been fairly extensive. In addition the utilization of visiting faculty was noted as an issue to monitor and annually review.***

Faculty staffing has been relatively stable and recruitment has been very successful since the last visit. We filled two accounting and one management position with tenure-track faculty in Fall 2009. The UNC Provost, Abe Harraf, stepped down from his position in 2011 and joined the Management department as a tenured professor. In Spring 2012, another tenure-track accounting position was filled. Since the last maintenance visit in 2007, MCB has had four tenured faculty leave MCB. The faculty, their discipline, reason for leaving, and the year they left are listed below in Table 2.

<sup>2</sup>For 2011-12, includes Summer 11, Fall 11 and Spring 12 graduates

**Table 2. Tenured and Tenure-Track Faculty Turnover, 2007-2012**

Faculty Member	Discipline	Reason for Leaving	Year
William Duff	Statistics	Retirement	2008
Karen Fowler	Management	Personal/Family Reasons	2008
Daniel Rowley	Management	Death	2011
Terry Stecher	Management	Personal/Family Reasons	2011

Table 10-1 in Appendix B lists the MCB faculty and their hire date. MCB tenured and tenure-track faculty have an average time of service of 16 years.

The funding cuts by the state of Colorado to all state higher education institutions have impacted salaries of current MCB faculty. Until this academic year, no raises had been given since 2008. In 2012-2013, faculty will receive approximately a 3-5% increase. In spite of these budget cuts, our hiring plans submitted to the Provost have been approved, and we have worked with the Provost to ensure we can offer competitive salaries.

Visiting faculty are used in support of our mission to prepare individuals for successful careers and responsible citizenship in a global society. The three broad categories of visiting faculty are Monfort Executive Professors, visiting international professors, and adjuncts. The Monfort Executive Professors are professionally qualified (PQ) faculty engaged to augment the academically qualified (AQ) faculty members. The Monfort Executive Professors are reviewed prior to their hiring to verify they meet our requirements for PQ status. They are required to maintain their PQ status for as long as they are employed by MCB. Visiting international professors are used to enhance our students' understanding of the global economy and marketplace. They are required to be AQ in order to be a visiting professor at MCB. Adjuncts are used for a small number of classes and are typically PQ.

**c. *Guidelines for maintaining academic or professional classifications for faculty need to be clarified. More specific activities for maintaining currency should be outlined.***

Since the last visit, the processes for maintaining academic and professional classifications were reviewed by the Faculty Affairs Committee. Changes were recommended to make the processes more specific. These changes were approved by the Administrative Council and a vote of the faculty. The AQ process explicitly stated that in addition to two journal articles in a five year period, there should be two additional intellectual/professional activities from a list that includes presentations, proceedings, book chapters, etc. The complete process is documented in Section 4 of this report. The process for the maintenance of PQ requires PQ faculty to accumulate a minimum of 10 points in the previous five year period. The points are attached to a list of activities that are shown in Section 4 of this report. Both processes have been clarified and specific activities are outlined for both AQ and PQ faculty.

**d. *Continue to monitor and address the diversity in the MCB student and employee populations. As noted in the annual report for 2007, MCB female faculty taught 28% of the courses (compared with 25% of the US average) and minority faculty taught 17.1% of the 2006-07 classes. International students account for approximately 1% of the total in any given year. The student population is roughly 86% Caucasian. The minority population is primarily Hispanic; however, there is representation from Asian/Pacific as well. The MCB has the highest proportion of minority students of an UNC college.***

The College continues to work to emphasize and improve our diversity efforts in all areas. At MCB we have continued to work on improving the many facets of diversity as it relates to our educational programs, and the faculty and students we recruit. We have created a diversity plan that is integrated



with the University's diversity plan. We hired a minority tenure-track faculty member who started in Fall 2009. We also support The PhD Project with our membership. One of our tenured Marketing professors was a member of the PhD Project as a doctoral student.

Comparing the percentages of courses currently taught by female and minority faculty with the percentages from 2007, we see that we are relatively stable with 26% of the classes taught by female faculty and minority faculty taught 17% of the classes in 2011-2012. These percentages are close to the national percentages from the AACSB Business School Data Trends for 2011. Minority faculty account for approximately 20% of faculty and women account for 29% of business faculty in AACSB accredited schools.

Our current student population is similar to the population in 2007. International students accounted for about 1.5% of our total student population in Fall 2011. Approximately 10% of international students enrolled at UNC are in MCB. The minority student population is primarily Hispanic. Approximately 20% of students opted not to divulge their ethnicity to the university. Table 3 shows the ethnicity and gender breakdown by percentages. UNC has approximately 19% minority students. MCB has reached out to the Denver Public Schools (DPS), which has a more diverse student population than many other schools in the area, and offered a full-tuition scholarship to a student from DPS.

**Table 3. Ethnicity and Gender of MCB Students**

<b>Ethnicity</b>	<b>Percentage</b>
American Indian or Alaska Native	0.40
Asian	2.77
Black/African American	3.07
Hispanic	11.19
Multi-racial	1.88
Unknown	19.31
White	60.30
<b>Gender</b>	
Female	37.5
Male	62.5

MCB has created a program, funded by State Farm Insurance that offers scholarships to bi-lingual students. We are using this tool to attract transfer students from the community colleges, and we have also opened it up to non-transfer students. To receive the scholarship, these students agree to participate in a number of activities that include the assignment of a mentor from the business community. We are also working with the Director of Diversity at FirstBank on a multi-year internship opportunity for minority students.

With the addition of the Director of Global Programs, more global exchanges for both students and faculty have been developed. Since the summer of 2011, 33 students have participated in our foreign exchange program and 13 MCB faculty have taught abroad. Since all of our MCB students do not participate in an international exchange experience, we think it is important to increase the globalization of our faculty. These international teaching experiences are one way to increase the globalization of the faculty. We also invite faculty from partner institutions to teach short courses for us, thus exposing both students and faculty to faculty from different cultures. These types of exchanges help our students learn more about different cultures and business practices in a global business environment. More information about our global exchanges is discussed in Section 6 of this report.

### 3. STRATEGIC MANAGEMENT

In Fall 2011, the faculty and staff at MCB educated approximately 1005 undergraduate majors in the emphasis areas of accounting, computer information systems, finance, general business, management, and marketing. Half of the 120-credit program is dedicated to non-business topics, including general education subjects and liberal arts electives. The other half is dedicated to business subjects, including the business core, business emphasis classes, and business electives. At a secondary level, MCB also serves a number of nonbusiness majors from other UNC colleges through a newly revised business minor program. MCB also offers business students the choice of several minor areas of study including global business, entrepreneurship, computer information systems, nonprofit administration, and networking and information systems security. The College reinstated graduate education in the Fall of 2010 with the launching of a MAcc program. The program has graduated 7 students to date and anticipates 11 students will graduate in Summer 2012.

The College's educational services are delivered primarily through a resident, on-campus learning mode of face-to-face student/professor contact. Class sizes are kept small (average of 30 students for Fall 2011) to enhance student/professor interaction. Approximately 9% of MCB courses were offered on-line during the 2011-12 academic year. Many of these courses were offered on-line during the summer sessions. The BACS 101 Business Computing course comprised one-half of the on-line classes offered.

#### **Strategic Planning Overview**

MCB is governed by University of Northern Colorado policies and procedures under a larger umbrella of policies mandated by the Colorado Commission on Higher Education (CCHE), whose mission is to provide access to high-quality, affordable education for all Colorado residents. CCHE adopts statewide admissions standards, policies for academic planning, degree approval, financial aid and transfer/articulation policies. CCHE also recognizes a statutory and fiduciary responsibility to ensure institutions manage the system's capital assets effectively. One of the tools used to manage institutions is a performance-based funding model. As a college within UNC, MCB is subject to CCHE governance and policies, and is committed to complying with federal regulations applicable to institutions of higher education, including ADA, FERPA, OSHA, and numerous others.

MCB's strategic plan is closely tied to the academic plan for the University. The University's academic plan's five goals are 1) create an exemplary teaching and learning community, 2) build a superior faculty of teacher/scholars, 3) be a model for transformational learning that integrates all aspects of students' UNC experience, 4) build a staff that is dedicated to the teaching and learning community and 5) engage the greater community as partners in teaching and learning. These goals are reflected in the vision, mission, values and goals of the MCB.

#### **MCB Vision/Mission/Values/Goals**

The mission, vision, and values of the Monfort College of Business are listed below. These statements were reviewed and revised by faculty in 2011. Our actions are guided by these statements.

##### **MCB Vision**

To be a world class provider of business education that prepares and inspires our students, alumni and friends to be successful in their careers and in life.

### MCB Mission

To provide excellent primarily undergraduate and focused graduate business programs and related learning opportunities that prepare individuals for successful careers and responsible citizenship in a global society. We accomplish this by focusing our efforts in teaching, research and service to benefit student learning.

**Teaching:** Our primary purpose is to provide the highest quality education to students most of whom come from Colorado and the surrounding states, by having professionally and academically qualified faculty who blend theoretical foundations with practical applications.

**Scholarship:** We value all forms of scholarship that advance our teaching and each discipline defines its research balance based on a discipline-specific focus. Given the applied nature of our Accounting program, it has chosen a research agenda focused on contributions to practice and pedagogical research. Our other programs have chosen a research agenda based primarily on discipline-based research, while valuing other forms of scholarship as well.

**Service:** We provide value through service to our stakeholders including our students, colleagues, the college, the university, the academic discipline and the community, state and region in which we are located.

### MCB Values

We value:

**Excellence:** We strive for excellence in all we do.

**Integrity:** We are committed to creating and promoting a culture based on ethics and morality.

**Respect:** We treat all students, faculty, staff and members of the community with respect in order to foster an environment of trust, mutual respect and diversity of thought.

**Accountability:** To achieve excellence we must hold each other accountable. We must be responsible and expect the best from each other.

**Community:** Partnering with the community is key to achieving our mission and vision.

**Success:** We provide students with the skills, tools and opportunities to have successful careers.

Building on our vision, mission, and values, we have developed the following goals for MCB:

#### Goals

- 1) Build high-quality student population.
- 2) Maintain high quality curriculum.
- 3) Maintain high quality faculty.
- 4) Maintain adequate financial resources.
- 5) Maintain quality in MCB facilities and technology.
- 6) Develop a market reputation consistent with program excellence.

## Strategic Planning at MCB

Strategic planning at MCB begins with creating and updating the Vision/Mission/Values statements and the operational goals of the College. All of these statements are examined on regular intervals and modified as needed. The operational goals focus on continuous improvement of the existing programs, curriculum, faculty, and students. Progress toward MCB goals is measured using Key Performance Indicators (KPIs) with each of the key areas identified in the figure below. The KPIs track the effectiveness of faculty, the program, and the student body. The College KPIs, along with a brief description, are listed in the Table 4. The Administrative Council, the leadership team comprised of the Dean, Assistant Dean, and Department Chairs, discusses any changes or issues related to these items. The complete KPI table with 2011-2012 results is in Appendix A.

**Table 4. MCB Key Performance Indicators**

ITEM #	AREA	KPI	DEFINITION	MEASUREMENT METHOD
1	Recruits	Quality of incoming freshmen students	Average ACT scores of entering business freshmen	UNC Admissions data on incoming students
2	Recruits	Quality of incoming transfer students	Average transfer GPAs of entering business student transfers (non-UNC)	UNC Admissions data on incoming students (external transfers)
3	Students	Student retention rates	The percentage of MCB students who persist from one academic year to the next	UNC Admissions and Records reports of student retention
4	Students	Business major counts	Total number of declared business majors	Major count following drop/add deadline in fall semester
5	Students	MCB current student satisfaction	Proportion of MCB juniors/seniors who would recommend other family members/friends enroll in MCB	Annual MCB Student Survey (Question 1)
6	Curriculum	Student learning in business	The overall performance of seniors on the ETS exam compared to national averages	ETS Exam overall percentile, fall/spring combined
7	Curriculum	Avg. class size	The average number of students to one professor as measured in an MCB classroom learning environment	Average of all class sections (sans independent studies and internships), fall semester count after drop/add deadline
8	Faculty	Quality of overall faculty	The overall proportion of faculty resources (i.e., classroom faculty) that is academically and/or professionally qualified	Percent of overall FTE (i.e., faculty resources) taught by academically or professionally qualified faculty

**Table 4. MCB Key Performance Indicators (continued)**

<b>ITEM #</b>	<b>AREA</b>	<b>KPI</b>	<b>DEFINITION</b>	<b>MEASUREMENT METHOD</b>
9	<b>Faculty</b>	<b>Quality of academic faculty - student evaluation</b>	Quality of Instruction and Faculty: Teaching in your major courses	Annual EBI Undergraduate Exit Study, Quality of Instruction & Faculty-Item 2 (7 pt. scale)
10	<b>Faculty</b>	<b>Faculty program satisfaction</b>	Overall degree of MCB faculty satisfaction with MCB's program	Annual EBI Faculty Survey, Overall Satisfaction-Factor 16 (7 pt. scale)
11	<b>Staff</b>	<b>Staff satisfaction</b>	Overall degree to which MCB staff indicate satisfaction with MCB	Percent of staff rating overall satisfaction level with working in MCB as "very satisfied or satisfied"
12	<b>Facilities/ Technology</b>	<b>Student satisfaction with facilities and computing resources</b>	The degree to which graduating seniors indicate satisfaction with MCB facility and computing resources	Annual EBI Student Survey, Facilities & Computing Resources-Factor 8 (7 pt. scale)
13	<b>Facilities/ Technology</b>	<b>Faculty satisfaction with computing resources</b>	The degree to which faculty indicate satisfaction with computer support (hardware/software)	Annual EBI Faculty Survey, Computer Support -Hardware & Software, Factor 3 (7 pt. scale)
14	<b>Financial Resources</b>	<b>Total available state funds (annual)</b>	Total budgeted dollars from state funding sources (annual basis)	UNC Finance and Administration records
15	<b>Financial Resources</b>	<b>Total available private funds annually.</b>	Total spendable dollars from private funding sources (annual basis), less "unpredictable" annual fund contributions	UNC Foundation records
16	<b>Program Reputation</b>	<b>Total media placements</b>	Total number of MCB media placements generated	Annual count of MCB media placements (press releases, interviews, news stories, etc.), July through June
17	<b>Grads/ Alums</b>	<b>Placement of graduates</b>	Percentage of MCB graduates who are placed or attending graduate school full-time	UNC Career Services Alumni Survey
18	<b>Grads/ Alums</b>	<b>Exiting Student satisfaction</b>	Degree to which graduating seniors indicate overall program satisfaction	Annual EBI Student Survey-Overall Satisfaction with Program, Factor 16 (7 pt. scale)

**Table 4. MCB Key Performance Indicators (continued)**

ITEM #	AREA	KPI	DEFINITION	MEASUREMENT METHOD
19	<b>Grads/ Alums</b>	<b>Alumni satisfaction</b>	Degree to which alumni express overall satisfaction with their UNC education	Biennial EBI Alumni Survey, Factor 13 (7 pt. scale); one downward period equates to two year span
20	<b>Employers</b>	<b>Employer satisfaction</b>	Overall degree to which employers of MCB graduates indicate satisfaction with the MCB graduates it has hired	Annual employer survey, percentage indicating "strongly agree or agree" with statement on satisfaction with MCB graduates hired

The last AACSB maintenance of accreditation visit occurred in the fall of 2007 and resulted in a positive recommendation from the visitation team. During that visit the College was being led by an Interim Dean, Dr. Tim Jares. The College began a search process for a new Dean shortly after the AACSB visit. The new Dean, Dr. Don Gudmundson, was hired and started work on August 1, 2008.

In October of 2008 the College went off campus for a two day strategic planning retreat. The retreat activities created several strategic options that needed further exploration. These options included the possible development of new programs in executive education and graduate education. Another option was revising the current business minor. The retreat concluded with a discussion of the current vision, mission and values statements and it was agreed that no change needed to be made at that time. The general college goals and alignment with KPIs were not changed during the retreat. Materials from the strategic planning sessions are in Appendix E.

The College met for a visioning exercise in the Spring semester of 2010 and created ideas for new vision and mission and values statements. The Dean took those ideas and, working with the Administrative Council, created new vision, mission and values statements that were taken back to the faculty to discuss and provide their thoughts and recommendations. After several exchanges, new statements were created and approved by the Administrative Council and the Dean.

The College held strategic planning sessions again at an all-day retreat prior to the beginning of the Fall 2011 semester. The college goals and the KPIs were emphasized at that strategic planning retreat.

### **General Strategies for Implementing the Six Strategic Performance Goals**

Assuring Quality in Students. The importance of seeking quality students to a challenging business program in higher education is well understood. Students not only gain from the interface with the business school, they also help to inspire and extend the base of knowledge through meaningful interchanges with the members of the faculty. MCB is in stiff competition for Colorado high school graduates and transfer students with institutions such as the University of Colorado at Boulder, Colorado State University, the University of Denver, the University of Colorado at Denver, and the University of Colorado at Colorado Springs. The quality of the faculty and facilities helps MCB compete in this market.

Tactics used by the College to assure high-quality students include providing scholarships to attract first year students. The Finley Scholarship Program is one of the programs created to provide these scholarships. With these donated funds, MCB is able to attract students with higher index scores (a combination of high school GPA and ACT scores) and, thereby, improve the quality of students coming into the program. With the cost of tuition increasing, MCB is increasing its efforts to fund scholarships. Declining enrollments in the last few years have encouraged the adoption of other tactics as well. The College has worked to increase its visibility through a variety of activities. MCB has increased its marketing efforts and developed programs such as MCB Showcase Days that brings high school counselors and high academically performing prospective students to MCB. MCB has also offered full-tuition scholarships to a student from three school districts: Greeley-Evans Schools, Denver Public Schools, and Colorado Springs Schools. We have also increased attention given to organizing and staying in contact with alumni and have partnered with *Northern Colorado Business Report* on a variety of events. The number of freshmen enrolling for Fall 2011 increased by about 30% and preliminary data from UNC's Admissions Office for Fall 2012 reports that MCB applications are up by about a 3% increase. Time will tell if these approaches are paying long-term dividends.

Assuring Quality in Faculty Members. MCB recruits faculty who understand the need to do academic research that contributes to their various business disciplines and who also have a love of working with students. MCB has devoted resources for faculty development to help recruit and retain faculty. MCB uses significant resources to provide meaningful faculty development that provides opportunities for faculty to continuously update their knowledge of emerging teaching styles and technological advances. For the past three years, the Assistant Dean has conducted a series of teaching roundtables that introduce current topics for faculty to discuss and share best practices. In Spring 2012, MCB partnered with the Center for the Enhancement of Teaching and Learning (CETL) using CETL's expertise and resources to offer some of the teaching roundtables. MCB's Director of Academic Computing and Information Resources, working with CETL at the university level, has created a curriculum for on-line teacher training for MCB faculty. Starting with the summer 2011 session, faculty wanting to teach on-line courses were required to complete the curriculum prior to teaching on-line. Faculty were compensated for completing the training. MCB will continue to develop opportunities such as these to improve teaching.

Faculty receive stipends for publishing articles in accepted journals and for travel to conferences. All tenured/tenure-track academically qualified faculty members have received these stipends. Monetary awards are also provided for Scholar of the Year, Teacher of the Year and College Service Award. These funds help create an environment where faculty are provided with adequate resources to be successful. A significant number of faculty have been sent to AACSB Assessment seminars as well as other professional conferences to further develop their knowledge and skills.

State funding for higher education in Colorado has been under attack for years and has declined significantly over the past four years. This reduction in state funding has had a significant impact on the University. However, MCB has been focused for some time on securing external funds to augment the state monies. Fundraising efforts have allowed us to maintain and even increase funding for these activities for our faculty. We are in the fortunate position to continue with these levels of funding for many years to come. Several endowed chairs and professorships have been created over the past few years that we hope will be at a level of paying out in the next couple of years. We continue to work to enhance the funding that we have created to ensure that faculty will have adequate resources necessary for their development.

Assuring Quality in the Curriculum. The College is, and will always be, known primarily by the quality of its academics. While quality teaching is a significant part of this activity, relevance and meaningfulness are important as well. The MCB Curriculum Committee plays a major role in assuring quality in the curriculum. The faculty also play a role and many of the changes to MCB's curriculum over the past few years has been due to faculty efforts working with the Curriculum Committee to create a new program. For example, the new Masters in Accounting program was created by the Accounting faculty working with

the Curriculum Committee to ensure that the standards of the College were being met. The MAcc, as well as the other programs that have been created, have been approved by a faculty vote along with approval from the Curriculum Committee prior to getting University approval. The Curriculum Committee is also charged with benchmarking MCB's core curriculum to other comparable schools.

Assuring Adequate Financial Resources. Securing adequate resources for the College is the responsibility of the Dean. We have been fortunate that the naming of the College in 1999 provided significant resources that give MCB some cushion against the current economic cutbacks that the university has faced. The gift was not an endowment and ends in 2014 unless the Monfort Family Foundation chooses to renew the gift. Effort must be expended to secure resources needed for a stable financial future for the College as well as a stable financial future for the University. It appears that these funds will need to come from outside the traditional state funding mechanism as state funds for higher education continue to decrease. Creating stronger relationships with alumni and friends of the University who have the financial capacity to provide significant support is needed. As the state funding continues to decline, we need to focus more of our efforts on these outside sources of funding. MCB has the services of a development officer who works for UNC as a whole, but specializes in MCB. Her role is to identify, cultivate, and work with donors and potential donors to MCB and UNC. In addition to the MCB Development Officer, the UNC Office of Development has staff who work in Corporate and Foundation Relations Development who help MCB in fundraising efforts.

Assuring Quality in MCB Facilities and Technology. The current commitment to supporting leading-edge technologies that improve business learning and help prepare our students for their lives in the information age will continue to be a focus of MCB. Under the direction of the Director of Academic Computing and Information Resources, the College will continue this commitment. Working with technology companies, the AACSB Technology Roundtable, and other technology affinity groups (e.g., Educause) will help the College stay current. The gift from the Monfort Family Foundation helps us maintain currency in our technology by providing funding above and beyond state funding.

Another important tactic is to keep the faculty aware of new advances that can be successfully added to the classroom that will help our students be better prepared for the technological world of work they will enter upon graduation. It is important to tie these elements into the faculty development efforts of the College as we have done with on-line teacher training. The College has collaborated with CETL and this relationship will continue to provide more technology training opportunities for faculty.

Develop Market Reputation Consistent with Program Excellence. UNC and MCB suffer from "The Best Kept Secret" syndrome. UNC began its first branding campaign in Spring 2010. Until that time, little advertising had been done by UNC or its colleges. To increase awareness of MCB, a part-time position in marketing was changed to a full-time position and the College began to invest in a variety of marketing activities such as advertising at Denver International Airport, having a presence at conferences for high school groups such as FBLA and DECA, and sponsoring a speaker series. We are also creating MCB alumni groups and events where we recognize alumni and friends of the college.

### **New Program Development**

Since the October 2008 strategic planning retreat, faculty and staff in the College have been working to determine options to pursue and to create changes in some existing programs. The University's administration has been encouraging the College to look into graduate programs for several years. The College has been divided on whether to pursue graduate programs, with some faculty fearing that it would compromise the College's distinctiveness. In 2010, legislation was passed in Colorado that required at least 150 hours of higher education of all applicants for a Colorado CPA license. Based on this legislation, the Monfort College of Business and the School of Accounting and CIS undertook a feasibility study of a master of accounting program. Based on surveys and interviews with stakeholders, including current undergraduate students, employers, and alumni and the Accounting Advisory Board, the School of



Accounting and CIS developed a Master of Accounting degree (MAcc) primarily designed for students with a completed degree in accounting. This degree is designed to enhance the students' ability to apply skills in research, communication, and analysis of complex accounting problems and issues in order to ready these students for a successful professional career in public, private or not-for-profit accounting.

In the Fall of 2009, given the changes in the external environment (i.e., the 150-hour rule) and the results of the feasibility study, the MCB faculty voted to move forward with a MAcc program. At that time the faculty also voted to change the mission statement to reflect this change in focus. Both of these changes were approved by the Administrative Council and the Dean. The new MAcc program appeared in the Fall 2010 catalog and started with eight admitted students.

To support the new MAcc program, the UNC Provost gave the Accounting program approval to hire two tenure-track positions (one Masters of Tax and one Ph.D.) and one term position for Fall 2012. The Masters of Tax tenure-track position and the term position were filled. A search for the Ph.D. tenure-track position will continue in Fall 2012. The technology available, including Capital IQ, and facilities are appropriate and supportive of the program. The learning goals for the MAcc program are listed in Table 5.

The MAcc program is the biggest program change that has occurred since the last maintenance of accreditation visit. However, in the spirit of continuous improvement, there have been several other programmatic changes. Changes to the business minor were proposed and approved by the MCB Curriculum Committee and the Administrative Council. These changes reduced the credits required to complete the business minor from 34 credits to 18-21 credits. The streamlined minor allows more students to complete the program. The new business minor appeared in the Fall 2010 catalog. MCB is supporting a new interdisciplinary Software Engineering major that has been approved by the University to begin in Fall 2013, pending state approval. The Software Engineering program is an excluded program by AACSB.

The strategic planning sessions in Fall of 2008 also generated a significant amount of discussion on international opportunities and entrepreneurship. Following those discussions, a Global Committee was created for the College that consists of faculty interested in globalizing the College. The Global Committee wanted to increase international awareness and knowledge among MCB students and to create more opportunities for students to study at institutions of higher education in other countries. The committee also created a Global Business Minor. This program was approved by the faculty, Administrative Council and the Dean. We have worked to provide funding for scholarships to promote international educational experiences for students as well. In Spring 2011, MCB developed a position, Director of Global Programs, to develop more global exchanges, for both student and faculty. Our exchanges have increased over the past few years. We provide more information about the global program in Section 6 of this report.

We have also been active in developing more entrepreneurship opportunities for our students. We created an Entrepreneurship Minor in which business students could enroll beginning the Fall of 2010. Additionally, the Business Minor has an option of adding two classes, so nonbusiness students can attain a Business Minor with an Entrepreneurship option. All of the new programs were approved by the Curriculum Committee, the MCB faculty, the Administrative Council and the Dean prior to being sent to the Provost's office for their approval.

**Table 5: MAcc Learning Goals and Objectives**

	<b>Master's Program Learning Goals</b>	<b>Learning Objectives</b>
	<i>On completion of the Accounting master's program, graduates will be able to</i>	<i>To attain the Program Learning Goals, accounting graduate students will</i>
<b>1</b>	Demonstrate conceptual and analytical skills.	Analyze accounting data/information to identify key accounting issues, generate and evaluate appropriate alternatives, and propose feasible accounting alternatives at a proficient level.
<b>2</b>	Plan and conduct practice-oriented research to answer/solve accounting issues.	Demonstrate proficiency in conducting practice-oriented research.
<b>3</b>	Communicate complex accounting issues orally and in writing.	Demonstrate proficiency in preparing and delivering professional quality presentations on various accounting topics.
		Demonstrate proficiency in preparing professional accounting documents.
<b>4</b>	Appropriately use technology to gain knowledge of complex accounting information and apply that knowledge to new contexts and situations.	Appropriately use the correct technology to solve complex accounting issues.
<b>5</b>	Recognize and analyze ethical issues in accounting and business practice, and develop a defensible solution based on applicable codes of conduct.	Proficiently identify the ethical issues or problems in an accounting case based on codes of professional conduct, analyze the consequences for various stakeholders and develop a justifiable resolution.

The Monfort Institute, created in 2006, took its mandate from the strategic planning sessions to develop continuing education programs. It took some time before a program was created that would attract continuing education students to enroll during the difficult economic times. The members of the Monfort Institute worked to develop relationships with important organizations that would help them move the programs forward. Relationships have been developed with RMPEX/CPEX (the state and regional quality program) and Poudre Valley Health Systems (another Baldrige Award recipient located in Northern Colorado). These relationships have helped expand the original offerings. The Monfort Institute is not yet creating a positive revenue stream but is funded through external donations.

## **Summary of MCB Strategic Planning Processes and Outcomes**

The Monfort College of Business is a dynamic business program that has achieved high levels of excellence. It has achieved a reputation for providing superior education by acquiring a highly qualified faculty, maintaining state-of-the-art teaching and research facilities, and assuring high quality learning for its students through its high-touch, wide-tech approach.

Strategic planning for the College has become more important over the past few years because of several challenges that have emerged. The continuing reduction of support from the State of Colorado, the increasing competition for high quality students, and our aspirations to be recognized as a top business school makes it imperative that MCB focuses on planning to help the College achieve its mission and realize its vision.

### **Financial Strategies for MCB Action Items**

The latest financial crisis and recession have negatively impacted all public universities in Colorado. State funding to UNC has decreased by approximately 30% over the past four years. This decline in state funding has caused a significant strain on the University's budgets. In response, UNC has used a multifaceted approach to maintaining financial stability. The strategies have affected every aspect of the UNC campus. The approach has included significant increases in tuition, the establishment and then increases in fees and significant cuts, including the removal of vacant faculty lines. These approaches and other cuts to budgets throughout the campus have worked to maintain somewhat steady funding for colleges. The 2011-2012 university budget, funds from tuition and the state of Colorado, for MCB was \$5,566,760. This funding level is an increase of approximately \$35,000 over last year's university allocation. Business students also pay differential tuition that is \$40 per business credit hour for all business courses with the exception of those included in the liberal arts core (i.e., BACS 101, BA150, BA251). One-third of the differential tuition charged is returned to MCB.

State funding and tuition are supplemented with funds raised from alumni and friends of the College. The funding sources include the Kenneth W. Monfort College of Business naming gift, which provides an increasing amount of money each year for 15 years. The funding in 1999 was \$500,000. The amount increases every year with a projected payout in year 15 of \$927,442. In 2011-12, the payout to the College was \$847,941.

Uniquely, the terms of naming gift required expenditure of the funds over a 15 year period. As the end of the funds approaches, MCB, by the terms of the gift, will meet with the donor to discuss a renewed, extended gift of funds. At this time, the donor and donor's representatives are impressed with MCB's accomplishments, and MCB is hopeful the gift will be renewed.

MCB has worked to increase donations to the College above and beyond the naming gift and has raised an average of \$850,000 each year for the past two years. Some of the money is designated for specific types of activities and projects. Other funds are undesignated. The ongoing activities in the table have been funded for a number of years already and the ongoing cost will be covered by existing funding sources. New projects, such as the remodeling and creation of a Financial Center, require new sources of external funds. We have raised \$250,000 toward that project at this time. We anticipate having the necessary funding raised by fall of 2013.

In addition to the initiatives listed in the table, MCB provides over \$400,000 in scholarships to business students each year. The College held its first All-Star fundraising event in spring of 2010. The event was held at Coors Field in Denver and brought 425 alumni and friends together for a pleasant, interactive evening of food, music and fundraising. We raised \$100,000 for MCB student scholarships at that event. The second annual All-Star event was held in August, 2011 at Coors Field and raised approximately \$115,000. The College offers a wide variety of scholarships available to students of every discipline,

including scholarships for study abroad experiences. We are looking forward to our third All-Star Event in September 2012.

The main funding concern over the next three years is sufficient funds to attract faculty and retain faculty positions. As the state funding continues to decline, we anticipate a loss of funding for some of our faculty positions. We are currently working to create a number of professorships and distinguished chair positions that are at least partially funded through donations. UNC had not provided raises to faculty since 2008 until the University gave approximately 3-5% raises in 2012. We will also continue to work to raise funds for scholarships to help offset the increases in tuition that will continue for the foreseeable future. The undergraduate tuition increased 3% for the 2012-2013 academic year, but had 9% and 13% increases in years 2010-2011 and 2011-2012, respectively. Graduate tuition has had even larger increases with 15-20% increases for each of the past three years.

At the present time the financial picture of the College is sound. However, with the naming gift running out in 2014 and the instability in the state funding, the next several years are critical and will require hard work and innovation to assure continuation of the financial standing that the College currently enjoys.

The following table provides a list of initiatives that are in various stages of planning, funding and implementation.

**Table 6. MCB Initiatives and Funding Information**

<u>Initiative</u>	<u>Start Date</u>	<u>Year 1 Cost or Revenue</u>	<u>Ongoing Cost or Revenue</u>	<u>Source of funds</u>
Hire advisor	2012-2013	\$50,000	\$50,000	Differential tuition
Remodel and creation of financial trading center	Estimated Fall 2013	\$1,000,000	\$100,000	Donors
Required professional experience program	In catalog, Fall 2011. Need to deliver, Fall 2012	Hire .5 FTE to administer program. \$25,000	\$25,000	Differential tuition
Networking night	Ongoing, began October 2011	\$15,000 for food and facility	\$15,000	Participating businesses
Development and launch of MBA program	Fall of 2013	2 new FTE = \$150,000/faculty \$50,000 marketing	MBA office staffing = \$30,000. Faculty release time = \$70,000. Marketing = \$50,000	Faculty positions from state money Marketing funds from foundation accounts
Growth of MAcc program	In first year of operation	1 new FTE = \$150,000	\$150,000	Reallocated state money
Review undergraduate curriculum	Ongoing	\$0 Faculty Service	\$0	NA

**Table 6. MCB Initiatives and Funding Information (continued)**

<u>Initiative</u>	<u>Start Date</u>	<u>Year 1 Cost or Revenue</u>	<u>Ongoing Cost or Revenue</u>	<u>Source of funds</u>
Monfort Institute development of programs	Ongoing		\$237,000 expenses \$150,000 revenue	Monfort Family Foundation funds
Monfort Executive Professor program	Ongoing		\$155,000 salaries and expenses	Monfort Family Foundation funds
Global program development	Fall 2011	\$50,000	\$50,000	Foundation funds

### Intellectual Contributions

The MCB Mission statement clearly indicates the value we place on scholarship:

*“We value all forms of scholarship that advance our teaching and each discipline defines its research balance based on a discipline-specific focus. Given the applied nature of our Accounting program, it has chosen a research agenda focused on contributions to practice and pedagogical research. Our other programs have chosen a research agenda based primarily on discipline-based research, while valuing other forms of scholarship as well.”*

The vibrancy and currency of our faculty are linked to their intellectual contributions. Tables 2-1 and 2-2 are provided in the Appendix B. The information presented in those tables show that a substantial cross-section of faculty are involved in the development of intellectual contributions (ICs). The table below is derived from information in Table 2-1 and shows the average number of peer reviewed journal articles and total intellectual contributions per faculty. The College averages 4.81 peer reviewed journals and 21.88 total intellectual contributions per tenured/tenure-track faculty. The AQ policy requires two journal articles and two other intellectual contributions (from a list provided) in a five year period to maintain AQ status.

**Table 7. Number of Peer Reviewed Journals and Total Intellectual Contributions, 2007-2012**

<b>Discipline</b>	<b># of Tenured/Tenure-Track Faculty</b>	<b># of PRJ</b>	<b>Avg. # of PRJ per Faculty in Discipline</b>	<b>Total # of ICs</b>	<b>Avg. # of ICs per Faculty in Discipline</b>
Accounting	7	23	3.29	126	18.00
CIS	3	12	4.00	52	17.33
Finance	8	44	5.50	199	24.88
Management	8	36	4.50	171	21.38
Marketing	5	39	7.80	152	29.80
Total	32	154	4.81	700	21.88

MCB supports scholarly activity and intellectual contributions through a variety of mechanisms. The College provides Professional Development Grants for publishing journal articles that meet MCB publishing requirements (double-blind review, less than a 40% acceptance rate in Cabell's Directory in a business discipline). Professional Development Grants are \$1200 for journals in the department's top twenty journal list and \$600 for those that meet the publishing requirements, but are not in the top twenty list. Journals that are not listed in Cabell's in a business discipline or do not meet the

requirements for another reason may be reviewed by the faculty and chair in the department to determine if journal meets the department's standards for quality research in the discipline. All tenured/tenure-track academically qualified faculty have received Professional Development Grants during the past five years. Thirty-five percent of faculty have received a grant for a top twenty publication.

Summer Research Grants and Instructional and Program Improvement Grants are available and are determined by application to the Faculty Affairs Committee. Thirty-nine percent of faculty have received a Summer Research Grant and 6% have received a Instructional and Program Improvement Grant. The MCB Working Paper Series provides funds for MCB faculty who submit working papers. Faculty with three years or less experience at MCB receive \$300 per working paper, up to two per year. Faculty with more than three years of experience at MCB receive \$100 per working paper, up to two per year. Fifty-eight percent of faculty has received a MCB Working Paper Series Grant.

MCB faculty engaged in research are given a reduced teaching load (9 hours) from UNC standard non-research loads (12 hours). Faculty must maintain their AQ status to maintain a 9-hour load. Sabbatical leaves are granted to support research projects. Tenured faculty are eligible every seven years for a sabbatical leave. Faculty develop a sabbatical proposal that is reviewed by the faculty in their department, the Department Chair, the Dean, and the Provost. Given UNC's decline in state funding, one budget tightening response has been to support one year sabbaticals at 60% of salary rather than one semester sabbaticals at 100% of salary. These mechanisms for supporting intellectual contributions by faculty are discussed in the MCB Faculty Handbook.

#### 4. PARTICIPANTS

##### Students

The biggest change in the student data since 2007 has been the decline in enrollment. As mentioned previously, MCB has engaged in a variety of marketing techniques to increase awareness of the high-quality programs we have at MCB and to reverse this enrollment trend. These steps include more aggressive marketing including signage in the Denver International Airport, partnering with Admissions on several initiatives such as Become a Bear and MCB Showcase Events for high school counselors and high performing students, reducing our admissions requirement from a CCHE index of 103 to 100 (this is still above the UNC general admissions requirement of 94), and working with state FBLA and DECA conferences. The information presented in Table 8 shows the enrollment numbers for 2007 through 2011. In looking at enrollment by classification shown in Table 8, we can see that freshmen enrollment began to rebound in Fall 2010 and continued upward in Fall 2011. With the streamlined minor, we are also seeing increases in the number of business minors (see Table 9). The Global Business and Entrepreneurship minors are new minors for business majors that are also attracting interest from students.

**Table 8. MCB Enrollment by Classification, 2007-2011**

Classification	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Freshman	271	227	186	200	228
Sophomore	268	259	203	198	185
Junior	298	271	279	269	238
Senior	376	372	357	362	354
Graduate <sup>1</sup>	0	0	0	8	13
Total	1213	1129	1025	1037	1018

<sup>1</sup>The Masters of Accounting program began in Fall 2010.

**Table 9. MCB Enrollments by Emphasis 2007-2011<sup>1</sup>**

Emphasis	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Accounting	219	203	196	196	204
CIS	53	55	67	66	50
Finance	207	218	195	187	155
General Bus.	195	176	141	127	125
Management	283	262	232	250	267
Marketing	248	213	194	202	203
Nonprofit Adm <sup>2</sup>	8	2	0	1	1
Total	1213	1129	1025	1029 <sup>3</sup>	1005 <sup>3</sup>

<sup>1</sup> Figures include undergraduate students with double emphases within MCB.

<sup>2</sup> Nonprofit Administration was an interdisciplinary major. The major has been discontinued. A minor was created within MCB.

<sup>3</sup> The enrollment numbers for Fall 2010 and Fall 2011 do not match the total enrollment numbers in Table 8 because the MAcc students are not captured in Table 9.

The following table shows the enrollments for the minors within MCB for the time period 2007-2011. New minors have added during that time frame.

**Table 10. MCB Minor Enrollments 2007-2011**

Minors	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Business Admin <sup>1</sup>	49	51	47	35	67
CIS	7	5	5	7	10
Network/ISS	12	9	11	10	8
Nonprofit Admin <sup>2</sup>	0	2	4	6	7
Global Business <sup>3</sup>	0	0	2	15	20
Entrepreneurship <sup>4</sup>	0	0	0	7	27
Total	68	67	69	80	139

<sup>1</sup>The Business Administration minor was substantially revised for the 2010-11 catalog, reducing the number of credits from 34 credits to 18-21 credits.

<sup>2</sup>Nonprofit Administration minor began in 2007-08.

<sup>3</sup>Global Business minor began in 2009-10.

<sup>4</sup>Entrepreneurship minor began in 2010-11.

The following information provides a profile of MCB students. Eighty-eight percent of our student enrollment are full-time students. The ethnicity of our students was discussed in Section 2 of this report in response to comments from the prior maintenance of accreditation visit. The percentage of first generation students for Fall 2011 was essentially the same for new freshman and new transfer students, 33% and 37% respectively. The five-year graduation rate for MCB is 80.52%, compared to the UNC five-year graduation rate of 68.32%.

Ninety-four percent of the students are in good academic standing; 4% are on first-term probation; and less than 2% are on continued probation. Over the past five years, MCB retained an average of 59% of its freshman students from one fall to the next within the College of Business with another 9% being retained within the University, for an average student retention rate of 68%. The MCB to MCB retention rate was relatively steady at 64%-65% until it dropped to 58.7% from Fall 2009 to Fall 2010. This decrease in retention rates is troubling, and we are working on identifying the issue and developing remedies. One possible issue is the number of students that simply cannot afford college. Nine percent of the freshman from Fall 2009 left MCB, but stayed at UNC. Our data don't tell us whether the other freshmen that were not retained at UNC went to another university or dropped out of college. However, we do know that our students that are Pell eligible have increased. In Fall 2011, 28% of our

undergraduate students were Pell eligible, while in 2007-2008, 15% of students were Pell eligible. With the increase in tuition and the increase of Pell eligible students, MCB is concerned about student monetary issues and is raising scholarship funds as was discussed earlier.

To specifically address the recent retention data, we are implementing a Dean's Welcome event for incoming freshmen for Fall 2012. The event will include a welcome from the Dean, separate panels of faculty and MCB seniors talking about student success, and a social activity. Additionally, for Summer 2012 we modified our freshman orientation and registration sessions to ensure more faculty and staff are on hand to assist students with the registration process, with the hope that the changes will give incoming freshmen a more positive first impression of MCB and UNC. We have concluded our Business orientation sessions, and faculty and staff agree the process went much smoother than in the past.

Overall, support services for students have been enhanced since the last maintenance of accreditation visit. An advisor was hired to specialize in working with and advising our freshman students. Additionally, she has developed some programming for our freshman students such as dinners with alumni, tours of businesses including Ritz-Carlton, Kraft, and Coors Field, and advising events where faculty from the different emphases speak. This programming is designed to help with our freshman retention rate. We plan to hire another advisor to continue to work with students in their sophomore year. Faculty will continue to serve as advisors in the junior and senior years, when the students are predominantly taking business courses and need more career-related advising. We have hired a part-time person from UNC Career Services to manage and to recruit businesses for the recently adopted professional experience requirement.

## **Faculty**

Faculty sufficiency and qualifications for Monfort College of Business faculty are shown in the Tables 9-1, 10-1, and 10-2 in Appendix B. The College has consistently applied the following standards, taken directly from the MCB Handbook, in determining how to classify faculty sufficiency.

*The College maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, majors, areas of emphasis, and locations have the opportunity to receive instruction from appropriately qualified faculty. (AACSB Accreditation #9: Faculty Standards)*

*The College will maintain a faculty that is sufficient for a high-quality deployment of its instructional programs. Satisfying this requirement means that the large majority of the College's instructional resources will be, in addition to being qualified (AQ and/or PQ) instructional personnel, engaged in other responsibilities deemed relevant to accomplishing college mission (e.g., advising, planning, research). Those individuals with College responsibilities outside of the classroom are further defined below as —participating faculty.*

**Participating faculty** are defined as those who, in addition to their instructional assignment, also have a research and/or service component as part of their workload assignment. Additional responsibilities could include the expectation of producing scholarly research, student advising, and other service assignments deemed relevant to college mission. The College holds the expectation of these individuals as being part of the faculty for more than the current year.

**Supporting faculty**, by definition, are those individuals who do not meet requirements for being a participating faculty member (i.e., those that have no employment responsibilities to MCB other than teaching courses and holding appropriate office hours) (MCB Faculty Handbook).



MCB's faculty sufficiency for the undergraduate program for the FY 2011-2012 academic year is detailed in Appendix B (Tables 9-1, 10-1, 10-2). MCB's faculty sufficiency for the MAcc program for the FY 2011-2012 academic year is detailed in the Accounting Maintenance of Accreditation Report. The report is a product of the College's SEDONA system, and data are available for other terms during the review period in MCB's SEDONA database.

As can be seen from the information presented in Table 10-2, MCB's AQ plus PQ ratio is at 92.14%, which exceeds the AACSB standard of 90%. However, two departments are slightly below the 90% ratio. The Accounting program's ratio is 87.80%. Accounting had one professor who lost her AQ status in 2011-12. She was not reappointed. All Accounting faculty in Fall 2012 are either AQ or PQ. Finance is the other program which is slightly below the 90% level at 89.25%. One faculty member in the Department of Finance is currently neither AQ nor PQ.

The College has established policies and expectations regarding faculty qualifications. Detailed below, these standards are consistently used by the College to manage its faculty resources, as well as to recruit new faculty, and are drawn directly from the MCB Handbook:

### ***Academic Qualification***

*Professional activities for faculty seeking to acquire or maintain AQ status shall be consistent with MCB mission and goals, relevant to the courses to be taught by such faculty member, and keep faculty professionally current in the topics and curriculum being taught.*

*The AQ status process is a five year rolling window with annual evaluations to assess progress towards AQ status. Initial AQ status and subsequent evaluations shall be determined by the respective department chair in collaboration with the individual seeking AQ status. The evaluations will be conducted each year in the annual review process, but with the five year window being the compliance period. The evaluations must be signed and approved by the department chair and faculty member.*

### ***Newly hired faculty – AQ status***

*Newly hired faculty who commence teaching duties in MCB within five years of obtaining their qualified degree will be considered AQ for 5 years from the date of obtaining the degree. Those faculty members will be evaluated by the respective departmental chair during the annual evaluation review process based on intellectual/professional activities in the current year and the past years since hire. The evaluation will also serve to approve and establish professional activity goals for the forthcoming year.*

***Process:*** *The initial evaluation will be completed by the Department Chair and the evaluation must be submitted to the MCB Dean prior to the first date of employment.*

### ***Continuing faculty – AQ status***

*To maintain AQ status, continuing faculty must comply with the requirements set forth below:*

***Process:*** *Faculty seeking continued AQ status will be evaluated by the respective departmental chair during the annual evaluation review process based on professional activities in the prior five years, under the guidelines set forth below. The evaluation will also serve to approve and establish professional activity goals for the forthcoming year.*

### ***Maintenance (five year period):***

- ***AQ Faculty*** *are expected to publish or have accepted at least two refereed journal publications and have two additional intellectual/professional activities from the list below, during the most recent five-year period.*
- ***Substitutions*** *for refereed journal articles (i.e., other intellectual contributions, professional development experiences, and current experience) are permitted with prior written approval of the Department Chairperson and/or Dean. The quality of substitute activity will be considered and evaluated by the faculty member's Department Chairperson and Dean.*

### ***Continuing faculty – Department Chairs and other administrators- AQ status***

*This section applies to faculty who have significant administrative responsibilities. These faculty are in positions such as Chairpersons, Assistant Deans, and others that are in a pre-approved administrative position for more than two years.*

*To maintain AQ status, faculty with significant administrative responsibilities must comply with the requirements set forth below:*

***Process:*** *Faculty with significant administrative responsibilities seeking continued AQ status will be evaluated by the Dean during the annual evaluation review process based on professional activities in the prior five years, under the guidelines set forth below. The evaluation will also serve to approve and establish professional activity goals for the forthcoming year.*

### ***Maintenance (five year period):***

- ***AQ Faculty with significant administrative responsibilities*** *are expected to publish or have accepted at least one refereed journal publications and have one additional intellectual/professional activity from the list below, during the most recent five-year period.*

### ***Returning faculty – Full-time administrators and Department Chairs and other administrators- AQ status***

- ***Full-time administrators*** *returning to faculty positions are also expected to demonstrate maintenance of academic qualifications with intellectual contributions including at least one juried publication and one other intellectual/professional activity from the list of other intellectual activity, which is identified further below, during the first three year period after returning to the faculty position.*
- ***AQ Faculty with significant administrative responsibilities*** *returning to faculty positions are also expected to demonstrate maintenance of academic qualifications with intellectual contributions including at least one juried publication and one other intellectual/professional activity from the list of other intellectual activities, which is identified further below, during the first two year period after returning to the faculty position.*

### ***Other Intellectual/Professional Activities***

*Two of any of the following intellectual contribution activities are expected to be completed over a five year period in addition to the two refereed journal articles. The list of activities is not exhaustive and has flexibility for other activities that faculty are involved in. The other activities need to be pre-approved by the Department Chairperson.*

### ***Intellectual Activities***

- *Publication(s) that exceed two refereed journal publications on the approved department journal list (discipline based scholarship, contributions to practice, and/or learning and pedagogical research);*
- *Research monograph, scholarly book, textbook, or white paper for regulatory or professional organizations;*
- *Chapter in a scholarly book;*
- *Paper published in a non-approved journal;*
- *Presentation/proceeding at an academic or professional meeting;*
- *Published case with instructional materials;*
- *Technical report related to funded research projects;*
- *Published book review.*
- *Other intellectual activities pre-approved by the Department Chairperson. The quality of the activity will be considered and evaluated by the faculty member's Department Chairperson.*

### ***Professional Qualification***

*Professional activities for faculty seeking to acquire or maintain PQ status shall be consistent with MCB mission and goals, relevant to the courses to be taught by such faculty member, and keep faculty professionally current in the topics and curriculum being taught. Professional activity and goals may be tailored to the specialty and expertise of such faculty member and the courses being taught.*

*Initial PQ status and subsequent evaluations shall be determined by the respective Department Chair in collaboration with the individual seeking PQ status. All evaluations must be signed and approved by the Department Chair and faculty member.*

***Newly hired faculty – PQ status***

*Newly hired faculty who commence teaching duties in MCB within one year of terminating full-time professional employment maintain their PQ status for five years of employment in MCB. Faculty who commence teaching duties in MCB more than one year after terminating full-time professional employment must meet the Maintenance Guidelines set forth below to attain PQ status.*

***Process:*** *The initial evaluation must be submitted in writing to the MCB Dean prior to the first date of employment.*

***Continuing faculty – PQ status***

*To retain employment with MCB, PQ faculty must either maintain PQ status under the Maintenance Guidelines set forth below, or become AQ.*

***Process:*** *Faculty seeking continued PQ status will be evaluated by the respective Department Chair at the conclusion of the academic year based on professional activities in the prior five academic years. The evaluation will also serve to approve and establish professional activity goals for the forthcoming academic year. The annual evaluation must be submitted in writing to the MCB Dean at the end of each academic year.*

***Maintenance Guidelines:***

*Continued PQ status is achieved by accumulating at least 10 points in the prior five-year evaluation period.*

<i>1 pt.</i>	<i>Regularly attend professional meetings with other professionals in related field (other than those required to maintain professional licensure).</i>
<i>1-2 pts.</i>	<i>Membership on a local, state, regional, national or international professional organization board or corporate board.</i>
<i>2 pts.</i>	<i>Engaged in developing new and/or revised course curricula and instruction techniques.</i>
<i>2 pts.</i>	<i>Actively engaged in high level professional consulting activities.</i>
<i>2 pts.</i>	<i>Taking significant professional development courses.</i>
<i>2 pts.</i>	<i>Serving in professional positions related to teaching discipline.</i>
<i>2-3 pts.</i>	<i>Serving as an officer on a local, state, regional, national or international professional organization board or corporate board.</i>
<i>3 pts.</i>	<i>Developing significant professional development courses to be taught to professionals.</i>
<i>2 pts.</i>	<i>Publishing an article(s) in professional, academic, or relevant business related journals or publications. The publication outlet must be on the MCB lists of acceptable journals or must be approved by the Department Chair.</i>
<i>2 pts.</i>	<i>Publish a textbook chapter in a related field to be used by business students/professionals.</i>
<i>3 pts.</i>	<i>Publish a textbook in a related field, to be used by business students/professionals.</i>
<i>2 pts.</i>	<i>Maintain professional licensure.</i>
<i>1-4 pts.</i>	<i>Other activities documented and pre-approved by the Department Chair and Dean.</i>

## **Policies for Faculty Management**

Departments are responsible for managing the College's program emphasis areas, while cross-functional committees manage the College's processes. All such groups operate within the strategy of *high-touch*, *wide-tech*, and *professional depth*, committed to the mission of excellence in business education. The policies and procedures governing Monfort College of Business faculty are more fully discussed in the MCB Handbook, which is on the MCB website. In this section, we will summarize the overall structure of the MCB policies.

### **Faculty Recruitment**

Faculty characteristics and skills needed are determined by the program faculty, Department Chairs, and the Dean and are aligned with the curriculum objectives in the discipline. When hiring for a faculty position, a search committee is developed and aligned with UNC AA/EO guidelines. Advertisements are targeted based on the discipline, and search committee members may attend and pre-screen recruits at the discipline's primary hiring venue (e.g., American Accounting Association Annual Meeting, Financial Management Association International Annual Meeting, Academy of Management, etc.). MCB's academic faculty hires generally come from other AACSB-accredited business programs, assuring a consistency in and diversity of culture relative to academic standards and systems. With very limited exception (i.e., significant dissertation progress, defense scheduled) tenure-track faculty must possess an earned doctorate at time-of-hire. Individuals advance through the ranks based on productivity and performance, quality in instruction, scholarship, and service.

Similar to the practices of its peers, MCB hires part-time faculty to fill short term needs in specific classes. (i.e., when professors are on sabbatical or medical leave) and when enrollment increases require additional classes. Candidate application letters, resumes, and references are evaluated by the appropriate department chair(s) to determine instructional, professional, and academic qualifications. The College relies on adjuncts with prior experience where possible, and particularly values a candidate's previous successful experience with MCB.

MCB supplements its academic hires with professionally-qualified part-time and full-time executive professors recruited from senior-level business positions. The use of these seasoned and professionally-qualified executives has become an increasingly important factor in improving the learning environment by bringing lifelong experiences into the classroom.

### **Faculty Orientation**

The MCB new faculty orientation process helps individuals make an effective transition to the MCB environment. Participating and full-time Monfort College of Business faculty are expected to complete an orientation program. The Department Chairs orient supporting and part-time faculty, often including other faculty that teach in the same area. The MCB orientation program is designed to acquaint new faculty members with the College's mission, vision, and values, as well as its processes and operating procedures. In addition, information is provided about the College's programs, University facilities, and available resources. The orientation sessions provide a forum for discussion and information about the College and are designed to supplement other orientation activities provided by the University.

The MCB new faculty orientation program is held during the first six weeks of each fall semester and is designed in a modular format. Presenters include the Dean, Assistant Dean, Director of Technology, AoL Coordinator, Advising Center Director, Business Reference Librarian, and Career Services Representative. The Dean will also visit with new faculty members at least once a year to discuss their experiences at the College and their progress in teaching and scholarship.

MCB also has a mentoring process for new hires. The purpose of the MCB mentoring process is to facilitate a successful transition to MCB and a successful career progression for MCB new hires. The role of the mentor is to help the protégé understand MCB and UNC formal policies and procedures, MCB culture, and their roles in teaching, research, and service. Each new participating faculty member will be assigned a mentor. The Department Chair, with input of the tenured faculty in the program area, will assign a tenured faculty member to serve as the mentor to the new hire. New Assistant Professors with fewer than five years teaching experience will have a mentor until their three-year review. Experienced newly hired faculty (more than five years teaching experience) will have a mentor for the first year.

In the first year, the mentors and protégés will meet formally at least once a semester to ask/answer questions, discuss progress, issues, and/or concerns. In the second and third year, the mentors and protégés will meet as needed.

The process outlines minimum expectations for the formal mentoring program, but it is also assumed that there will be numerous informal contacts. Additionally, it is assumed that all faculty will help new hires as they become adjusted to MCB and their new roles. This formal College program is supplemented through longer-term interaction with each new faculty member's department chair.

**Table 11. Orientation Modules**

One: Dean	Two: Assistant Dean	Three: Director-Technology & AoL Coordinator	Four: Others
<ul style="list-style-type: none"> <li>• Organization of the College and University</li> <li>• MCB History, Mission, Vision, and Values</li> <li>• Faculty Overview</li> <li>• Faculty Handbook</li> <li>• Teaching assignments, workloads, and release time</li> <li>• Intellectual contributions expectations</li> <li>• Promotion, tenure, sabbatical leaves</li> <li>• Professional grant programs</li> <li>• Faculty evaluation process</li> <li>• Salary admin.</li> <li>• Grad. Faculty status</li> </ul>	<ul style="list-style-type: none"> <li>• Baldrige system and MCB assessment, including assurance of learning</li> <li>• Curriculum overview</li> <li>• Course/student evaluations</li> <li>• Admissions, continuation, and graduation standards.</li> <li>• AACSB accreditation and maintenance</li> </ul>	<p><i>Director of Technology</i></p> <ul style="list-style-type: none"> <li>• Desktop and classroom technology</li> <li>• Student technology resources</li> <li>• SEDONA</li> <li>• MCB Website</li> <li>• Blackboard</li> </ul> <p><i>AoL Coordinator</i></p> <ul style="list-style-type: none"> <li>• AoL processes and the role of faculty</li> </ul>	<p><u><i>Advising Center Director:</i></u></p> <ul style="list-style-type: none"> <li>• Advising system and Manual</li> <li>• Course prerequisites</li> <li>• Junior/Senior status</li> <li>• Student registration</li> </ul> <p><i>Business Reference Librarian:</i></p> <ul style="list-style-type: none"> <li>• Michener Library resources for faculty/students</li> <li>• Information resources for classroom</li> </ul> <p><u><i>Career Services:</i></u></p> <ul style="list-style-type: none"> <li>• Career planning resources for students</li> <li>• Placement services/career fairs</li> <li>• Internships</li> </ul>

MCB's orientation and mentoring programs are preceded by a University program for new tenure-track hires that lasts one full day during the week prior to the fall semester. The University program is geared to campus-wide issues. For example, human resources personnel present information on employee benefits (e.g., health insurance, retirement options), and campus library representatives provide an overview of instructional and classroom support programs offered through the Michener Library. The University's legal counsel discusses employee-related topics such as UNC's views on intellectual property rights and FERPA. The University's Human Resources Office also conducts periodic training programs for

all employees on issues such as sexual harassment and diversity training. Other campus groups, such as the University Police and the Center for Professional Development and Outreach (CPDO) also offer MCB employees opportunities for continued education. For adjunct faculty, the UNC Center for the Enhancement of Teaching and Learning has developed an Adjunct Faculty Handbook ([www.unco.edu/cetl/adjunct/index.html](http://www.unco.edu/cetl/adjunct/index.html)), which also includes a link to the MCB Faculty Handbook (the only college link that is included in this handbook).

## Faculty Development

MCB faculty are encouraged to do research and engage in scholarly activities. College financial strategies are carefully designed to align the incentives of the faculty with the College mission. The College believes that intellectual contributions enrich instruction and bring the relevance of contemporary business practices into the classroom. The dissemination of faculty scholarship benefits students by enhancing the academic reputation of the College and increasing the College's ability to place its graduates in suitable employment or in post baccalaureate degree programs.

The University supports faculty research in a variety of ways. University-wide research and scholarship support funds are available through The Faculty Research and Publications Board, The UNC Foundation, The Graduate School and UNC's Sponsored Programs and Academic Research Center (SPARC).

In addition to university-wide support programs, MCB also offers support for business faculty research. Table 12 summarizes the many formal and informal (tangible and intangible) rewards and recognitions MCB employs to help motivate faculty to achieve their full potential. Merit pay (when available), professional development funds, recognition in the MCB newsletters, and awards all offer incentives to faculty to achieve their full potential.

**Table 12. Awards and Recognitions**

Award/Recognition	Promotes	Decision to Award	Employee Category
Departmental professors of the year & MCB professor of the year	High quality teaching student/faculty contact	Students	Faculty in each department Dept. professors of the year
MCB Teacher of the year	High quality teaching student/faculty contact	Faculty Affairs	Tenured/tenure-track faculty
MCB Scholar of the year	Faculty scholarship	Faculty Affairs	Tenured/tenure-track faculty
Instructional improvement awards	Innovation in teaching	Faculty Affairs	Tenured/tenure-track faculty
Faculty service awards	Excellence in service	Faculty Affairs	Tenured/tenure-track faculty
Summer research awards	Faculty scholarship	Faculty Affairs	Tenured/tenure-track faculty
Professional activity awards	Faculty scholarship	Dean	Full-time faculty
Faculty conference travel grants	Faculty scholarship	Dean	Full-time faculty
Faculty merit salary increases, UNC budget dependent	All areas—job performance	Chair/Dean	Full-time faculty
Named professorships	All areas—job performance	Chair/Dean	Full-time faculty
Emeritus faculty/deans	Loyalty	Dean/faculty	Retiring faculty

## **Faculty Evaluation – Annual Review**

The annual faculty evaluation process is used for purposes of professional development planning and is intended to drive improvements in faculty performance, thereby advancing the College mission. It is also used to allocate rewards (salary adjustment, if the budget allows for merit increases), enhance the effectiveness of promotion and tenure decisions (comprehensive reviews), and is aligned with the AACSB accreditation standards, such as maintaining academically or professionally qualified status. Each participating faculty member is evaluated in instruction, professional activity, and service. Supporting faculty are evaluated only in instruction. It is expected that all faculty will demonstrate satisfactory performance in each area of evaluation and be involved in a pattern of activities designed to maintain the relevancy and currency within their area of instruction. Such activities will be examined within the year of evaluation, as well as the most recent five-year period in order to assess whether an individual is maintaining his/her Academic or Professional Qualification (AQ or PQ).

As part of the Annual Review, faculty members are reviewed by the Department Chair and Dean for the purpose of determining whether or not he/she is maintaining the appropriate Academic or Professional Qualification. If the decision is that such qualification is not being maintained, the individual will be required to develop a Faculty Development Plan that will lead to the appropriate qualification. Definitions for Academic and Professional Qualification are available in the MCB Handbook and are provided earlier in this document.

## **MCB Comprehensive Review**

The Comprehensive Review is for promotion, tenure, and post-tenure review. Faculty are evaluated in instruction, professional activity, and service. For promotion or tenure, faculty are expected to demonstrate satisfactory instruction and service activities, and a pattern of professional activities required for promotion or tenure. Tenured faculty undergoing a post-tenure Comprehensive Review must demonstrate satisfactory instruction and service activities and a pattern of professional activities that maintain the individual's Academic or Professional Qualification. The post-tenure Comprehensive Review evaluation cycle is five years. The areas of evaluation mirror the areas for annual review: Instruction, Professional Activity, and Service. The complete Comprehensive Review process is available in the MCB Faculty Handbook.

## **5. ASSURANCE OF LEARNING**

MCB has a long tradition of using assessment and benchmarking for its continuous improvement efforts. MCB has received the EBI Commitment to Excellence—Charter Institution Award in 2009, 2010, and 2011. The Charter Institution designation indicates that MCB has used EBI benchmarking services since the inception of EBI. Mission-driven learning assessment has always been an important part of these ongoing continuous improvement efforts. Prior to the April 2003 changes to the AACSB standards concerning assurance of learning, the College depended primarily on direct and indirect measures generated by the ETS major field tests, EBI benchmarking, and surveys of alumni, students, and external stakeholders. Of these tools, the ETS Major Field test historically represented the core of formal, direct assessments of the student learning that took place within the Monfort College. These student learning measures were rolled into our comprehensive Key Performance Indicator (KPI) framework to assess all critical areas of the College.

Beginning in the Fall of 2004, the College started the process of developing a robust assurance of learning plan that would be consistent with the new AACSB Assurance of Learning standards. The initial stage of this new initiative was to generate a set of goals derived from the MCB mission statement. This task was performed by the MCB Curriculum Committee. The outcome of this process identified nine goals which

were voted on and approved by the general faculty. Each goal initially was associated with at least one objective. Over the next year and a half, the number of goals was reduced to six and the associated objectives were refined so that all were directly measurable. Assessment criteria were established, assessment instruments were developed, and assessment venues were selected. By the Fall of 2007, the majority of the assessment plan was in-place and functional for our successful maintenance of accreditation visit. Following that visit, we have continued to improve and refine our assessment plan. We have gone through several cycles of using assessment data to identify problems and determine corrective action. Following this we have “closed the loop” by implementing the corrective action and collecting more data to determine if the adjustments worked. We have also streamlined and documented our assessment processes to be efficient and sustainable.

### Committee Structure and Responsibilities

Within the Monfort College there are faculty-driven standing committees responsible for curriculum development and assurance of learning activities. The MCB Curriculum Committee and the MCB Assurance of Learning Committee (AoL) deal with issues that affect the MCB program as a whole. Each emphasis area appoints one representative to each of these committees to ensure broad-based participation on these committees. These positions are term limited to ensure broader faculty participation. In addition to this, within each department, faculty in the respective disciplines deal with curriculum and assurance of learning at the emphasis level. This structure is designed to facilitate efficient two-way communication and appropriate task delegation.

The MCB Curriculum Committee is responsible for overseeing curriculum coordination between the emphasis areas and for designing the core curriculum for the College. The group reviews results from the following areas: AoL results, ETS major field tests, EBI benchmarking, alumni surveys, and student surveys. The MCB Curriculum Committee serves in an advisory role to the Dean of the College and recommendations generated by the committee are submitted to the Dean for final approval.

The MCB AoL Committee is responsible for designing, overseeing, and coordinating the assurance of learning activities of the undergraduate business program within the Monfort College. Close coordination exists between the individual discipline areas and the MCB Curriculum Committee. The Assistant Dean serves as the Dean’s representative on both the Curriculum Committee and the MCB AoL Committee to ensure the flow of information between the two groups and the Assessment Coordinator presents AoL information to the Curriculum Committee on a periodic basis. All of these procedures are designed to ensure that committees involved in assessment and curriculum management are fully informed of all pertinent activity. The key tasks of the AoL Committee include the following:

#### Setting and reviewing:

- learning goals and objectives
- criteria for objectives
- assessment methods and rubrics
- assessment instruments
- assessment processes
- assessment venues

#### Managing assessment data:

- collection
- formatting and storage
- dissemination



Reviewing and analyzing:

- cross-emphasis assessment results
- proposed curriculum modifications
- closing-the-loop actions

Within each emphasis area, faculty members are responsible for handling the implementation-level details of the College assessment plan. These responsibilities include the following:

- designing and administering discipline-specific assessment instruments
- reviewing and analyzing results of discipline-specific assessment
- proposing curriculum changes in response to low assessment results
- implementing corrective action in response to low assessment results
- reviewing and analyzing closing-the-loop actions

Cross-emphasis “SWAT teams” are another tool available to the Assurance of Learning Committee. These temporary task forces are activated when assessment results indicate that corrective action on a specific learning objective is needed. The membership of the teams is determined by the curriculum maps created for each learning objective. The first “SWAT Team” was activated in Spring 2012 and is continuing its work on the oral communication results in Fall 2012. Once triggered, teams are responsible for:

- performing root-cause analysis of the problem
- determining alternative solutions
- selecting an appropriate solution
- recommending an implementation plan for the solution

The MCB Assurance of Learning Committee has autonomous control over the MCB undergraduate assessment plan subject to the Dean’s final approval; however, it serves in an advisory role to the MCB Curriculum Committee for any recommendations that involve curriculum modifications.

The Accounting Department within the Monfort College maintains separate AACSB accreditation. As such, the department has responsibility for deployment of the processes required to meet the Assurance of Learning requirements for that program. Coordination of the Accounting Department’s processes with those of the College is accomplished by regular reporting to the MCB AoL Committee by the Accounting Department representative.

## **Curriculum Development**

The curriculum for the Monfort College is managed by the structure described above. Curriculum changes to a particular emphasis are initiated by faculty within that emphasis and approved by the department prior to sending it forward to the MCB Curriculum Committee. Curriculum changes to the business core can be initiated by the Curriculum Committee itself working from AoL findings or from benchmarking other business schools. Curriculum changes approved by the MCB Curriculum Committee are forwarded to the Dean for final approval. New programs are designed by a coordinated effort between the MCB Curriculum Committee and involved faculty members after approval by the MCB faculty. Once new programs are designed, they are forwarded to the Dean for final approval. Detailed diagrams describing these processes can be found in the MCB AoL SharePoint site.

Since the last maintenance of accreditation review in the Fall of 2007, several major curriculum revisions have been approved. Curriculum changes from 2007-2012 are listed in Appendix C. The major curriculum changes have been related to the development of the MAcc program, revision of the Business

Minor, and development of the Global and Entrepreneurship minors and the Software Engineering Program. Curriculum changes tied to MCB's Assurance of Learning process are outlined in Table 14.

## Assessment Tools and Procedures

The MCB Assurance of Learning Plan is based on six goals and nine related learning objectives. The learning objectives are each associated with an assessment instrument that produces direct student learning results. The internally-developed assessment tools are either rubric or examination based. Where rubrics are utilized, the MCB Assurance of Learning Committee and faculty from the emphasis disciplines jointly developed the tools. Examination-based assessment tools were developed by task forces formed specifically for the purpose. The examinations and rubrics are reviewed by the AoL Committee on a regular basis. The results generated by these assessment tools are collected according to a predetermined schedule and benchmarked against formal criteria. A summary of this aspect of the MCB assessment plan is shown in Table 13 below. More detailed information concerning assessment venues, assessment timing, and review frequency is provided in Appendix C and can also be found in the MCB AoL SharePoint site.

Once collected, the data are digitally stored and formatted into reports that are disseminated to the faculty for analysis and review. The distribution process uses multiple channels, which include the AoL SharePoint site, department AoL representatives, department chairs, and the MCB Curriculum Committee. Primary analysis for emphasis-level assessment is performed by the emphasis faculty. Analysis of assessment data that cross emphasis disciplines, such as ethics, communication, and analytical, is done by the MCB Assurance of Learning Committee. Additional analysis can be done by specialized AoL "SWAT Teams" that are activated when cross-discipline assessment results indicate the need. The results of these analysis steps are used to generate corrective actions, which are implemented within the College, thus closing the assessment loop.

**Table 13. MCB Learning Goals and Objectives**

Learning Goal	Learning Objective	Criterion	Assessment Tool
Be knowledgeable of key concepts in core business curriculum	Students will demonstrate a firm understanding of core business concepts.	Score at the 80th percentile or higher on the ETS Field Test.	ETS Major Field Test
Be effective communicators	Students will prepare and deliver quality presentations on a business topic.	Overall score of 2.4 or better on a 0 to 3 scale.	MCB Rubric
	Students will prepare quality business documents.	Overall score of 2.4 or better on a 0 to 3 scale.	MCB Rubric
Demonstrate conceptual and analytical skills	Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.	Overall score of 2.4 or better on a 0 to 3 scale.	MCB Rubric
Be proficient with technology	Students will demonstrate proficiency in common business software packages.	Combined overall score of at least 70%. No individual area score below 70%.	MCB Exam
Demonstrate ethical awareness	Students will be knowledgeable about ethics and social responsibility.	Combined overall score of at least 75%.	MCB Exam

**Table 13. MCB Learning Goals and Objectives (continued)**

Learning Goal	Learning Objective	Criterion	Assessment Tool
	Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.	Overall score of 2.4 or better on a 0 to 3 scale.	MCB Rubric
Be proficient with discipline-specific knowledge	Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.	Average mean correct will be 80th percentile or higher for students on the discipline-specific ETS questions in their emphasis.	ETS Major Field Test
	Students will demonstrate competency with advanced topics within their emphasis.	Overall score of 70% or higher for each emphasis within MCB.	MCB Exam

In addition to defining the learning goals, objectives, and measurement tools, objective alignment was undertaken to link course-level objectives to program-level objectives. This information was coded into a series of Excel spreadsheets that are used during the analysis of assessment results to pinpoint those courses within the full program that have the most impact on specific learning objectives. At the same time, a series of processes were defined, documented, and disseminated for key assurance of learning activities. These are used to guide the execution of the assessment plan within the College. Detailed diagrams documenting the objective alignments along with the procedural interaction among components of the MCB assessment plan are found in Appendix C and can also be found in the MCB AoL SharePoint site.

Successful implementation of the MCB assessment plan depends upon communication of assessment results and knowledge of the basic elements of the plan among the stakeholders. Communication is facilitated by creating a comprehensive SharePoint site available to all faculty and staff within the College. The site contains all aspects of the assessment plan along with data that have been collected, analyzed results, AoL committee minutes, and externally generated reference material. The key goal and objective information is distributed to students via a table in the UNC catalog along with a grid attached to each course syllabus and outline detailing the AoL objectives that each course supports. This information is discussed by the instructor on the first day of class and during orientation sessions to ensure that all students are aware of the purpose and importance of assessment at the Monfort College.

### **Assessment Outcomes**

A summary of the assessment results for the 2007 through 2012 data collection cycles is given in the following pages. Detailed year-by-year data along with graphs showing longitudinal data for each objective can be found in Appendix C and in the MCB AoL SharePoint site.

**Table 14. MCB Assurance of Learning Results Summary 2007-2012**

GOAL		OBJECTIVE		ASSESSMENT INSTRUMENT & CRITERIA	
Be knowledgeable of key concepts in core business curriculum		Students will demonstrate a firm understanding of core business concepts		<u>Instrument:</u> ETS Major Field Test	
ASSESSMENT RESULTS					
2007	2008	2009	2010	2011	2012
90 <sup>th</sup> percentile	95 <sup>th</sup> percentile	95 <sup>th</sup> percentile	95 <sup>th</sup> percentile	90 <sup>th</sup> percentile	96 <sup>th</sup> percentile

GOAL		OBJECTIVE		ASSESSMENT INSTRUMENT & CRITERIA	
Be effective communicators		Students will prepare and deliver quality presentations on a business topic.		<u>Instrument</u> : Oral presentations evaluated by assessment rubric.  <u>Criteria</u> : Overall score of 2.4 or better	
ASSESSMENT RESULTS					
2007	2008	2009	2010	2011	2012
Overall score 2.10	Overall score 2.08	Overall score 2.25	Overall score 2.56	Overall score 1.75	Overall score 1.73

GOAL		OBJECTIVE		ASSESSMENT INSTRUMENT & CRITERIA	
Be effective communicators		Students will prepare quality business documents.		<u>Instrument</u> : Written assignments evaluated by assessment rubric.  <u>Criteria</u> : Overall score of 2.4 or better	
ASSESSMENT RESULTS					
2007	2008	2009	2010	2011	2012
Overall score 2.06	Overall score 2.29	Overall score 2.36	Overall score 2.59	Overall score 2.60	Overall score 2.75

GOAL		OBJECTIVE		ASSESSMENT INSTRUMENT & CRITERIA	
Demonstrate conceptual and analytical skills		Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.		Instrument: Analytical assignment evaluated by assessment rubric.  Criteria: Overall score of 2.4 or better.	
ASSESSMENT RESULTS					
2007	2008	2009	2010	2011	2012
Spring: Overall score 1.91	Spring: Overall score 2.06	Spring: Overall score 2.28	Spring: Overall score 2.47	Spring: Overall score 2.68	Spring: Overall score 2.82
Fall: Overall Score 2.16	Fall: Overall score 2.34	Fall: Overall score 2.51	Fall: Overall score 2.51	Fall: Overall score 2.62	Fall:

**Table 14. MCB Assurance of Learning Results Summary 2007-2012(continued)**

GOAL		OBJECTIVE		ASSESSMENT INSTRUMENT & CRITERIA	
Be proficient with technology		Students will demonstrate proficiency in common business software packages.		<u>Instrument</u> : Technology proficiency tests on specific software packages and skills.  <u>Criteria</u> : Combined overall score of at least 70%. No individual area score below 70%.	
ASSESSMENT RESULTS					
2007	2008	2009	2010	2011	2012
<u>Spring</u> : Concepts: 67% Word/Comm: 80% Excel: 77% Access: 74% <b>Overall Score: 75%</b>	<u>Spring</u> : Concepts: 77% Word/Comm: 79% Excel: 77% Access: 77% <b>Overall Score: 77%</b>	<u>Spring</u> : Concepts: 80% Word/Comm: 86% Excel: 81% Access: 83% <b>Overall Score: 82%</b>	<u>Spring</u> : Concepts: 80% Word/Comm: 80% Excel: 79% Access: 75% <b>Overall Score: 79%</b>	<u>Spring</u> : Concepts: 72% Word/Comm: 80% Excel: 64% Access: 67% <b>Overall Score: 71%</b>	<u>Spring</u> : Concepts: 83% Word/Comm: 81% Excel: 73% Access: 77% <b>Overall Score: 78%</b>
<u>Fall</u> : Concepts: 73% Word/Comm: 74% Excel: 75% Access: 80% <b>Overall Score: 77%</b>	<u>Fall</u> : Concepts: 74% Word/Comm: 67% Excel: 66% Access: 61% <b>Overall Score: 67%</b>	<u>Fall</u> : Concepts: 80% Word/Comm: 83% Excel: 80% Access: 79% <b>Overall Score: 81%</b>	<u>Fall</u> : Concepts: 72% Word/Comm: 81% Excel: 73% Access: 68% <b>Overall Score: 73%</b>	<u>Fall</u> : Concepts: 79% Word/Comm: 80% Excel: 74% Access: 73% <b>Overall Score: 76%</b>	<u>Fall</u> :

GOAL		OBJECTIVE		ASSESSMENT INSTRUMENT & CRITERIA	
Demonstrate ethical awareness		Students will be knowledgeable about ethics and social responsibility.		<u>Instrument:</u> Ethics & social responsibility examination.  <u>Criteria:</u> Overall score of at least 75%.	
ASSESSMENT RESULTS					
2007	2008	2009	2010	2011	2012
<b>Spring:</b> Overall Score: 79%	<b>Spring:</b> Overall Score: 79%	<b>Spring:</b> Overall Score: 81%	<b>Spring:</b> Overall Score: 80%	<b>Spring:</b> Overall Score: 80%	<b>Spring:</b> Overall Score: 77%
<b>Fall:</b> Overall Score: 81%	<b>Fall:</b> Overall Score: 81%	<b>Fall:</b> Overall Score: 79%	<b>Fall:</b> Overall Score: 81%	<b>Fall:</b> Overall Score: 80%	<b>Fall:</b>

GOAL		OBJECTIVE		ASSESSMENT INSTRUMENT & CRITERIA	
Demonstrate ethical awareness		Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.		<u>Instrument</u> : Ethics Case evaluated by rubric.  <u>Criteria</u> : Overall score of 2.4 or better.	
ASSESSMENT RESULTS					
2007	2008	2009	2010	2011	2012
None	None	None	None	None	Overall Score: 1.26

**Table 14. MCB Assurance of Learning Results Summary 2007-2012 (continued)**

GOAL		OBJECTIVE		ASSESSMENT INSTRUMENT & CRITERIA	
Be proficient with discipline-specific knowledge		Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.		<u>Instrument:</u> ETS Major Field Test.  <u>Criteria:</u> Average mean correct will be 80 <sup>th</sup> percentile or higher for students on the discipline-specific ETS questions in their emphasis. <u>Note:</u> ETS does not report scores when too few students are tested.	
ASSESSMENT RESULTS					
2007	2008	2009	2010	2011	2012
<u>2006/07 ETS Results</u> Accounting: 95 CIS: NA Finance: 95 Management: 90 Marketing: 95 International: 90	<u>2007/08 ETS Results</u> Accounting: 95 CIS: NA Finance: 95 Management: 95 Marketing: 95 International: 95	<u>2008/09 ETS Results</u> Accounting: 95 CIS: NA Finance: 95 Management: 95 Marketing: 95 International: 95	<u>2009/10 ETS Results</u> Accounting: 95 CIS: 95 Finance: 95 Management: 95 Marketing: 95 International: 90	<u>2010/11 ETS Results</u> Accounting: 95 CIS: 95 Finance: 95 Management: 95 Marketing: 90 International: 80	<u>2011/12 ETS Results</u> Accounting: 99 CIS: NA Finance: 99 Management: 99 Marketing: 92 International: 91

GOAL		OBJECTIVE		ASSESSMENT INSTRUMENT & CRITERIA	
Be proficient with discipline-specific knowledge		Students will demonstrate competency with advanced topics within their emphasis.		<u>Instrument:</u> Emphasis discipline specific tests.  <u>Criteria:</u> Overall score of 70% or higher for each emphasis.	
ASSESSMENT RESULTS					
2007	2008	2009	2010	2011	2012
<u>Spring</u> CIS: 51% Finance: 66% Management: 55% Marketing: 64%	<u>Spring</u> CIS: 49% Finance: 50% Management: 56% Marketing: 68%	<u>Spring</u> CIS: 44% Finance: 60% Management: 57% Marketing: 62%	<u>Spring</u> CIS: 63% Finance: 72% Management: 60% Marketing: 65%	<u>Spring</u> CIS: 61% Finance: 69% Management: 75% Marketing: 63%	<u>Spring</u> CIS: 54% Finance: 58% Management: 73% Marketing: 93%
<u>Fall</u> CIS: 48% Finance: 69% Management: 53% Marketing: 64%	<u>Fall</u> CIS: 38% Finance: 57% Management: 57% Marketing: 69%	<u>Fall</u> CIS: 40% Finance: 65% Management: 56% Marketing: 59%	<u>Fall</u> CIS: No collected Finance: 71% Management: 69% Marketing: 65%	<u>Fall</u> CIS: Not collected Finance: 69% Management: 73% Marketing: 62%	<u>Fall</u>

### Assurance of Learning Impact on Curricula Development

Data have been collected for all learning objectives. These data have been used to perform several analysis-review cycles. From these reviews, a number of important curricular “closing-the-loop” actions have been applied. A brief summary of the major curricular impact from assessment is given in Table 15 below. Given MCB’s philosophy of continuous improvement, the assessment process itself has undergone a number of procedural changes. A listing of the procedural changes can be found in Appendix C.

**Table 15. Major Curricular Closing-the-Loop Activities**

Goal	Identified Problem	Corrective Action	Impact of Correction
Be knowledgeable of key concepts in core business curriculum	ETS scores indicated that student's international knowledge was declining. The scores had moved from the 95th percentile in 2009 to the 80th percentile in 2011.	The MCB Global Committee was funded with \$30,000 per year for student scholarships and faculty exchanges. Also, a Director of Global Programs position was created. A Global Minor was also created to support students interested in the field.	Since the summer of 2011, 33 students have participated in our foreign exchange program and 13 MCB faculty have taught abroad. At the same time, the ETS international score has improved to the 90th percentile by the Spring of 2012. In 2012 29 students were enrolled in the Global Minor.
Be effective communicators	Assessment scores for student oral and written communication indicated that improvement was needed.	MCB is working with the University to have BA 205 Business Communications added to the Liberal Arts Core (LAC). This will allow MCB to give business students LAC credit for taking BA 205 and will ensure that all business majors will have a course in business communications. BA 205 can be used to reinforce the problem communication topics directly.	The addition of BA 205 to the LAC is currently under consideration by the University. If approved, it will then need approval by the state LAC committee and it could be in place by the next catalog in 2013-2014.
Be effective communicators	Assessment scores for student oral and written communication indicated that improvement was needed.	Develop "Student Resource Toolkits."	A "Communication Resource Toolkit" is under development for MCB students and should be operational by Fall 2012. It will be on the MCB website and has information regarding Oral and Written Communication and links to helpful resources.
Be effective communicators	Assessment scores for student oral and written communication indicated that improvement was needed.	Activate the oral communication "SWAT team" to address communication problems identified by assessment data and develop corrective action proposals.	Faculty members of the team have been notified of the team's formation. Initial meetings to determine corrective action will take place in Fall of 2012
Be effective communicators	Assessment scores for student oral and written communication indicated that improvement was needed.	The Assistant Dean organized a "Teaching Roundtable" event around the topic of "How Do I Give Feedback that Improves Student Writing?"	The assessment scores have steadily increased each of the five years, including Spring 2012 in which this Teaching Roundtable was held.

**Table 15. Major Curricular Closing-the-Loop Activities (continued)**

Goal	Identified Problem	Corrective Action	Impact of Correction
Be effective communicators	Assessment scores for student oral and written communication indicated that improvement was needed.	After determining the conclusion trait was the primary problem with written communication scores, Dr. Dan Rowley modified the way the written assessment was done and emphasized the conclusion trait to the students. He communicated these changes to the other BAMG 456 instructors.	The conclusion assessment trait did improve in the Spring and Fall 2010 assessments.
Demonstrate conceptual and analytical skills	Conceptual and Analytical assessment results, while steadily improving, still showed weakness in some trait areas.	The Assistant Dean organized a "Teaching Roundtable" event around this topic for MCB faculty entitled "How Can I Help Students Develop Critical Thinking Skills?"	The Teaching Roundtable was offered in mid-spring, and the assessment scores in this area did improve in Spring 2012. The trend in the scores will be reviewed for further action.
Be proficient with technology	Technology assessment scores on Excel and MS Access are marginal. Conversely, scores on MS Word and PowerPoint are consistently high.	Emphasize the coverage of Excel and Access in BA 101. Reduce the emphasis on MS Word and PowerPoint.	The MS Word and Communication scores continued to be high; however, the MS Access and Excel scores did not increase appreciably. Additionally, the faculty felt the coverage of Excel advanced functions were weak and students in upper division classes were not displaying knowledge of Access. Therefore, beginning in the Fall of 2012, Microsoft Access coverage will be moved from BACS 101 to BACS 300 so that more detailed, case-oriented projects can be used to teach the product. The results of the curriculum change will be closely monitored to determine if the action was effective.



**Table 15. Major Curricular Closing-the-Loop Activities (continued)**

Goal	Identified Problem	Corrective Action	Impact of Correction
Demonstrate ethical awareness	Low ethics assessment scores were recorded for three specific areas identified by the ethics examination.	Dr. Michael Martin (endowed Ethics Chair) suggested the following corrective actions: 1) BAFN 231 Legal Environment of Business should focus on the definition of stakeholder theory and use in-class examples on the topic, 2) verify that the business judgment rule is covered in BAFN 231 and give case examples of how it is applied, and 3) increase focus on the Foreign Corrupt Practices Act in BAFN 231 lectures.	Results on two of the three areas improved by the Summer and Fall 2010 assessments. Assessment results for the third area did not improve and will be reevaluated in Fall 2012.
Be proficient with discipline-specific knowledge	Persistently low scores for several of the discipline-specific examinations indicated that corrective action was needed.	Discipline-specific tests were reviewed for currency, relevancy, and accuracy. Revisions were made as deemed necessary.	Test results improved in the Management and Marketing emphasis areas. CIS and Finance did not see an improvement and will review other options.
Be proficient with discipline-specific knowledge	Persistently low scores for several of the discipline-specific examinations indicated that corrective action was needed.	BAFN 390 Operations Management was approved for addition to the business core curriculum to enhance students' quantitative skill-set.	The course was added to the 2012-2013 catalog as a core requirement for all business majors.

Overall, the AoL processes within MCB have followed our long-standing pursuit of continuous improvement.

## 6. OTHER MATERIAL

In keeping with the mission of MCB, our focus is on providing excellent learning opportunities for our students. We utilize many methods to achieve that mission. A few of our innovative programs are discussed below.

### Experiential Learning Opportunities

We take pride in supplementing our outstanding academic preparation with connecting our students to the “real world” through experiential learning opportunities.

- **Student and Foundation Fund:** The Student and Foundation Fund is going into its 20<sup>th</sup> year in 2012-2013. Senior finance students manage a \$1 million dollar portfolio of the University of Northern Colorado's Foundation funds. It is one of the largest undergraduate-only funds in existence.

- **Better Business Bureau Torch Awards:** Students from the BAMG 452 Contemporary Issues in Business and Society class work with the Better Business Bureau (BBB) and companies in the region in support of the BBB Torch Awards, which is given to business in recognition of ethical behavior. In the Spring semester, the students identify worthy nominees for the award. In the Fall semester, the students work with nominees to develop a formal, comprehensive report to submit to the BBB.
- **Small Business Counseling:** Since the early 1980s, business students have had the opportunity to provide consulting to area small businesses through the BAMG/BAMK 407 Small Business Counseling class. A wide range of topical areas is explored depending upon the issues being faced by the small business. The issues could be developing a business model for a new business, developing a marketing plan, or dealing with cash flow issues.
- **Entrepreneurial Challenge:** For the past three years, the College has conducted a regional Business Plan Competition that invites new business ventures to compete for \$36,000 in prize money. Each year, students with an entrepreneurial business idea have participated and competed favorably with local entrepreneurs. In the first year, a student team placed second and received \$3000 for their business idea. In the third year, a student team reached the finals, which is the top 5 entries out of 60 competitors. The students who have participated have been a product of entrepreneurship classes at MCB.
- **Socially Responsible Investing Fund:** Students in the BAFN 479 Portfolio Management class manage \$50,000 to invest in a Social Responsibility Fund. Through this investment activity, students learn and apply the principles of Socially Responsible Investing (SRI), as well as investment analysis and portfolio management. To our knowledge, other than religious institutions that have a mandate for SRI, this fund is unique.
- **Required Professional Experience:** Beginning in 2011-2012, students entering MCB are required to complete a professional experience program. A professional experience is most likely an internship, but to maintain some flexibility, the definition was broadened to include other experiences as defined by the emphasis area. Students will also have to complete a workshop regarding professional behavior. None of our major competitors have this requirement, so we think it will give our students a competitive advantage.
- **Working with External Clients:** In addition to the experiences listed above (i.e., Torch Awards and Small Business Counseling), several classes incorporate working with external clients. The BAMK 365 Advertising and Promotion class works with Wells Fargo and State Farm to create advertising strategies for them. Students in BAAC 426 Auditing II conduct an audit for a nonprofit organization. The Marketing Analysis and Research class, BAMK 368, often reaches out to the community for marketing research projects.

## Outside Speakers

Another way to make connections to the business community is to bring in speakers from the business world. Our Monfort Executive Professor Program (MEPP) is instrumental in acquiring high-quality speakers for the College. In addition, in 2010-2011, MCB launched the MCB Speaker Series, which brought in high profile speakers for alumni to enjoy. Each year, MCB hosts an Ethics Day, in which speakers on the topic of ethics are brought into the College. In Spring 2012, MCB hosted its first Regulatory Day focusing on the regulatory environment of businesses. For most of these speakers from the various programs, students are afforded the opportunity to interact with the speakers. Some of the speakers that have been to MCB recently are listed below:

MEPP Speakers include Neal Yanofsky, former President of Panera Bread and former President, International for Dunkin' Brands, the parent of Dunkin' Donuts and Baskin-Robbins; Bob Berkowitz, former CNN & ABC correspondent and Principal, The Dilenschneider Group; Rory Vaden, author and speaker; Eric Chester, MCB alumnus author and speaker; Mark Neville, Claim Team Manager, State Farm; Sharon Lee Parker, Owner & President, Boehm Porcelain.

MCB Speaker Series included Jerry Greenfield, co-founder of Ben & Jerry's; Mike Leavitt, former Secretary of Health and Human Services; Joseph Michelli, business author; Jane Bryant Quinn, business author and personal finance columnist.

Ethics Day Speakers included Frank Abagnale, FBI consultant whose life was the basis of the movie "Catch Me If You Can"; Sherron Watkins, Enron whistleblower; Corey Ciocchetti, author and business ethics professor; James Marcy, IRS; Dan Chenoweth, President, Business Consulting Firm.

The regulatory agencies represented at the Regulatory Day included the Colorado State Board of Accounting, Department of Regulatory Agencies--Division of Banking and Securities, Department of Regulatory Agencies--Division of Real Estate, Department of Regulatory Agencies--Division of Financial Services, and the former Chief Accountant of the Securities and Exchange Commission.

In addition to these speakers, faculty often recruit speakers on a particular topic for the class. We believe offering these high-quality speakers help students connect the academic coverage of topics with the business applications. Given MCB is not a large business college located in a major metropolitan area in which high profile business professionals are typically located, we believe bringing in these speakers is very beneficial to our students.

### **Advisory Boards:**

In addition to the Dean's Leadership Council (DLC), an advisory board of area business people who take an active role in the College, each emphasis area, with the exception of Marketing, has an advisory board. One role of advisory board members is to either provide or find internships for MCB students. These advisory board members are important to our mission of providing excellent learning opportunities for our students. The DLC is actively working on developing content for the professionalism workshop required prior to the Professional Experience activity.

### **Global Exchanges:**

In addition to making local, regional, and national business connections for our students, we believe that in this global environment our students need to be connected globally. MCB has begun a focus on not only offering a world class education, but now also offer worldwide opportunities to our students. During the 2008-09 academic years, the College created a Global Committee to evaluate our existing international programs and to establish new ones. The committee also created a Global Business Minor for Business students. MCB has expanded our exchange offerings with stable partners who we work closely with. In Spring 2011, we developed a position, Director of Global Programs, to develop and nurture more global exchanges, both student and faculty. Prior to Summer 2011, only a few MCB students participated in student exchanges. Since Summer 2011, 33 students have participated in our foreign exchange program. In 2010-11, two faculty from our Lithuanian partner came to MCB, one from France, and two additional from VSE Prague came in 2011-12. Thirteen MCB faculty have taught abroad since Summer 2011. Both faculty and student exchanges help our students learn more about different cultures and business practices in an international business environment.

## **Student Accomplishments and Highlights**

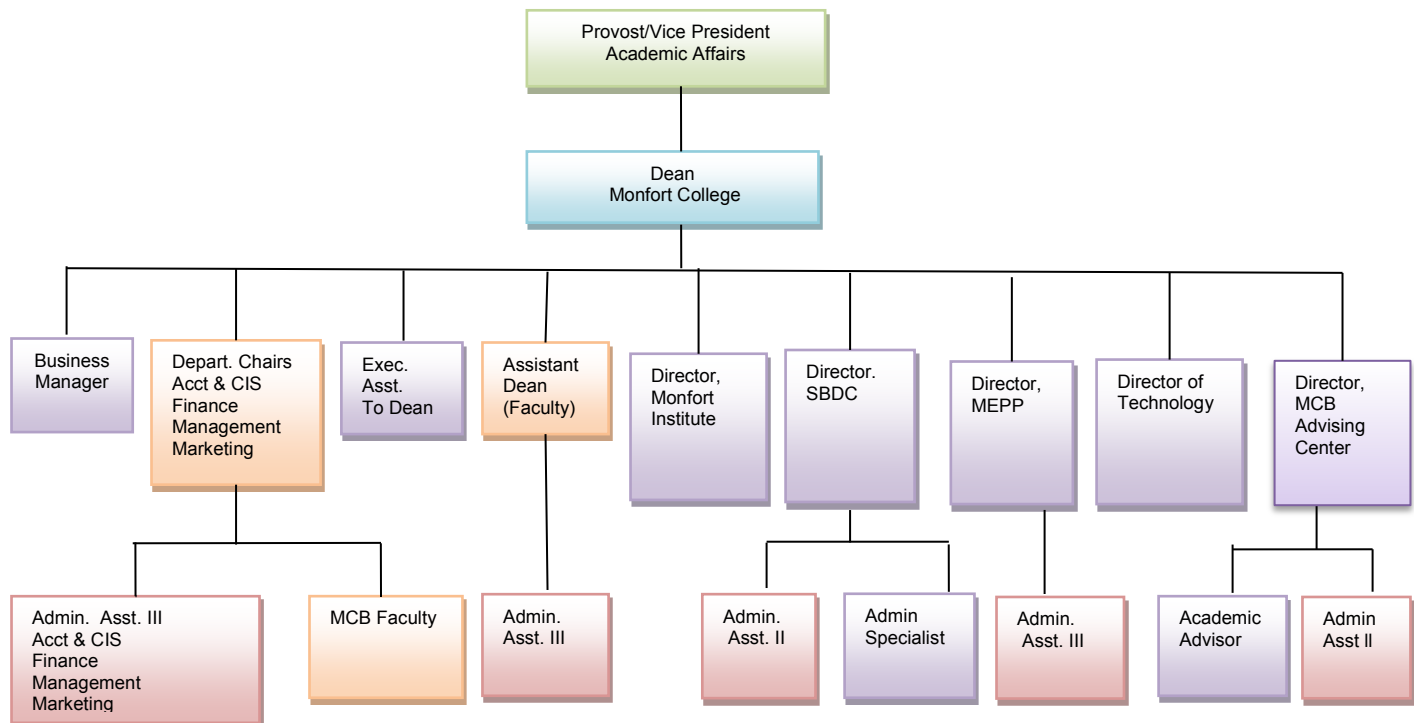
MCB is very proud of its student accomplishments. In many of the competitions in which our students do very well, we compete against much larger, well-known schools. Below are some of the student accomplishments.

- ETS scores—MCB students have scored in the top 4-10 percentile on the ETS Major Field Test for Business for the past nine years
- The Student and Foundation Fund (SAFF) students placed first in the Global Asset Management Education (GAME) Forum in the Undergraduate Core category in 2011.
- MCB marketing students won first, second, and third place in the AMA Colorado Awards for Social Media in 2012.
- The SAFF students placed first at the Redefining Investment Strategy Education (R.I.S.E.) in 2004 and have been finalists an additional 5 times since 2000.
- In 2008, marketing students placed first in the Direct Marketing Association ECHO Competition Award. The students placed 2<sup>nd</sup> in 2006 and 2007.
- The accounting program's tax team has placed in the top ten percent of the participants in the Deloitte Tax Case Competition for five of the last six years.
- FMA students placed 2<sup>nd</sup> in the FMA National Quiz Bowl in 2010.
- Marketing students placed in the top 6 in ACRA National Retail Location Competition.
- In 2011, a MCB student made the national finals for the Financial Planning Challenge, had the best overall written case, and placed 4<sup>th</sup> overall.
- Financial Management Association (FMA) student organization has obtained superior chapter recognition for the past 5 years.
- Beta Alpha Psi has received superior chapter recognition for the last 5 years.
- Beta Gamma Sigma received Premier Chapter designation for 2010-2011.
- In the last five years, marketing students received Peak Awards from the American Marketing Association, Colorado, placing 1<sup>st</sup> and 2<sup>nd</sup> regionally in 2007.
- Our Students in Free Enterprise (SIFE) team was regional champion in 2009 and 2010.
- MCB College-wide team received an honorable mention at the Kansas State Business Ethics Case Competition in 2011.
- For the past three years, MCB has participated in the Chartered Financial Analyst Challenge. Although not winning the challenge, our undergraduate students are competing against Masters students and are performing very well.

Overall, MCB is very proud of its students. When our students compete against larger and better known business schools, they do very well. We feel the commitment of our students, faculty, and staff make the Monfort College of Business a high quality business school. Although MCB was a 2004 recipient of the Malcolm Baldrige National Quality Award, our commitment to quality and performance excellence has not waned over the years. Our results in many areas such as the ETS exam have even increased over the years. In the spirit of continuous improvement, we seek improvements in the areas we identify through our strategic planning and assurance of learning processes.

## 7. MONFORT COLLEGE OF BUSINESS ORGANIZATIONAL CHART

### Monfort College of Business Organizational Chart



# Appendix A

## Key Performance Indicators

**Monfort College of Business Key Performance Indicators (KPIs) - Fall 2011**

ITEM #	AREA	KPI	DEFINITION	MEASUREMENT METHOD	2006	2007	2008	2009	2010	2011	CURRENT GOAL (1 YR)	5 YR GOAL
1	Recruits	Quality of incoming freshmen students	Average ACT scores of entering business freshmen	UNC Admissions data on incoming students	23.64 (Fall 2006)	23.74 (Fall 2007)	23.69 (Fall 2008)	23.98 (Fall 2009)	23.78 (Fall 2010)	23.7 (Fall 2011)	23.6	24.0
2	Recruits	Quality of incoming transfer students	Average transfer GPAs of entering business transfers (non-UNC)	UNC Admissions data on incoming students (external transfers)	3.21 (Fall 2006)	3.29 (Fall 2007)	3.43 (Fall 2008)	3.2 (Fall 2009)	3.27 (Fall 2010)	3.33 (Fall 2011)	3.20	3.30
3	Students	Student retention rates	The percentage of MCB students who persist from one academic year to the next.	IM&T report on student retention	83% (Fall 2005 - Fall 2006)	xx% (Fall 2006 - Fall 2007)	xx	xx	xx	64.02% (Fall 2009-2010)	86%	88%
4	Students	Business major counts	Total number of declared business majors between all six emphasis areas	Major count following drop/add deadline in fall semester	1,203 (Fall 2006)	1,203 (Fall 2006)	1,014 (Fall 2008)	1,025 (Fall 2009)	1,029 (Fall 2010)	1,005 (Fall 2011)	1,300	1,350
5	Students	MCB current student satisfaction	Proportion of MCB juniors/seniors who would recommend other family members/friends enroll in MCB	Annual MCB Student Survey (Question 1)	97.4% (January 2006)	95.3% (January 2007)	96.0% (January 2008)	94.1% (January 2009)	94.8% (January 2010)	95.2% (January 2011)	≥95%	≥95%
6	Curriculum	Student learning in business	The overall performance of seniors on the ETS exam compared to national avgs.	ETS Exam overall percentile, fall/spring combined	95th %ile (2005-06) (raw score +)	90th %ile (2006-07) (raw score +)	95th %ile (2007-08) (raw score +)	95th %ile	95th %ile	90th %ile	Maintain 95th %ile	Maintain 95th %ile
7	Curriculum	Avg. class size	The average number of students to one professor as measured in an MCB classroom learning environment.	Average of all class sections (sans independent studies and internships), fall semester count after drop/add deadline.	31.9 (Fall 2006)	30 (Fall 2007)	30.8	30	31	30	Target of 30	Target of 30
8	Faculty	Quality of overall faculty	The overall proportion of faculty resources (i.e., classroom faculty) that is academically and/or professionally qualified	Percent of overall FTE (i.e., faculty resources) taught by academically or professionally-qualified faculty.	94.5% (2005-06)	94.1% (2006-07)	93.8% (2007-08)	95% (2008-2009)	96% (2009-2010)	89.91% (Fall 2011)	≥95% (AACSB Std.)	≥95% (AACSB Std. of 90%)
9	Faculty	Quality of academic faculty - student evaluation	Quality of Instruction and Faculty: Teaching in your major courses	Annual EBI Undergraduate Exit Study, Quality of Instruction & Faculty-Item 2 (7 pt. scale)	5.8 (2006) 7th of 164 schools	5.7 (2007) 19th of 150 schools	5.71 25 of 186 schools	5.61 36 of 201 schools	5.53 43 of 180 schools	5.26 101 of 169 schools	5.9	6.1
10	Faculty	Faculty program satisfaction	Overall degree of MCB faculty satisfaction with MCB's program	Annual EBI Faculty Survey, Overall Satisfaction-Factor 16 (7 pt. scale)	5.54 (2006)	6.1 (2007)	6.09 5th of 19 schools	6.12 2 of 15 schools	5.35 11 of 13 schools	5.33 13 of 15 schools	5.6	6.0



**Monfort College of Business Key Performance Indicators (KPIs) - Fall 2011 (continued)**

ITEM #	AREA	KPI	DEFINITION	MEASUREMENT METHOD	2006	2007	2008	2009	2010	2011	CURRENT GOAL (1 YR)	5 YR GOAL
11	Staff	Staff satisfaction	Overall degree to which MCB staff indicate satisfaction with MCB.	Percent of staff rating overall satisfaction level with working in MCB as "very satisfied or satisfied".	100% (2006)	100% (2006)	xx	xx	100% (2010)	100% (2011)	100%	100%
12	Facilities/Technology	Student satisfaction with facilities and computing resources	The degree to which graduating seniors indicate satisfaction with MCB facility and computing resources	Annual EBI Student Survey, Facilities & Computing Resources-Factor 8 (7 pt. scale)	6.1 (2006) 5th of 164 schools	6.1 (2006) 5th of 164 schools	5.95 22 of 186 schools	6.3 4 of 201 schools	6.26 2 of 180 schools	6.04 12 of 169 schools	6.1	6.3
13	Facilities/Technology	Faculty satisfaction with computing resources	The degree to which faculty indicate satisfaction with computer support (hardware/software).	Annual EBI Faculty Survey, Computer Support - Hardware & Software, Factor 3 (7 pt. scale)	6.7 (2006)	6.6 (2007) 1st of 27 schools	6.0 6 of 19 schools	6.18 2 of 15 schools	5.8 4 of 13 schools	5.77 5 of 15 schools	≥6.5	>6.5
14	Financial Resources	Total available state funds (annual)	Total budgeted dollars from state funding sources (annual basis).	UNC Finance and Administration records.	\$4.4 million (Budgeted 2005-06)	\$4.8 million (Budgeted 2006-07)	4.8 million (Budgeted 2007-08)	5.3 million (Budgeted 2008-09)	5.4 million (Budgeted 2009-2010)	5.56 million (Budgeted 2011-12)	\$4.6 million	\$5.2 million
15	Financial Resources	Total available private funds annually.	Total spendable dollars from private funding sources (annual basis), less "unpredictable" annual fund contributions..	UNC Foundation records--includes endowment and pseudo-endowment funds.	\$ .80 million (Budgeted 2005-06)	\$1.1 million (Budgeted 2006-07)	xx	1.14 million (Budgeted 2008-09)	1.35 million (Budgeted 2009-2010)	1.82 million (Budgeted 2011-12)	>\$ .90 million	>\$1.20 million
16	Program Reputation	Total media placements	Total number of MCB media placements generated.	Annual count of MCB media placements (press releases, interviews, news stories, etc.), July through June.	101 (2005-06)	105 (2006-07)	xx	xx	xx	xx	>100	>100
17	Grads/Alums	Placement of graduates	Percentage of MCB graduates who are placed or attending graduate school full-time	UNC Career Services Alumni Survey	98.3% (2004-05)	97% (2005-06)	97.4% (2006-07)	94% (2008)	94% (2008)	90.2% (2011)	>95%	>95%
18	Grads/Alums	Exiting Student satisfaction	Degree to which graduating seniors indicate overall program satisfaction	Annual EBI Student Survey-Overall Satisfaction with Program, Factor 16 (7 pt. scale)	6.3 (2006) 2nd of 164 schools	5.8 (2007) 8th of 150 schools	5.8 9 of 186 schools	5.9 8 of 201 schools	6.00 3 of 180 schools	5.66 11 of 169 schools	6.3	6.5

**Monfort College of Business Key Performance Indicators (KPIs) - Fall 2011 (continued)**

ITEM #	AREA	KPI	DEFINITION	MEASUREMENT METHOD	2006	2007	2008	2009	2010	2011	CURRENT GOAL (1 YR)	5 YR GOAL
19	Grads/Alums	Alumni satisfaction	Degree to which alumni express overall satisfaction with their UNC education	Biennial EBI Alumni Survey, Factor 13 (7 pt. scale); one downward period equates to two year span	5.5 (2005) 2nd of 39 schools	5.7 (2005) 2nd of 41 schools	5.72 2 of 40 schools	5.29 4 of 36 schools	5.29 3 of 29 schools	Administered biennially	5.5	6
20	Employers	Employer satisfaction	Overall degree to which employers of MCB graduates indicate satisfaction with the MCB graduates it has hired.	Annual employer survey, percentage indicating "strongly agree or agree" with statement on satisfaction with MCB graduates hired.	80% (Spring 2006)	80% (Spring 2007)	xx	xx	xx	xx	≥95%	≥95%

Green = ≥1 year performance improvement

Yellow = 1 year performance drop or no improvement

Red = >1 year decline

Clear = New Measure; No comparator yet available

Purple - Missing Data

Bolded Border = At or near Best-in-Class

# Appendix B

## Faculty Data Tables

2-1

2-2

9-1

10-1

10-2

**Table 2-1:  
Five-Year Summary of Intellectual Contributions\*  
July 1 2007 to June 30, 2012**

Faculty	Portfolio of Intellectual Contributions									Summary of Types of ICS <sup>10</sup>		
	Peer Reviewed Journals <sup>1</sup>	Research Monographs <sup>2</sup>	Books <sup>3</sup>	Chapters <sup>4</sup>	Peer Reviewed Proceedings <sup>5</sup>	Peer Reviewed Paper Presentations <sup>6</sup>	Faculty Research Seminar <sup>7</sup>	Non-Peer Reviewed Journals <sup>8</sup>	Others <sup>9</sup>	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
<b>BAAC: Accounting</b>												
Greiman, Janel	2					1			1	2	2	
Lacey, Deborah												
McConnell, Allen W.	1								8	2	5	2
Newmark, Richard I.	5		2	1	6	23	1		15	33	6	14
Reed, Ronald O.	5				1	1	1		7	11	2	2
Ritsema, Christina <sup>11</sup>						2			6	5	1	2
Seaton, Lloyd Pat	3				1	5	1		2	11	1	
Turner, Karen Forrest	3				1	3	4		6	6	10	1
Varley, Philip												
Wilcox, William	4				2	1		1			1	7
<b>BAAC Totals:</b>	<b>23</b>		<b>2</b>	<b>1</b>	<b>11</b>	<b>36</b>	<b>7</b>	<b>1</b>	<b>45</b>	<b>70</b>	<b>28</b>	<b>28</b>
<b>BACS: Computer Information Systems</b>												
Cullom, Charmayne B.	2				1	7					1	9
Cullom, Joseph (Ranny) R.												
Harraf, Tabandeh (Tabby)												
Lightfoot, Jay M.	5				5	4			2	6	7	3
Naber, Bret												
Sedbrook, Tod A.	5				16	3	1		1	1	7	18
Vegter, Chris												
<b>BACS Totals:</b>	<b>12</b>				<b>22</b>	<b>14</b>	<b>1</b>		<b>3</b>	<b>7</b>	<b>15</b>	<b>30</b>
<b>BAFN: Finance</b>												
Allen, Garth H.							3		1		4	
Clinebell, John M.	4					13	3			14		6
French, Joseph J.	13			1	3	17			10	3		41
Herrera, Robert							2				2	
Jares, Timothy E.	3				1	3				5	1	1
Lynch, Robert M.	2					4				1		5
Martin, Michael W.	5				3	8			8	9	2	13
Martinez, Rutilio	6				9	9					16	8
McClatchey, Christine	3					6	5	1	17	14	15	3
de la Torre, Cris	8				7	12	1	1	7	1	18	17
<b>BAFN Totals:</b>	<b>44</b>			<b>1</b>	<b>23</b>	<b>72</b>	<b>14</b>	<b>2</b>	<b>43</b>	<b>47</b>	<b>58</b>	<b>94</b>

**Table 2–1: (continued)**  
**Five-Year Summary of Intellectual Contributions\***  
**July 1 2007 to June 30, 2012**

	Portfolio of Intellectual Contributions									Summary of Types of ICs <sup>10</sup>		
	Peer Reviewed Journals <sup>1</sup>	Research Monographs <sup>2</sup>	Books <sup>3</sup>	Chapters <sup>4</sup>	Peer Reviewed Proceedings <sup>5</sup>	Peer Reviewed Paper Presentations <sup>6</sup>	Faculty Research Seminar <sup>7</sup>	Non-Peer Reviewed Journals <sup>8</sup>	Others <sup>9</sup>	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
<b>BAMG: Management</b>												
Anderson, Robert									2		2	
Clinebell, Sharon K.	3				2	8	2		1	14		2
Elsberry, Jim			1									1
Gray, Robert K.												
Harraf, Abe						3	2				5	
Krahnke, Keiko	4		1	1	2	7	8	1	3	1	14	12
Larson, Milan	4					6	1			1		10
Latham, John R.	5		4		2	2		2	4		9	10
Maddocks, Roger H.												
Pickett, Richard												
Rowley, Daniel James <sup>12</sup>	9			2	3	4	1			13	2	4
Stecher, Terry <sup>13</sup>	1				1	2				4		
Thomas, David F.	3				13	6		1	8	4	6	21
Wanasika, Isaac	7			1	11	13	2		2	6	2	28
<b>BAMG Totals:</b>	<b>36</b>		<b>6</b>	<b>4</b>	<b>34</b>	<b>51</b>	<b>16</b>	<b>4</b>	<b>20</b>	<b>43</b>	<b>40</b>	<b>88</b>
<b>BAMK: Marketing</b>												
Everhart, Dallas												
Hunt, Patrick												
Iyer, R. Vishwanathan	5				13	4	1		9	6	14	12
Kling, Nathan D.	2				1					1	1	1
McCorkle, Denny E.	5				2	14	3		1	15	2	8
McCorkle, Yuhua	1				1	2					1	3
Odehnalova, Jitka												
Payan, Janice	13					18			5	15		21
Reardon, James	13				25	6	1	1	6	9	2	41
Reardon, Saule												
<b>BAMK Totals:</b>	<b>39</b>				<b>42</b>	<b>44</b>	<b>5</b>	<b>1</b>	<b>21</b>	<b>46</b>	<b>20</b>	<b>86</b>
<b>Totals:</b>	<b>154</b>	<b>0</b>	<b>8</b>	<b>6</b>	<b>132</b>	<b>217</b>	<b>43</b>	<b>8</b>	<b>132</b>	<b>213</b>	<b>161</b>	<b>326</b>

\*To maintain AQ status, faculty must publish two journal articles plus two additional intellectual/professional activities, such as presentations, proceedings, and book chapters, in a five year period (see pp 27-28 of the report for the full AQ policy). The journal articles must meet minimum quality standards set by MCB and the department.

**Table 2–1: (continued)**  
**Five-Year Summary of Intellectual Contributions\***  
**July 1 2007 to June 30, 2012**

Journals must be double-blind reviewed, have an acceptance rate of 40% or less as listed in Cabell’s Directory, and be in a business discipline. Faculty may petition their Department Chair to have journals that do not meet the requirements to be reviewed to determine if it meets departmental quality standards. The MCB Mission Statement guides faculty in the type of intellectual contributions. The portion of the MCB Mission Statement that deals with scholarship states, “*We value all forms of scholarship that advance our teaching and each discipline defines its research balance based on a discipline-specific focus. Given the applied nature of our Accounting program, it has chosen a research agenda focused on contributions to practice and pedagogical research. Our other programs have chosen a research agenda based primarily on discipline-based research, while valuing other forms of scholarship as well.*”

1. Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
2. Research Monographs (teaching/pedagogical, practice/applied and /or discipline-based research)
3. Books (textbooks, professional/practice/trade, and/or scholarly)
4. Chapters in books (textbooks, professional/practice/trade, and/or scholarly)
5. Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
6. Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
7. Faculty Research Seminar (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
8. Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
9. Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)
10. Summary of ICs should reflect total number of ICs in each category (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
11. Dr. Ritsema was not reappointed after the 2011-12 academic year
12. Dr. Rowley was on medical leave and subsequently died during the 2011-12 academic year
13. Dr. Stecher resigned at the end of the fall semester 2011

Table 2-2:  
Five-Year Summary of Peer Reviewed  
Journals and Number of Publications in Each  
(July 1, 2007 – June 30, 2012)

Peer Reviewed Journals	Number of Articles
<b>BAAC: Accounting</b>	
Accounting Educators' Journal	1
Accounting Information Systems Educator Journal	2
Advances in Accounting Education	1
American Journal of Business Education	4
International Journal of Accounting and Finance	1
International Journal of Production Economics	1
Journal of Applied Business Research	6
Journal of Business and Accounting	1
Journal of Business And Economics Research	1
Journal of College Teaching and Learning	1
Journal of Information Systems	1
Practical Tax Strategies	1
Real Estate Law Journal	1
Real Estate Taxation	1
<b>Accounting Totals:</b>	<b>23</b>
<b>BACS: Computer Information Systems</b>	
Communications of The IIMA	5
International Journal of Instructional Media	1
International Journal of Learning	1
Journal of Information Systems	1
Journal of International Technology and Information Management	3
Journal of The Academy Of Business Education	1
<b>Computer Information Systems Totals:</b>	<b>12</b>
<b>BAFN: Finance</b>	
Academy of Management Learning & Education Journal	1
Advances in Financial Education	4
Business Review, Cambridge	1
European Journal of Management	1
Financial Services Review	2

**Table 2-2 (continued)**  
**Five Year Summary of Peer Reviewed**  
**Journals and Number of Publications in Each**  
**July1, 2007 – June 30, 2012**

<b>BAFN: Finance (continued)</b>	
Global Business Finance Review	1
Indian Journal of Economics and Business	1
International Business & Economics Research Journal	2
International Journal of Business and Finance Research	1
International Research Journal of Finance and Economics	1
InterStat	2
Journal of Developing Areas	1
Journal of Diversity Management	3
Journal of Education For Business	1
Journal of Financial Education	1
Journal of International Finance and Economics	2
Journal of Leadership and Organizational Studies	1
Journal of Legal Studies in Business	2
Journal of Personal Finance	2
Journal of Public Policy & Marketing	1
Journal of Real Estate Practice and Education	2
Journal of Teaching In International Business	1
Journal of The Academy of Marketing Science	1
Journal of the International Academy for Case Studies	2
Palmetto Review	1
Real Estate Law Journal	1
Real Estate Taxation	1
Review of Business and Finance Case Studies	2
Studies in Economics and Finance	1
The Journal of American Academy of Business, Cambridge	1
<b>Finance Totals:</b>	<b>44</b>
<b>BAMG: Management</b>	
AABRI Journal of Academic and Business Ethics	2
AABRI Journal of International Business and Cultural Studies	1
AABRI Journal of Management and Marketing Research	1
Academy of Management Learning & Education Journal	1
Business Case Journal	2



**Table 2-2 (continued)**  
**Five Year Summary of Peer Reviewed**  
**Journals and Number of Publications in Each**  
**July1, 2007 – June 30, 2012**

<b>BAMG: Management (continued)</b>	
Business Strategy Series 2008	1
Business Strategy Series 2007	1
Community Development: Journal of the Community Development Society	1
European Journal of Management	1
International Journal of Leadership Studies	1
Journal of Behavioral and Applied Management	3
Journal of Business and Management	1
Journal of Business Ethics	1
Journal of Global Business Management	1
Journal of International Management Studies	2
Journal of Leadership and Organizational Studies	1
Journal of Management Education	1
Journal of Managerial Issues	1
Journal of Strategic Innovation and Sustainability	1
Journal of The Academy of Business Education	2
Journal of the International Academy for Case Studies	3
Journal of World Business	1
Palmetto Review	1
Quality Management Journal	4
Western Journal of Human Resource Management	1
<b>Management Totals:</b>	<b>36</b>
<b>BAMK: Marketing</b>	
Baltic Journal of Management	1
Business and Society	1
Business Ethics: A European Review	2
European Business Review	1
Industrial Marketing Management	1
International Business & Economics Research Journal	1
International Journal of Business And Economics	1
International Journal of Market Research	1
International Marketing Review	2
Journal for Advancement of Marketing Education	2
Journal of Applied Business Research	2

**Table 2-2 (continued)**  
**Five Year Summary of Peer Reviewed**  
**Journals and Number of Publications in Each**  
**July1, 2007 – June 30, 2012**

<b>BAMK: Marketing (continued)</b>	
Journal of Business And Economics Research	1
Journal of Business Research	1
Journal of College Teaching and Learning	1
Journal of Consumer Marketing	1
Journal of International Business Management & Research	2
Journal of Knowledge & Human Resource Management	1
Journal of Marketing	1
Journal of Marketing Education	9
Journal of Marketing Management	1
Journal of Marketing Theory & Practice	1
Journal of Small Business and Enterprise Development	1
Marketing Intelligence & Planning	2
Social Science Journal	1
Transformations in Business and Economics	1
<b>Marketing Totals</b>	<b>39</b>

**TABLE 9-1:**  
**Summary of Faculty Sufficiency \***  
*Using Classes Taught for Fall 2011 and Spring 2012*

Name <sup>1</sup>	Participating or Supporting (P or S)	Taught by Participating <sup>2</sup>	Taught by Supporting <sup>2</sup>	P/(P+S)	Total
<b>BAAC Accounting</b>					
AQ:					
Greiman, Janel	P	6			
Newmark, Richard I.	P	4			
Reed, Ronald O.	P	5			
Seaton, Lloyd Pat	P	5			
Turner, Karen Forrest	P	5			
Wilcox, William	P	6			
PQ:					
Lacey, Deborah	S		1		
McConnell, Allen W.	P	5			
Varley, Philip	S		1		
NQ:					
Ritsema, Christina <sup>3</sup>	P	6			
<b>TOTAL BAAC Accounting</b>		<b>42</b>	<b>2</b>	<b>95.45%</b>	<b>44</b>
<b>BACS: Computer Information Systems</b>					
AQ:					
Cullom, Charmayne B.	P	6			
Lightfoot, Jay M.	P	4			
Newmark, Richard I.	P	2			
Sedbrook, Tod A. <sup>4</sup>	P				
PQ:					
Harraf, Tabandeh (Tabby)	P	8			
Naber, Bret	S		2		
Vegter, Chris	P	5			
NQ:					
Cullom, Joseph (Ranny) R	P	4			
<b>Total BACS: Computer Information Systems:</b>		<b>29</b>	<b>2</b>	<b>93.54%</b>	<b>31</b>
<b>BAFN: Finance</b>					
AQ:					
Clinebell, John M.	P	6			
French, Joseph J.	P	6			
Jares, Timothy E.	P	6			
Lynch, Robert M.	P	6			
Martin, Michael W.	P	6			
Martinez, Rutilio	P	6			
McClatchey, Christine	P	6			
de la Torre, Cris	P	6			
PQ:					
Herrera, Robert	S		3		

**TABLE 9-1: (continued)**  
**Summary of Faculty Sufficiency \***  
*Using Classes Taught for Fall 2011 and Spring 2012*

Name <sup>1</sup>	Participating or Supporting (P or S)	Taught by Participating <sup>2</sup>	Taught by Supporting <sup>2</sup>	P/(P+S)	Total
<b>BAFN: Finance (continued)</b>					
NQ:					
Allen, Garth H.	P	4			
<b>Total BAFN Finance:</b>		<b>52</b>	<b>3</b>	<b>94.54%</b>	<b>55</b>
BAMG: Management					
AQ:					
Clinebell, Sharon K.	P	2			
Harraf, Abe	P	1			
Krahnke, Keiko	P	6			
Larson, Milan	P	4			
Latham, John R.	P	1			
Rowley, Daniel James <sup>5</sup>	P	0			
Thomas, David F.	P	6			
Wanasika, Isaac	P				
PQ:					
Anderson, Robert	S		5		
Elsberry, Jim	S		4		
Gray, Robert K.	S		4		
Maddocks, Roger H.	P	6			
Pickett, Richard	S		2		
NQ:					
Stecher, Terry <sup>6</sup>	P	3			
<b>Total BAMG: Management</b>		<b>29</b>	<b>15</b>	<b>65.90%</b>	<b>44</b>
BAMK: Marketing					
AQ:					
Iyer, R. Vishwanathan	P	6			
Kling, Nathan D.	P	7			
McCorkle, Denny E.	P	6			
McCorkle, Yuhua	S		4		
Payan, Janice	P	5			
Reardon, James	P	2			
PQ:					
Everhart, Dallas	S		7		
Hunt, Patrick	S		2		
NQ:					
Reardon, Saule	S		3		
<b>Total BAMK: Marketing</b>		<b>26</b>	<b>16</b>	<b>61.90%</b>	<b>42</b>

**TABLE 9-1: (continued)**  
**Summary of Faculty Sufficiency \***  
*Using Classes Taught for Fall 2011 and Spring 2012*

<b>Name<sup>1</sup></b>	<b>Participating or Supporting (P or S)</b>	<b>Taught by Participating<sup>2</sup></b>	<b>Taught by Supporting <sup>2</sup></b>	<b>P/(P+S)</b>	<b>Total</b>
<b>TOTAL FOR COLLEGE</b>		<b>146</b>	<b>38</b>	<b>79.34%</b>	<b>184</b>

<sup>1</sup> Faculty should be listed by academic discipline as defined in the organizational structure that is used by the school. The organizational structure should be clear to the Peer Review Team.

<sup>2</sup> The measure “amount of teaching” must reflect the operations of the school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules or other designation that is appropriately indicative of the amount of teaching contribution.

<sup>3</sup> Dr. Ritsema was not reappointed after the 2011-12 academic year

<sup>4</sup> Dr. Sedbrook was on Sabbatical during the 2011-12 academic year

<sup>5</sup> Dr. Rowley was on medical leave and subsequently died during the 2011-12 academic year

<sup>6</sup> Dr. Stecher resigned at the end of the fall semester 2011

**TABLE 10-1:**  
**Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities**  
**(RE: Standard 10)<sup>1</sup>**

Name <sup>2</sup>	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission <sup>3</sup>	Academically Qualified <sup>4</sup>	Professionally Qualified <sup>4</sup>	Other <sup>4</sup>	Five-Year Summary of Development Activities Supporting AQ or PQ Status <sup>5</sup>					Normal Professional Responsibilities <sup>6</sup>
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
<b>BAAC: Accounting</b>												
Greiman, Janel	M. Tax, 2007	2008	100	Yes			4	1		18	1	UG/GR, RES,SER
Lacey, Deborah	M.S.T., 1994	2011	10		Yes						3	UG
McConnell, Allen W.	M.S., 1966	1968	100		Yes		9			29		UG/GR, ADM,RE S, SER
Newmark, Richard I.	Ph.D., 1996	2001	100	Yes			53			13		UG/GR, RES,SER
Reed, Ronald O.	Ph.D., 1981	1988	100	Yes			15		2	24		UG/GR, RES,SER
Ritsema, Christina	Ph.D., 2001	2010	100			Yes	8					UG,RES, SER
Seaton, Lloyd Pat	Ph.D., 1991	2009	100	Yes			12			17	1	UG/GR, RES,SER
Turner, Karen F.	Ph.D., 1995	2005	100	Yes			17			30	3	UG/GR, ADM, RES, SER
Varley, Phlip	M.B.A., 1987	2012	10		Yes							UG
Wilcox, William	Ph.D., 1997	2009	100	Yes			8			1		UG/GR, RES,SER
Accounting:				<b>6</b>	<b>3</b>	<b>1</b>	<b>126</b>	<b>1</b>	<b>2</b>	<b>132</b>	<b>8</b>	
Full-time Equivalent:				<b>6.00</b>	<b>1.20</b>	<b>1.00</b>						
Percentage of Total FTE:				<b>73%</b>	<b>15%</b>	<b>12%</b>						

**TABLE 10–1:**  
**Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities**  
**(RE: Standard 10)<sup>1</sup>**

Name <sup>2</sup>	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Academically Qualified <sup>4</sup>	Professionally Qualified <sup>4</sup>	Other <sup>4</sup>	Five-Year Summary of Development Activities Supporting AQ or PQ Status <sup>5</sup>					Normal Professional Responsibilities <sup>6</sup>
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
<b>BACS: Computer Information Systems</b>												
Cullom, Charmayne	Ph.D., 1974	1987	100	Yes			10		2			UG/GR, RES,SER
Cullom, Joseph (Ranny) R.	Ph.D., 1992	1996	40			Yes						UG,SER
Harraf, Tabandeh (Tabby)	Master, 2001	2007	80		Yes					41	1	UG
Lightfoot, Jay M.	Ph.D., 1990	1991	100	Yes			16			12	1	UG/GR, ADM, RES, SER
Naber, Bret	B.A., 2001	2011	20		Yes							UG
Sedbrook, Tod A. <sup>8</sup>	Ph.D., 1990	1989	100	Yes			26			1	2	UG/GR, RES,SER
Vegter, Chris	M.B.A., 2006	2006	100		Yes					12	1	UG,ADM
<b>Computer Information Systems:</b>				<b>3</b>	<b>3</b>	<b>1</b>	<b>52</b>	<b>0</b>	<b>2</b>	<b>66</b>	<b>5</b>	
<b>Full-time Equivalent (FTE):</b>				<b>3.00</b>	<b>2.00</b>	<b>0.40</b>						
<b>Percentage of Total FTE:</b>				<b>56%</b>	<b>37%</b>	<b>7%</b>						

**TABLE 10–1: (Continued)**  
**Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities**  
**(RE: Standard 10)<sup>1</sup>**

Name <sup>2</sup>	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Academically Qualified <sup>4</sup>	Professionally Qualified <sup>4</sup>	Other <sup>4</sup>	Five-Year Summary of Development Activities Supporting AQ or PQ Status <sup>5</sup>					Normal Professional Responsibilities <sup>6</sup>
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
<b>BAFN: Finance</b>												
Allen, Garth H.	J.D., 1973	1973	100			Yes	4		10	2		UG/GR, ADM, RES, SER
Clinebell, John M.	D.B.A., 1988	1987	100	Yes			20					UG/GR, RES, SER
French, Joseph J.	Ph.D., 2007	2007	100	Yes			44				1	UG/GR, RES, SER
Herrera, Robert	LL.M., 2004	2006	30		Yes		2					UG
Jares, Timothy E.	Ph.D., 1998	2001	100	Yes			7			1		UG/GR, ADM, RES, SER
Lynch, Robert M.	Ph.D., 1973	1973	100	Yes			6		4			UG/GR, RES, SER
Martin, Michael W.	LL.M., 2006	2007	100	Yes			24			8		UG/GR, RES, SER
Martinez, Rutilio	Ph.D., 1992	1994	100	Yes			24		1			UG/GR, RES, SER
McClatchey, Christine	Ph.D., 1995	1996	100	Yes			32		3	2		UG/GR, RES, SER
de la Torre, Cris	Ph.D., 1990	2000	100	Yes			36		4	1	1	UG/GR, RES, SER
<b>Finance:</b>				<b>8</b>	<b>1</b>	<b>1</b>	<b>199</b>	<b>0</b>	<b>22</b>	<b>14</b>	<b>2</b>	
<b>Full-time Equivalent (FTE):</b>				<b>8.00</b>	<b>0.30</b>	<b>1.00</b>						
<b>Percentage of Total FTE:</b>				<b>86%</b>	<b>3%</b>	<b>11%</b>						



**TABLE 10–1: (Continued)**  
**Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities**  
**(RE: Standard 10)<sup>1</sup>**

Name <sup>2</sup>	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Academically Qualified <sup>4</sup>	Professionally Qualified <sup>4</sup>	Other <sup>4</sup>	Five-Year Summary of Development Activities Supporting AQ or PQ Status <sup>5</sup>					Normal Professional Responsibilities <sup>6</sup>
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
<b>BAMG: Management</b>												
Anderson, Robert	M.B.A., 1988	2010	50		Yes		2		8	1		UG
Clinebell, Sharon K.	D.B.A., 1988	1987	100	Yes			16			2		UG/GR, ADM, RES, SER
Elsberry, Jim	B.Sc., 1972	2006	40		Yes		1		2			UG
Gray, Robert K.	M.B.A., 1984	2011	40		Yes							UG
Harraf, Abe	Ph.D., 1984	2011	100	Yes			5					UG/GR, RES, SER
Krahnke, Keiko	Ph.D., 1999	1997	100	Yes			27			4	1	UG, RES, SER
Larson, Milan	Ph.D., 2004	2005	100	Yes			11		7			UG/GR, ADM, RES, SER
Latham, John R.	Ph.D., 1997	2006	100	Yes			19	1		16	2	UG/GR, RES, SER
Maddocks, Roger H.	B.S., 1963	2003	100		Yes					14		UG, SER
Pickett, Richard	B.S., 1971	2008	20		Yes							UG
Rowley, Daniel <sup>8</sup>	Ph.D., 1987	1983	100	Yes			19					UG/GR, ADM, RES, SER
Stecher, Terry <sup>9</sup>	Ph.D., 1995	1996	50			Yes	4					UG, RES, SER
Thomas, David F.	Ph.D., 2005	2005	100	Yes			31					UG/GR, RES, SER
Wanasika, Isaac	Ph.D., 2009	2009	100	Yes			36			2	1	UG/GR, RES, SER
<b>Management:</b>				<b>8</b>	<b>5</b>	<b>1</b>	<b>171</b>	<b>1</b>	<b>17</b>	<b>39</b>	<b>4</b>	
<b>Full-time Equivalent (FTE):</b>				<b>8.00</b>	<b>2.50</b>	<b>0.50</b>						
<b>Percentage of Total FTE:</b>				<b>73%</b>	<b>23%</b>	<b>5%</b>						

**TABLE 10–1: (Continued)**  
**Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities**  
**(RE: Standard 10)<sup>1</sup>**

Name <sup>2</sup>	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Academically Qualified <sup>4</sup>	Professionally Qualified <sup>4</sup>	Other <sup>4</sup>	Five-Year Summary of Development Activities Supporting AQ or PQ Status <sup>5</sup>					Normal Professional Responsibilities <sup>6</sup>
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other <sup>5</sup>	
<b>BAMK: Marketing</b>												
Everhart, Dallas	Ph.D., 2008	2007	70		Yes			1			1	UG
Hunt, Patrick	M.A., 1998	2010	20		Yes			1				UG
Iyer, Vishwanathan	Ph.D., 1982	1985	100	Yes			32			2		UG, RES, SER
Kling, Nathan D.	Ph.D., 1979	1991	100	Yes			3					UG, ADM, RES, SER
McCorkle, Denny E.	D.B.A., 1987	2005	100	Yes			25			10		UG, RES, SER
McCorkle, Yuhua	Ph.D., 2006	2006	40	Yes			4					UG
Odehnalova, Jitka	Ph.D., 2010	2012	10	Yes							1	UG
Payan, Janice	Ph.D., 2000	2003	100	Yes			36			1		UG, RES, SER
Reardon, James	Ph.D., 1995	1997	100	Yes			52					UG, RES, SER
Reardon, Saule	A.B.D., 1997	2011	30			Yes						UG
<b>Marketing:</b>				<b>7</b>	<b>2</b>	<b>1</b>	<b>152</b>	<b>2</b>	<b>0</b>	<b>13</b>	<b>2</b>	
<b>Full-time Equivalent (FTE):</b>				<b>5.50</b>	<b>0.90</b>	<b>0.30</b>						
<b>Percentage of Total FTE:</b>				<b>82%</b>	<b>13%</b>	<b>4%</b>						
<b>College Totals:</b>				<b>32</b>	<b>14</b>	<b>5</b>	<b>700</b>	<b>4</b>	<b>43</b>	<b>264</b>	<b>21</b>	
<b>Full-time Equivalent (FTE):</b>				<b>30.50</b>	<b>6.90</b>	<b>3.20</b>						
<b>Percentage of Total FTE:</b>				<b>75%</b>	<b>17%</b>	<b>8%</b>						

<sup>1</sup> The summary information presented in this table, supplemented by information in individual faculty members' vitae, is useful in making judgments relative to Standard 10. To maintain AQ status, faculty must publish two journal articles plus two additional intellectual/professional activities, such as presentations, proceedings, and book chapters, in a five year period (see pp 27-28 of the report for the full AQ policy). The journal articles must meet minimum quality standards set by MCB and the department. Journals must be double-blind reviewed, have an acceptance rate of 40% or less as listed in Cabell's Directory, and be in a business discipline. Faculty

may petition their Department Chair to have journals that do not meet the requirements to be reviewed to determine if it meets departmental quality standards. To maintain PQ qualifications, PQ faculty must accumulate at least 10 points in a five year period. The list of activities for which points are given are listed in Section 4 of this report. Examples of some of the activities are attending professional meetings, board memberships, and high-level professional consulting.

<sup>2</sup> Faculty members should be listed alphabetically by discipline following the organizational structure of the business school. Administrators who hold faculty rank and directly support the school's mission should be included relative to their percent of time devoted to the mission including administrative duties. If a faculty member serves more than one discipline, list the individual only once under the primary discipline to which the individual is assigned and where his/her performance evaluation is conducted. Provide a footnote explaining the nature of the interdisciplinary responsibilities of the individual. Graduate students who have teaching responsibilities should be included in accordance with the guidance provided in Standard 10.

<sup>3</sup> This column should show the percent of total time devoted to teaching, research, and/or other assignment represented by the faculty member's contribution to the school's overall mission during the period of evaluation (i.e., the year of the self-evaluation report or other filing with AACSB International). Reasons for less than 100% might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school.

<sup>4</sup> Faculty members may be academically qualified (AQ), professionally qualified (PQ), AQ and PQ, or other. Indicate by placing "YES" in the appropriate column(s) or by leaving columns blank. Individual vitae should be provided to support this table. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria for academically and/or professionally qualified. A faculty member should be counted only once for use in Table 10-2 even if the individual is AQ and PQ.

<sup>5</sup> The number of development activities should be noted in these columns. This summary information should be consistent with information presented in Table 2-1 as well as supported by faculty vitae.

<sup>6</sup> Indicate the normal professional responsibilities the faculty member is expected to perform, e.g., (UG for undergraduate teaching; GR for graduate teaching; UG/GR for teaching at both levels; ADM for administration; RES for research; NCR for non-credit teaching; SER for service and outreach activities) A faculty member may have more than one category assigned.

NOTE: Tables presented in support of standards 9 and 10 should be presented for the most recently completed, normal academic year. The peer review team has the right to request the information for additional academic years, individual terms, and/or at the program, discipline, and/or location level. The school should define/explain its "academic year" schedule or format.

**TABLE 10-2:**  
**Calculations Relative to Deployment of Qualified Faculty**  
**(RE: Standard 10)<sup>1</sup>**

NAME	QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL PQ OTHER-O) (FROM TABLE 10-1)	AQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	PQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	OTHER <sup>2</sup> FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	QUALIFICATION RATIOS PER STD 10
<b>BAAC: Accounting</b>					
AQ:					
Greiman, Janel	AQ	100.0			
Newmark, Richard I.	AQ	100.0			
Reed, Ronald O.	AQ	100.0			
Seaton, Lloyd Pat	AQ	100.0			
Turner, Karen Forrest	AQ	100.0			
Wilcox, William	AQ	100.0			
PQ:					
Lacey, Deborah	PQ		10.0		
McConnell, Allen W.	PQ		100.0		
Varley, Phlip	PQ		10.0		
NQ:					
Ritsema, Christina	O			100.0	
<b>Total BAAC: Accounting:</b>		<b>600.0</b>	<b>120.0</b>	<b>100.0</b>	<b>AQ: 73.17% <math>\geq</math> 50% AQ + PQ: 87.80% <math>\leq</math> 90%</b>
<b>BACS: Computer Information Systems</b>					
AQ:					
Cullom, Charmayne B.	AQ	100.0			
Lightfoot, Jay M.	AQ	100.0			
Newmark, Richard I.	AQ	100.0			
Sedbrook, Tod	AQ	100.0			
PQ:					
Harraf, Tabandeh	PQ		80.0		
Naber, Bret	PQ		20.0		
Vegter, Chris	PQ		100.0		

**TABLE 10–2: (Continued)**  
**Calculations Relative to Deployment of Qualified Faculty**  
**(RE: Standard 10)<sup>1</sup>**

NAME	QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL PQ OTHER-O) (FROM TABLE 10-1)	AQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	PQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	OTHER <sup>2</sup> FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	QUALIFICATION RATIOS PER STD 10
<b>BACS: Computer Information Systems (continued)</b>					
<b>NQ:</b>					
Cullom, Joseph.	O			40.0	
<b>Total BACS: Computer Information Systems:</b>		<b>400.0</b>	<b>200.0</b>	<b>40.0</b>	<b>AQ: 62.50% &gt; 50%</b> <b>AQ + PQ: 93.75% &gt; 90%</b>
<b>BAFN: Finance</b>					
<b>AQ:</b>					
Clinebell, John	AQ	100.0			
French, Joseph	AQ	100.0			
Jares, Timothy	AQ	100.0			
Lynch, Robert	AQ	100.0			
Martin, Michael	AQ	100.0			
Martinez, Rutilio	AQ	100.0			
McClatchey, Christine	AQ	100.0			
de la Torre, Cris	AQ	100.0			
<b>PQ:</b>					
Herrera, Robert	PQ		30.0		
<b>NQ:</b>					
Allen, Garth	O			100.0	
<b>Total BAFN: Finance:</b>		<b>800.0</b>	<b>30.0</b>	<b>100.0</b>	<b>AQ: 86.06% ≥ 50%</b> <b>AQ + PQ: 89.25% ≤ 90%</b>
<b>BAMG: Management</b>					
<b>AQ:</b>					
Clinebell, Sharon	AQ	100.0			
Harraf, Abe	AQ	100.0			
Krahnke, Keiko	AQ	100.0			
Larson, Milan	AQ	100.0			
Latham, John R.	AQ	100.0			
Thomas, David F.	AQ	100.0			
Wanasika, Isaac	AQ	100.0			

**TABLE 10–2: (Continued)**  
**Calculations Relative to Deployment of Qualified Faculty**  
**(RE: Standard 10)<sup>1</sup>**

NAME	QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL PQ OTHER-O) (FROM TABLE 10-1)	AQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	PQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10- 1)	OTHER <sup>2</sup> FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	QUALIFICATION RATIOS PER STD 10
<b>BAMG: Management: (continued)</b>					
<b>PQ:</b>					
Anderson, Robert	PQ		50.0		
Elsberry, Jim	PQ		40.0		
Gray, Robert K.	PQ		40.0		
Maddocks, Roger H.	PQ		100.0		
Pickett, Richard	PQ		20.0		
<b>NQ:</b>					
Stecher, Terry	O			50.0	
<b>Total BAMG: Management:</b>		<b>700.0</b>	<b>250.0</b>	<b>50.0</b>	<b>AQ: 70.00% ≥ 50%</b> <b>AQ + PQ: 95.00% ≥ 90%</b>
<b>BAMK: Marketing</b>					
<b>AQ:</b>					
Iyer, R. Vishwanathan	AQ	100.0			
Kling, Nathan D.	AQ	100.0			
<b>BAMK: Marketing (continued)</b>					
McCorkle, Denny E.	AQ	100.0			
McCorkle, Yuhua	AQ	40.0			
Odehnalova, Jitka	AQ	10.0			
Payan, Janice	AQ	100.0			
Prusa, Ing. Premysl	AQ	10.0			
Reardon, James	AQ	100.0			
<b>PQ:</b>					
Everhart, Dallas	PQ		70.0		
Hunt, Patrick	PQ		20.0		
<b>NQ:</b>				30.0	
Reardon, Saule	O				
<b>Total BAMK: Marketing:</b>		<b>560.0</b>	<b>90.0</b>	<b>30.0</b>	<b>AQ: 82.35% ≥ 50%</b> <b>AQ + PQ: 95.59% ≥ 90%</b>
<b>Totals for College</b>		<b>3060.0</b>	<b>690.0</b>	<b>320.0</b>	<b>AQ: 75.18% ≥ 50%</b> <b>AQ + PQ: 92.14% ≥ 90%</b>

**TABLE 10–2: (Continued)**  
**Calculations Relative to Deployment of Qualified Faculty**  
**(RE: Standard 10)<sup>1</sup>**

NOTES: Table 10-2 addresses the ratios described in Standard 10 regarding deployment of academically and professionally qualified faculty. It should be developed for the peer review team to confirm that qualified faculty resources are deployed in support of the school mission. Faculty should be listed by discipline consistent with the organizational structure of the business school. It is expected that qualified faculty will generally be distributed equitably across each discipline, each academic program, and location consistent with the school's mission and student needs. Distance delivered programs are considered to be a unique location. The threshold for deployment of academically qualified faculty resources is higher for a school with graduate degree programs than for a school with no graduate degree programs and is higher for a school with a research doctoral program than for a school without a research doctoral program.

1. The metric used is the “percent of time devoted to mission” as derived from Table 10-1.
2. The “Other” category should be used for those individuals holding a faculty title but whose qualifications do not meet the definitions for academically or professionally qualified.
3. Table 10-2 is to be presented for the most recently completed, normal academic year.
4. Peer review teams may request additional analyses for additional academic years, individual terms, and/or at the program, discipline, and location level.
5. The school should define/explain its “academic year” schedule or format.

Appendix C

Supporting

Information for AoL

and

Curricular Changes



## Curriculum Changes since 2007-2008 Catalog

Below are the curriculum changes since the 2007-2008 catalog. Most of the changes were due to the addition or major revision of the following programs or minors: Masters in Accounting (MAcc) program (new program), the Software Engineering program (new program to being in Fall 2013), the Global Business Minor (new minor), Entrepreneurship Minor (new minor), Business Administration minor (revision). Curriculum changes tied directly to MCB's Assurance of Learning process is discussed in that section of the Maintenance of Accreditation Report.
<i>Curriculum Changes</i>
<i>2007-2008</i>
1. No major curriculum changes. Minor changes to catalog items such as course title, prerequisites and course descriptions.
<i>2008-2009</i>
1. BA 205 Business Communication removed from LAC Core category 1(b)--due to University and State LAC
2. BA 205 Business Communication approved to count as a business elective—to give business students a way to count BA 205 toward their degree
3. Provisional admission GPA changed to 2.5-2.99 GPA—for enrollment management purposes
4. New program – Global Business Minor – to expand on international partnerships
5. New course - BA 415 International Experience/Study Abroad – to prepare students for their study abroad experience
6. Program change – NISS Minor added BACS 392 as a selection
<i>2009-2010</i>
1. Program change – Non-Profit Minor – BAMG 452 will replace SOC 258 as required class.
2. New course – BAMG 554 Managing and Developing People – non-business graduate course added at the request of the Gerontology program
3. Deletion of Entrepreneurship Certificate
4. Creation of Entrepreneurship Minor for Business Majors--due to growing interest in Entrepreneurship
5. Revised Business Administration Minor – to streamline minor
6. New course- BAAC 301 Survey Accounting- for the new Business minor
7. New course – BAFN 302 Essentials of Business Finance- for the new Business minor
8. Creation of Entrepreneurship Option for Business Minors
9. New course – BAMG 356 Business Planning- required class for the Entrepreneurship Option for Business minors
10. Creation of MAcc Program
11. New course – BAAC 521 Contemporary Issues in Financial Reporting Topics- created for MAcc program
12. Cross listing BAAC 423 to be also BAAC 523 Cost and Managerial Accounting II– created for MAcc as long as student has not already taken BAAC 423
13. New course – BAAC 525 Contemporary Issues in Auditing Topics – created for the MAcc

14. New course – BAAC 527 Governmental and Institutional Accounting – created for MAcc program
15. New course –BAAC 528 Contemporary Issues in Accounting Information Systems – created for MAcc program
16. New course – BAAC 529 Contemporary Issues in Tax – created for MAcc program
17. New course -BAAC 592 Internship in Accounting – created for MAcc program
18. New course -BAAC 624 Professional Accounting Research, Communications and Ethics – created for MAcc program
19. New course - BACS 500 Information Technology for Accounting Controls and Information Security – created for MAcc program
20. New course - BAFN 532 Business Law – created for MAcc program
21. New course – BAAC 622 Independent Research Directed Studies – created for MAcc program
22. New course - BAFN 670 Advanced Financial Management – created for MAcc program
23. New course – BAMK 690 Marketing Management – created for MAcc program
<i>2010-2011</i>
1. Deleted course – BA 295 Executive Professor Special Topics
2. Deleted course – BA492 Internship in General Business
3. Rename course – BA 101 Business Computing changed to BACS 101 and added to LAC as an elective
4. New course – BAAC 424 Accounting Ethics – requirement for State Board of Accountancy
5. Program change – Entrepreneurial Minor – make ECON 310 a required course
6. New course – BA 299 Professional Development – for professional experience requirement
<i>2011-2012</i>
1. New course – BAFN 390 Operation Management – added due to core curriculum review and benchmarking
2. New program – Software Engineering Degree – interdisciplinary degree to bring a recognized disciplinary approach to the development and design of software and related information technology.
3. New course – BACS 180 Introduction to Software Engineering – created for Software Engineering Degree
4. New course – BACS 381 User Interface Design & Development – created for Software Engineering Degree
5. New course – BACS 385 Fundamentals of Project Management – created for Software Engineering Degree
6. Course revision - Changed BAMG 495 Special Topics in Management, BAMK 495 Special Topics in Marketing, and BAAC 595 Special Topics in Accounting
7. Course revision – Changed course objectives and topic coverage for BAAC 320 Intermediate Accounting I

## AoL Assessment Plan

**Monfort College of Business Assessment Implementation Matrix**

Last Updated June 28, 2012  
Version 8.1

Learning Goal	Learning Objective	Criterion	Measurement Instrument	Assessment Venue							Frequency of Administration	Frequency of Evaluation	
				BACS 101	BAMK 360	Accounting	Program Capstone Courses						BAMG 456
							BACS 488	BAFN 474	BAMG 457	BAMK 490			
Be knowledgeable of key concepts in core business curriculum	Students will demonstrate a firm understanding of core business concepts.	Score at the 80th percentile or higher on the ETS Major Field Test	ETS Major Field Exam								In place	Every term (including summer)	Every Fall term
Be effective communicators	Students will prepare and deliver quality presentations on a business topic.	Overall score of 2.4 or better	MCB Rubric								In place	Annually (Spring)	Every Fall term
	Students will prepare quality business documents.	Overall score of 2.4 or better	MCB Rubric								In place	Annually (Spring)	Every Fall term
Demonstrate conceptual and analytical skills	Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.	Overall score of 2.4 or better	MCB Rubric			In place					In place	Annually (Fall)	Every Spring term
Be proficient with technology	Students will demonstrate proficiency in common business software packages.	Combined overall score of at least 70%. No individual area score below 70%.	Embedded course testing	In place								Annually (Spring)	Every Fall term
Demonstrate ethical awareness	Students will be knowledgeable about ethics and social responsibility.	Combined overall score of at least 75%	MCB Examination		In place							Every term (no summer)	Every Spring term
	Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.	Overall score of 2.4 or better	MCB Case								Pilot S12	Annually (Spring)	Every Fall term
Be proficient with discipline-specific knowledge	Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.	Average mean correct will be 80th percentile or higher for students on the discipline-specific ETS questions in their emphasis	ETS Major Field Exam								In place	Every term (including summer)	Every Fall term
	Students will demonstrate competency with advanced topics within their emphasis.	Overall score of 70% or higher for each emphasis within MCB	MCB Examination			In place	In place	In place	In place	In place		Every term (no summer)	Every Fall term

**Key for Implementation schedule**

In place
Potential Pilot
Pilot

**Key for assessment frequency**

Every term
Annual
Biennial

**Monfort College of Business Perpetual Assessment Calendar**

Last Updated April 24, 2012  
Version 3.2

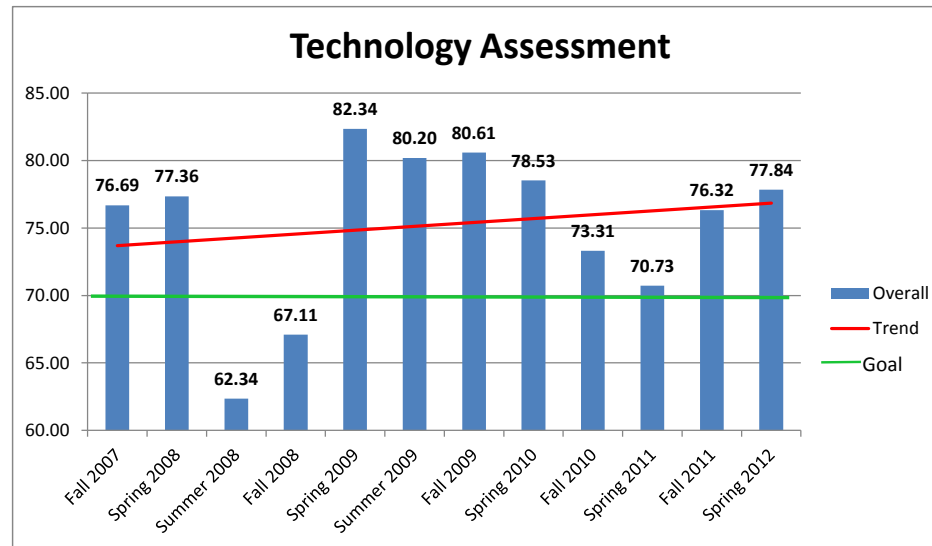
Learning Goal	Learning Objective	Measurement Instrument	Criterion	Fall Assessment	Spring Assessment	Summer Assessment
Be knowledgeable of key concepts in core business curriculum	Students will demonstrate a firm understanding of core business concepts.	ETS Major Field Exam	Score at the 80th percentile or higher on the ETS Major Field Test	BAMG 456	BAMG 456	BAMG 456
Be effective communicators	Students will prepare and deliver quality presentations on a business topic.	MCB Rubric	Overall score of 2.4 or better		BAMG 456	
	Students will prepare quality business documents.	MCB Rubric	Overall score of 2.4 or better		BAMG 456	
Demonstrate conceptual and analytical skills	Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.	MCB Rubric	Overall score of 2.4 or better	BAMG 456		
Be proficient with technology	Students will demonstrate proficiency in common business software packages.	Embedded course testing	Combined overall score of at least 70%. No individual area score below 70%.		BACS 101	
Demonstrate ethical awareness	Students will be knowledgeable about ethics and social responsibility.	MCB Examination	Combined overall score of at least 75%	BAMK 360 (Pilot 2012)	BAMK 360 (Pilot 2012)	
	Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.	MCB Case	Overall score of 2.4 or better		BAMG 456	
Be proficient with discipline-specific knowledge	Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.	ETS Major Field Exam	Average mean correct will be 80th percentile or higher for students on the discipline-specific ETS questions in their emphasis	BAMG 456	BAMG 456	BAMG 456
	Students will demonstrate competency with advanced topics within their emphasis.	MCB Examination	Overall score of 70% or higher for each emphasis within MCB	Capstone Courses	Capstone Courses	

## AoL Results

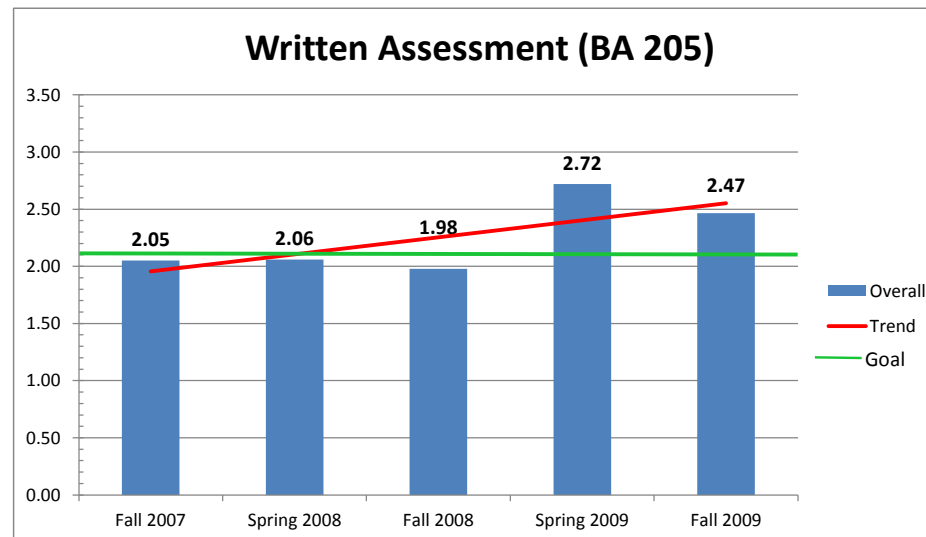
## Summary longitudinal results 2007-2012



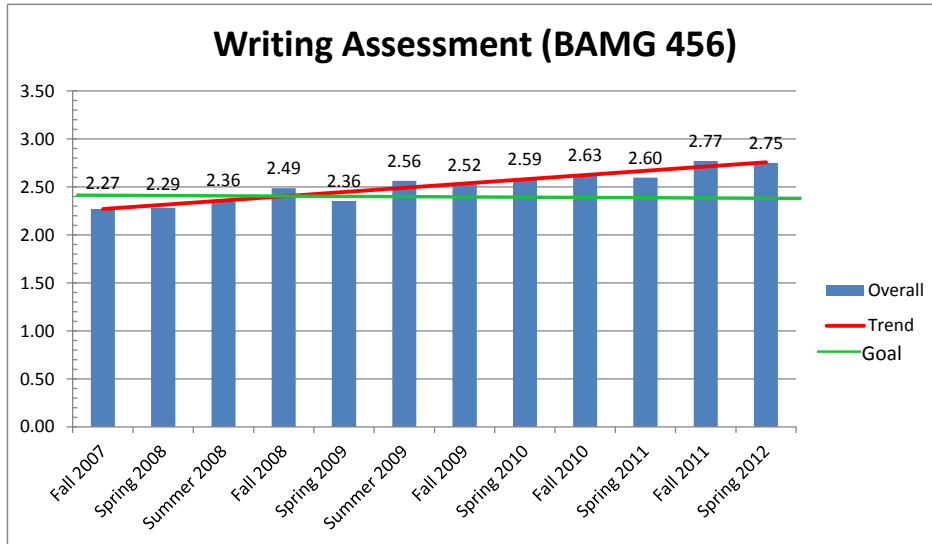
### Monfort College of Business Longitudinal Technology Results - 2007-2012



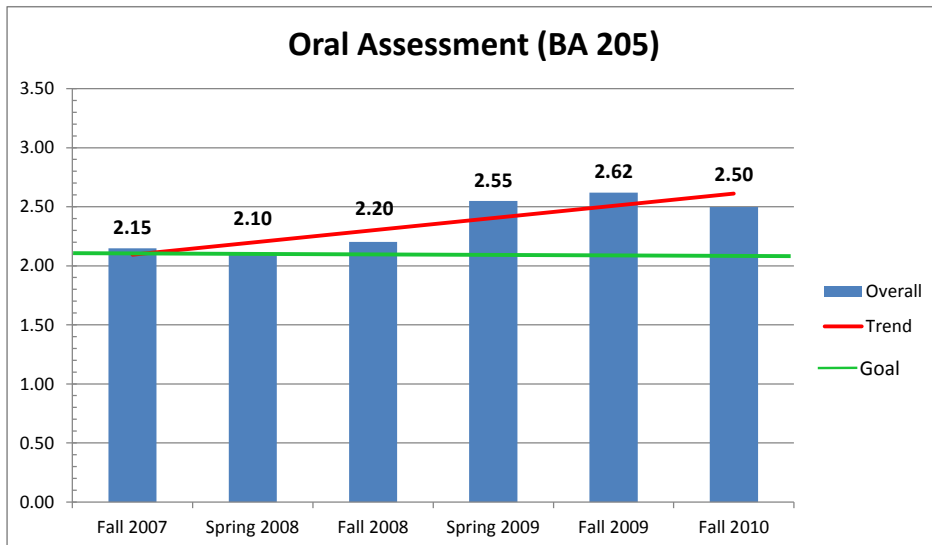
Target goal: Overall score of 70% or higher. Score of 70% or higher for each trait.



Target goal: Overall score of 2.1 or higher.

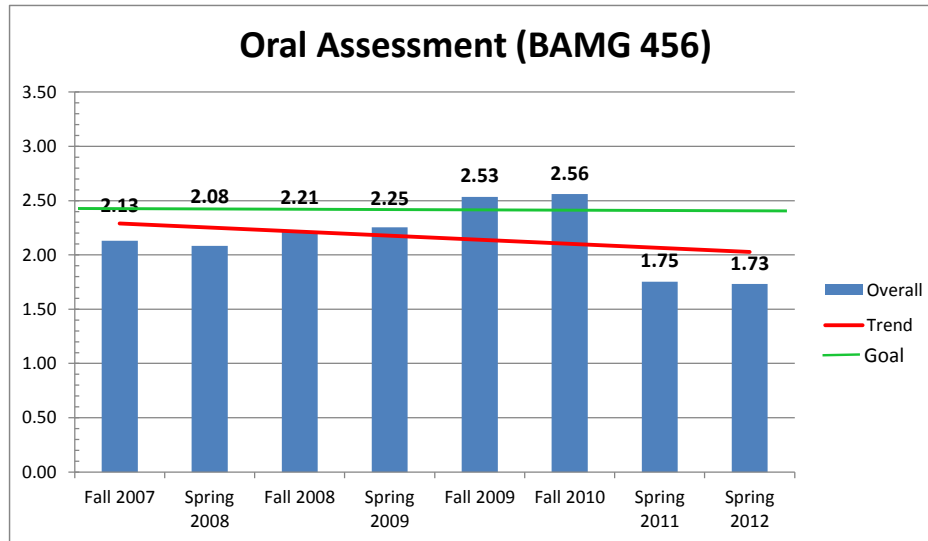


Target goal: Overall score of 2.4 or higher.



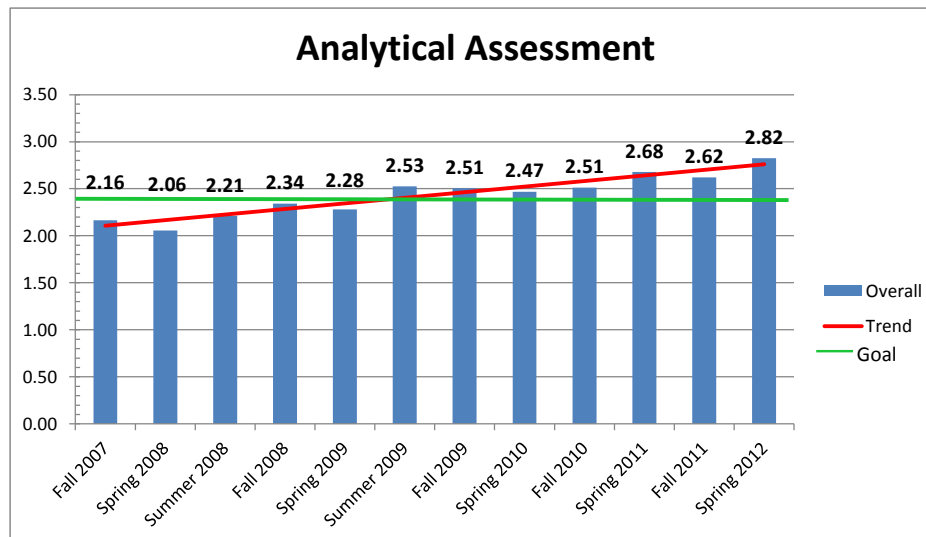
Target goal: Overall score of 2.1 or higher.



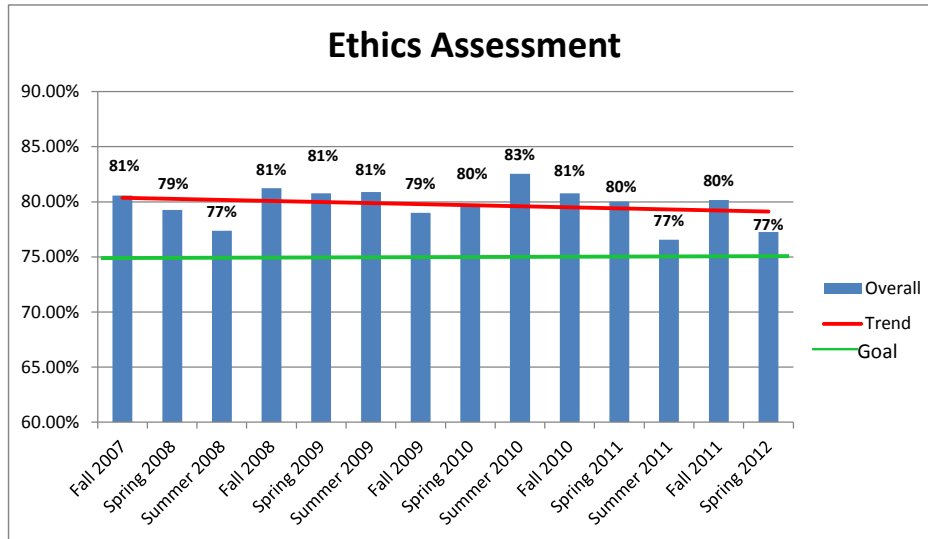


Target goal: Overall score of 2.4 or higher.

Note: In Spring 2011 we used a new external assessment service.

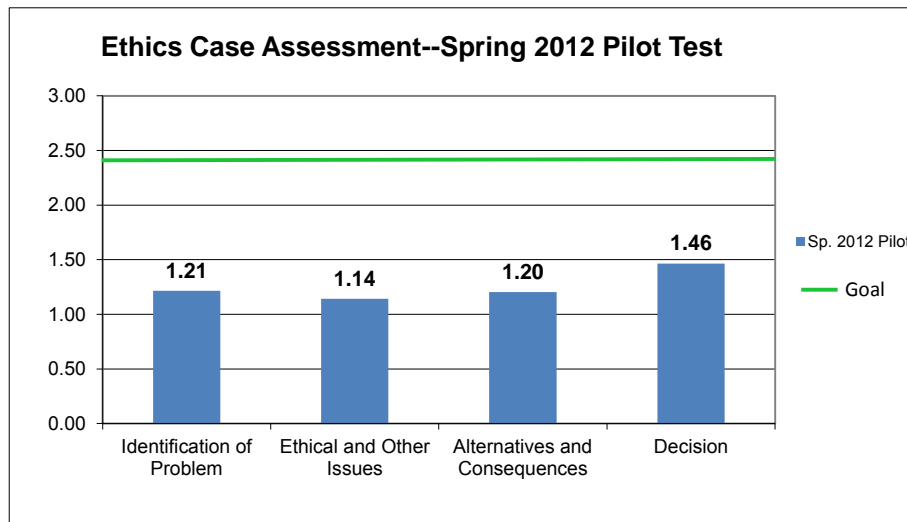


Target goal: Overall score of  $\geq 2.4$ .



Target goal: Overall score of 75% or higher.

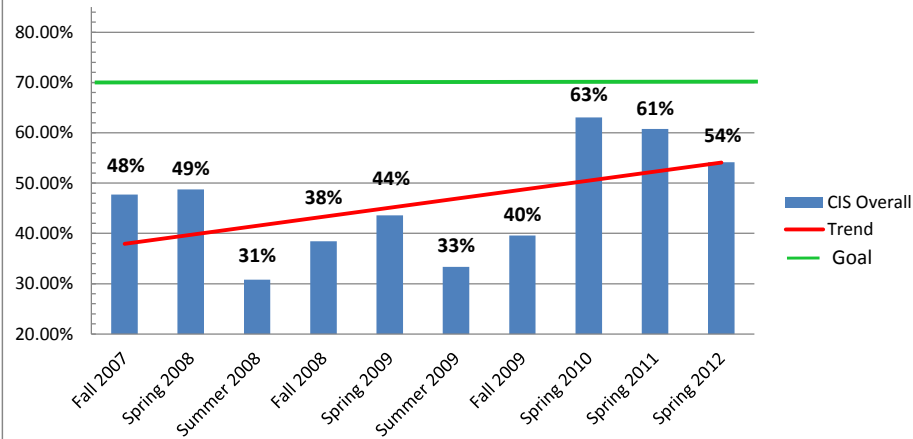
Note: Beginning Spring 2012, the ethics assessment venue was moved to 300-level class.



Target goal: Overall score of 2.4 or better.

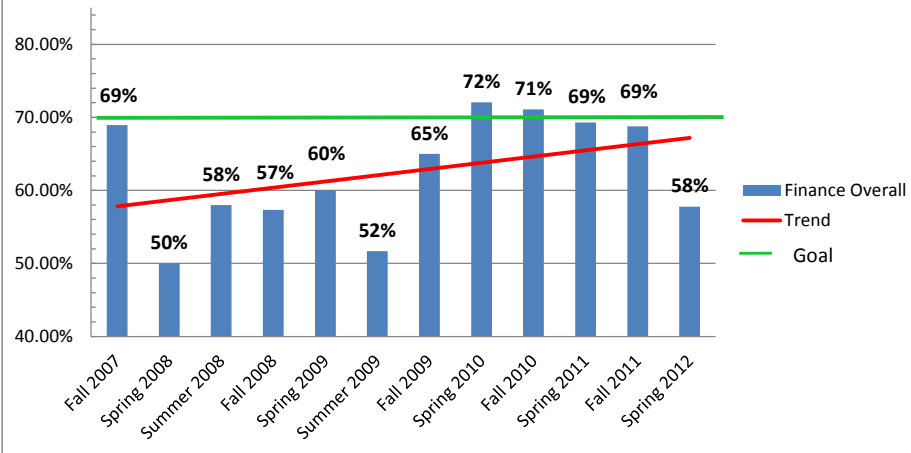
Note: The Spring 2012 Ethics case assessment was done of a pilot test basis. These results will be reviewed and corrective action determined in the Fall of 2012.

### CIS Discipline Specific



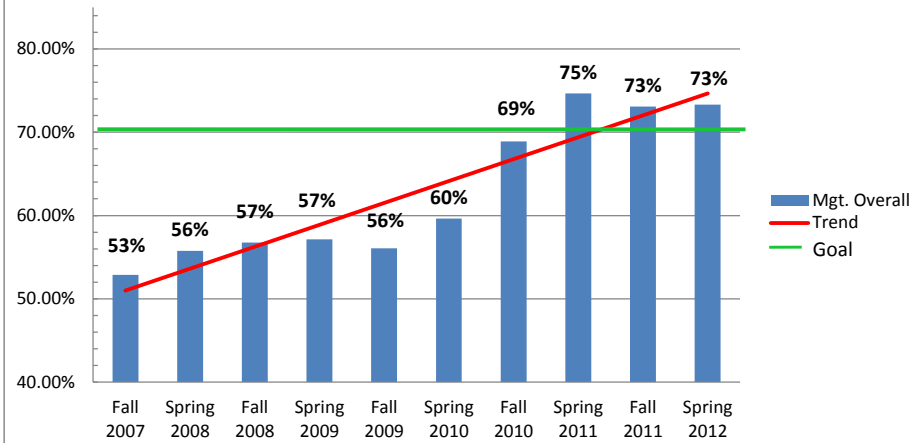
Target goal: Overall score of 70% or higher.

### Finance Discipline Specific



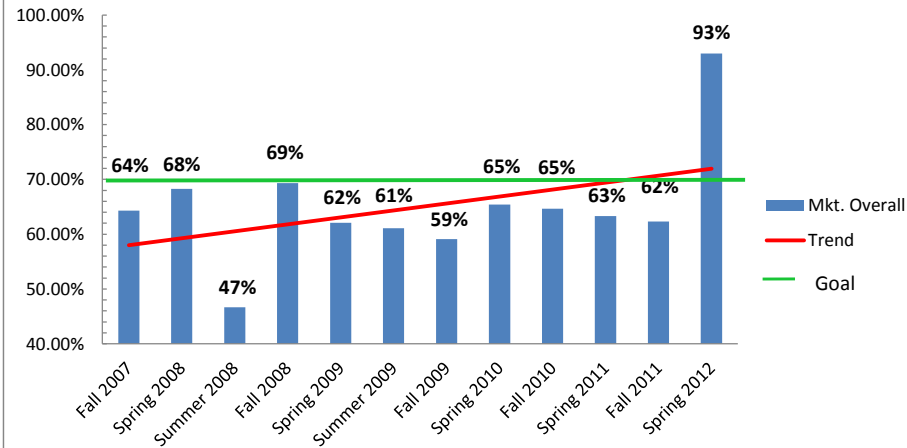
Target goal: Overall score of 70% or higher.

### Management Discipline Specific



Target goal: Overall score of 70% or higher.

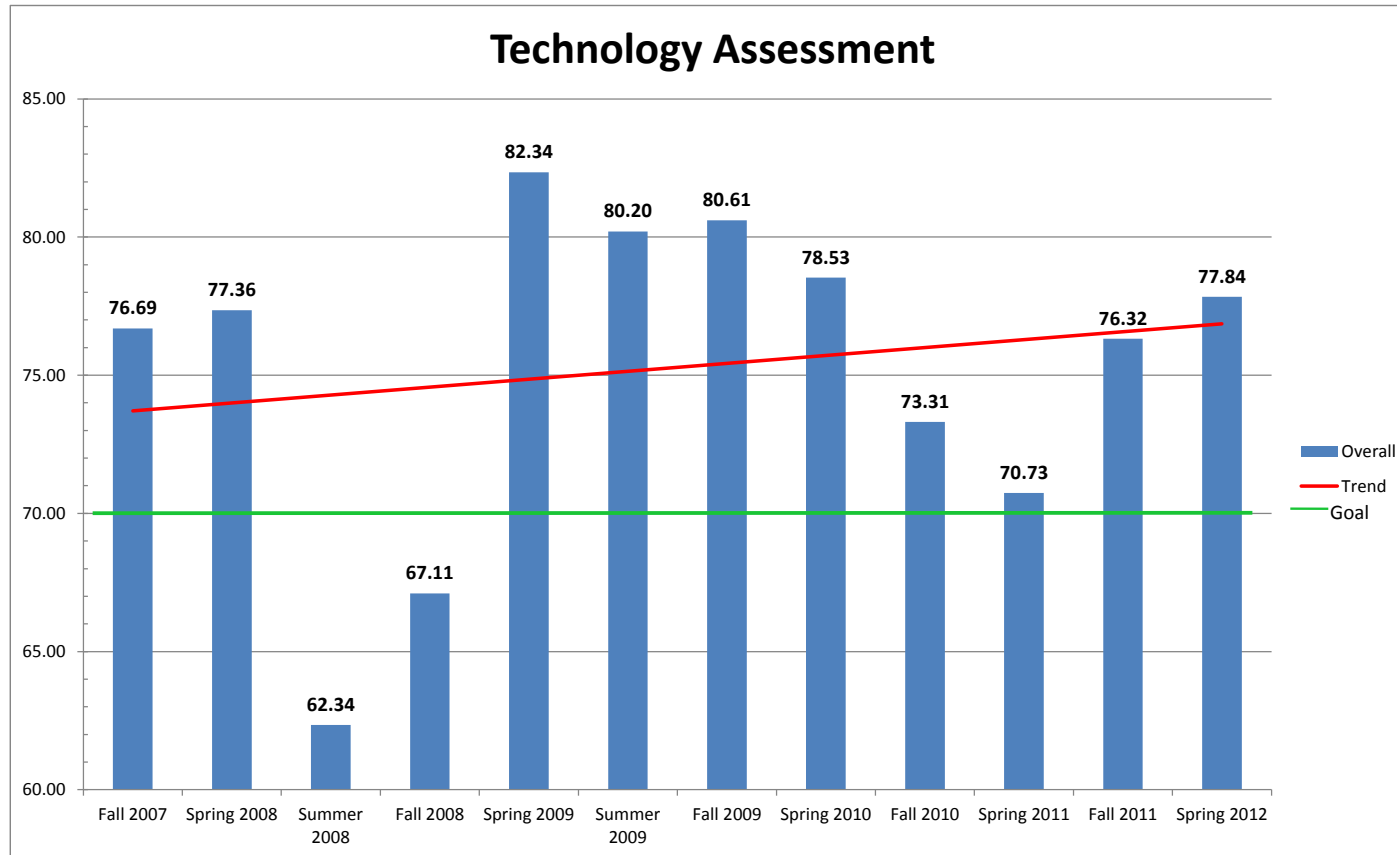
### Marketing Discipline Specific



Target goal: Overall score of 70% or higher.

Note: The marketing discipline specific test was significantly modified in Spring 2012.

**Technology Assessment Results**



**Technology Assessment Results**

		Computer Concepts	Word / Comm.	Power Point	Excel	Access	Final Student Score
N = 116	Fall 2007	73.19	74.08	74.86	75.45	80.43	76.69
N = 161	Spring 2008	76.88	78.70	78.70	77.45	77.08	77.36
N = 26	Summer 2008	78.53	66.91	N/A	65.47	54.65	62.34
N = 179	Fall 2008	73.68	67.30	N/A	66.02	61.43	67.11
N = 150	Spring 2009	79.53	86.10	N/A	80.50	83.24	82.34
N = 55	Summer 2009	80.68	91.06	N/A	77.97	76.22	80.20
N = 176	Fall 2009	80.29	83.03	N/A	80.10	79.01	80.61
N = 142	Spring 2010	80.20	79.84	N/A	79.33	74.77	78.53
N = 158	Fall 2010	71.64	80.84	N/A	72.69	68.07	73.31
N = 137	Spring 2011	72.34	79.51	N/A	64.34	66.75	70.73
N = 175	Fall 2011	79.04	79.82	N/A	73.91	72.53	76.32
N = 119	Spring 2012	82.52	81.09	N/A	73.27	77.21	77.84

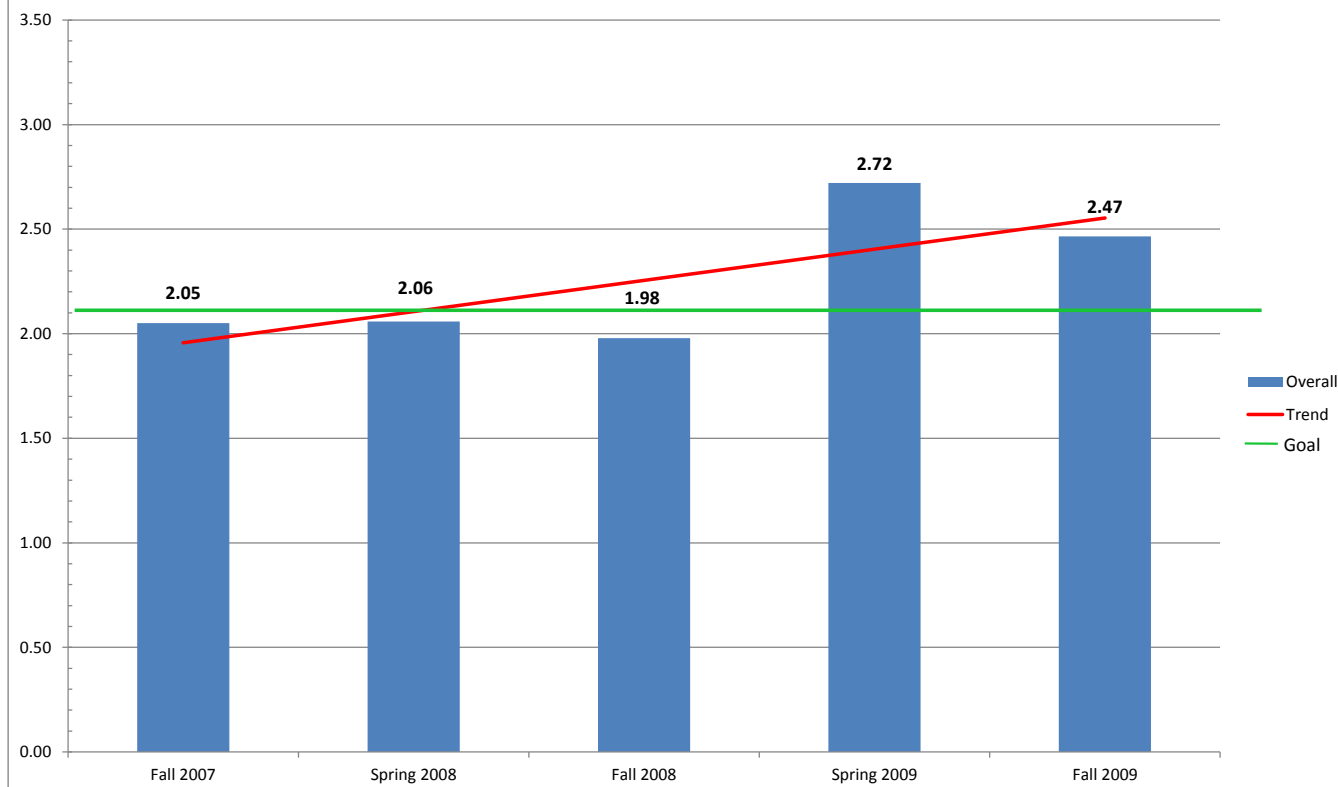
Target goal: Overall score of 70% or higher.  
Score of 70% or higher for each assessment trait.

OK  
Caution  
Action Required



**Written Assessment Results**

**Written Assessment (BA 205)**



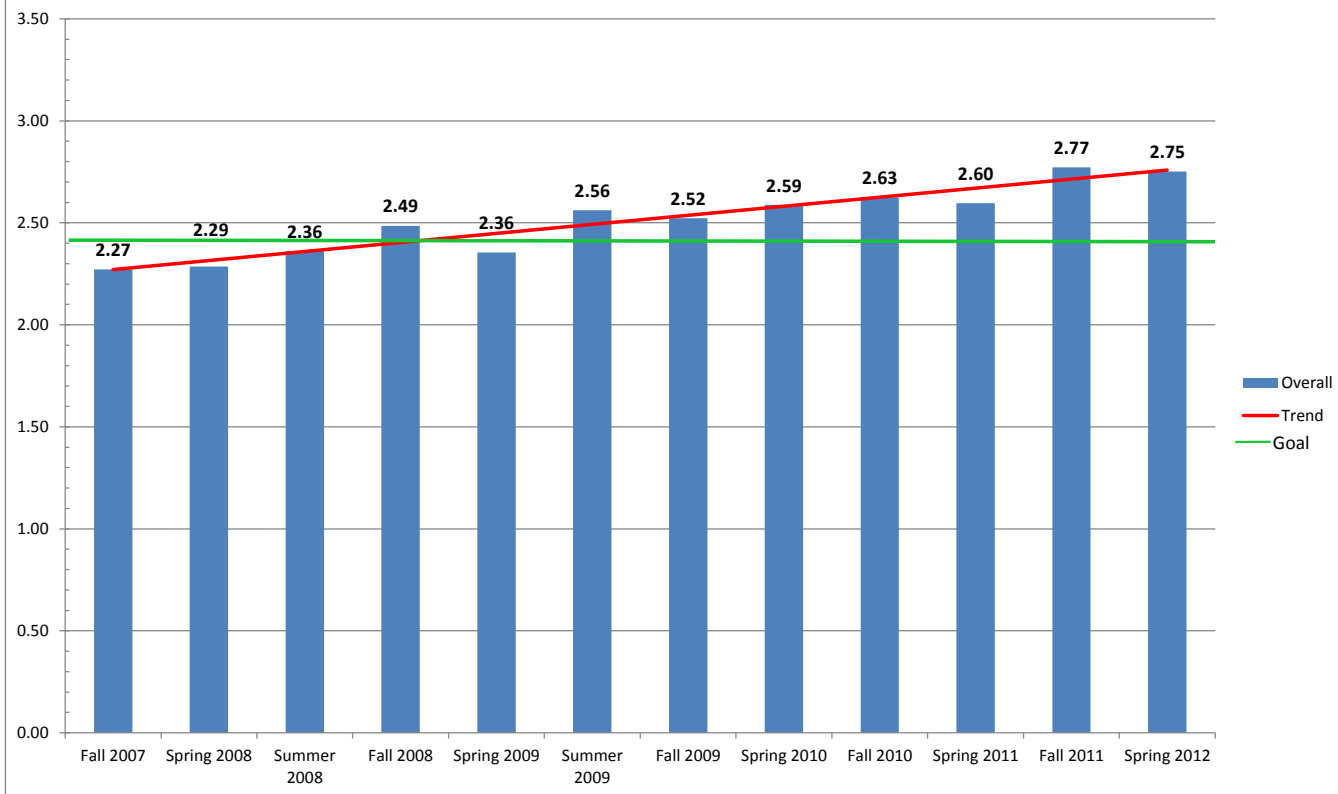
Target goal: Overall score of 2.1 or higher.

Note , BA 205 written assessment was discontinued as of Spring 2010.

**Written Assessment Results**

**Writing Assessment (BAMG 456)**

Target goal: Overall score of 2.4 or higher.





**Monfort College of Business Longitudinal Results -- 2007-2012**

**Written Assessment Results BA 205**

		Introduction	Body	Conclusion	Grammar	Content	Coherence	Cohesion	Interest	Overall Score
N = 189	Fall 2007	2.01	2.07	2.10	1.98	2.13	2.00	2.02	2.10	2.05
N = 175	Spring 2008	2.15	2.07	2.30	1.95	1.69	2.11	1.95	2.24	2.06
N = 23	Fall 2008	2.00	2.61	2.78	1.83	1.00	2.00	1.61	2.00	1.98
N = 26	Spring 2009	2.81	2.69	2.54	2.58	2.35	2.96	2.88	2.96	2.72
N = 25	Fall 2009	2.84	2.40	2.44	2.28	2.28	2.36	2.52	2.60	2.47

Target goal: Overall score of  $\geq 2.1$

OK

Caution

Action Required



Note, BA 205 written assessment was discontinued as of Spring 2010.

**Written Assessment Results BAMG 456**

		Introduction	Body	Conclusion	Grammar	Content	Coherence	Cohesion	Interest	Overall Score
N = 77	Fall 2007	2.42	2.23	2.06	2.34	2.22	2.39	2.19	2.31	2.27
N = 150	Spring 2008	2.44	2.32	2.12	2.31	2.19	2.34	2.31	2.25	2.29
N = 27	Summer 2008	2.19	2.26	2.37	2.26	2.04	2.59	2.59	2.59	2.36
N = 78	Fall 2008	2.42	2.54	2.27	2.64	2.54	2.54	2.55	2.38	2.49
N = 70	Spring 2009	2.70	2.33	1.99	2.53	2.33	2.36	2.26	2.36	2.36
N = 10	Summer 2009	3.00	2.30	2.10	3.00	2.40	2.40	2.50	2.80	2.56
N = 81	Fall 2009	2.69	2.63	2.47	2.73	2.33	2.42	2.44	2.47	2.52
N = 82	Spring 2010	2.55	2.71	2.51	2.68	2.35	2.83	2.72	2.35	2.59
N = 7	Fall 2010	2.57	2.71	3.00	1.71	2.43	3.00	2.86	2.71	2.63
N = 117	Spring 2011	2.24	2.81	2.66	2.43	2.69	2.74	2.76	2.44	2.60
N = 23	Fall 2011	2.13	3.00	2.83	2.74	2.83	3.00	3.00	2.65	2.77
N = 101	Spring 2012	2.35	2.87	2.78	2.58	2.84	2.88	2.90	2.80	2.75

Target goal: Overall score of  $\geq 2.4$

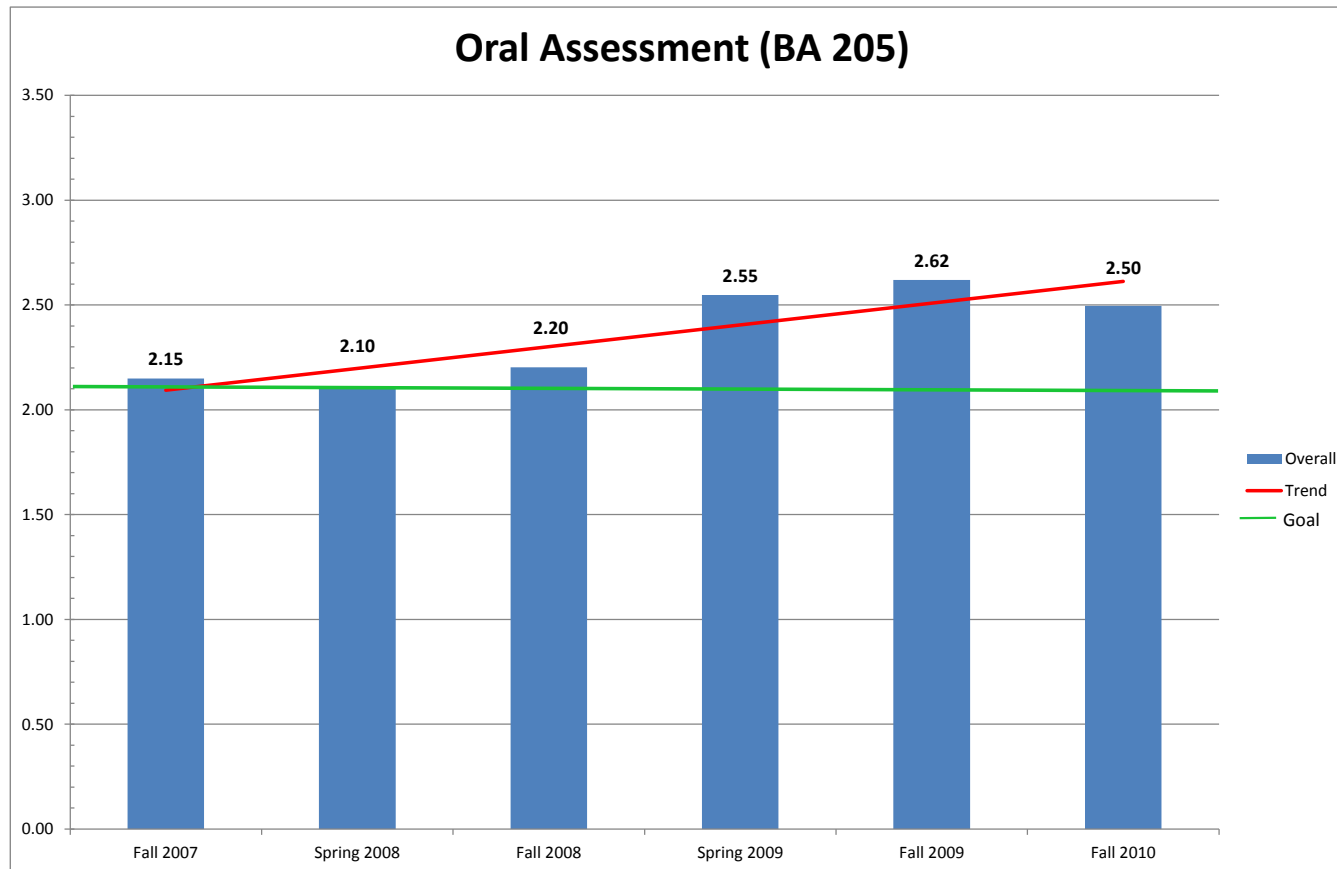
OK

Caution

Action Required



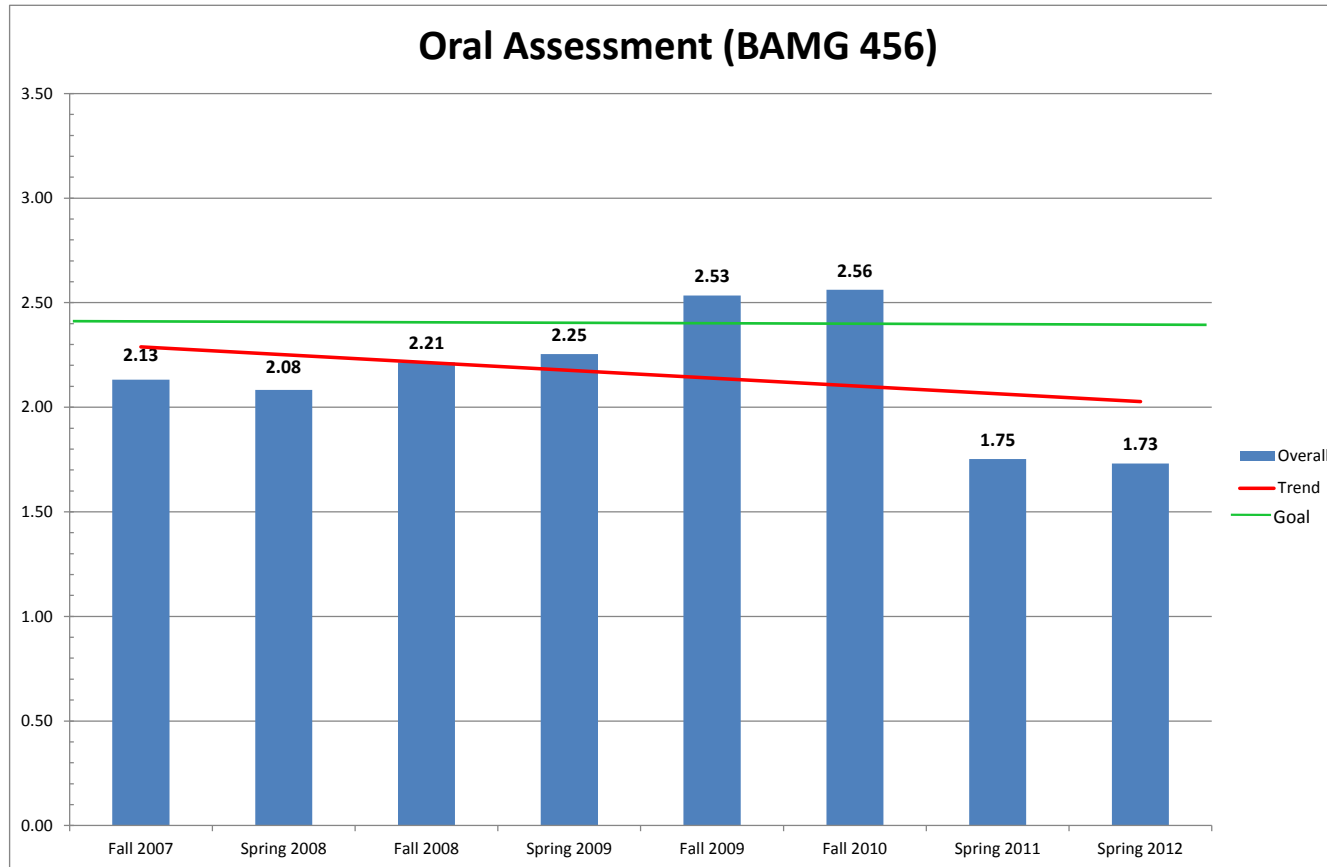
**Oral Assessment Results**



Target goal: Overall score of 2.1 or higher.

Note , BA 205 Oral assessment was discontinued as of Fall 2010.

**Oral Assessment Results**



Target goal: Overall score of 2.4 or higher.

Note: In Spring 2011 we used a new external assessment service. Beginning Spring 2012, the visual trait was removed from the assessment rubric.

**Oral Assessment Results BA 205**

		Body Language	Eye Contact	Speaking Skills	Organization	Voice	Visuals	Language	Overall Score
N = 81	Fall 2007	1.93	2.24	2.12	2.46	2.09	2.17	2.04	2.15
N = 117	Spring 2008	1.65	2.06	2.06	2.22	2.14	2.48	2.11	2.10
N = 98	Fall 2008	1.59	2.24	2.27	2.14	2.32	2.79	2.06	2.20
N = 55	Spring 2009	2.29	2.36	2.47	2.71	2.71	2.49	2.80	2.55
N = 24	Fall 2009	2.54	2.33	2.46	2.67	2.58	2.75	3.00	2.62
N = 19	Fall 2010	2.05	2.42	2.47	2.47	2.53	2.58	2.95	2.50

Target goal: Overall score of  $\geq 2.1$

OK

Caution

Action Required



Note, BA 205 oral assessment was discontinued as of Fall 2010.

**Oral Assessment Results BAMG 456**

		Body Language	Eye Contact	Speaking Skills	Organization	Voice	Visuals	Language	Overall Score
N = 57	Fall 2007	1.58	2.25	2.35	2.35	2.23	2.19	2.02	2.13
N = 37	Spring 2008	1.46	1.90	2.05	2.00	2.20	2.98	2.00	2.08
N = 75	Fall 2008	1.35	2.01	2.32	2.21	2.53	3.00	2.05	2.21
N = 76	Spring 2009	1.66	2.05	2.30	2.45	2.30	3.00	2.01	2.25
N = 66	Fall 2009	1.67	2.32	2.58	2.98	2.79	3.00	2.41	2.53
N = 70	Fall 2010	2.01	2.27	2.66	2.97	2.87	3.00	2.14	2.56
N = 118	Spring 2011	1.64	1.44	1.92	2.19	1.80	1.37	1.91	1.75
N = 93	Spring 2012	1.51	1.44	1.71	1.89	1.99		1.85	1.73

Target goal: Overall score of  $\geq 2.4$

OK

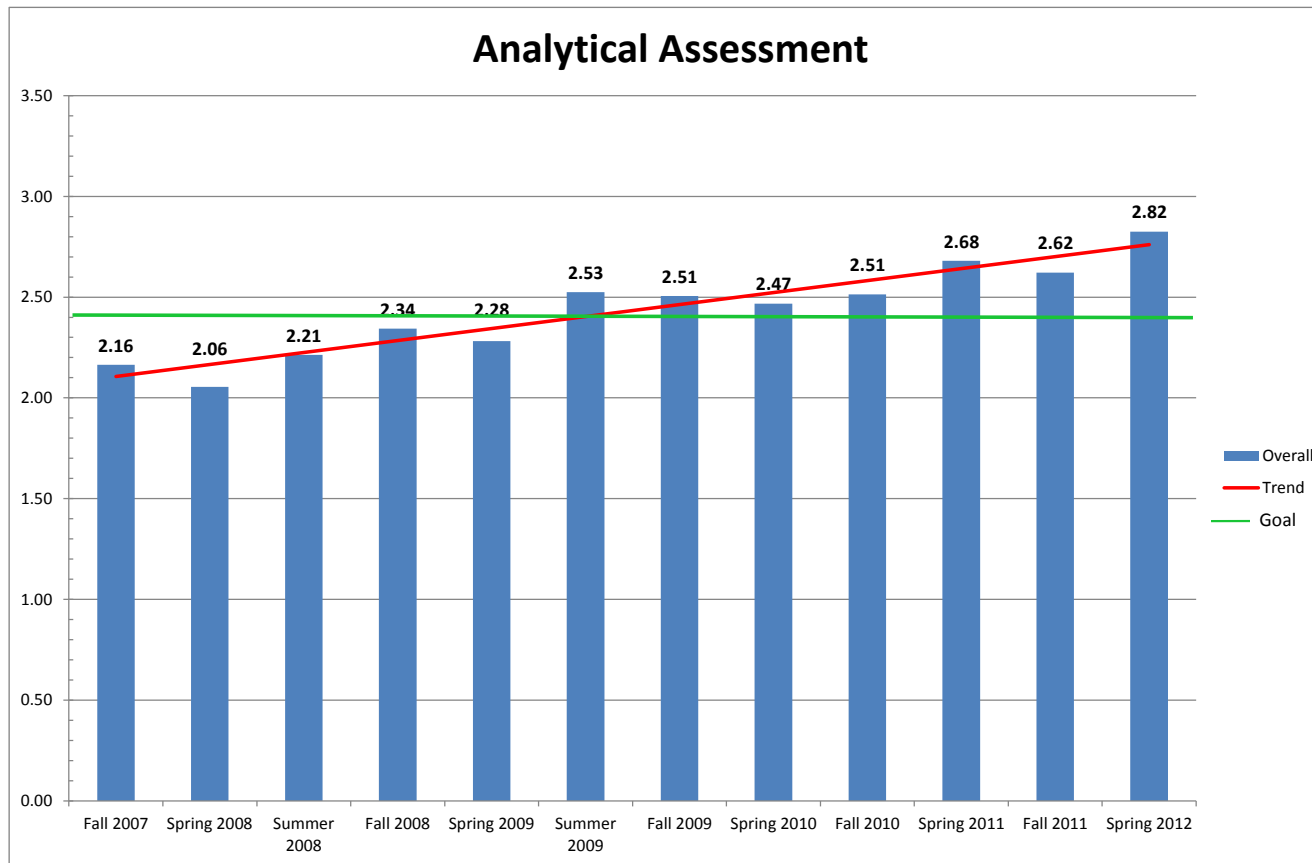
Caution

Action Required



Note: In Spring 2011 we used a new external assessment service. Beginning Spring 2012, the visual trait was removed from the oral assessment rubric.

**Analytical Assessment Results**



Target goal: Overall score of 2.4 or higher.

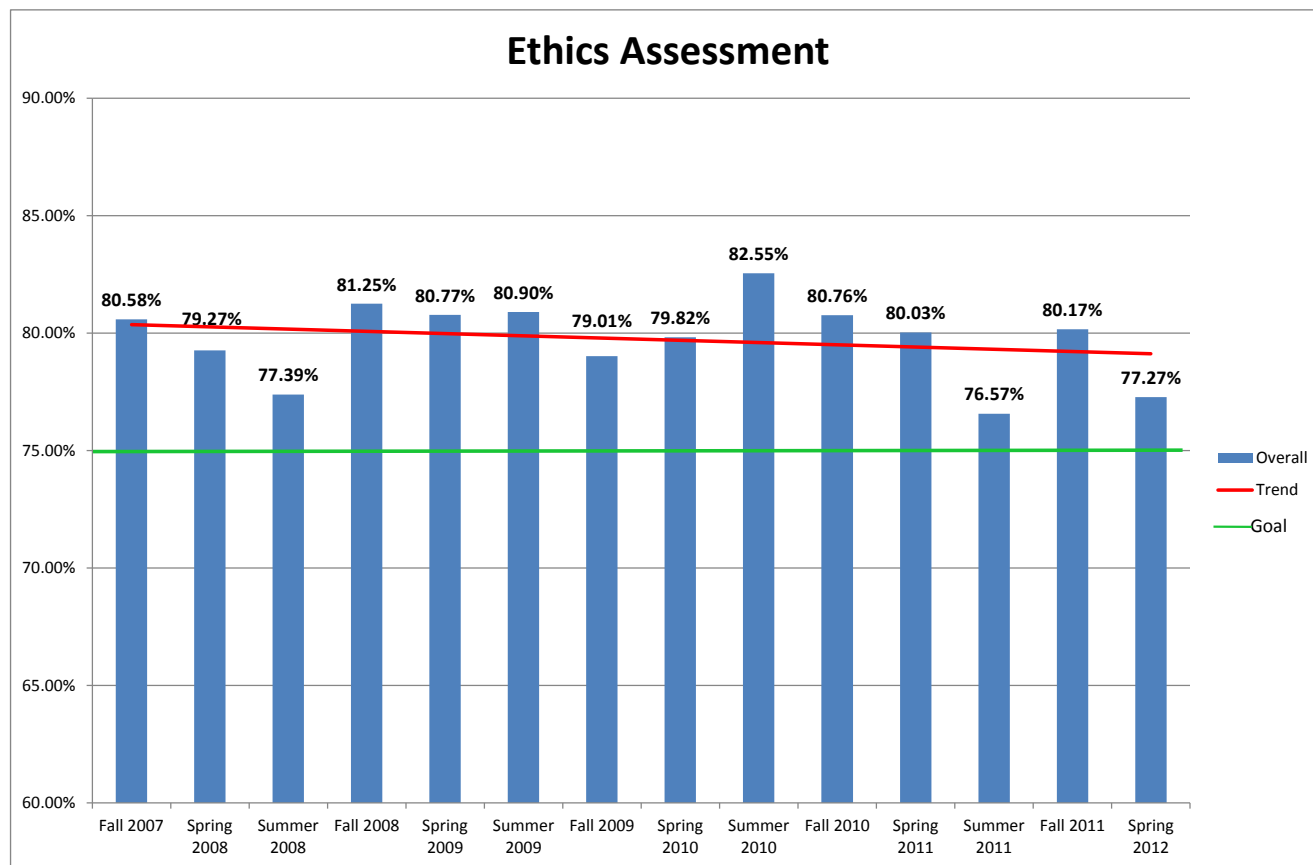
**Analytical Assessment Results**

		Factual Knowledge	Application of Strategic Concepts	Identification of Issues	Summary	Overall Score
N = 78	Fall 2007	2.35	2.06	2.21	2.04	2.16
N = 150	Spring 2008	2.33	1.84	1.97	2.08	2.06
N = 27	Summer 2008	2.52	2.04	2.07	2.22	2.21
N = 78	Fall 2008	2.49	2.38	2.33	2.17	2.34
N = 70	Spring 2009	2.73	2.20	2.24	1.96	2.28
N = 10	Summer 2009	2.80	2.70	2.40	2.20	2.53
N = 81	Fall 2009	2.78	2.25	2.63	2.37	2.51
N = 39	Spring 2010	2.46	2.56	2.38	2.46	2.47
N = 57	Fall 2010	2.95	2.26	2.40	2.44	2.51
N = 71	Spring 2011	2.92	2.38	2.76	2.66	2.68
N = 76	Fall 2011	2.62	2.54	2.64	2.68	2.62
N = 47	Spring 2012	2.91	2.81	2.87	2.70	2.82

Target goal: Overall score of  $\geq 2.4$ .

OK   
Caution   
Action Required 

**Ethics Assessment Results**



Target goal: Overall score of 75% or higher.

Note: Beginning Spring 2012, the ethics assessment venue was moved to 300-level class.

**Ethics Assessment Results**

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Overall
N = 71	Fall 2007	95.77%	63.38%	76.06%	97.18%	78.87%	92.96%	97.18%	100.00%	97.18%	90.14%	69.01%	84.51%	90.14%	63.38%	80.28%	70.42%	95.77%	61.97%	26.76%	80.58%
N = 132	Spring 2008	98.48%	56.82%	78.03%	97.73%	79.55%	89.39%	96.97%	93.18%	94.70%	91.67%	70.45%	87.88%	84.09%	57.58%	78.03%	72.73%	93.94%	62.88%	21.97%	79.27%
N = 27	Summer 2008	96.30%	51.85%	77.78%	96.30%	77.78%	81.48%	92.59%	92.59%	77.78%	88.89%	66.67%	88.89%	85.19%	51.85%	85.19%	85.19%	92.59%	55.56%	25.93%	77.39%
N = 87	Fall 2008	98.85%	56.32%	81.61%	95.40%	86.21%	89.66%	100.00%	95.40%	94.25%	97.70%	77.01%	89.66%	85.06%	58.62%	75.86%	70.11%	95.40%	66.67%	29.89%	81.25%
N = 121	Spring 2009	97.52%	69.42%	80.17%	95.87%	82.64%	90.08%	98.35%	95.87%	96.69%	95.04%	73.55%	87.60%	83.47%	60.33%	76.86%	79.34%	91.74%	55.37%	24.79%	80.77%
N = 27	Summer 2009	100.00%	66.67%	88.89%	96.30%	81.48%	92.59%	100.00%	100.00%	88.89%	85.19%	74.07%	100.00%	88.89%	37.04%	85.19%	59.26%	96.30%	70.37%	25.93%	80.90%
N = 82	Fall 2009	98.78%	59.76%	78.05%	92.68%	82.93%	85.37%	97.56%	97.56%	97.56%	86.59%	76.83%	87.80%	79.27%	54.88%	76.83%	71.95%	96.34%	52.44%	28.05%	79.01%
N = 106	Spring 2010	98.11%	66.67%	79.25%	95.28%	84.91%	85.85%	97.17%	96.23%	92.45%	95.28%	74.53%	86.79%	80.00%	49.52%	80.19%	67.92%	96.19%	64.76%	24.04%	79.82%
N = 38	Summer 2010	94.74%	71.05%	71.05%	94.74%	97.37%	81.58%	97.37%	97.37%	97.37%	92.11%	65.79%	89.47%	92.11%	55.26%	89.47%	57.89%	97.37%	63.16%	63.16%	82.55%
N = 61	Fall 2010	96.72%	67.21%	81.97%	98.36%	75.41%	90.16%	96.72%	96.72%	91.80%	83.61%	72.13%	88.52%	91.80%	52.46%	81.97%	77.05%	95.08%	54.10%	42.62%	80.76%
N = 122	Spring 2011	97.54%	65.57%	80.33%	98.36%	84.43%	84.43%	95.08%	94.26%	93.44%	85.25%	77.05%	81.15%	79.51%	57.38%	83.61%	68.85%	93.44%	58.20%	42.62%	80.03%
N = 39	Summer 2011	94.87%	56.41%	84.62%	92.31%	79.49%	87.18%	97.44%	87.18%	79.49%	92.31%	53.85%	82.05%	92.31%	58.97%	71.79%	56.41%	87.18%	35.90%	46.67%	76.57%
N = 69	Fall 2011	98.55%	63.77%	88.41%	94.20%	81.16%	85.51%	97.10%	94.20%	95.65%	89.86%	63.77%	82.61%	85.51%	44.93%	84.06%	73.91%	95.65%	57.97%	46.38%	80.17%
N = 47	Spring 2012	97.87%	68.09%	80.85%	85.11%	63.83%	85.11%	97.87%	93.62%	93.62%	82.98%	63.83%	68.09%	80.85%	46.81%	72.34%	53.19%	89.36%	80.85%	63.83%	77.27%

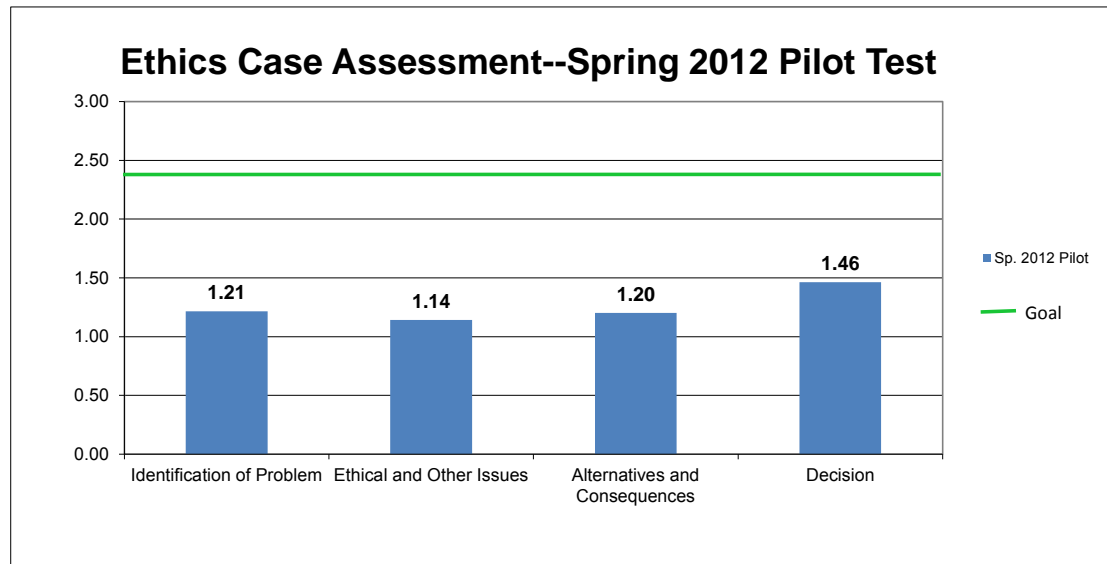
Target goal: Overall score of >= 75%

OK  
Caution  
Action Required

Note: Spring 2012 is the first semester that the ethics assessment was performed in the 300-level core business classes.



**Ethics Case Assessment Results**



Target goal: Overall score of 2.4 or better.

Note: The Spring 2012 Ethics case assessment was done of a pilot test basis. These results will be reviewed and corrective action determined in the Fall of 2012.

**Ethics Case Assessment Results**

			Identification of Problem	Ethical and Other Issues	Alternatives and Consequences	Decision	Overall
N =	69	Spring 2012	1.21	1.14	1.20	1.46	1.26

Target goal: Overall score of 2.4 or better.

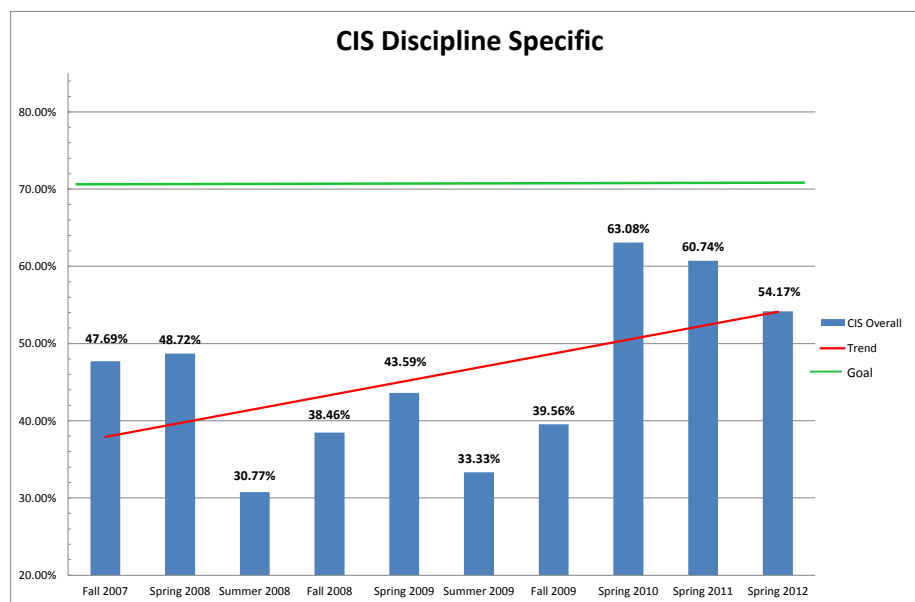
OK	
Caution	
Action Required	

**CIS Discipline Assessment Results**

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Overall
N = 5	Fall 2007	20.00%	60.00%	40.00%	60.00%	20.00%	100.00%	40.00%	0.00%	60.00%	40.00%	100.00%	60.00%	20.00%			47.69%
N = 6	Spring 2008	33.33%	33.33%	83.33%	50.00%	16.67%	100.00%	66.67%	16.67%	50.00%	16.67%	83.33%	66.67%	16.67%			48.72%
N = 2	Summer 2008	0.00%	50.00%	50.00%	0.00%	0.00%	100.00%	50.00%	50.00%	50.00%	0.00%	50.00%	0.00%	0.00%			30.77%
N = 1	Fall 2008	0.00%	0.00%	100.00%	0.00%	0.00%	100.00%	100.00%	0.00%	100.00%	0.00%	100.00%	0.00%	0.00%			38.46%
N = 3	Spring 2009	33.33%	66.67%	33.33%	33.33%	33.33%	66.67%	66.67%	0.00%	0.00%	100.00%	66.67%	33.33%	33.33%			43.59%
N = 3	Summer 2009	0.00%	33.33%	66.67%	0.00%	33.33%	66.67%	100.00%	0.00%	33.33%	0.00%	66.67%	33.33%	0.00%			33.33%
N = 7	Fall 2009	14.29%	71.43%	0.00%	42.86%	0.00%	100.00%	71.43%	0.00%	85.71%	28.57%	57.14%	42.86%	0.00%			39.56%
N = 5	Spring 2010	60.00%	80.00%	60.00%	60.00%	20.00%	80.00%	80.00%	40.00%	100.00%	60.00%	100.00%	40.00%	40.00%			63.08%
N = 18	Spring 2011	38.89%	66.67%	27.78%	27.78%	44.44%	44.44%	50.00%	88.89%	77.78%	61.11%	77.78%	88.89%	94.44%	83.33%	38.89%	60.74%
N = 8	Spring 2012	50.00%	12.50%	25.00%	25.00%	50.00%	50.00%	25.00%	87.50%	62.50%	75.00%	62.50%	87.50%	87.50%	100.00%	12.50%	54.17%

Target goal: Overall score of >= 70%

OK  
Caution  
Action Required



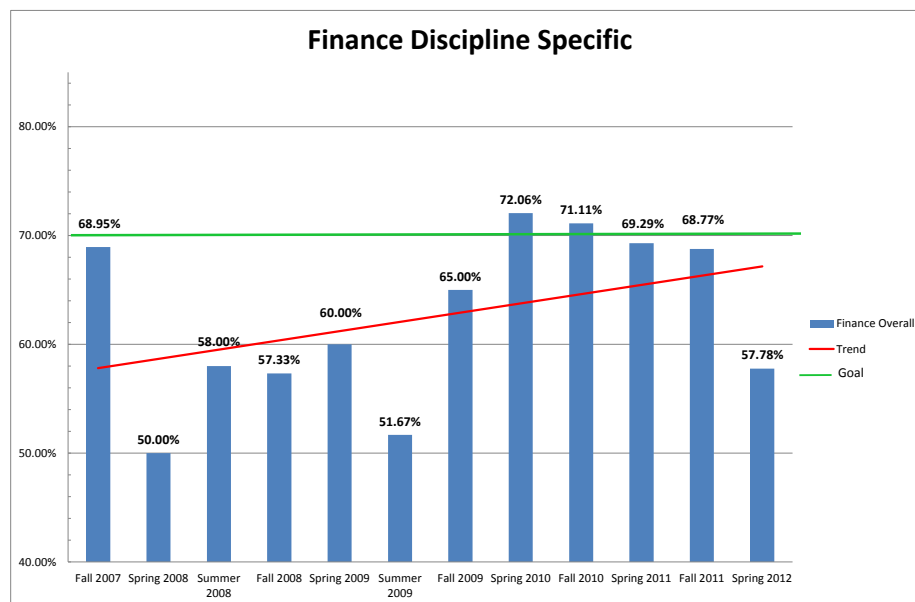
**Note:** Test expanded to 15 questions in Spring 2011. Some questions updated, so individual question results are not comparable across time.

**Finance Discipline Assessment Results**

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Overall
N = 19	Fall 2007	89.47%	57.89%	84.21%	78.95%	57.89%	52.63%	47.37%	73.68%	47.37%	100.00%	<p>Note: Test expanded to 15 questions in Fall 2010. Some questions updated, so individual question results are not comparable across time.</p>					68.95%
N = 17	Spring 2008	76.47%	58.82%	82.35%	11.76%	47.06%	52.94%	11.76%	41.18%	23.53%	94.12%						50.00%
N = 5	Summer 2008	100.00%	60.00%	40.00%	60.00%	80.00%	20.00%	20.00%	80.00%	40.00%	80.00%						58.00%
N = 15	Fall 2008	73.33%	86.67%	66.67%	60.00%	66.67%	26.67%	33.33%	60.00%	33.33%	66.67%						57.33%
N = 25	Spring 2009	92.00%	56.00%	68.00%	64.00%	60.00%	40.00%	32.00%	76.00%	44.00%	68.00%						60.00%
N = 6	Summer 2009	100.00%	16.67%	66.67%	50.00%	66.67%	33.33%	0.00%	66.67%	50.00%	66.67%						51.67%
N = 20	Fall 2009	95.00%	65.00%	70.00%	75.00%	45.00%	45.00%	55.00%	60.00%	55.00%	85.00%						65.00%
N = 34	Spring 2010	94.12%	70.59%	73.53%	73.53%	55.88%	61.76%	58.82%	76.47%	67.65%	88.24%						72.06%
N = 27	Fall 2010	77.78%	70.37%	62.96%	11.11%	62.96%	66.67%	81.48%	81.48%	66.67%	88.89%	70.37%	70.37%	92.59%	70.37%	92.59%	71.11%
N = 28	Spring 2011	89.29%	35.71%	71.43%	78.57%	53.57%	50.00%	71.43%	89.29%	39.29%	89.29%	50.00%	78.57%	89.29%	67.86%	85.71%	69.29%
N = 19	Fall 2011	94.74%	42.11%	57.89%	89.47%	63.16%	42.11%	84.21%	84.21%	47.37%	89.47%	42.11%	68.42%	84.21%	52.63%	89.47%	68.77%
N = 24	Spring 2012	83.33%	20.83%	66.67%	62.50%	54.17%	37.50%	54.17%	70.83%	58.33%	83.33%	50.00%	54.17%	75.00%	12.50%	83.33%	57.78%

Target goal: Overall score of >= 70%.

OK  
Caution  
Action Required



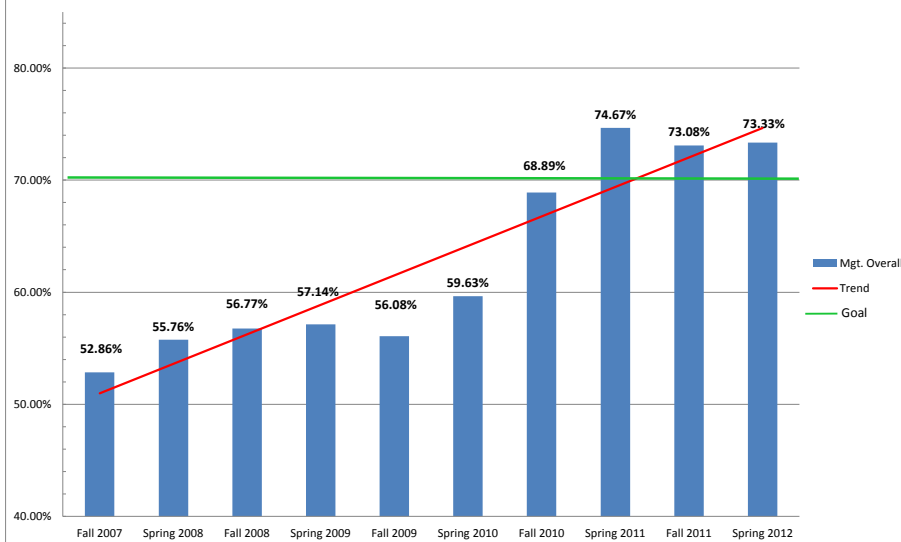
**Management Discipline Assessment Results**

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Overall
N = 14	Fall 2007	64.29%	64.29%	21.43%	57.14%	28.57%	78.57%	35.71%	50.00%	28.57%	71.43%	100.00%	42.86%	92.86%	21.43%	35.71%	52.86%
N = 33	Spring 2008	84.85%	78.79%	27.27%	45.45%	30.30%	78.79%	51.52%	30.30%	12.12%	84.85%	90.91%	45.45%	81.82%	42.42%	51.52%	55.76%
N = 33	Fall 2008	75.76%	63.64%	15.15%	45.45%	42.42%	75.76%	45.45%	42.42%	30.30%	84.85%	87.88%	57.58%	96.97%	45.45%	42.42%	56.77%
N = 21	Spring 2009	100.00%	80.95%	0.00%	61.90%	28.57%	85.71%	38.10%	57.14%	23.81%	71.43%	95.24%	38.10%	95.24%	28.57%	52.38%	57.14%
N = 17	Fall 2009	76.47%	58.82%	17.65%	64.71%	23.53%	76.47%	52.94%	17.65%	41.18%	82.35%	100.00%	64.71%	70.59%	52.94%	41.18%	56.08%
N = 18	Spring 2010	77.78%	72.22%	33.33%	66.67%	27.78%	77.78%	61.11%	27.78%	16.67%	100.00%	100.00%	44.44%	100.00%	50.00%	38.89%	59.63%
N = 24	Fall 2010	87.50%	50.00%	41.67%	79.17%	62.50%	83.33%	70.83%	45.83%	25.00%	75.00%	100.00%	70.83%	87.50%	62.50%	91.67%	68.89%
N = 15	Spring 2011	73.33%	73.33%	60.00%	73.33%	66.67%	73.33%	100.00%	26.67%	46.67%	100.00%	100.00%	73.33%	93.33%	80.00%	80.00%	74.67%
N = 26	Fall 2011	88.46%	34.62%	38.46%	42.31%	88.46%	84.62%	96.15%	46.15%	76.92%	73.08%	100.00%	84.62%	76.92%	73.08%	92.31%	73.08%
N = 19	Spring 2012	89.47%	73.68%	26.32%	68.42%	68.42%	78.95%	89.47%	47.37%	21.05%	73.68%	100.00%	78.95%	94.74%	89.47%	100.00%	73.33%

Target goal: Overall score of  $\geq 70\%$ .



**Management Discipline Specific**



Note: Some questions were updated since original test, so individual question results are not comparable across time.

**Marketing Discipline Assessment Results**

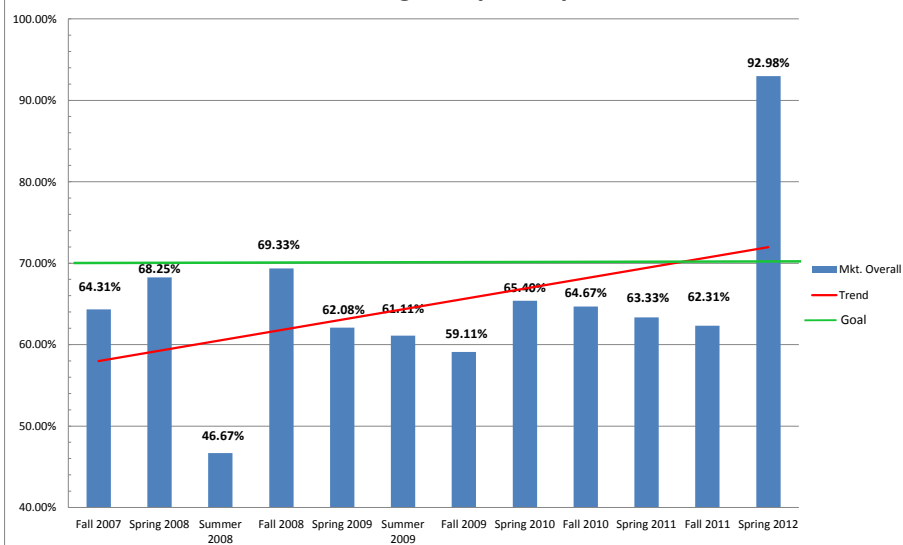
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Overall
N = 17	Fall 2007	29.41%	58.82%	88.24%	70.59%	70.59%	88.24%	76.47%	35.29%	41.18%	29.41%	29.41%	76.47%	100.00%	94.12%	76.47%	64.31%
N = 38	Spring 2008	36.84%	76.32%	94.74%	71.05%	47.37%	100.00%	81.58%	39.47%	50.00%	36.84%	52.63%	73.68%	97.37%	92.11%	73.68%	68.25%
N = 7	Summer 2008	14.29%	42.86%	57.14%	57.14%	42.86%	71.43%	85.71%	0.00%	42.86%	14.29%	14.29%	57.14%	85.71%	71.43%	42.86%	46.67%
N = 10	Fall 2008	40.00%	80.00%	90.00%	60.00%	50.00%	100.00%	90.00%	40.00%	30.00%	50.00%	70.00%	70.00%	100.00%	80.00%	90.00%	69.33%
N = 32	Spring 2009	53.13%	34.38%	78.13%	71.88%	53.13%	93.75%	71.88%	37.50%	56.25%	15.63%	50.00%	71.88%	90.63%	87.50%	65.63%	62.08%
N = 6	Summer 2009	0.00%	16.67%	100.00%	83.33%	50.00%	100.00%	50.00%	33.33%	66.67%	16.67%	83.33%	66.67%	100.00%	83.33%	66.67%	61.11%
N = 15	Fall 2009	20.00%	53.33%	93.33%	53.33%	46.67%	93.33%	66.67%	13.33%	33.33%	13.33%	53.33%	66.67%	100.00%	93.33%	86.67%	59.11%
N = 21	Spring 2010	33.33%	52.38%	85.71%	80.95%	42.86%	95.24%	85.71%	47.62%	57.14%	23.81%	38.10%	80.95%	95.24%	85.71%	76.19%	65.40%
N = 20	Fall 2010	50.00%	40.00%	70.00%	55.00%	45.00%	95.00%	70.00%	30.00%	55.00%	35.00%	55.00%	90.00%	95.00%	95.00%	90.00%	64.67%
N = 30	Spring 2011	10.00%	53.33%	100.00%	80.00%	40.00%	90.00%	76.67%	26.67%	53.33%	16.67%	63.33%	73.33%	93.33%	93.33%	80.00%	63.33%
N = 26	Fall 2011	19.23%	42.31%	76.92%	84.62%	53.85%	92.31%	57.69%	26.92%	61.54%	7.69%	76.92%	76.92%	100.00%	88.46%	69.23%	62.31%
N = 19	Spring 2012	100.00%	78.95%	100.00%	100.00%	89.47%	84.21%	89.47%	100.00%	94.74%	89.47%	100.00%	100.00%	100.00%	89.47%	78.95%	92.98%

Target goal: Overall score of >= 70%.



**Note:** Some questions were updated since original test, so individual question results are not comparable across time. Beginning Spring 2012, the questions on the assessment examination were significantly modified.

**Marketing Discipline Specific**



# Annual AoL result summaries



## MCB Annual Assessment Results -- 2012

Goal	Objective	Assessment Instrument & Criteria	Assessment Results	Use of Assessment Results
Be knowledgeable of key concepts in core business curriculum	Students will demonstrate a firm understanding of core business concepts.	<u>Instrument:</u> ETS Major Field Test. <u>Criteria:</u> Score at the 80th percentile or higher on the ETS Field Test	2011/12 Academic Year Results: 96th percentile	All criteria met, no action required.
Be effective communicators	Students will prepare and deliver quality presentations on a business topic.	<u>Instrument:</u> Oral presentations evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better.	Spring 2012 N = 93; Overall Score 1.73	Oral assessment SWAT team activated. Review and action will take place in Fall 2012.
	Students will prepare quality business documents.	<u>Instrument:</u> Written assignments evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better.	Spring 2012 N = 101; Overall Score 2.75	All criteria met, no action required.
Demonstrate conceptual and analytical skills	Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.	<u>Instrument:</u> Analytical assignment evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better.	Spring 2012 N = 47; Overall Score 2.82	All criteria met, no action required.
			Fall 2012 N = xx; Overall Score xxx	
Be proficient with technology	Students will demonstrate proficiency in common business software packages.	<u>Instrument:</u> Technology proficiency tests on specific software packages and skills. <u>Criteria:</u> Combined overall score of at least 70%. No individual area score below 70%.	Spring 2012, N=119 Concepts: 82.53% Word/Comm: 81.09% Excel: 73.27% Access: 77.21% <b>Overall Score: 77.84%</b>	All criteria met, no action required.
			Fall 2012, N=xxx Concepts: xx.xx% Word/Comm: xx.xx% Excel: xx.xx% Access: xx.xx% <b>Overall Score: xx.xx%</b>	
Demonstrate ethical awareness	Students will be knowledgeable about ethics and social responsibility.	<u>Instrument:</u> Ethics & social responsibility examination. <u>Criteria:</u> Overall score of at least 75%.	Spring 2012 N = 47; Overall Score 77.27% Fall 2012 N = xx; Overall Score xx.xx%	All criteria met, no action required. This was the first time this assessment has been administered in a 300-level core course. The results of this pilot test will be reviewed in the Fall of 2012 to determine if the assessment venue should be permanently rotated through these core courses.
	Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.	<u>Instrument:</u> Ethics Case evaluated by rubric <u>Criteria:</u> Overall score of 2.4 or better.	N = 69; Overall Score 1.26	Pilot test results are below goal criteria. The results will be evaluated in the Fall of 2012 and corrective action will be determined.
Be proficient with discipline-specific knowledge	Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.	<u>Instrument:</u> ETS Major Field Test. <u>Criteria:</u> Average mean correct will be 80th percentile or higher for students on the discipline-specific ETS questions in their emphasis.	2011/12 ETS Results Acct: 99 CIS: n/a Fin: 99 Mgt: 99 Mkt: 90 GenBus: 96 Intl: 90	All criteria met, no action required. Note, CIS scores not reported by ETS because too few students took the test. General Business scores based upon overall score of all business categories.
	Students will demonstrate competency with advanced topics within their emphasis.	<u>Instrument:</u> Emphasis discipline specific tests. <u>Criteria:</u> Overall score of 70% or higher for each emphasis.	Spring 2012 CIS: N = 8, 54.17% Fin: N = 24, 57.78% Mgt: N = 19, 73.33% Mkt: N = 19, 92.98%	The CIS and Finance emphasis were below criteria. Management continued to be above the goal while Marketing made significant improvement over the last assessment cycle. These results will be reviewed in the Fall of 2012 to determine appropriate corrective action.
			Fall 2012 CIS: -Not Collected- Fin: N = xx, xx.xx% Mgt: N = xx, xx.xx% Mkt: N = xx, xx.xx%	

**MCB Annual Assessment Results -- 2011**

Goal	Objective	Assessment Instrument & Criteria	Assessment Results	Use of Assessment Results
Be knowledgeable of key concepts in core business curriculum	Students will demonstrate a firm understanding of core business concepts.	<u>Instrument:</u> ETS Major Field Test. <u>Criteria:</u> Score at the 80th percentile or higher on the ETS Field Test	2010/11 Academic Year Results: 90th percentile	All criteria met. No action required.
Be effective communicators	Students will prepare and deliver quality presentations on a business topic.	<u>Instrument:</u> Oral presentations evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better	<u>Spring 2011</u> N = 117; Overall Score 1.75	YouSeeU assessment service used for the first time. Results indicate norming problem. This will be corrected during next assessment cycle.
	Students will prepare quality business documents.	<u>Instrument:</u> Written assignments evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better.	<u>Spring 2011</u> N = 117; Overall Score 2.60	All criteria met. No action required.
			<u>Fall 2011</u> N = 23; Overall Score 2.77	All criteria met. No action required.
Demonstrate conceptual and analytical skills	Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.	<u>Instrument:</u> Analytical assignment evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better.	<u>Spring 2011</u> N = 71; Overall Score 2.68	All criteria met. No action required.
			<u>Fall 2011</u> N = 76; Overall Score 2.62	All criteria met. No action required.
Be proficient with technology	Students will demonstrate proficiency in common business software packages.	<u>Instrument:</u> Technology proficiency tests on specific software packages and skills. <u>Criteria:</u> Combined overall score of at least 70%. No individual area score below 70%.	<u>Spring 2011, N=137</u> Concepts: 72.34% Word/Comm: 79.51% Excel: 64.34% Access: 66.75% <b>Overall Score: 70.73%</b>	Overall criteria met. Excel and Access components below goal. Corrective action is to emphasize Excel and Access coverage to improve student knowledge. In addition, future assessments will only measure business students, will not include student scores of those who drop class before the withdrawal deadline, and will incorporate scores of students who pass the CPE exam into the results. These changes are implemented to improve the accuracy of our technology assessment.
			<u>Fall 2011, N=175</u> Concepts: 79.04% Word/Comm: 79.82% Excel: 73.91% Access: 72.53% <b>Overall Score: 76.32%</b>	All criteria met. No action required.
Demonstrate ethical awareness	Students will be knowledgeable about ethics and social responsibility.	<u>Instrument:</u> Ethics & social responsibility examination. <u>Criteria:</u> Overall score of at least 75%.	<u>Spring 2011</u> N = 122; Overall Score 80.03% <u>Fall 2011</u> N = 69; Overall Score 80.17%	All criteria met. No action required. Beginning in the Spring of 2012 a pilot test for this assessment will be performed to move the venue of this assessment to 300-level core business courses on a rotating basis. The intent is to involve more faculty in assessment and to determine earlier in the program if additional ethics instruction is needed.
	Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.	<u>Instrument:</u> Ethics Case evaluated by rubric <u>Criteria:</u> Overall score of 2.4 or better.	None	Assessment to be implemented Spring 2012 on a pilot test basis.
Be proficient with discipline-specific knowledge	Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.	<u>Instrument:</u> ETS Major Field Test. <u>Criteria:</u> Average mean correct will be 80th percentile or higher for students on the discipline-specific ETS questions in their emphasis.	2010/11 ETS Results Acct: 95 CIS: 95 Fin: 95 Mgt: 95 Mkt: 90 GenBus: 95 Intl: 80	All criteria met. No action required.
	Students will demonstrate competency with advanced topics within their emphasis.	<u>Instrument:</u> Emphasis discipline specific tests. <u>Criteria:</u> Overall score of 70% or higher for each emphasis.	<u>Spring 2011</u> CIS: N = 18, 60.74% Fin: N = 28, 69.29% Mgt: N = 15, 74.67% Mkt: N = 30, 63.33%	Criteria for CIS, Finance and Marketing not met. With exception of management, all emphasis areas showed decline. Finance and management emphasis groups reviewed results and modified question wording to clarify meaning to students.
			<u>Fall 2011</u> CIS: -Not Collected- Fin: N = 19, 68.77% Mgt: N = 26, 73.08% Mkt: N = 26, 62.31%	Criteria for Finance and Marketing not met. Marketing emphasis reviewed and completely reworked the questions used in the test. Finance emphasis reviewed results and slightly modified question wording to clarify meaning to students. In preparation for CIS assessment in the Spring of 2012, the question set was modified to relate more directly to material currently covered in the emphasis. CIS topic coverage cannot be modified until results of the next assessment are collected and reviewed.



**MCB Annual Assessment Results -- 2010**

Goal	Objective	Assessment Instrument & Criteria	Assessment Results	Use of Assessment Results
Be knowledgeable of key concepts in core business curriculum	Students will demonstrate a firm understanding of core business concepts.	<u>Instrument:</u> ETS Major Field Test. <u>Criteria:</u> Score at the 80th percentile or higher on the ETS Field Test	<u>2009/10 Academic Year Results:</u> 95th percentile	All criteria met. No action required.
Be effective communicators	Students will prepare and deliver quality presentations on a business topic.	<u>Instrument:</u> Oral presentations evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better	<u>Fall 2010</u> N = 70; Overall Score 2.56	All criteria met. No action required.
	Students will prepare quality business documents.	<u>Instrument:</u> Written assignments evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better.	<u>Spring 2010</u> N = 82; Overall Score 2.59	All criteria met. No action required.
Demonstrate conceptual and analytical skills	Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.	<u>Instrument:</u> Analytical assignment evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better.	<u>Spring 2010</u> N = 39; Overall Score 2.47	All criteria met. No action required.
			<u>Fall 2010</u> N = 57; Overall Score 2.51	All criteria met. No action required.
Be proficient with technology	Students will demonstrate proficiency in common business software packages.	<u>Instrument:</u> Technology proficiency tests on specific software packages and skills. <u>Criteria:</u> Combined overall score of at least 70%. No individual area score below 70%.	<u>Spring 2010, N=142</u> Concepts: 80.20% Word/Comm: 79.84% Excel: 79.33% Access: 74.77% <b>Overall Score: 78.53%</b>	All criteria met. No action required.
			<u>Fall 2010, N=158</u> Concepts: 71.64% Word/Comm: 80.84% Excel: 72.69% Access: 68.07% <b>Overall Score: 73.31%</b>	Overall criteria met. Microsoft Access score slightly low. Continue to monitor for one more semester to determine if action needed. Potential explanation for lower scores is transition to MS Office 2010.
Demonstrate ethical awareness	Students will be knowledgeable about ethics and social responsibility.	<u>Instrument:</u> Ethics & social responsibility examination. <u>Criteria:</u> Overall score of at least 75%.	<u>Spring 2010</u> N = 106; Overall Score 79.82%	All criteria met. No action required.
	Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.	To be determined	None	All criteria met. No action required.
Be proficient with discipline-specific knowledge	Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.	<u>Instrument:</u> ETS Major Field Test. <u>Criteria:</u> Average mean correct will be 80th percentile or higher for students on the discipline-specific ETS questions in their emphasis.	<u>2009/10 ETS Results</u> Acct: 95 CIS: 95 Fin: 95 Mgt: 95 Mkt: 95 GenBus: 90 Intl: 90	All criteria met. No action required.
	Students will demonstrate competency with advanced topics within their emphasis.	<u>Instrument:</u> Emphasis discipline specific tests. <u>Criteria:</u> Overall score of 70% or higher for each emphasis area.	<u>Spring 2010</u> CIS: N = 5, 63.08% Fin: N = 34, 72.06% Mgt: N = 18, 59.63% Mkt: N = 21, 65.40%	Finance emphasis goal met. Criteria for CIS, management and Marketing not met. CIS determined that 1 question was obsolete and substituted a new one in its place. All areas with exception of marketing showed improvement from prior period. Emphasis groups reviewing results to determine if coverage or question needs attention. All emphasis tests modified to have 15 questions.
			<u>Fall 2010</u> CIS: -Not Collected- Fin: N = 27, 71.11% Mgt: N = 24, 68.89% Mkt: N = 20, 64.67%	Finance emphasis goal met. Management and Marketing criteria not met. CIS test not administered because capstone class only offered annually in the spring. Improvement in Management results; however, Marketing results decreased apx. 1%. Management group updated question set, marketing still deliberating updates. Emphasis groups tasked with determining further corrective action.

**MCB Annual Assessment Results -- 2009**

Goal	Objective	Assessment Instrument & Criteria	Assessment Results	Use of Assessment Results
Be knowledgeable of key concepts in core business curriculum	Students will demonstrate a firm understanding of core business concepts.	<u>Instrument:</u> ETS Major Field Test. <u>Criteria:</u> Score at the 80th percentile or higher on the ETS Field Test	<u>2008/09 Academic Year Results:</u> 95th percentile	All criteria met. No action required.
Be effective communicators	Students will prepare and deliver quality presentations on a business topic.	<u>Instrument:</u> Oral presentations evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better	<u>Spring 2009</u> N = 76; Overall Score 2.25	Overall score below criteria. Problems traits were body language, eye contact, and language usage. Slow improvement from prior periods. Correction implemented was to reinforce speech mechanics in BAMG 456 class. In addition, students were made aware of assessment rubric details.
			<u>Fall 2009</u> N = 66; Overall Score 2.53	All criteria met. No action required.
	Students will prepare quality business documents.	<u>Instrument:</u> Written assignments evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better.	<u>Spring 2009</u> N = 70; Overall Score 2.36	All traits, with exception of introduction and grammar slightly below goal. Overall score down somewhat from prior period. Correction implemented was to stress speech mechanics to students prior to presentation. In addition, the ETS Criterion writing system will be pilot tested to determine if it can be used to improve student writing.
			<u>Fall 2009</u> N = 81; Overall Score 2.52	All criteria met. No action required. ETS Criterion pilot test determined to be inappropriate for our use.
Demonstrate conceptual and analytical skills	Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.	<u>Instrument:</u> Analytical assignment evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better.	<u>Spring 2009</u> N = 70; Overall Score 2.28	All traits, with exception of factual knowledge below goal. Assessment will be modified so that each student writes an identifiable portion of the document to improve assessment method.
			<u>Fall 2009</u> N = 81; Overall Score 2.51	All criteria met. No action required.
Be proficient with technology	Students will demonstrate proficiency in common business software packages.	<u>Instrument:</u> Technology proficiency tests on specific software packages and skills. <u>Criteria:</u> Combined overall score of at least 70%. No individual area score below 70%.	<u>Spring 2009, N=150</u> Concepts: 79.53% Word/Comm: 86.10% Excel: 80.50% Access: 83.24% <b>Overall Score: 82.34%</b>	All criteria met. No action required.
			<u>Fall 2009, N=176</u> Concepts: 80.29% Word/Comm: 83.03% Excel: 80.10% Access: 79.01% <b>Overall Score: 80.61%</b>	All criteria met. No action required.
Demonstrate ethical awareness	Students will be knowledgeable about ethics and social responsibility.	<u>Instrument:</u> Ethics & social responsibility examination. <u>Criteria:</u> Overall score of at least 75%.	<u>Spring 2009</u> N = 121; Overall Score 80.77%	All criteria met. No action required.
			<u>Summer 2009</u> N = 27; Overall Score 80.90%	Overall criteria met. Summer ethics assessment to be discontinued due to continued high scores and relatively small sample size. Will be reinstated in event that ethics scores dip below criteria for two consecutive assessment periods.
			<u>Fall 2009</u> N = 82; Overall Score 79.01%	All criteria met. No action required.
	Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.	To be determined	None	
Be proficient with discipline-specific knowledge	Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.	<u>Instrument:</u> ETS Major Field Test. <u>Criteria:</u> Average mean correct will be 80th percentile or higher for students on the discipline-specific ETS questions in their emphasis.	<u>2008/09 ETS Results</u> Acct: 95 CIS: n/a Fin: 95 Mgt: 95 Mkt: 95 GenBus: 95 Intl: 95	All criteria met. No action required.
			<u>Spring 2009</u> CIS: N = 3, 43.59% Fin: N = 25, 60.00% Mgt: N = 21, 57.14% Mkt: N = 32, 62.08%	Criteria for all emphasis areas not met. All areas except marketing continue slow improvement. CIS results again deemed not significant due to small sample size of 3. Corrective action was to forward data to emphasis groups to determine if sample size, curriculum coverage, or question selection causing poor results.
	Students will demonstrate competency with advanced topics within their emphasis.	<u>Instrument:</u> Emphasis discipline specific tests. <u>Criteria:</u> Overall score of 70% or higher for each emphasis area.	<u>Fall 2009</u> CIS: N = 7, 39.56% Fin: N = 20, 65.00% Mgt: N = 17, 56.08% Mkt: N = 15, 59.11%	Criteria for all emphasis areas not met. CIS, management, and marketing showed decline. Corrective action was to forward data to emphasis groups to determine how best to improve scores. In addition, full responsibility for discipline specific tests will be moved to the emphasis areas. Beginning with the next test cycle, they will be responsible for creating and maintaining the tests, administering them, collecting and analyzing results, and determining corrective action. This was done to place responsibility with the group with the best ability to implement change.

**MCB Annual Assessment Results -- 2008**

Goal	Objective	Assessment Instrument & Criteria	Assessment Results	Use of Assessment Results
Be knowledgeable of key concepts in core business curriculum	Students will demonstrate a firm understanding of core business concepts.	<u>Instrument:</u> ETS Major Field Test. <u>Criteria:</u> Score at the 80th percentile or higher on the ETS Field Test	<u>2007/08 Academic Year Results:</u> 95th percentile	All criteria met. No action required.
Be effective communicators	Students will prepare and deliver quality presentations on a business topic.	<u>Instrument:</u> Oral presentations evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better	<u>Spring 2008</u> N = 37; Overall Score 2.08	Overall score below criteria. All traits, with exception of visuals, below goal. Corrective action was to coordinate and communicate assessment norms to faculty assessors.
			<u>Fall 2008</u> N = 75; Overall Score 2.21	Overall score below criteria. All traits, with exception of visuals and voice usage, below goal. Some improvement from prior periods, but still below criteria. Corrective action was to stress speech mechanics to class prior to presentations.
	Students will prepare quality business documents.	<u>Instrument:</u> Written assignments evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better.	<u>Spring 2008</u> N = 150; Overall Score 2.29	All traits, with exception of introduction, below goal. Minor improvement from prior period. Correction implemented was to stress writing mechanics to students prior to presentation.
			<u>Fall 2008</u> N = 78; Overall Score 2.49	Overall score slightly below criteria. Only closing and reader interest traits below goal. Correction was to continue to stress writing mechanics prior to assignment.
Demonstrate conceptual and analytical skills	Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.	<u>Instrument:</u> Analytical assignment evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better.	<u>Spring 2008</u> N = 150; Overall Score 2.06	All traits below goal. Correction implemented was to stress analytic components prior to assignment.
			<u>Fall 2008</u> N = 78; Overall Score 2.34	All traits still below goal, but improvement shown. Correction is to continue to stress analytical skills to students.
Be proficient with technology	Students will demonstrate proficiency in common business software packages.	<u>Instrument:</u> Technology proficiency tests on specific software packages and skills. <u>Criteria:</u> Combined overall score of at least 70%. No individual area score below 70%.	<u>Spring 2008, N=161</u> Concepts: 76.88% Word: 78.70% PowerPoint: 78.70% Excel: 77.45% Access: 77.08% <b>Overall Score: 77.36%</b>	All criteria met. No action required. Due to consistently high scores on PowerPoint and MS Word components, these two assessments will be combined into a single comm/word component. Extra classtime will be used to increase complexity and coverage of Excel and Access topics. This was in response to recognition that curriculum needs to increase student skill level in these areas.
			<u>Fall 2008, N=179</u> Concepts: 73.68% Word/Comm: 67.30% Excel: 66.02% Access: 61.43% <b>Overall Score: 67.11%</b>	Overall score below criteria. Only concepts topic above goal. Corrective action was to reevaluate method of teaching Excel and Access topics in light of recent increase of coverage.
Demonstrate ethical awareness	Students will be knowledgeable about ethics and social responsibility.	<u>Instrument:</u> Ethics & social responsibility examination. <u>Criteria:</u> Overall score of at least 75%.	<u>Spring 2008</u> N = 132; Overall Score 79.27%	All criteria met. No action required.
			<u>Summer 2008</u> N = 27; Overall Score 77.39%	All criteria met. No action required.
			<u>Fall 2008</u> N = 87; Overall Score 81.25%	All criteria met. No action required.
Be proficient with discipline-specific knowledge	Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.	To be determined	None	
	Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.	<u>Instrument:</u> ETS Major Field Test. <u>Criteria:</u> Average mean correct will be 80th percentile or higher for students on the discipline-specific ETS questions in their emphasis.	<u>2007/08 ETS Results</u> Acct: 95 CIS: n/a Fin: 95 Mgt: 95 Mkt: 95 GenBus: n/a Intl: 95	All criteria met. No action required. Note: CIS and GenBus results not reported by ETS because too few students took the test.
	Students will demonstrate competency with advanced topics within their emphasis.	<u>Instrument:</u> Emphasis discipline specific tests. <u>Criteria:</u> Overall score of 70% or higher for each emphasis area.	<u>Spring 2008</u> CIS: N = 6, 48.72% Fin: N = 17, 50.00% Mgt: N = 33, 55.76% Mkt: N = 38, 68.25% <u>Fall 2008</u> CIS: N = 1, 38.46% Fin: N = 15, 57.33% Mgt: N = 33, 56.77% Mkt: N = 10, 69.33%	Criteria for all emphasis areas not met; however, all areas with exception of marketing showed minor improvement. Corrective action was to forward data to emphasis groups to determine if sample size, curriculum coverage, or question selection causing poor results.  Criteria for all emphasis areas not met; however, all areas with exception of CIS showed continued improvement. CIS results deemed not significant due to sample size of 1. Corrective action was to forward data to emphasis groups to determine how best to improve scores.

**MCB Annual Assessment Results -- 2007**

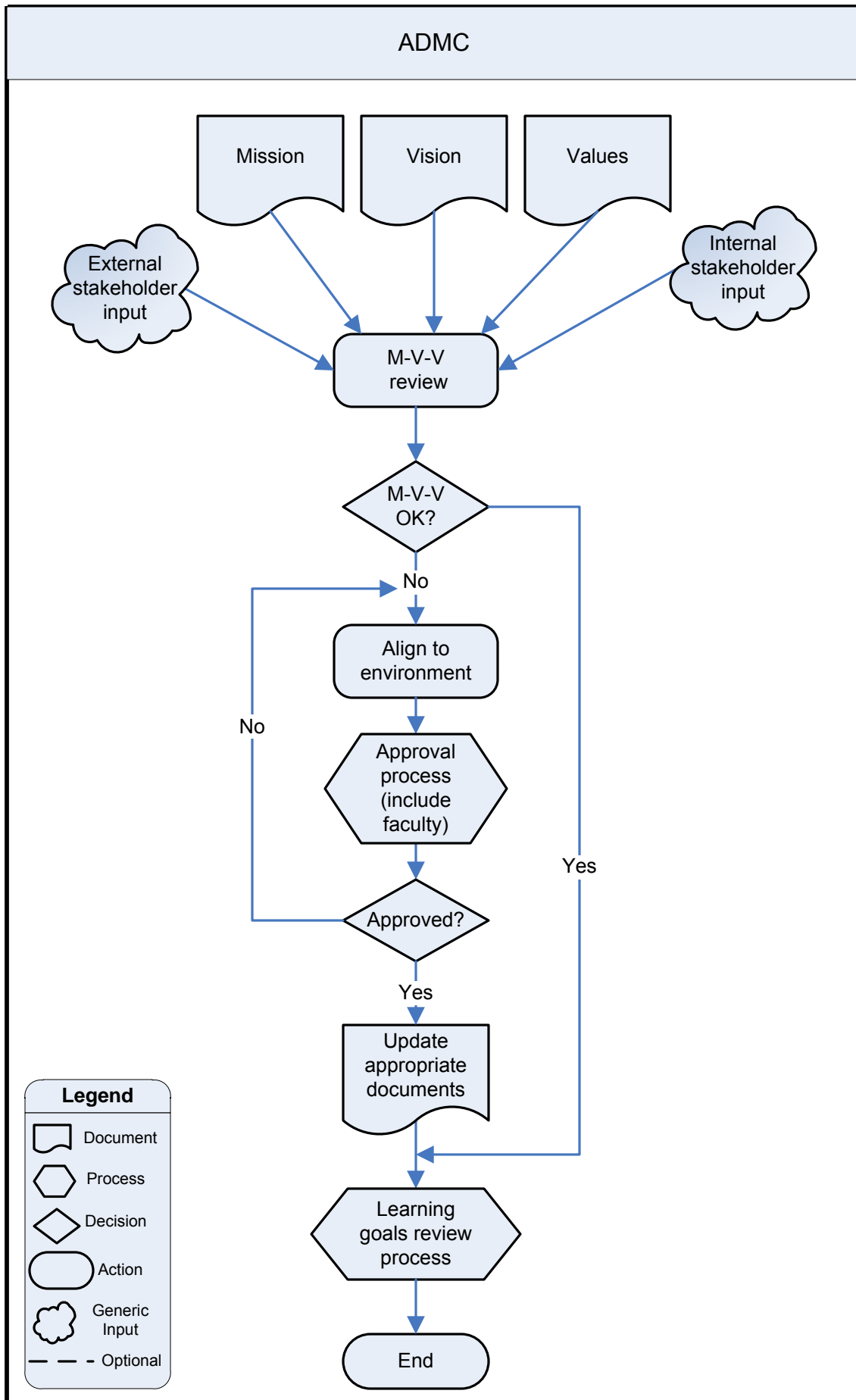
Goal	Objective	Assessment Instrument & Criteria	Assessment Results	Use of Assessment Results
Be knowledgeable of key concepts in core business curriculum	Students will demonstrate a firm understanding of core business concepts.	<u>Instrument:</u> ETS Major Field Test. <u>Criteria:</u> Score at the 80th percentile or higher on the ETS Field Test	<u>2006/07 Academic Year Results:</u> 90th percentile	All criteria met. No action required.
Be effective communicators	Students will prepare and deliver quality presentations on a business topic.	<u>Instrument:</u> Oral presentations evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better	<u>Spring 2007</u> N = 119; Overall Score 2.10 <u>Fall 2007</u> N = 57; Overall Score 2.13	Overall score below criteria. All traits, with exception of speaking skills, below goal. Corrective action was to emphasize speech mechanics with students prior to presentations. Overall score below criteria. All traits, with exception of voice usage, below goal. Some improvement from prior period, but still below criteria. Corrective action was to stress speech mechanics to class prior to presentations.
		<u>Instrument:</u> Written assignments evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better.	<u>Spring 2007</u> N = 86; Overall Score 2.06 <u>Fall 2007</u> N = 77; Overall Score 2.27	All traits below goal. Conclusion trait was most problematic. Correction implemented was to stress writing mechanics to students prior to presentation. Overall score below criteria. All traits showed improvement from prior period. Correction was to continue to stress writing mechanics prior to assignment.
	Students will prepare quality business documents.	<u>Instrument:</u> Analytical assignment evaluated by assessment rubric. <u>Criteria:</u> Overall score of 2.4 or better.	<u>Spring 2007</u> N = 134; Overall Score 1.91 <u>Fall 2007</u> N = 78; Overall Score 2.16	All traits below goal. Correction implemented was to stress analytic components prior to assignment. All traits still below goal, but improvement shown. Correction is to continue to stress analytical skills to students.
		<u>Instrument:</u> Technology proficiency tests on specific software packages and skills. <u>Criteria:</u> Combined overall score of at least 70%. No individual area score below 70%.	<u>Spring 2007, N=152</u> Concepts: 66.90% Word: 79.87% PowerPoint: 77.20% Excel: 76.60% Access: 74.42% <b>Overall Score: 75.00%</b> <u>Fall 2007, N=116</u> Concepts: 73.19% Word: 74.08% PowerPoint: 74.86% Excel: 75.45% Access: 80.43% <b>Overall Score: 76.69%</b>	Overall criteria met. All topics, with exception of computer concepts, met. Corrective action will be to wait to see if problem occurs a second time, thus indicating corrective action needed. All criteria met. No action required.
Demonstrate ethical awareness	Students will be knowledgeable about ethics and social responsibility.	<u>Instrument:</u> Ethics & social responsibility examination. <u>Criteria:</u> Overall score of at least 75%.	<u>Spring 2007</u> N = 149; Overall Score 78.52% <u>Summer 2007</u> N = 20; Overall Score 76.58% <u>Fall 2007</u> N = 71; Overall Score 80.58%	All criteria met. No action required. All criteria met. No action required. All criteria met. No action required.
		To be determined	None	
	Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.			
Be proficient with discipline-specific knowledge	Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.	<u>Instrument:</u> ETS Major Field Test. <u>Criteria:</u> Average mean correct will be 80th percentile or higher for students on the discipline-specific ETS questions in their emphasis.	<u>2006/07 ETS Results</u> Acct: 95 CIS: n/a Fin: 95 Mgt: 90 Mkt: 95 GenBus: n/a Intl: 90	All criteria met. No action required. <u>Note:</u> CIS and GenBus results not reported by ETS because too few students took the test.
		<u>Instrument:</u> Emphasis discipline specific tests. <u>Criteria:</u> Overall score of 70% or higher for each emphasis area.	<u>Spring 2007</u> CIS: N = 5, 50.77% Fin: N = 28, 66.07% Mgt: N = 43, 55.19% Mkt: N = 35, 63.62% <u>Fall 2007</u> CIS: N = 5, 47.69% Fin: N = 19, 68.95% Mgt: N = 14, 52.86% Mkt: N = 17, 64.31%	Criteria for all emphasis areas not met. Corrective action was to forward data to emphasis groups to analyze problems and determine corrective action. Criteria for all emphasis areas not met; however, minor improvement in some areas. Corrective action was to forward data to emphasis groups to analyze problems and determine corrective action.
	Students will demonstrate competency with advanced topics within their emphasis.			

Accounting Program Assessment Results		Data through Spring 2012								
BS in Accounting										
				AY Results					Closing the Loop Activities	
Learning Goal	Learning Objective	Venue	Quantitative Objective	11-12	10-11	09-10	08-09	07-08	Curriculum Improvements	Refinements of Measures
Demonstrate knowledge of key concepts in major business disciplines	Students will score at the 80 <sup>th</sup> percentile or higher on each section of the ETS Major Field Test.	BAMG 456	80th Percentile	99th	90th	95th	95th	95th	No action deemed necessary	Test was revised in 2010-11 compromising comparability
Demonstrate effective communication skills	Students will demonstrate competency in preparing and delivering professional quality presentations on various accounting topics.	BAAC 424	80% competent	81%	56%	83%			Moved to Ethics	
	Students will demonstrate competency in preparing professional accounting documents.	BAAC 424	80% competent	44%	61%	82%	59%		Moved to Ethics: Weekly Writing Int 2: Memo to file	
Demonstrate conceptual and analytical skills	Students will analyze accounting data/information to identify key accounting issues, generate and evaluate appropriate alternatives, and propose feasible accounting alternatives at a competent level.	BAAC 424	80% competent	34%	36%	88%	55%		Moved to Ethics Int 1 and 2 Concepts Statements Emphasis	
Demonstrate technology skills	Students will demonstrate competence in business software packages to solve accounting problems.	BAAC 323/328	80% competent	Excel 52%						Rubrics/Test approach under development - excel rubric in testing
	Student will demonstrate competence in the use of professional accounting software such as Codification, ACL, RIA's Checkpoint and a general ledger package.	Varied	80% competent	RIA 61%						Rubrics/Test approach under development - RIA Questions in testing
Demonstrate knowledge of accounting ethics concepts	Students will demonstrate competence on course-embedded ethics and social responsibility assessments.	BAMK 300	Score 75%	78%	80%	82%			No action deemed necessary	Moved to Principles of Marketing in 2012
	Students will competently identify the ethical issues or problems in an accounting case based on the AICPA's <i>Code of Professional Conduct</i> and the Colorado State Board of Accountancy's <i>Rules of Professional Conduct</i> , analyze the consequences for various stakeholders and develop an acceptable resolution.	BAAC 424	80% competent	29%	30%	77%			Moved to Ethics	
Demonstrate knowledge of key accounting concepts	Students will demonstrate competence on test questions specifically tied to accounting core course objectives (as outlined on course syllabi).	Program Avg	Score 75%	77	68	72	62	76		
			Financial							
	Less than goal		Intermediate I	63	78			79		Revised Questions for 2012
	Much Less than goal		Intermediate II	79	86			45		Revised Questions for 2012
	Data analysis or acquisition in process		Advanced	90	76			59		Revised Questions for 2012
			Combined	77	80			61		
			Cost	79	83	84	73	92	No action deemed necessary	
			Tax	82	67	72				Revised Questions for 2012
			Accounting System	68	54	56	46		Course broadened for 2012	Revised Questions for 2012
Updated 7/16/2012			Audit	78	58	75	66	74		Revised Questions for 2012

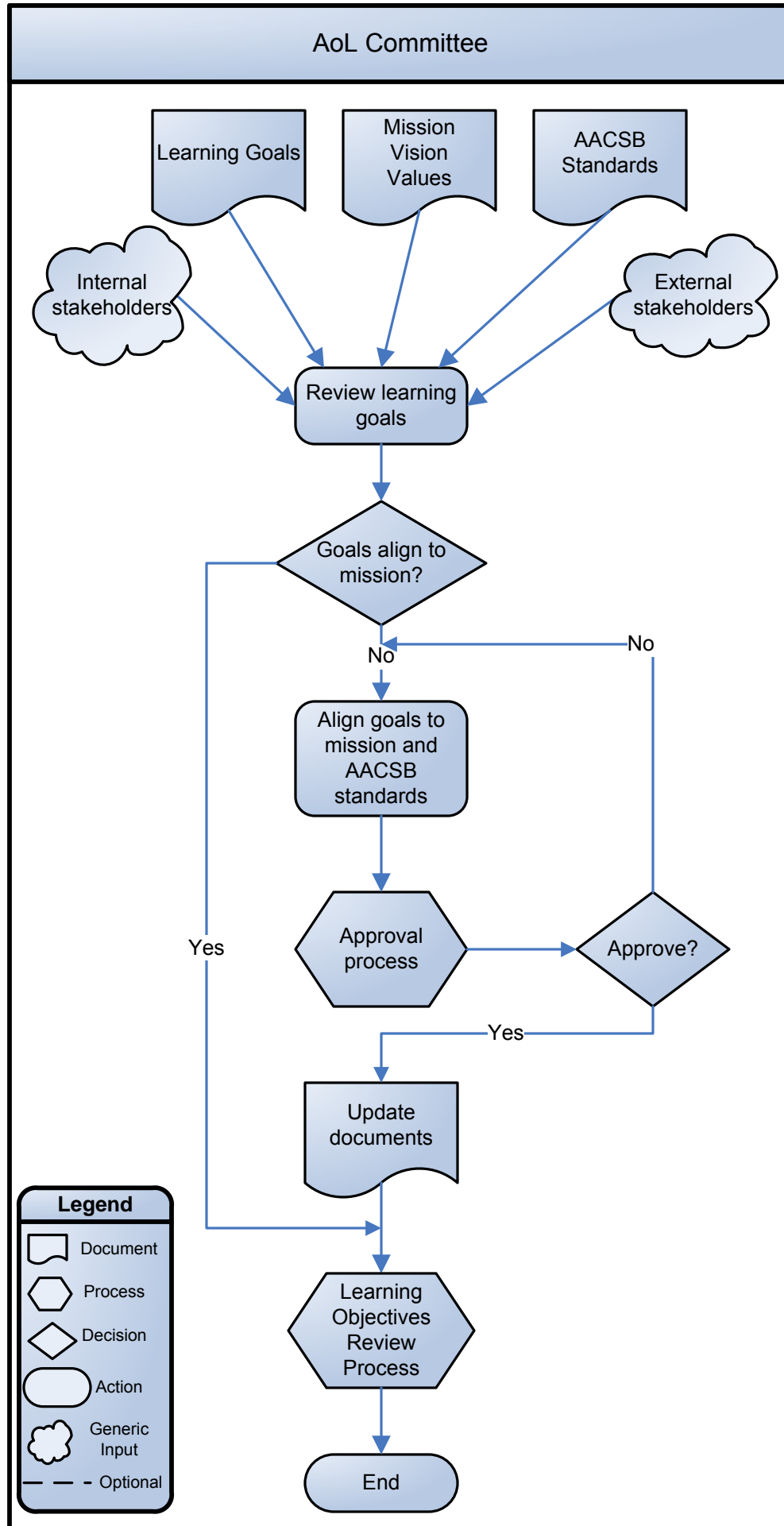
The Accounting program at MCB maintains its own Assurance of Learning program. More information about their processes are available in the Accounting Maintenance of Accreditation report.

## AoL Processes

# Mission-Vision-Values Review Process

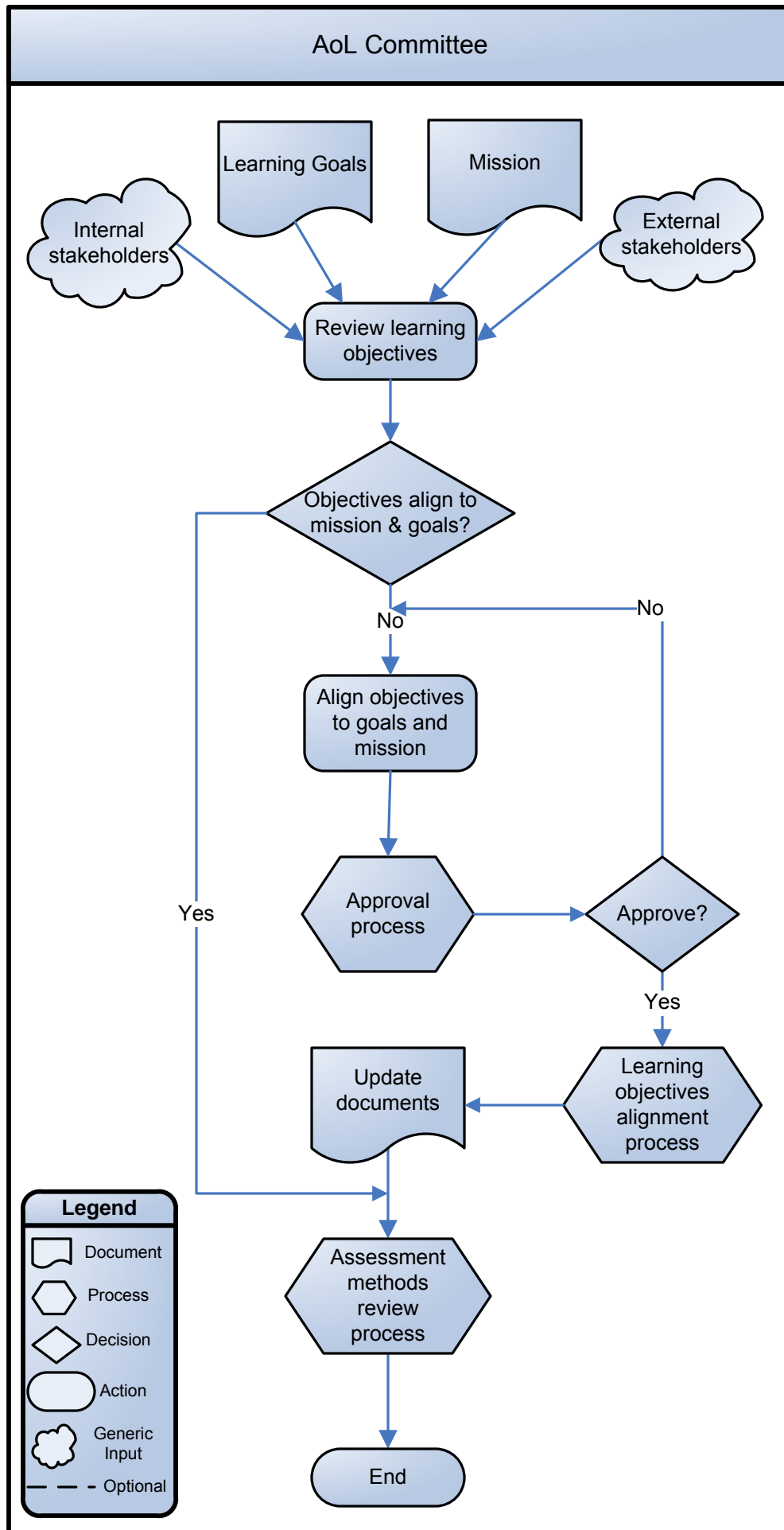


# Learning Goals Review Process

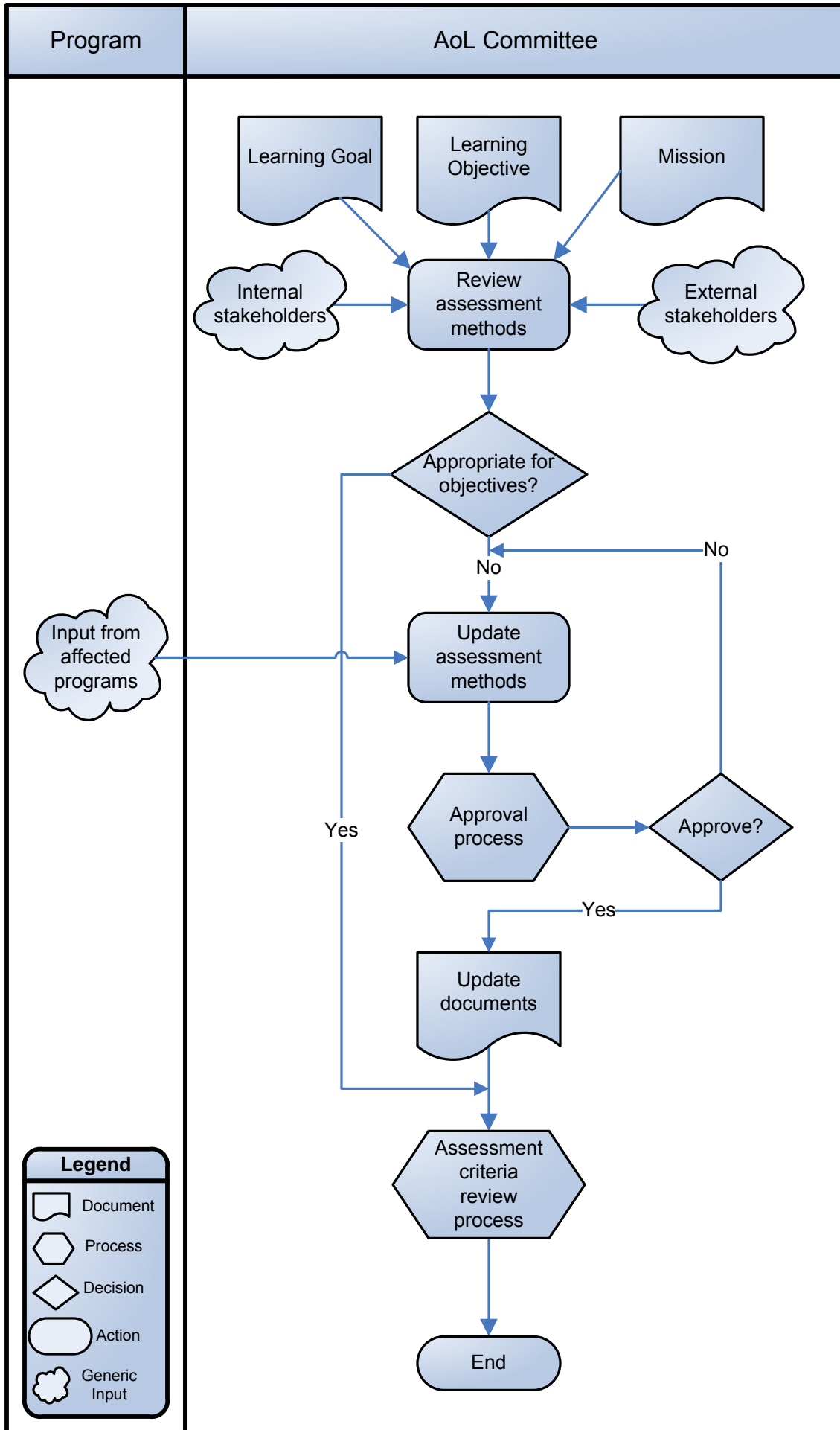




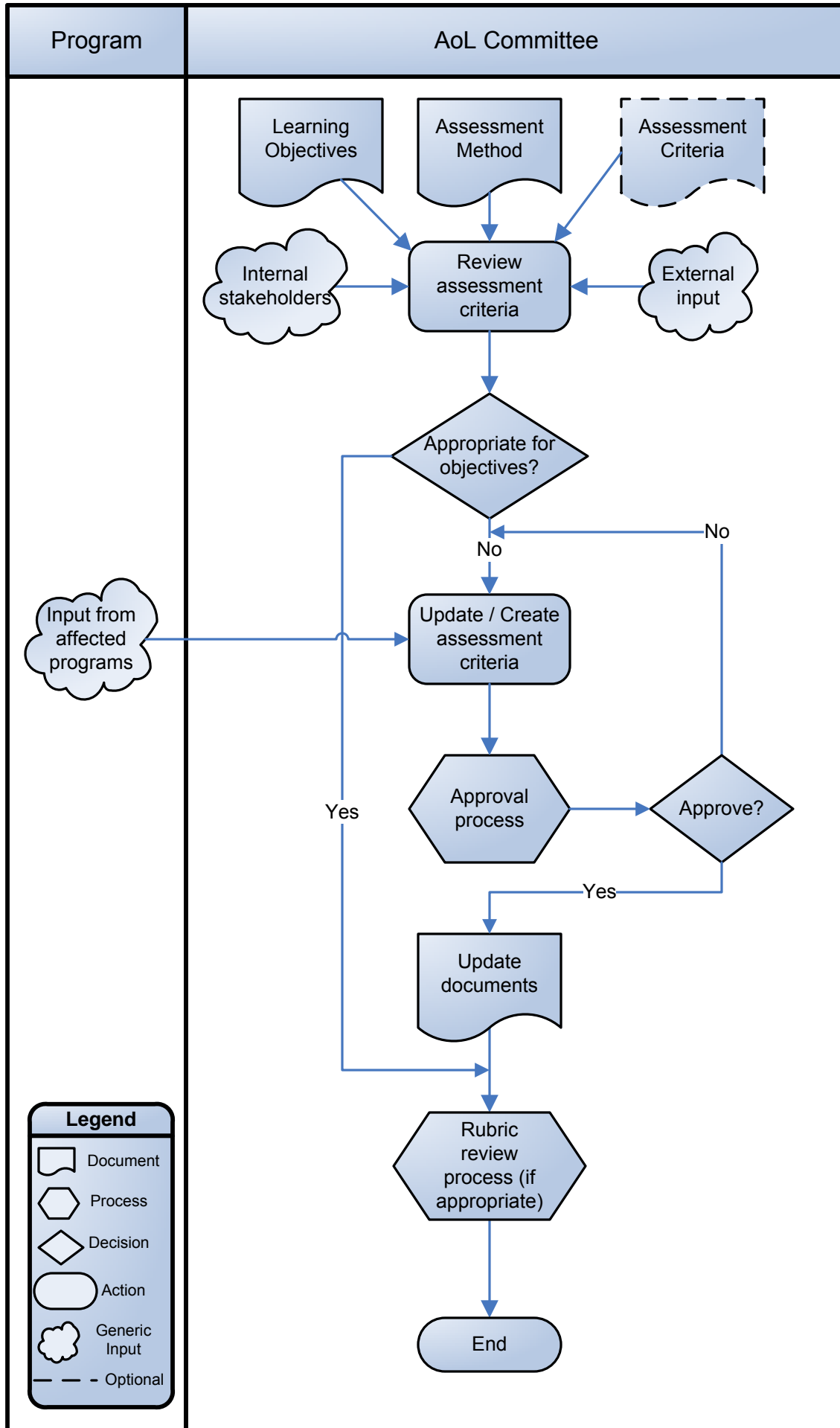
# Learning Objective Review Process



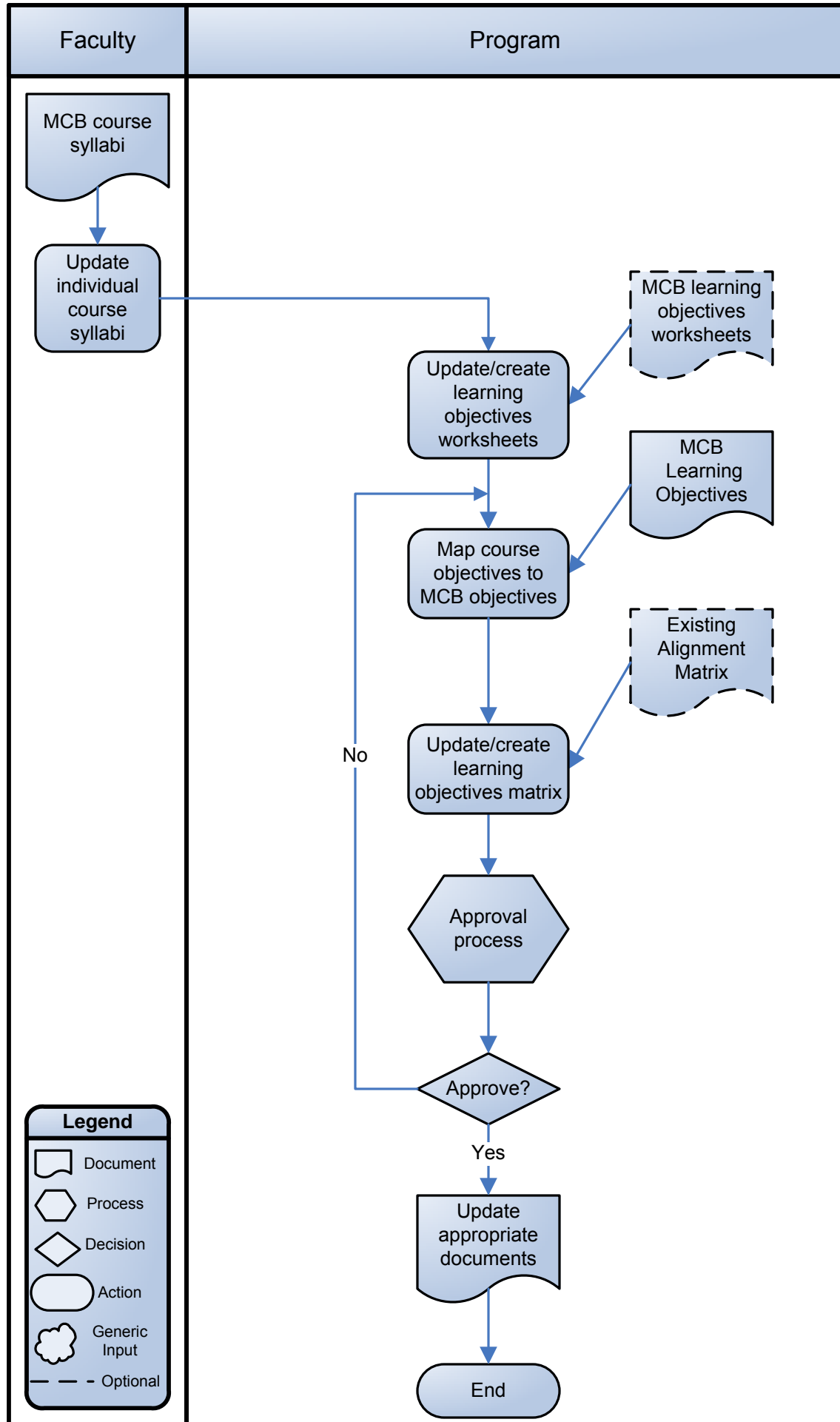
# Assessment Method Review Process



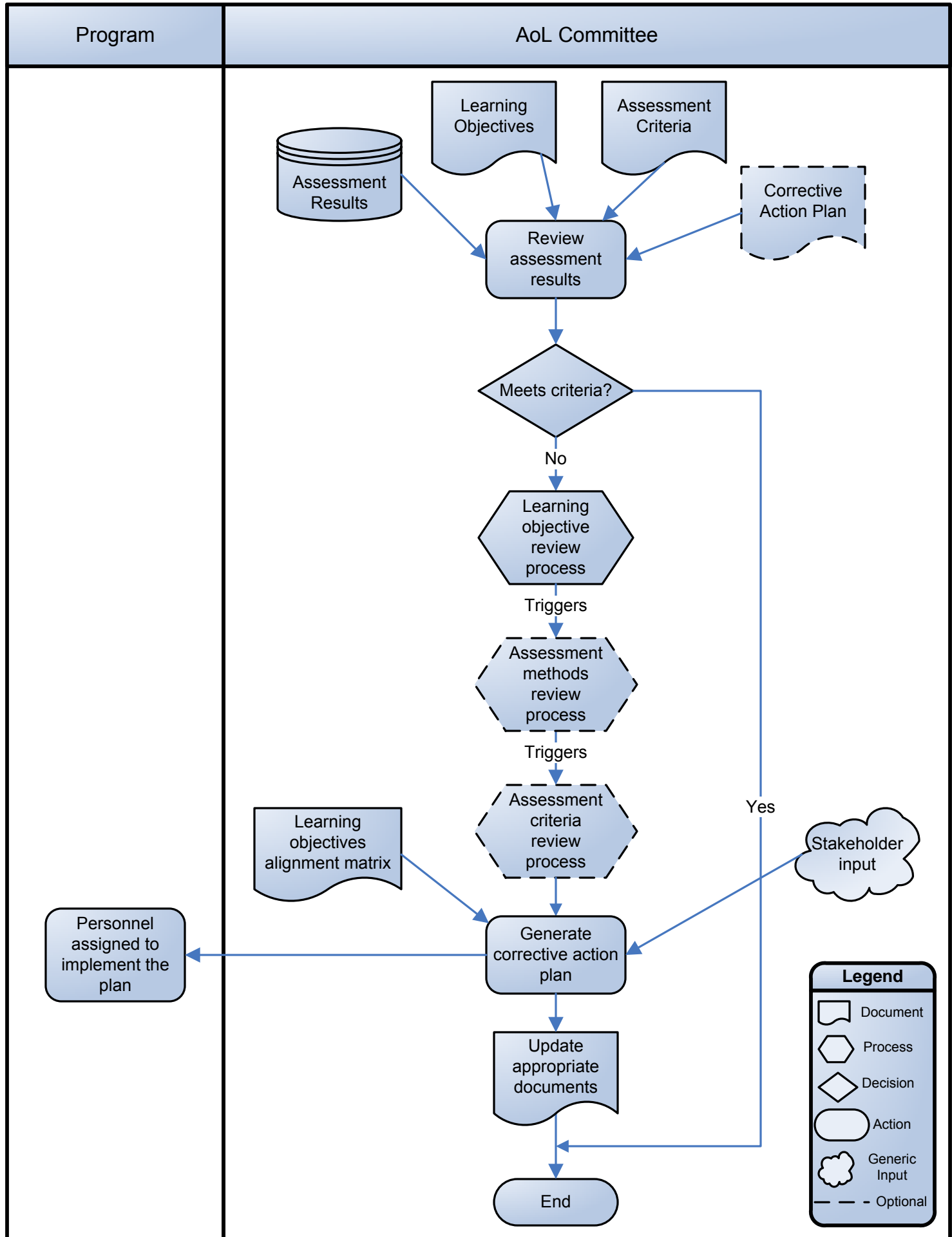
# Assessment Criteria Review Process



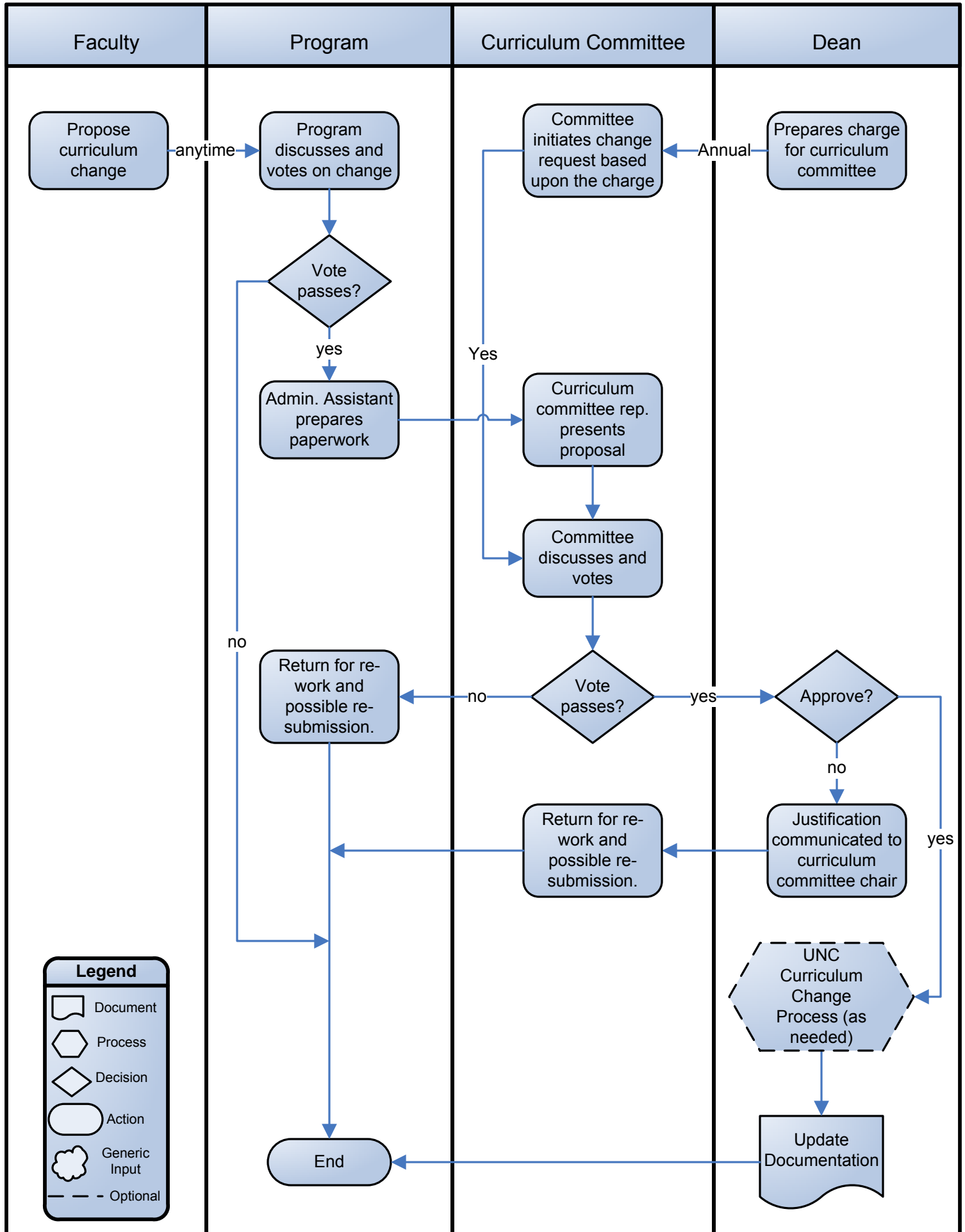
# Learning Objectives Alignment Process



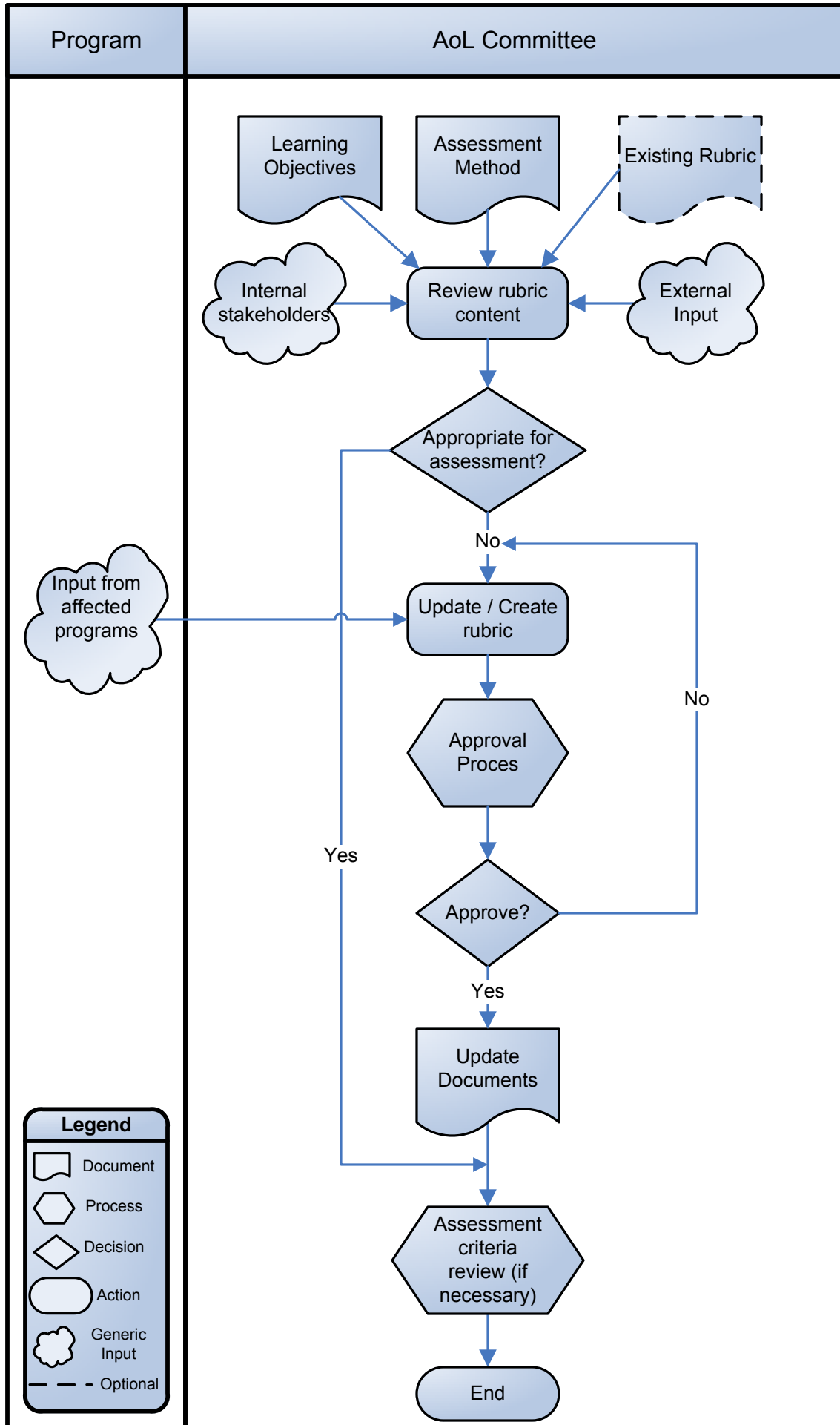
# Assessment Results Review Process



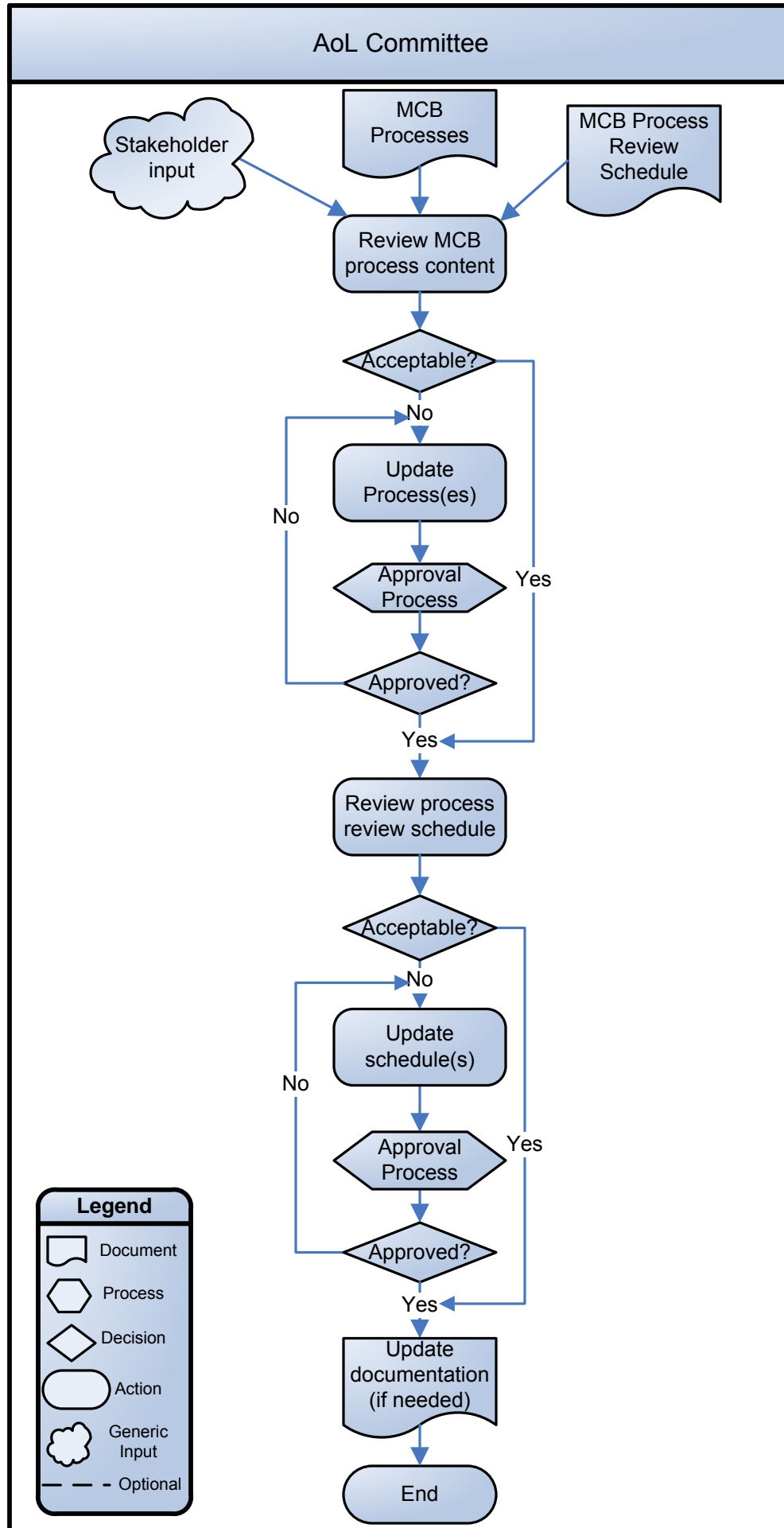
# Curriculum Update Process



# Rubric Review Process

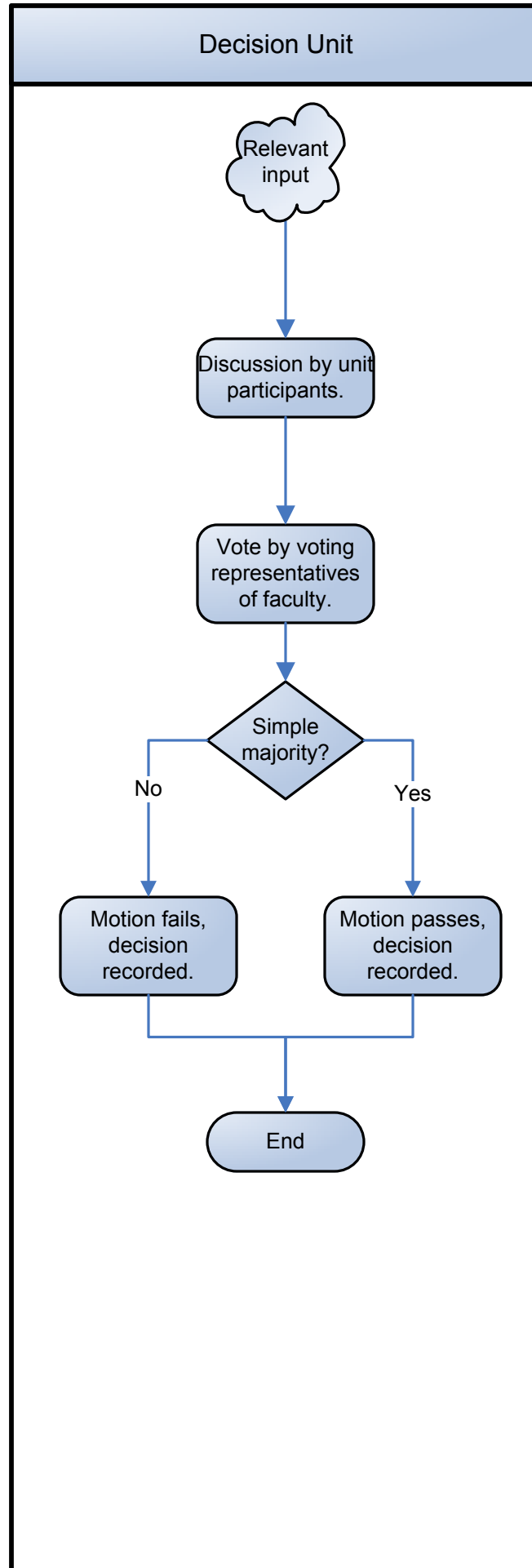
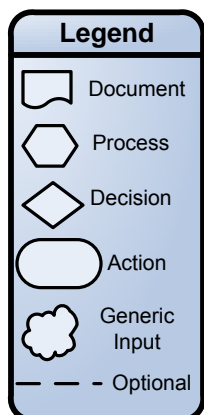


# MCB Process Review Process

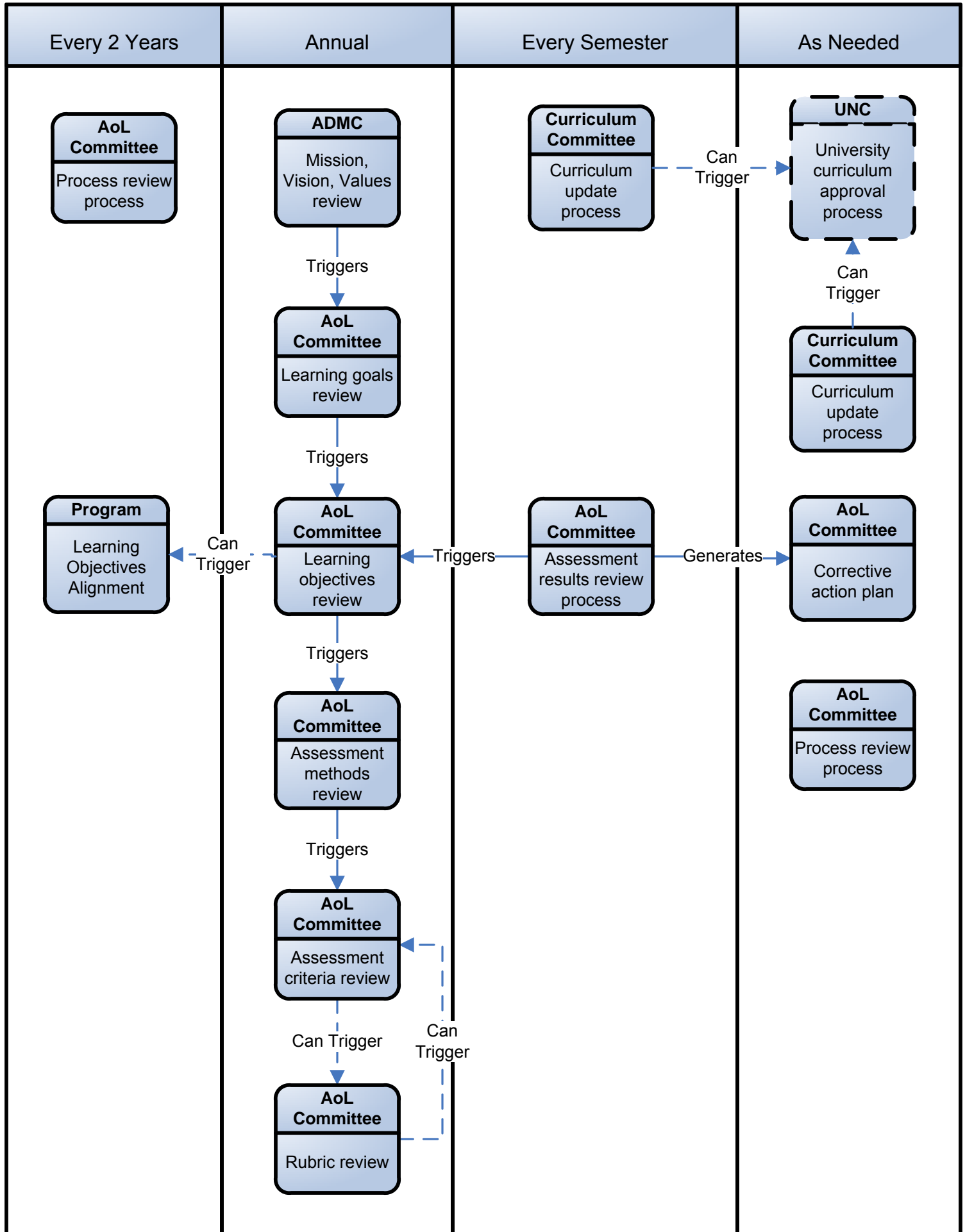




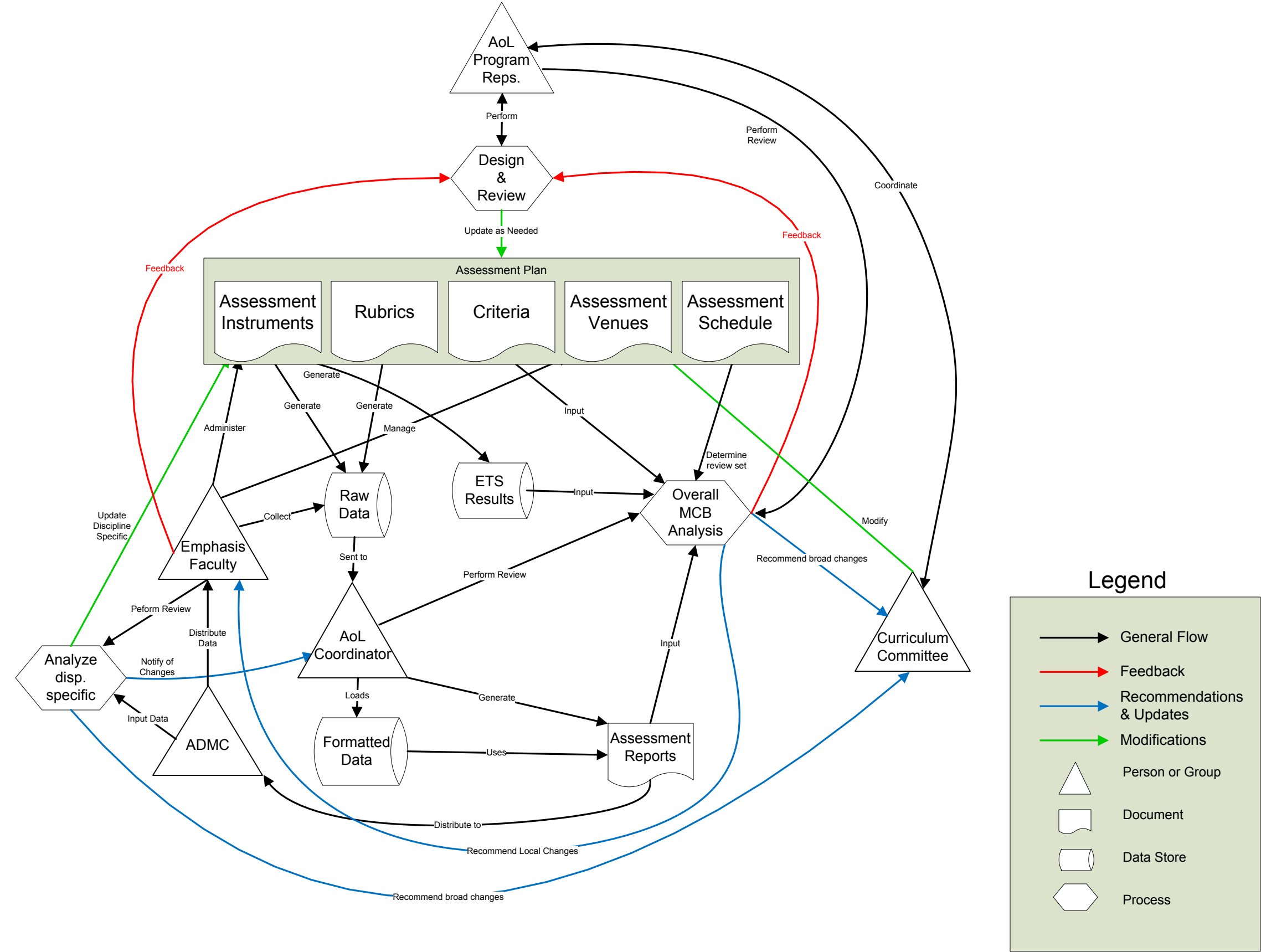
# MCB Approval Process



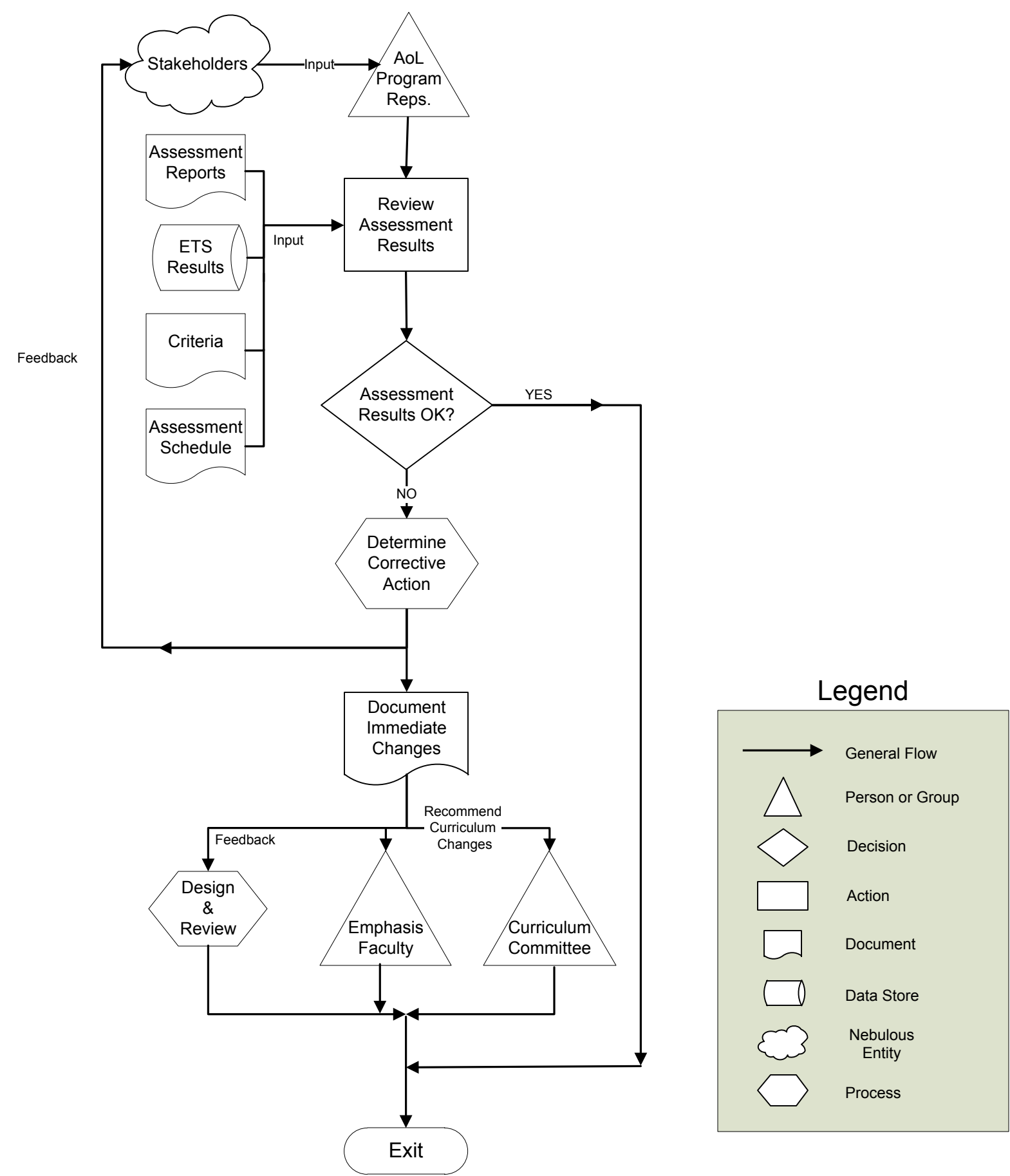
# Process Review Schedule



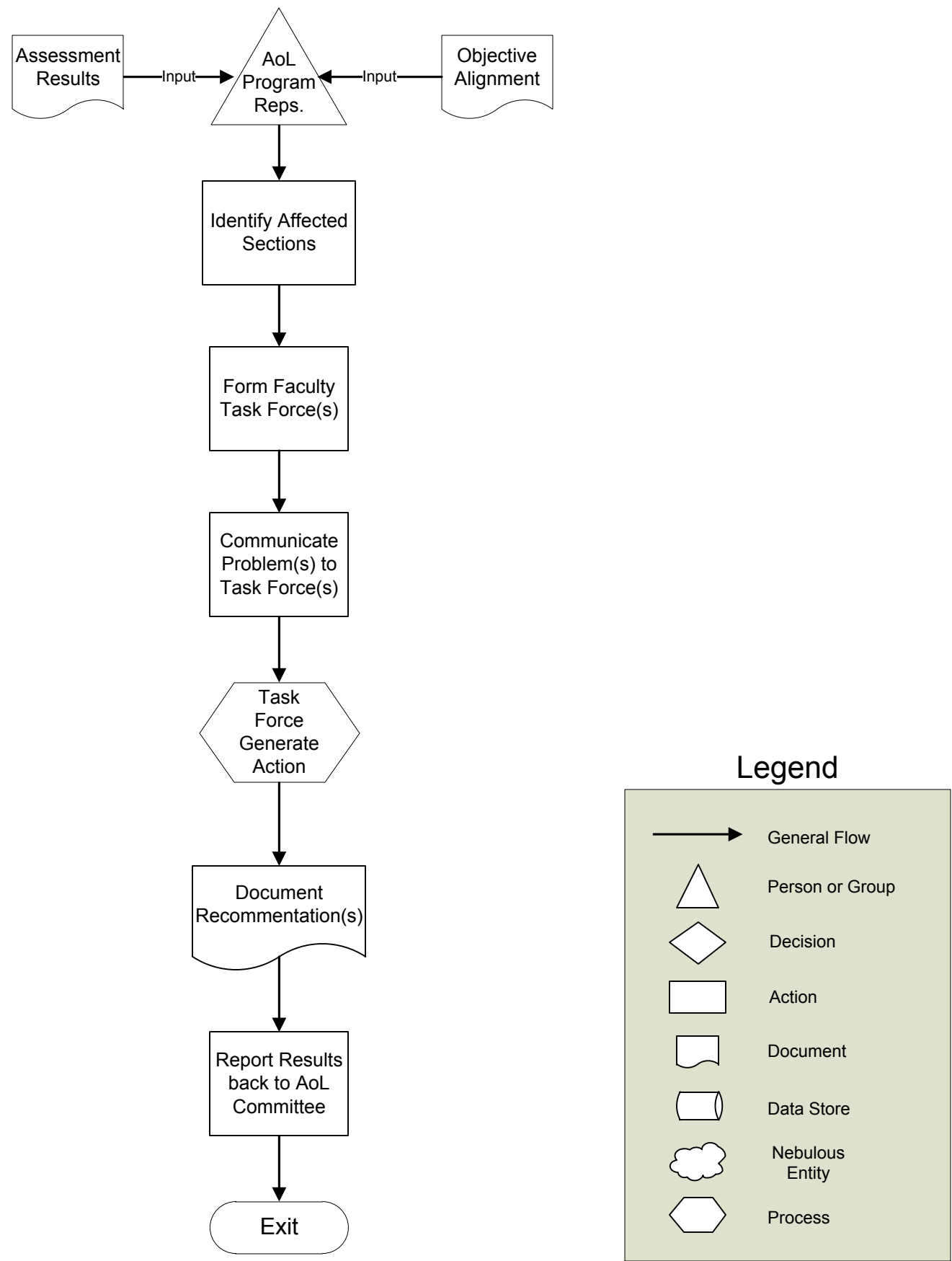
AoL Data Distribution Overview



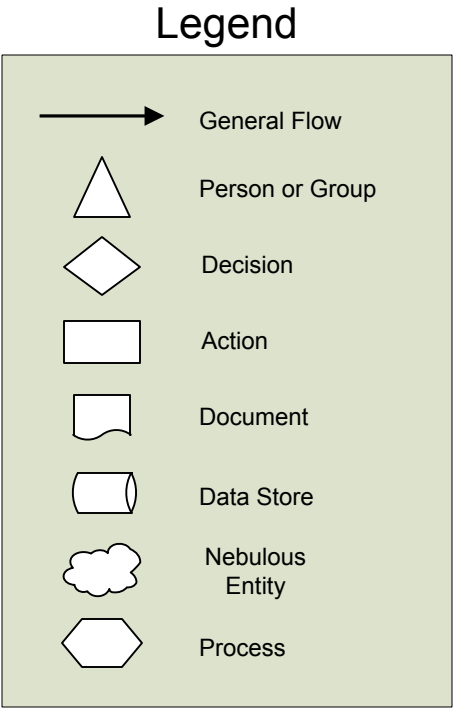
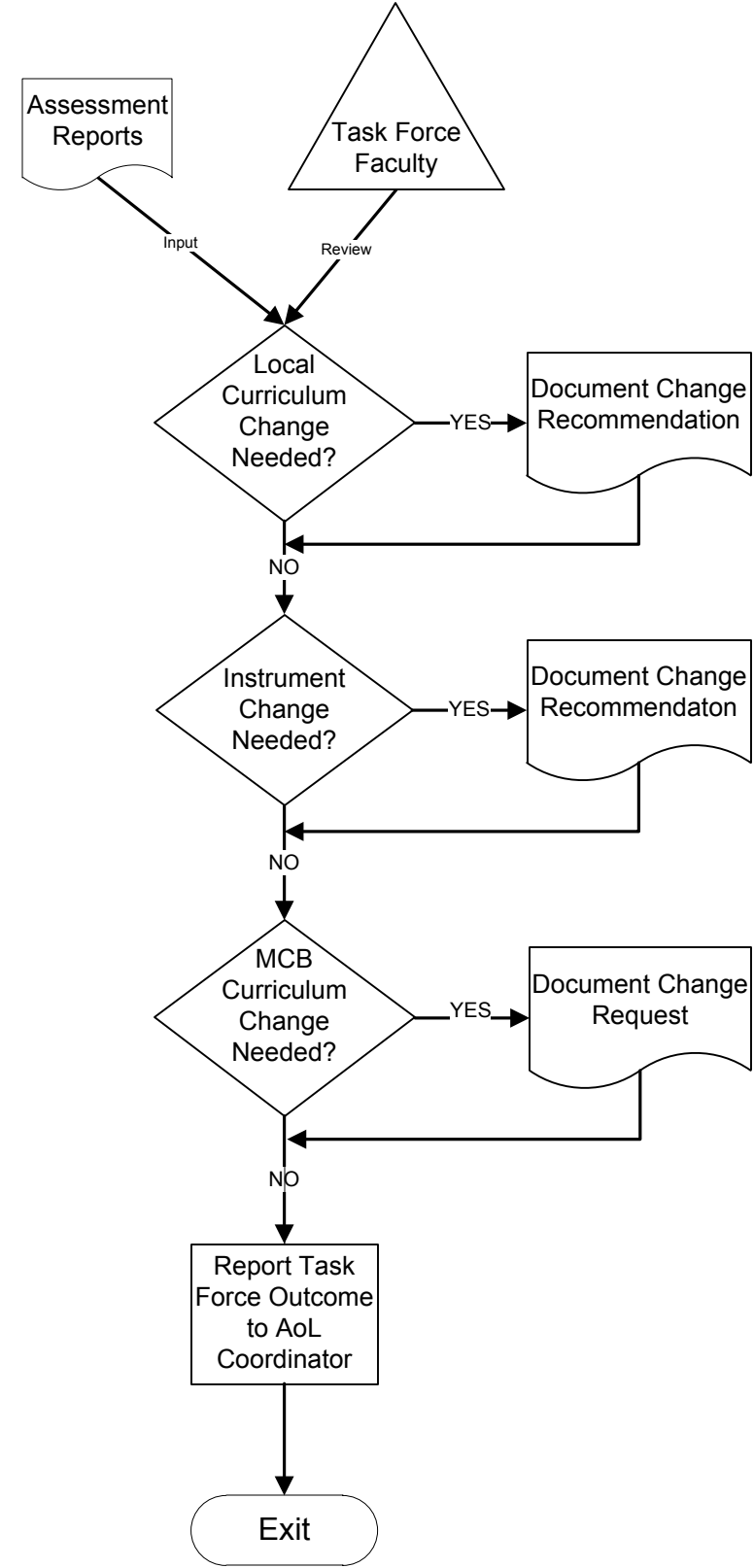
Overall MCB Analysis



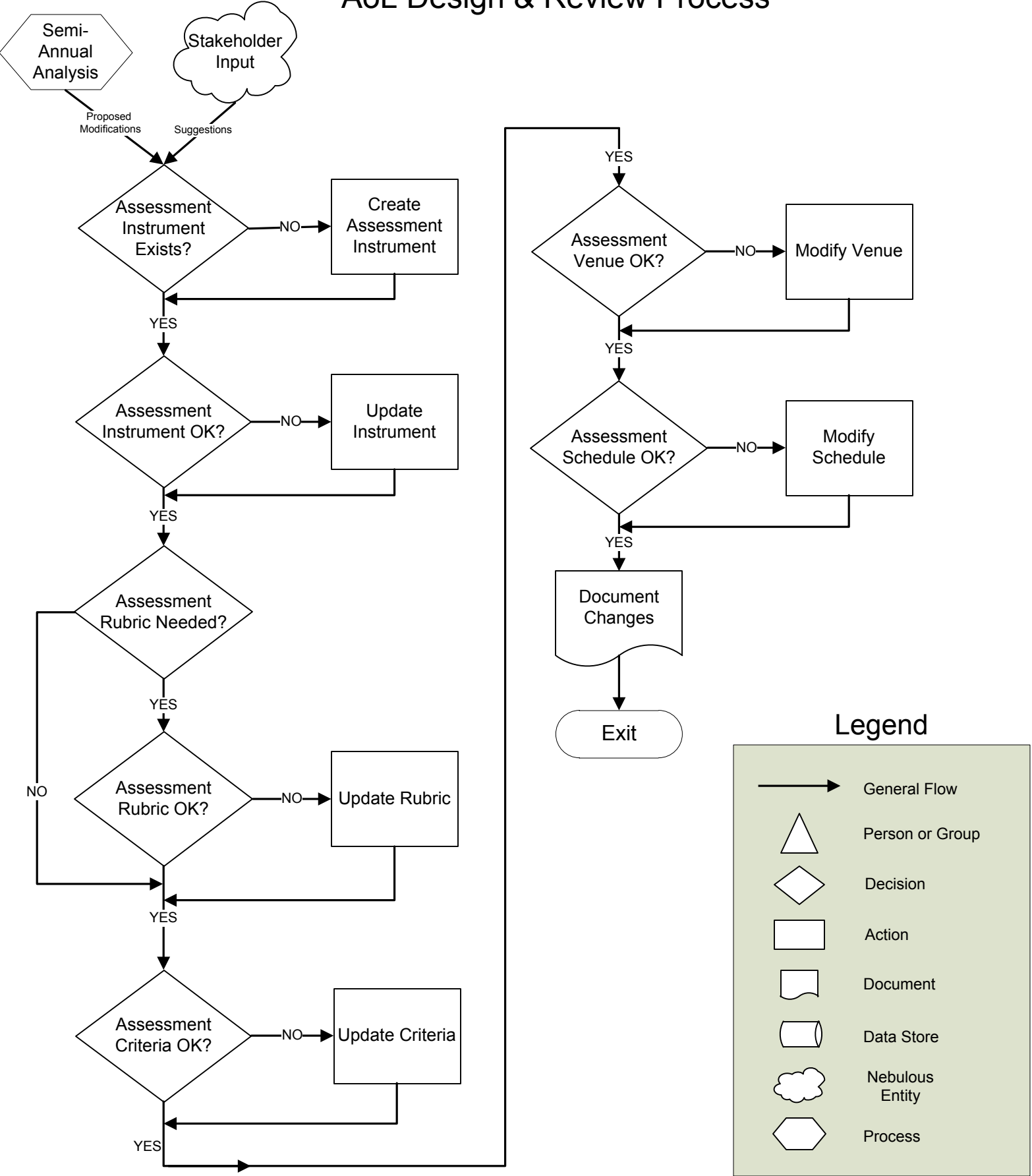
Determine Corrective Action



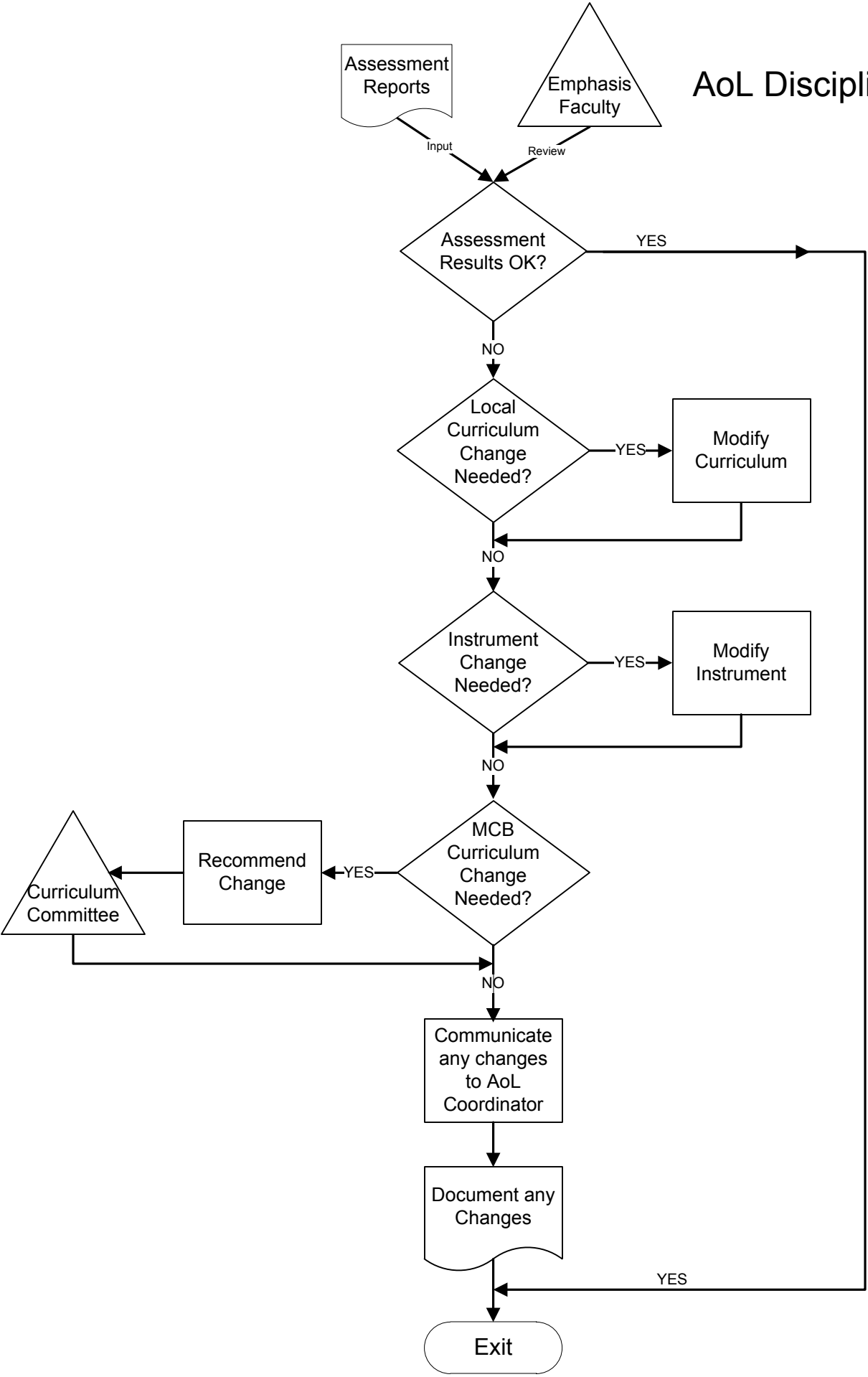
Task Force Generate Action



AoL Design & Review Process



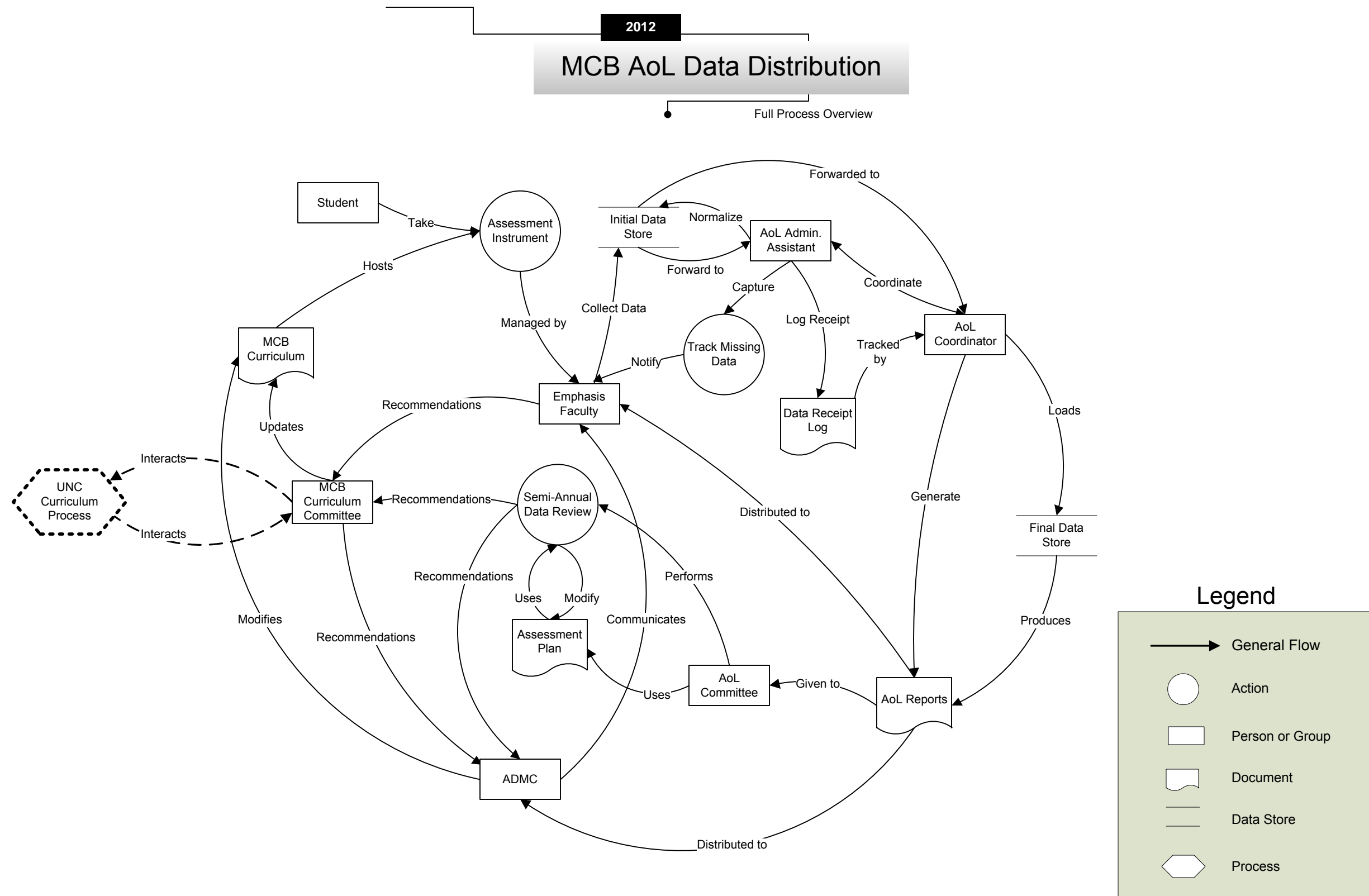
AoL Discipline Specific Analysis Process



Legend

→	General Flow
△	Person or Group
◇	Decision
□	Action
📄	Document
🗄️	Data Store
☁️	Nebulous Entity
⬡	Process





## AoL Procedural Closing-the Loop Activities

The following table describes the major procedural “closing-the-loop” activities that have been enacted by the MCB Assurance of Learning Committee. The curricular “closing-the-loop” activities are shown in Table 15 in Section 5.

### Procedural “Closing-the-Loop” Activities

Identified Problem	Corrective Action	Impact of Correction
Making the MCB Assurance of Learning committee responsible for discipline specific assessment made it difficult to get direct emphasis participation in the assessment. A curricular change to embed assessment examinations in the capstone courses was needed.	Responsibility for the discipline specific assessments was moved to the emphasis faculty under the direction of the AoL committee member from that emphasis. Henceforth, they will be responsible for creating the tests, administering the test, collecting the data, analyzing the data, and implementing corrective action when necessary.	Distribution of responsibility gave ownership of emphasis assessment to the emphasis faculty. This resulted in more detailed corrective action. It also allowed the MCB Assurance of Learning Committee to concentrate more on cross-discipline concerns and assessment plan design.
The technology objective was too narrowly defined and was tied to specific software packages.	The technology objective was changed to, “Students will demonstrate proficiency in common business software packages.”	Objective is clearer and more flexible for future assessments.
One of the learning objectives was designed to measure student proficiency in discipline specific software packages. Currently, only one emphasis (Accounting) uses discipline specific software to an appreciable degree. Consequently, this objective is not applicable as a general college objective.	The second technology learning objective concerning discipline specific software proficiency was removed from the assessment plan.	The set of learning objectives more closely matches our curriculum.
The ethics goal is vague and; consequently, difficult to measure directly.	The wording of the ethics learning goal was changed to, “Demonstrate ethical awareness.”	The learning goal is clearer and more appropriate for objectives that use direct measurements.
Students are not aware of the learning goals or objectives covered in individual classes.	A table was added to each course outline that identifies the specific goals and objectives from the MCB Assessment Plan that the particular course covers.	Course outlines for classes with single sections were modified to include these tables in the Spring of 2011. Course outlines for all courses will contain the tables by the Spring of 2012.

Identified Problem	Corrective Action	Impact of Correction
Prospective and current students are not aware of the College assessment goals and objectives.	A table of the goals and objectives was placed in the next version of the University catalog.	The table is present in the UNC catalog beginning with the 2011/2012 academic year.
The discipline specific knowledge goal is too vague. This makes it difficult to write appropriate, measurable learning objectives.	The wording of the discipline specific learning goal was changed to, "Students will demonstrate competency with advanced topics within their discipline."	The learning goal is clearer and more appropriate for objectives that use direct measurements.
The General Business emphasis does not have a capstone class; therefore, there is no venue to assess General Business discipline specific knowledge.	The ETS major field test will be used as the assessment tool for the General Business discipline specific objective. This is appropriate because the ETS MFT is designed to test general business knowledge.	An appropriate, direct measure of discipline specific General Business knowledge was identified.
Students are not aware of what the rubric is for oral and written communication and analytical and conceptual assessment in BAMG 456.	Give students a copy of the rubric prior to assessment.	Students were informed about the expectations of the assessment prior to the instrument being used.
Better communication with instructors regarding their assessment duties was needed.	A check-list of assessment activities for the Fall and Spring semesters was created and approved by the committee. Also, a meeting will be held with the professors of assessment venues at the start of each Fall semester to remind them of their duties.	Instructors are better informed. This helps them communicate expectations to the students.
The technology assessment criteria are inconsistent and confusing.	Change the criteria to, "combined overall score of at least 70% and no individual area score below 70%."	The criterion for the technology learning objective is no longer confusing.
MS Access and Excel scores have dropped recently. Analysis indicates this is due to 1) many 0 scores are averaged in for students who later drop the course, 2) the assessment plan does not capture the CPE results, and 3) the majority of the class is non-business majors/minors.	Beginning Fall 2011, only the assessment scores for students who complete the course will be collected, only MCB business majors/minors will be assessed, and CPE results will be included in the results.	Assessment data will be collected in Fall 2011 and were analyzed in Spring 2012. These results showed a slight improvement in the overall assessment score.

# SWAT Team Implementation

## Oral Assessment SWAT Team

Instructors who teach the following courses are on the Oral Assessment task force. This task force is temporary and has the responsibility to correct problems with oral assessment performance. Once a recommendation is made and approved by the Assurance of Learning committee, the team is suspended.

BAAC 421	BAFN 332	BAMG 458
BAAC 424	BAFN 470	BAMG 395
BACS 101	BAFN 473	BAMK 364
BACS 200	BAFN 474	BAMK 365
BACS 392	BAFN 478	BAMK 366
BACS 488	BAFN 479	BAMK 464
BACS 487	BA 251	BAMK 468
BACS 488	BAMG 452	BAMK 490
BAFN 231	BAMG 456	

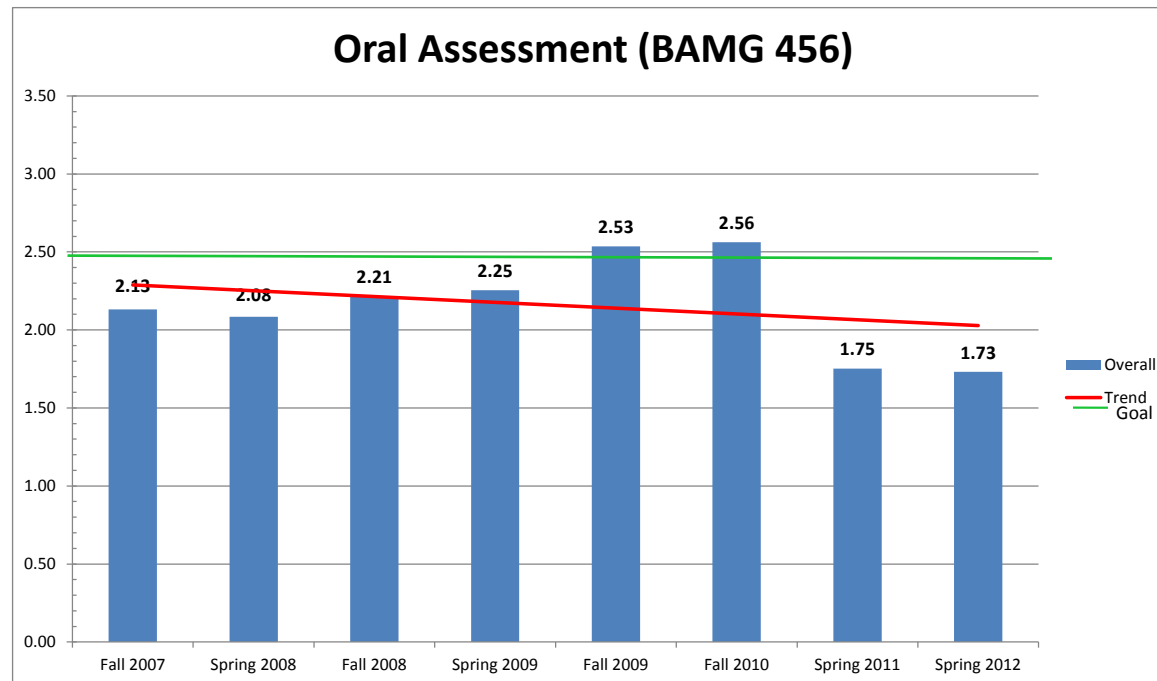
This list is current as of 4/24/12. In the event that a course has multiple sections, one instructor can serve as the spokesperson for that course on the task force. On subsequent pages of this document you will find the data for the oral assessment along with the rubric used to assess oral presentations. Please use this data to help determine a solution to the problem.

Assessment information to be used by the oral SWAT team to determine corrective action for low oral assessment results.



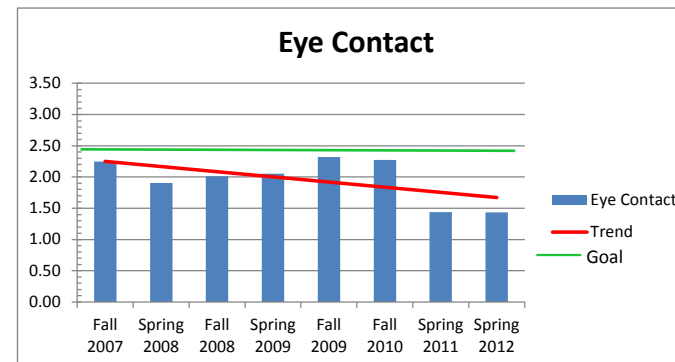
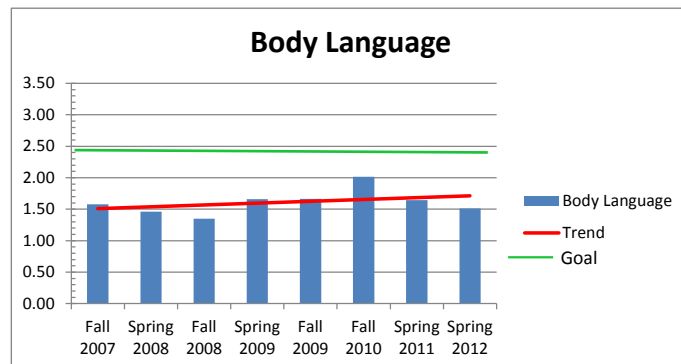
## Monfort College of Business Longitudinal Results -- 2007-2012

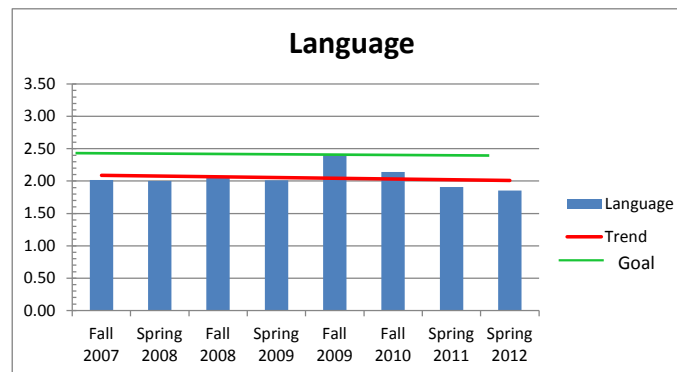
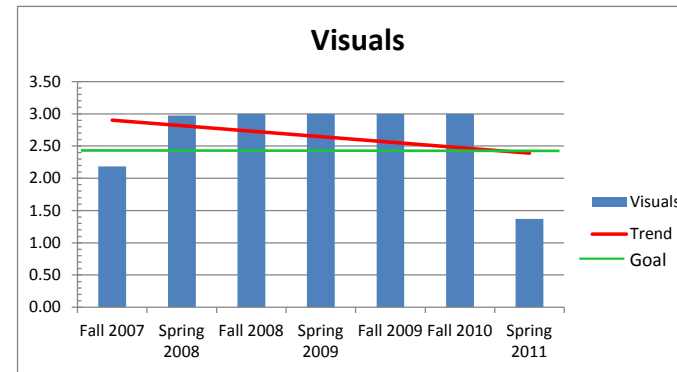
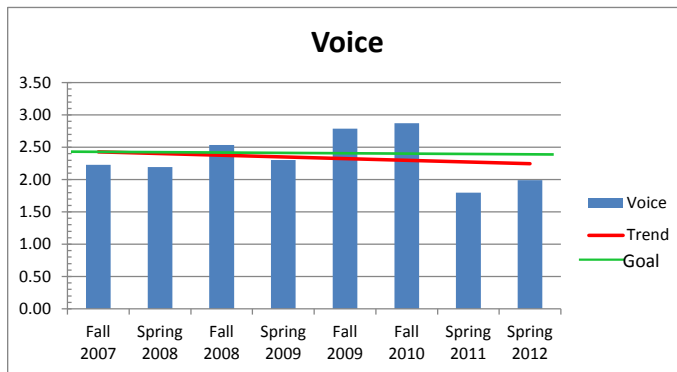
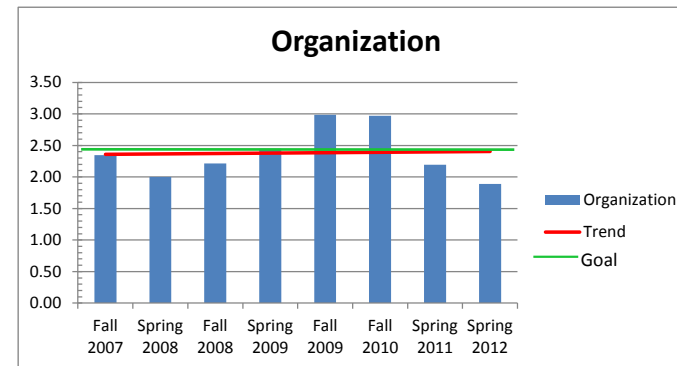
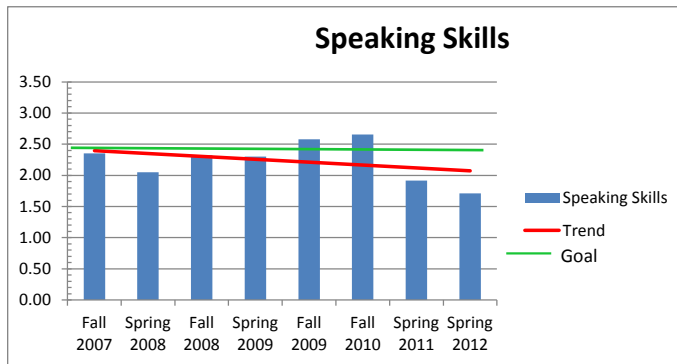
### Oral Assessment Results



Target goal: Overall score of 2.4 or higher.

Note: In Spring 2011 we used a new external assessment service. Beginning Spring 2012, the visual trait was removed from the assessment







## MCB Objective Alignment Worksheet

# MCB Objective Alignment Worksheet

**Program:**

Core? Yes ☐ No ☐ Required? Yes ☐ No ☐

**Course:**

**Description:**

Course Learning Objective	MCB Learning Objective(s)

**Note:** Create one objective alignment worksheet for each course. When multiple sections of the same course are taught, a single worksheet must be applicable to all sections and all instructors.

# MCB Objective Alignment Worksheet

## (Example)

**Program:** CIS

Core? Yes ☐ No ☒ Required? Yes ☒ No ☐

**Course:** BACS 287 – Graphical Interface Programming

**Description:** Covers modern programming languages geared for graphical user interfaces and interactive processing. This course introduces students to end-user computing, human factors, graphical programming environments and event-driven programming.

Course Learning Objective	MCB Learning Objective(s)
1. Develop reliable software applications to perform basic business functions.	3A, 6B
2. Understand the importance of the interface on end-user computing.	6A
3. Develop documentation that facilitates maintenance of software.	6A
4. Understand the activities necessary to develop a robust event-driven program within a graphically rich programming environment.	3A, 6B

# MCB Learning Goals and Objectives

<b>1</b> Be knowledgeable of key concepts in major business disciplines	<b>A</b>	Students will demonstrate a firm understanding of core business concepts.
<b>2</b> Be effective communicators	<b>A</b>	Students will prepare and deliver quality presentations on a business topic.
	<b>B</b>	Students will prepare quality business documents.
<b>3</b> Demonstrate conceptual and analytical skills	<b>A</b>	Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.
<b>4</b> Be proficient with technology	<b>A</b>	Students will demonstrate proficiency in common business software packages.
<b>5</b> Demonstrate ethical awareness	<b>A</b>	Students will be knowledgeable about ethics and social responsibility.
	<b>B</b>	Students will identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution.
<b>6</b> Be proficient with discipline-specific knowledge	<b>A</b>	Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.
	<b>B</b>	Students will demonstrate competency with advanced topics within their emphasis.

- Combine the goal number and objective letter to identify specific goal/objective combinations. For example, 2B refers to the objective that students be able to write quality business documents whereas 4A refers to the objective that students demonstrate proficiency in common business software packages.
- More than one MCB objective can be met by a single course objective.

## MCB Assessment Rubrics

### MCB Oral Presentation Rubric

	0 (Unacceptable)	1 (Marginal)	2 (Good)	3 (Excellent)	Score
<b>Body Language</b>	No movement or descriptive gestures.	Very little movement or descriptive gestures.	Movements or gestures enhance articulation.	Movements seemed fluid and helped the audience visualize.	
<b>Eye Contact</b>	No eye contact with audience.	Minimal eye contact with audience.	Consistent use of direct eye contact with some audience.	Holds attention of entire audience with the use of direct eye contact.	
<b>Speaking Skills</b>	<ul style="list-style-type: none"> <li>inaudible or too loud</li> <li>rate too slow/fast</li> <li>speaker seemed uninterested and used monotone</li> </ul>	<ul style="list-style-type: none"> <li>some mumbling</li> <li>uneven rate</li> <li>little or no expression</li> </ul>	Clear articulation but not as polished	<ul style="list-style-type: none"> <li>Poised, clear articulation</li> <li>proper volume</li> <li>steady rate</li> <li>good posture</li> <li>enthusiasm</li> <li>confidence</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>displays neither clear introductory nor closing remarks</li> <li>does not present the segments of the body of the presentation in a coherent manner</li> <li>irrelevant statements are made</li> <li>leaves the audience wondering where the presentation is headed.</li> </ul>	<ul style="list-style-type: none"> <li>displays some level of organization with discernible theme, but the presentation is not organized clearly or in a coherent manner.</li> <li>introductory and closing remarks are missing.</li> </ul>	<ul style="list-style-type: none"> <li>displays introductory or closing remarks, but segments of the body of the presentation are not presented in a coherent manner.</li> <li>presents the segments of the body of the presentation in a coherent manner, but introductory or closing remarks are missing.</li> </ul>	<ul style="list-style-type: none"> <li>delivers clear opening and closing remarks that capture the attention of the audience and set the mood</li> <li>provides a "road map" for the audience</li> <li>each segment relates to the others according to a carefully planned framework</li> </ul>	
<b>Voice</b>	Consistently uses a monotone voice	Displays some level of inflection throughout delivery.	Satisfactory use of inflection, but does not consistently use fluid speech.	Use of fluid speech and inflection maintains the interest of the audience.	
<b>Visuals</b>	Used no visuals.	<ul style="list-style-type: none"> <li>ran too quickly through visuals and spoke more to the screen than to the audience</li> <li>visuals did not detract from the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>gave audience almost enough time to absorb material, but occasionally read the slide</li> <li>visuals added to the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>gave audience ample time to absorb information on visual</li> <li>spoke to the audience, not the screen</li> <li>visuals greatly enhanced presentation.</li> </ul>	
<b>Language</b>	Multiple grammar errors and use of inappropriate vocabulary.	<ul style="list-style-type: none"> <li>one or two minor grammar errors.</li> <li>vocabulary use is too elementary or not effective</li> </ul>	<ul style="list-style-type: none"> <li>correct grammar</li> <li>vocabulary mostly appropriate for the purpose and the audience</li> </ul>	<ul style="list-style-type: none"> <li>correct use of grammar</li> <li>use of some advanced language</li> <li>effective use of appropriate vocabulary for the purpose and for the audience</li> </ul>	
				<b>Total:</b>	

## MCB Written Communication Rubric

TRAIT	Unacceptable - 0	Marginal - 1	Good - 2	Excellent - 3	Score
<b>Introduction</b>	<ul style="list-style-type: none"> <li>no introduction or the topic of the paper is not at all clear</li> </ul>	<ul style="list-style-type: none"> <li>an introductory sentence but no transition</li> </ul>	<ul style="list-style-type: none"> <li>announces the topic and transitions to the body but doesn't quite set the scene</li> </ul>	<ul style="list-style-type: none"> <li>announces and topic</li> <li>sets the scene</li> <li>provides overview of the document and smooth transition to the body</li> </ul>	
<b>Body</b>	<ul style="list-style-type: none"> <li>ideas are not all relevant to the topic</li> </ul>	<ul style="list-style-type: none"> <li>ideas are sketchy with no clear relationships and transitions</li> </ul>	<ul style="list-style-type: none"> <li>ideas are there but not presented in a logical manner or presented with inadequate transitions</li> </ul>	<ul style="list-style-type: none"> <li>organizes ideas logically with paragraphs and connects them with transitional expressions</li> </ul>	
<b>Closing/ conclusion</b>	<ul style="list-style-type: none"> <li>no clear closing section</li> </ul>	<ul style="list-style-type: none"> <li>inadequate summary</li> </ul>	<ul style="list-style-type: none"> <li>summarizes main points but lacks a closing statement</li> </ul>	<ul style="list-style-type: none"> <li>summarizes main points logically to lead to a conclusion and ends with a clear closing statement</li> </ul>	
<b>Spelling, grammar, and punctuation</b>	<ul style="list-style-type: none"> <li>writing contains numerous errors in spelling, grammar, and/or sentence structure that interfere with comprehension</li> <li>no use of punctuation</li> <li>style and/or format are inappropriate for the assignment</li> </ul>	<ul style="list-style-type: none"> <li>frequent errors in spelling, grammar (such as subject/verb agreement and tense)</li> <li>sentence structure and/or other writing elements distract the reader</li> <li>some punctuation errors</li> <li>does not consistently follow appropriate style and/or format.</li> </ul>	<ul style="list-style-type: none"> <li>while there may be minor errors, the writing follows normal conventions of spelling and grammar throughout</li> <li>a few missing punctuation or wrong use of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>the writing is essentially error-free in terms of spelling and grammar</li> <li>correct punctuation</li> </ul>	
<b>Purpose, style, content</b>	<ul style="list-style-type: none"> <li>the purpose and focus of the writing are not clear to the reader</li> <li>no attention to appropriate rhetorical style for the audience</li> <li>irrelevant or outdated information or data</li> <li>no news value (no citations)</li> </ul>	<ul style="list-style-type: none"> <li>the writer's decisions about focus, organization, style/tone and/or content sometimes interfere with clear, effective communication</li> <li>some attention to the rhetorical style for the audience</li> <li>some useful information or data</li> <li>the purpose of the writing is not fully achieved. (Some citations correct, many not)</li> </ul>	<ul style="list-style-type: none"> <li>the writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing</li> <li>some minor adjustment needed to make the style appropriate for the audience</li> <li>mostly relevant and current information or data</li> <li>some news value (Most citations correct)</li> </ul>	<ul style="list-style-type: none"> <li>the writer's decision about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the center of the piece</li> <li>appropriate rhetorical style for the purpose and audience</li> <li>sufficient relevant information or data</li> <li>highly topical (all citations correct)</li> </ul>	
<b>Overall Coherence</b>	<ul style="list-style-type: none"> <li>makes very little sense</li> <li>many irrelevant statements</li> </ul>	<ul style="list-style-type: none"> <li>parts of it do not make sense at all</li> <li>trouble following the paper</li> </ul>	<ul style="list-style-type: none"> <li>mostly clear, logical, and understandable with a few vague areas</li> </ul>	<ul style="list-style-type: none"> <li>clear, logical, and understandable</li> <li>makes sense easily</li> </ul>	
<b>Overall Cohesion</b>	<ul style="list-style-type: none"> <li>the paper is not organized at all</li> </ul>	<ul style="list-style-type: none"> <li>some parts do not tie in together</li> </ul>	<ul style="list-style-type: none"> <li>mostly well-put together with a few parts that don't flow naturally</li> </ul>	<ul style="list-style-type: none"> <li>entire paper is organized and put together well.</li> <li>flows nicely to the next section</li> </ul>	
<b>Reader's interest</b>	<ul style="list-style-type: none"> <li>no effort to make the paper relevant and interesting for the reader</li> </ul>	<ul style="list-style-type: none"> <li>does not hold readers' attention for very long</li> </ul>	<ul style="list-style-type: none"> <li>readers find it mostly interesting</li> </ul>	<ul style="list-style-type: none"> <li>keeps and guides readers' attention throughout the paper</li> </ul>	
				<b>Total Score</b>	

Assessed by: \_\_\_\_\_

### MCB Analytical and Conceptual Thinking Rubric

<b>Trait</b>	<b>Unacceptable – 0</b>	<b>Marginal – 1</b>	<b>Good – 2</b>	<b>Excellent – 3</b>	<b>Score</b>
<b>Factual Knowledge</b>	Shows no knowledge of relevant facts, and/or makes factual mistakes	Shows minimal knowledge of relevant facts, and/or makes factual mistakes	Shows solid understand of relevant facts	Shows thorough grasp of relevant facts and offers additional factual knowledge about the company or industry	
<b>Application of Strategic Concepts</b>	Does not include important strategic concepts	Uses strategic concepts but not in the appropriate manner	Appropriately applies strategic concepts	Shows strong understanding and application of strategic management concepts	
<b>Identification of Issues</b>	Neglects to identify issues	Identifies some issues, but not necessarily the more important ones for the company or the industry	Clearly identifies key issues and demonstrates understanding of the company or industry situation	Develops a well-integrated statement of the complex issues and demonstrates understanding of the company and/or industry situation	
<b>Summary</b>	No summary	Summarizes some facts	Summarizes the basic facts	Demonstrated a well thought-out summary indicative of complex relationships	
				<b>Total</b>	

Assessed by: \_\_\_\_\_



# Appendix D

## AACSB Information



January 25, 2008

Timothy Jares  
Interim Dean  
Kenneth W. Monfort College of Business  
Kepner 2053  
University of Northern Colorado  
Campus Box 128  
Greeley, CO 80639

Dear Dean Jares:

It is my pleasure to inform you that the peer review team recommendation to extend maintenance of accreditation for the undergraduate degree programs in business<sup>1</sup> offered by the University of Northern Colorado is concurred with by the Maintenance of Accreditation Committee and ratified by the Board of Directors. Congratulations to you, President Norton, Provost Harraf, the faculty, the students, the staff, and all supporters of the business programs at the University of Northern Colorado.

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, your School is to be commended on the following strengths and effective practices:

1. The Monfort College of Business has a strong, very collegial working environment. The annual evaluation of faculty is a thorough process that ensures that faculty have opportunities for input, as well as the ability to receive commendation or suggestions for improvement as needed;
2. As reflected in course syllabi, the Monfort College of Business effectively integrates ethics coverage across the curriculum. The school should be commended for its efforts in maintaining a current curriculum;
3. The Monfort College of Business has a very involved strategic planning process that works well for the college and the university;
4. The Baldrige Award received in 2004 places Monfort College of Business in a unique leadership position. The leverage of the award and the willingness to share the “lessons learned” with multiple AACSB schools since the award was received is worthy of note;
5. The Monfort College of Business has a very strong leadership team.

Additionally, in the interest of continuous improvement, the development of annual maintenance reports provides your school an ongoing opportunity to discuss progress on and updates to the action items within your school’s strategic plan. These annual progress updates are to be retained at your school until 60 days prior to your next on-site review. As identified within the peer review team report, the following items are suggested for incorporation into your ongoing strategic planning initiatives:

1. Continue to develop, monitor and implement the Comprehensive Assessment Plan of the Monfort College of Business undergraduate program. Refine, articulate and communicate program learning goals in publishable outlets including the Undergraduate Catalog;

<sup>1</sup> See Attachment A: Scope of Accreditation

<sup>2</sup> See Attachment B: Timeline

2. Focus on faculty staffing plans to insure appropriate staffing and salaries to recruit, attract and maintain qualified faculty;
3. Guidelines for maintaining academic or professional classifications for faculty need to be clarified. More specific activities for maintaining currency should be outlined;
4. Continue to monitor and address the diversity in the Monfort College of Business student and employee populations.

The University of Northern Colorado, Kenneth W. Monfort College of Business has achieved accreditation for six additional years. The next on-site maintenance review occurs in the fifth year, 2012-13. A timeline specific to your visit year is attached<sup>2</sup>. Please refer to the [\*Maintenance of Accreditation Handbook\*](#) for more information regarding the processes for maintenance of accreditation. The handbook is evolving and will be updated frequently to provide the most current process improvements. Please monitor the website to make certain that you have the most current version.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the maintenance of accreditation process and for providing valuable feedback to develop a more meaningful and beneficial review.

Sincerely,



Judy Olian, Chair  
Board of Directors

c: Kay Norton, President  
Abe Harraf, Provost  
Peer Review Team  
Dennis Elbert, Team Chair  
John Elfrink, Business Member  
Robert Picard, Accounting Chair  
Marla Kraut, Accounting Member  
Caryn Beck-Dudley, Chair, Maintenance of Accreditation Committee  
R. Charles Moyer, MAC Liaison  
David Graf, MAC Reader

SCOPE OF ACCREDITATION  
Maintenance of Accreditation December 2007

**Name of Institution:**

University of Northern Colorado

**Name of Business Academic Unit:**

Kenneth W. Monfort College of Business

**List of Degree Programs Reviewed:**

- BS – Business Administration with emphases in: Accounting, CIS, Finance, General Business, Management, Marketing

**BEST PRACTICES REPORT  
ACCREDITATION REVIEW  
University of Northern Colorado  
Monfort College of Business**

Date of Review: September 23-25, 2007

Review Team Members: Dennis Elbert, John Elfrink, Marla Kraut, Robert Picard

The following items are noted as examples of exceptionally effective practices that demonstrate leadership and high quality continuous improvement in management education. They are highlighted in this report as “best practices” that may be of interest to other management educators.

1. MCB is known for quality in its undergraduate programs, faculty, and facilities. Evidence of this quality became well-known when MCB achieved the very distinguished honor of being the first business program in the country to be named a recipient of the Malcolm Baldrige National Quality Award in 2004. In addition the college has received the Program of Excellence (POE) award from the state of Colorado, the only business school in Colorado to be so acknowledged.
2. MCB had success in raising external funds for the college. A positive example of their support within the community was the \$10.5 million financial gift that was received in 2000 from the Monfort family and the creative manner in which the college was named for a time period of 15 years (renewable). Another related achievement of significant value is the dollars for student scholarships and other creative activities from the State Farm Insurance Company. In addition the college appears to be poised to leverage its development efforts as part of an overall university campaign.
3. The strategic planning process utilized by the MCB is coordinated effectively with the UNCo Strategic Plan. The detailed utilization of KPIs (key performance indicators) to monitor their strategic planning process is noteworthy.
4. MCB has a very specific mission and strategy of exclusively delivering excellent undergraduate business programs that prepare individuals for successful careers. The college transitioned away from offering graduate programs in 1984 and focuses on undergraduate degree offerings by using three main components: high-touch, wide-tech, and professional depth.
5. The student support of the faculty, staff, processes and procedures was exemplary. On all occasions during the site visit the students expressed their appreciation for their faculty and the dedication they exhibit. The students felt that they were special and appreciated and they wanted to make sure the PRT was aware of their support.
6. The PRT was particularly impressed with the number of available student experiential learning activities. Such opportunities include the stock market challenge, the trading room, the business plan competition, small business projects, internships, and student involvement in the SBDC and CBRC.

7. The PRT was impressed with the level of participation of the accounting faculty in the Colorado State Board of Accountancy, Colorado Society of CPAs, and other professional organizations.
8. Faculty governance through the college Faculty Affairs committee is comprised of representatives from each discipline. Last year the committee significantly redesigned the annual process for the evaluation of teaching.
9. MCB's Executive in Residence Professor Program has made it possible for the college to attract experienced executives into the classroom. Professors typically spend 3 – 5 years as program participants and their salaries have been supplemented from the Monfort Endowment.
10. The business building serves as a one-stop location. All classes, computer labs, coffee shop, student organization space, trading room, etc. are conveniently located in a nicely renovated facility.
11. The MCB's commitment to its mission of serving students is evidenced by their class size which does not exceed 45. A number of the student leaders expressed their appreciation for the undergraduate focus and small class sizes.

# **CONSULTATIVE REPORT ACCREDITATION REVIEW**

## **University of Northern Colorado Monfort College of Business**

Date of Review: September 23-25, 2007

Review Team Members: Dennis Elbert, John Elfrink, Marla Kraut, Robert Picard

The following items are offered in the spirit of consultative suggestions for improvement.

1. It is important for MCB to consider annually review the categorization, classification and deployment of all faculty members. The PRT noted in particular the classifications of baccalaureate degree faculty and accounting faculty in both AQ and PQ categories. The MCB should insure that the “case for classification” in the future is more extensive and a more detailed rationale is provided for each individual classification. The AQ/PQ expectations should be clarified for all personnel. It is recommended that the school utilize the AACSB white papers on this topic as a guideline for refinement of their processes and procedures.
2. The MCB should refine its mission to clarify and more formally articulate faculty research expectations including other intellectual contributions and the quality of those expectations.
3. MCB should continue its work with assessment, collecting relevant data and planning its future around the results. An effective assurance of learning model will allow the College to maintain its competitive advantage. It is recommended that the accounting program pay particular attention to assessment issues and expectations with regard to more detailed learning goals that are specific to the practice of accounting.
4. The MCB has a distinguished relationship with major donors including the Monfort Family and State Farm Insurance Company. In addition the school has been successful in selected development activities. The MCB is poised to move to a new level with regard to development potential. It is recommended that the expectations of the new permanent dean include developmental skills and the support structure and time to devote to development activities.
5. The CPA licensing requirements in Colorado are currently at 120 credit hours. Concerns were expressed during the visit that the 150 hour requirement may be reenacted by the legislature. Out of state requirements for licensure are also an issue. Over two decades have passed since the major curriculum review in 1984, therefore the MCB would be

well advised to revisit their position with regard to an undergraduate focus only in order to react to this potential change. Options may include revalidating that commitment, partnering with other institutions or looking at new creative ways to meet the needs of their students.

6. The accounting program should take significant steps to insure that they are a truly separate and unique academic unit. The strategic planning process, assurance of learning model and developmental activities have traditionally been tied directly to the college unit. As the school evolves and matures the timing is right to insure that there is a definite distinction between the units.
7. The MCB Advising Center is doing excellent work with limited staff and resources and a dependency on faculty advising. Faculty members interviewed during the visit indicated that they had a range of 30-90 student advisees. The MCB should review advising support options to include a centralized advising model, which would allow enhanced student support and permit the faculty to concentrate on student career advising.
8. MCB has earned the reputation of a high quality, well –run program. However, from UNC administration perspective the college is not well represented in university shared governance. The MCB has the opportunity to enhance its leadership on the UNC campus through greater faculty participation, particularly by senior faculty, on university level committees and task forces.



Comparison Groups  
Monfort College of Business

Comparable Peers

University of Idaho  
Idaho State University  
Central Missouri University  
North Dakota State University  
Western Illinois University  
University of Vermont

Competitive Group

Colorado State University  
University of Colorado-Boulder  
University of Denver  
University of Colorado-Denver  
University of Colorado-Colorado Springs  
Colorado State University-Pueblo

Aspirant Group

University of Northern Iowa  
University of Minnesota-Duluth  
Boise State University

# Appendix E

## Strategic Planning

### Information

## **UNC Academic Plan – Final Version 11-2-2007**

### **Goal 1: Create an exemplary teaching and learning community**

In keeping with the University of Northern Colorado's historic mission, we will embrace our responsibility to be a model community of teaching and learning that engages every individual in the institution, values the contributions of all, and seeks continual improvement through evaluation.

Objective 1a: Foster a campus culture of respect, civility, two-way communication, collaborative decision-making and shared governance.

#### **Potential Strategies**

- Develop and implement a systematic approach to campus communication
- Use campus surveys to benchmark attitudes and measure changes
- Communicate accomplishments across colleges and administrative divisions
- Ensure campus policies support all members of the campus community

Objective 1b: Be a welcoming and inclusive campus community that exemplifies and embraces diversity in its broadest sense.

#### **Potential Strategies**

- Enroll a diverse student body
- Develop campus programming to celebrate and participate in issues of, international, national and local diversity
- Provide training in cultural competence for faculty, staff and students
- Prepare students to work effectively with diverse populations in an evolving global community

Objective 1c: Develop facilities, technology and other infrastructure to enhance teaching and learning.

#### **Potential Strategies**

- Align the facilities master plan priorities with the Academic Plan to provide an environment that enhances teaching and learning
- Establish a process for regularly assessing and coordinating program needs to inform the university facilities master plan
- Identify, prioritize and fund improvements to enhance the quality and utilization of technology and other infrastructure
- Identify and prioritize maintenance needs to enable the university to ensure current infrastructure remains viable
- Provide access to and training on technology that facilitates teaching and learning

Objective 1d: Ensure efficient and effective organizational structures that support an exemplary community of teaching and learning;

Potential strategies

- Employ a campus wide process using data to review and improve organizational effectiveness

Objective 1e: Develop an enrollment plan to address student needs, academic programming needs and local, state and national needs

## **Goal 2: Build a superior faculty of teacher-scholars**

Building on the strength of our faculty members who are dedicated to teaching, we will recruit, support, reward and retain an exemplary faculty of diverse members who are committed to superior teaching and active scholarship.

Objective 2a: Recruit an exemplary faculty of culturally and intellectually diverse teacher-scholars

Potential Strategies

- Secure funds to enhance faculty recruitment
- Invest in competitive faculty salaries and benefits
- Create a pool of start-up funds for new faculty
- Improve current recruitment strategies

Objective 2b: Retain an exemplary faculty of culturally and intellectually diverse teacher-scholars

Potential Strategies

- Invest in competitive salaries and benefits for current faculty
- Invest in support for grant writing, research, scholarship and creative endeavors
- Implement differential faculty workload plans
- Encourage cross-disciplinary scholarship by developing campus-wide initiatives that bring faculty together for collaborative projects.
- Provide systematic training and support for teaching at all levels
- Recognize faculty excellence in teaching, research, scholarship and creative endeavors

Objective 2c: Ensure alignment of faculty roles, evaluation and rewards

Potential Strategies

- Align faculty evaluations and rewards with differential workload assignments
- Provide training in the use of evaluation systems

**Goal 3: Be a model for transformational learning that integrates all aspects of students' UNC experience.**

As a university community we will define student success as transformational learning, integrating academic learning and student development. Our graduates will be skilled lifelong learners capable of working effectively with diverse populations in an evolving global community.

Objective 3a: Improve, coordinate and assess curricular and co-curricular experiences to enrich student learning

Potential Strategies

- Broaden student education through experiential learning activities such as international education, research and internships
- Create a common first-year undergraduate experience
- Develop opportunities for undergraduate and graduate research and experiential learning in the community
- Develop a coordinated co-curricular philosophy

Objective 3b: Support a culture of student-driven teaching/learning opportunities

Potential Strategies

- Promote student created and led courses that bridge academic and residential lives.
- Foster and promote civic engagement opportunities

Objective 3c: Promote access and opportunity for graduate and undergraduate students

Potential Strategies

- Provide competitive financial support for undergraduates
- Provide competitive financial support and assistantships for graduate students

**Goal 4: Build a staff that is dedicated to the teaching and learning community**

We will extend our commitment to teaching and learning beyond traditional settings and roles, providing opportunities for and encouraging all university community members to be both teachers and learners.

Objective 4a: Recruit and retain high-quality, diverse staff

Potential Strategies

- Invest in competitive classified and exempt salaries and benefits
- Invest in support for classified and exempt staff professional development

Objective 4b: Support teaching and learning opportunities for all campus community members

Potential Strategies

- Foster connections among all areas of campus that allow campus community members to learn from each other
- Give every campus community member an opportunity for professional and personal development
- Include professional development in performance planning and evaluation
- Facilitate staff involvement in teaching and research
- Develop intellectual growth

**Goal 5: Engage the greater community as partners in teaching and learning**

We will continue to build relationships with the greater community in ways that exemplify our commitment to teaching and learning and our role as a public institution.

Objective 5a: Engage in external partnerships that both serve the public and advance the university mission

Potential Strategies

- Form partnerships with other universities, for-profit, not-for-profit, and government entities to address state and regional needs and priorities
- Encourage the creation of community advisory boards for programs on campus and use those contacts to guide development of Community outreach initiatives
- Assess the scope and involvement between UNC and the Greeley community and identify ways to improve the “town-gown” relationship.

Objective 5b: Be a leader in education research and in local, state and national policy discussions about public education.

Potential Strategies

- Establish and fund one or more centers that align with the objective of leadership in public education
- Provide faculty with the resources necessary to conduct cutting edge research on teaching and learning, engage in successful grant writing and write education-related white papers
- Facilitate UNC employee service on education committees and taskforces
- Establish a series of speakers focused on major topics in education

Objective 5c: Pursue opportunities to exercise regional, national and international leadership in scholarly disciplines

Potential Strategies

- Identify and capitalize on areas/disciplines in which we exercise regional, national and international leadership
- Identify and cultivate areas/disciplines in which we could exercise regional, national and international leadership in scholarly disciplines
- Use existing program review and assessment to identify opportunities for leadership in scholarly disciplines

Objective 5d: Promote the University as a model community of teaching and learning

Potential Strategies

- Create an institutional integrated marketing plan
- Pursue certification or equivalent review/recognition for academic areas where appropriate
- Demonstrate the contributions UNC makes as a public institution
- Disseminate faculty scholarship

**MONFORT COLLEGE OF BUSINESS**  
**Strategic Planning Retreat**  
**October 17-18, 2008**  
**Denver, Colorado**

**These are notes taken at the Strategic Planning Retreat**

**1 “Setting the Stage”**

To get the participants thinking about strategy the Dean kicked off the retreat with a few thoughts on MCB and the future business school environment. After the opening thoughts and guidance from the dean, the facilitator led the group through several brainstorming sessions focused on change, strategy and the retreat.

**1.1 Dean's Opening Thoughts**

- MCB key stakeholders (faculty, staff, students, DLC, etc.) are the focus of this retreat...our purpose is to get their input into the future direction of MCB.
- Desired outcome of the retreat was a direction for the college for the next 3-5 years:
  - What do we want to be?
  - Where do we want to go?
- Follow-up sessions will be conducted after the offsite to decide on priorities and the “path” forward.

**1.2 Business School Environment (Dean's Presentation)**

- Key Takeaway – a new direction for the college
- Innovation is a key to the future success of our college:
  - We must be inventors!
  - We must give them new ways of doing business.
- The college faces growing competition that offers more flexibility (delivery methods and schedule), more program options, and more opportunities.
- Unfortunately, students and parents often can't tell the difference between our offerings and the competitions' offerings. Consequently, the continued branding of MCB is an important success factor.

**1.2.1 The Future of Business Education (Dean's Presentation)**

- The market is getting older.
- The U. S. market contains a much larger percentage of minorities (About 50% by 2050)
- De-facto privatization because of low funding
- Public institutions doing more fundraising.
- Public institutions doing more marketing
- More and more students are taking on-line classes
- Institutions that serve only full-time residential undergraduates will face an extremely difficult future unless they are well-branded and/or well endowed.

**1.2.2 Students (Dean's Presentation)**

- 60% of high school graduates go on to college
- 57% are women; 33% are of color
- 50% begin their education at two-year institutions



- 60% of UG attend more than one institution; 35% go to at least three before they graduate
- 48% of freshmen drop/stop out of college at least once
- 40% of UG 24 or older; 41% go part-time
- 40% of UG travel across state lines to earn a degree
- 84% plan to work part-time while attending college; 34% plan to work full-time

### **1.2.3 Six Growth Markets in Higher Education (Stamats 2007) (Dean's Presentation)**

- Students of color
- Adult students, including seniors
- Commuter students
- Part-time students
- Women (of almost all ages)
- International students

### **1.2.4 Global Challenges in Management Education (Dean's Presentation)**

(*The Global Management Education Landscape*, The Global Foundation for Management Education)

- Growth: All indicators point to continuing increases in the demand for management education. Future demands will not only come from traditional college-age populations, but also from working professionals who need to retool and reinvigorate their careers.
- Balancing global aspirations and local needs.
- Quality Assurance: With doctoral faculty becoming more scarce and with shrinking financial support from governments, there are pressures to cut corners, promise more and deliver less.
- Sustaining scholarship.
- Aligning with the future needs of Organizations: The point here is not that the needs of organizations have changed over time; they have and they always will. The issue is how can business schools structure themselves and build systems to learn about, predict, and react quickly enough to emerging needs?

### **1.2.5 Other Challenges (Dean's Presentation)**

Hawawini, G. (2005), "The Future of Business Schools", *Journal of Management Development*.

- Globalization
- Faculty shortage
- Need for more soft skills in the curriculum
- Effect of technology on communication and learning methods
- Funding
- Creating a more effective and responsive organizational structure
- Branding of school and programs

### **1.2.6 Business Schools Must:**

- Become more innovative and creative
- Reinvent themselves
- Move from theoretical to experimental research
- Have faculty that see themselves as inventors
- Produce more innovative graduates
- Prepare managers and future leaders and ensure that they are equipped to make the right choices

“All of these challenges, if met successfully, create opportunities for business schools to differentiate themselves from the crowd of business education providers”.

### 1.3 Getting Started (Chuck Appleby, the facilitator)

Following the dean’s remarks and discussion the facilitator lead the group through several unstructured brain storming sessions to get the group thinking and talking.

To get the “ball” rolling the facilitators asked three overarching questions: (1) How can we continue the progress that MCB has made over the last few decades; (2) specifically how can we get better; and (3) what do we need to do to change?

- It’s a well thought of College.
- Without continuous change and renewal we may fall behind in competitiveness.
- Identify what is best for customers and stakeholder; what do they need?
- Who should our students be in the future?
- What do we want to be in the future?
- We can be proactive or reactive – it is our choice!
  - The problem with responding to changes is lateness and less than optimal
  - We need to “**create our future**”

#### 1.3.1 Change Imperatives

What are some of the key drivers of change at MCB?

- Attracting new, high quality faculty
  - We must try new things (failure is a necessary part of innovation)
  - They are in short supply
  - Must be more than mountains.
- We are in control—we can shape the future
  - It’s great to be in an institute where things are not broken...it’s a chance to get to the next level and continue the journey.

#### 1.3.2 Strategic Planning Challenges

What are some of the challenges we face at MCB with respect to developing a viable strategy for the next 3 to 5 years?

- **Position ourselves in the business school market** in Colorado (grad education, exec ed, on-line; other UG programs)
- Create **unique aspects** that target specific market segments
- Create programs that meet the **needs of the business community** in Northern Colorado and beyond (partnerships, collaborations, etc.)
- Determine what role **technology** will play in our programs (from both design and delivery)
- Determine how to **internationalize/globalize** our programs and our college
- Long-term **funding - Monfort gift runs out in 5 years.**
- Find our **passions** - Where do you want to focus...to make a difference.

All of these challenges create opportunities for business schools to differentiate themselves from the crowd of business education providers.

### 1.3.3 Group Expectations for Offsite

What do you expect to get out of the retreat?

- Create actionable items
- Get on the same page
- Commit to something (decisive)
- Stop talking and move on...less talk and more action
- Exhibit willingness to change
- Set Direction (not the answers)
- Build on our strengths
- Improve student services
- Dispel myths
- Develop ways to handle conflict effectively
- Enhance existing quality
- Determine how we select and collaboration with allies and potential allies
- Create a hypothesis for the future
- Discuss Grad program option
- Get to the Top 100 in *US News & World Report*

While many of the expectations identified by the group were not met at the retreat, most will be met by the overall strategy process including post retreat activities.

### 1.3.4 Strategy Retreat Key Success Factors

What do we need to do to make this retreat a success?

- Be open
- Challenge ideas not people
- Focus on coming with alternatives and better ideas; not simply criticizing.
- Be creative (think outside the box)
- Ensure we improve the core programs
- Be efficient in getting our work down
- Create a consensus that we can all support

### 1.3.5 Why Change

Why should MCB change? What's in it for us?

- Pride
- Job satisfaction
- Keep MCB Relevant in a changing world:
  - Keep pace with society's expectations
  - Avoid stagnation
  - Anticipate changes in business and society
- Creates challenges that engage us...
- Increased development and growth
- Increased opportunities for students
- More fun to be involved in a high quality and high performing organization
- Better and more students
- Focus our energy and resources
- Create something special that attracts others who are interested in joining us
- Legacy - leave MCB a better place than when we came

What is likely to happen if we don't change?

- Loss of value of our degree
- Increased faculty turnover
- Decreased enrollment
- Squandering of our hard earned reputation
- Obsolescence and irrelevance
- Organizational death and stagnation

### **1.3.7 Meaning of Change**

What do we mean by change?

- A different way to do things
- Addressing challenges and creating opportunities
- It's positive...it's about becoming better...making progress...not just changing to change
- Continuous improvement...looking for ways to get better....to set direction
- Is it really about progress?
- Becoming a great organization...being part of something special.
- Is defining change why we are here?

## 2 SWOT Analysis

Once the “stage was set” a SWOT analysis, informed by the three “pre-work” environmental scan sessions, was conducted. Four breakout groups were organized to address the four quadrants of the TOWS matrix: Strengths v. Opportunities (SO); Strengths v. Threats (ST); Weaknesses v. Opportunities (WO); Weaknesses v. Threats (WT). Each group presented their analysis to the larger group for discussion.

### 2.1 TOWS Matrix

	Strengths	Weaknesses
Opportunities	<b>Leverage Strengths:</b> <ul style="list-style-type: none"> <li>• Accreditation and ability to attract international students</li> <li>• Program reputation and ability to attract executive education participants</li> <li>• Expertise in placing accounting graduates – model for other programs</li> <li>• Successful alumni provides opportunities to increased fundraising, business and university partnerships, create new programs for students, businesses and other stakeholders.</li> <li>• MCB provides a high value degree and experience that could be leveraged to pursue new markets, students, etc.</li> <li>• Wide-tech strength could be used to market to stakeholders.</li> <li>• Major donor, Monfort name, quality reputation, and Baldrige award could be leveraged to pursue new donors and faculty.</li> </ul>	<b>Invest and Improve:</b> <ul style="list-style-type: none"> <li>• We need to get more aggressive and focus on our unique individual interests and specialties among faculty and staff. Marketing - Alumni Connections, Students and Clubs</li> <li>• Involve Interested Faculty in Recruiting &amp; Retention</li> <li>• A more diverse student population</li> <li>• Graduate Program to attract quality students</li> <li>• International Student Experiences - Facilitate organization and planning</li> <li>• Internships - Facilitate organization and planning</li> <li>• More involvement with Clubs and Organizations</li> <li>• Technology Enabled Distance Course</li> <li>• Adjust course work</li> <li>• Customized curriculum and experiences</li> <li>• Minority internships</li> <li>• Monfort Executive Professor Internships</li> <li>• Co-op and Alumni programs</li> <li>• Put International into Curriculum</li> <li>• Offer more freshman courses</li> <li>• Cohort groups</li> <li>• Create more points of faculty, alumni and student connections</li> <li>• Collaborative Community and Business programs</li> <li>• Get Freshman and transfer students into the building - Offer more freshman level classes</li> <li>• Focus on Professional Student Services: Advising and Career Revising</li> <li>• Professional Coordinators and Advisors</li> </ul>

	Strengths	Weaknesses
Threats	<p><b>Maintain:</b></p> <ul style="list-style-type: none"> <li>Funding - Strengths: major donors, reputation for quality (Baldrige Award) v. Threats: decreasing state funding ,tight funding for hiring new faculty, rising cost of education</li> <li>Competition - Strengths: low tuition, small classes, reputation for quality, facilities, technology, location in Colorado, dual accreditation, undergraduate focus v. Threats: Increasing competition, lack of differentiation between competitors in the marketplace, ranking of business schools</li> <li>Student Demands for Services - Strengths: small class size, faculty: qualified &amp; caring, technology, low tuition, location in Colorado, undergraduate focus v. Threats: Student/parent expectations, generational / diverse learning changes, demand for flexibility in course/program offerings</li> <li>Societal Issues - Strengths: successful grads, technology, undergraduate focus, some strong business partnerships v. Threats: job market for grads</li> <li>Delivery Methods - Strengths: technology, small class size, faculty: qualified &amp; caring v. Threats: on line delivery of courses, generational/diverse learning changes (e.g., shorter attention spans), rapidly changing technology</li> </ul>	<p><b>Danger:</b></p> <ul style="list-style-type: none"> <li>Decrease State Funding: (a) inadequate state funding already a problem; (b) raising prices of education; (c) donated money is not guaranteed forever</li> <li>Increasing competition: (a) location and Community Perceptions: Greeley; (b) Reputation as 3<sup>rd</sup> Choice; (c) Recruitment: not well developed, what role are we playing; (d) Marketing/PR</li> <li>Lack of Differentiation: (a) fairly vanilla program; (b) curriculum is plain and lacks rigor (WHAT?!?); (c) lack of Differentiation with competitors in the marketplace</li> <li>Faculty Comfort with Technology: (a) on-line delivery of courses; (b) rapidly changing technology; (c) students want more flexible approaches; (d) attention span of students; (e) rising costs of technology</li> <li>Lack of a Graduate Program: (a) ability to hire new faculty; (b) ranking business schools; (c) new faculty salaries; (d) bad economic situation; (e) If we have it they will stay; and (f) FUNDING!</li> <li>International: (a) behind the competition (CU &amp; CSU); (b) job market for graduates due to economic situation; (c) lack of sending students to other countries; and (d) Organization &amp; Coordination.</li> <li>Placement Services: (a) bad economic environment; (b) student and parent expectations; (c) job market for graduates due to economic situation.</li> </ul>

## 2.2 Highlights from TOWS Matrix Discussion

- Funding
  - We have a primary donor; need to diversify
  - Funding is a limiting factor in all of what we want to do
- Offerings
  - Need to gain a greater understanding of what students/parents value
  - Need to be flexible in our programs (no one size fits all)
- Students
  - Attracting quality students, educating them and placing them
  - Using interested faculty to recruit
- Technology
  - Technology links to students, professors, and executives
  - Opportunity for collaboration (virtual university platform)
  - Distance learning in reverse—bringing executive professors to campus
- Reputation
  - Improve the marketing of what we do...leveraging MCB talents
  - Reputation, relevance, quality are critical
  - We got excited about what Accounting has achieved (we need to benchmark)
  - We got excited about the potential of the Monfort Institute

## 2.3 Threats and Opportunities Summary (Greatest Threats and Opportunities)

- Greatest Threats
  - Funding (state, cost of education)
  - Recruiting faculty
  - Job market decline for students
  - Lack of differentiation and increased competition
  - Overall reputation of UNC
- Greatest Opportunities
  - Supply of Executive Professors increases in difficult economic times
  - Graduate Program
  - Monfort Institute
  - International Programs
  - Executive Program (Mentoring)
  - Continuing Education Program
  - Executive Ed (profit and non-profit)
  - Community Partnerships (e.g. State Farm)
  - New ways to deliver learning processes (on-line courses)
  - Pursue flexibility with high quality
  - Willingness of new Dean to champion change
  - UNC leadership support for new initiatives

## 2.4 Limiting Assumptions

- Resource limitations
- Formal learning structure (life-long learning option)
- Administration won't support our efforts
- Silo model of organization
- International Programs are unaffordable
- On-line education is low quality
- Thinking of change as negative (progress)
- Bigger or smaller is better or worse (they are different)
  - Is it a culture change you want
- Perception of Greeley
- Quality and undergrad education link
  - Loss of quality if we have grad program
  - Undergrads do appreciate professors' engagement here
  - Do you necessarily have to have TAs in grad programs?
  - Mass lectures don't have to be the delivery method
  - Need to guard against decrease in quality and engagement
  - Are we losing people because we do not have a grad program?
  - Need to look carefully at both sides of the issue
  - Does a grad program automatically make you better?
  - Grad program may be a necessity.
- Reputation of UNC
  - Positive perceptions do exist (e.g. Baldrige Award)
  - Have we done everything we can do to enhance the image of UNC and Greeley?

### 3 Strategic Options

Breakout groups were organized to develop strategies for six options: (1) Executive Ed (corporate and open enrollments); (2) EMBA Graduate Program - (corporate and/or open enrollment); (3) Graduate Business Program - open enrollment; (4) MACC – Accounting Program; (5) Rethinking the UG program – how do we make it distinctive? (e.g., majors, emphasis areas, structure, courses, etc.); and (6) Cross disciplinary hybrid graduate program not necessarily housed in the College (e.g., Agri business, Healthcare emphasis MBA, etc.). The groups developed these options based on two guiding assumptions: (1) if it has value we can get the resources and (2) if it has value we can get the talent. Each group followed a standard template addressing 9 key issues including: (1) program description; (2) student profile; (3) delivery method; (4) competitive advantage; (5) leveraging the centers and Institute; (6) force field analysis; (7) key success factors; and (8) the level of passion for this option.

#### 3.1 Executive Education

##### 3.1.1 Program Description:

What will we teach?

- Unique content that only we can provide (Monfort Institute –high performing companies)
- Certificate programs
- High demand courses for local community (personal finance, technology,...)

Consider

- Key content or program design – leadership, culture, ...
- Non-U.S. companies interested in Performance Excellence
- Key topics – Performance Excellence, Sustainability, Triple bottom-line , Ethics (forming a unique package)

##### 3.1.2 Student Profile

Who will we teach?

- Executives (C-suite, any management level)
- Others (community life-long learning)

Profile of potential students:

- Age – Generally above normal college student age
- Location
  - In-house (traditional class)
  - At customer's location
  - In hotel locations
  - Other (desirable) location
- Professional experience –varies depending on the program
- Schedule – could be deployed more quickly than standard degree program

##### 3.1.3 Delivery Method

How should we teach this program?

- Summits for C-suite
- Workshops for managers
- On-line resources available, but not exclusive
- Traditional delivery for life-long learners



#### Delivery Method

- Off-site for C-suite and managers (Denver, Beaver Creek, ...)
- Traditional face-to-face for community life-long learners

#### Location

- Kepner for traditional classes
- Denver for management workshops and certificates
- Desirable locations for C-suite workshops

### 3.1.4 Competitive Advantage

What makes this program unique?

- Unique content
- Availability and convenience
- Agility and responsiveness

How can this create a competitive advantage in the marketplace?

- Access to Baldrige group (BAR), Monfort Institute
- Local access to 4-year College with impressive achievements and credentials
- Association with the “Colorado Concern”
- These programs give us entree to other potential programs (MBA, executive MBA, ...)

### 3.1.5 Centers and Institute

How can existing or new centers and the Monfort Institute support and enhance this option?

- Monfort Institute helps by generating research through collaboration.
- Institute also helps by linking information providers to interested researchers through intermediation.
- Small Business Development Center may provide entree to life-long learner opportunities.

### 3.1.6 Force Field Analysis

Strengths	Challenges
<ul style="list-style-type: none"><li>• Access to unique content</li><li>• Credentials / reputation</li><li>• Existing networks for connections (Colorado Concern, CPeX, BAR)</li><li>• Relationships and experience for program delivery</li><li>• Colorado as desirable destination for training</li><li>• Proximity of Denver and the mountains</li></ul>	<ul style="list-style-type: none"><li>• Executive education is highly competitive</li><li>• AIMS also delivers community education</li><li>• Our reputation may not be as widely recognized as we think</li><li>• Increased support required</li><li>• Ability to maintain intensity and “freshness” of programs over the long run</li></ul>

### 3.1.7 Key Success Factors

How can we be great at this?

- Take advantage of our unique content offering
- Publications to promote and enhance reputation
- Listen to the market and respond
- What will it take to be great at this?
- Funding and resource commitment

- Steady stream of unique data/research
- Getting the right people to deliver and manage
- Patience and pacing
- Agility and responsiveness
- Flexibility in scheduling

### 3.1.8 Passion

Are we passionate about this option?

- Yes, as this is part of a larger strategic plan to increase our reputation
- Yes, as we use the things we learn to produce more research and bring back to the classroom.

Why?

- This has the potential to enhance our reputation and make us more successful with this program and others (graduate program or other offerings)
- It has the potential to be on of our next challenges.

### 3.1.9 Highlights from Presentation and Discussion

<b>Description</b>	<p>High Performance Organization Focus</p> <p>What will we teach?</p> <ul style="list-style-type: none"> <li>• Unique content that only we can provide (Monfort Institute –high performing companies)</li> <li>• Certificate programs</li> <li>• High demand courses for local community(personal finance, technology,...)</li> </ul> <p>Consider</p> <ul style="list-style-type: none"> <li>• Key content or program design – leadership, culture, ...</li> <li>• Non-U.S. companies interested in Performance Excellence</li> <li>• Key topics – Performance Excellence, Sustainability, Triple bottom-line , Ethics (forming a unique package)</li> </ul>
<b>Benefits</b>	<ul style="list-style-type: none"> <li>• Unique content</li> <li>• Could be deployed fairly quickly</li> <li>• Colorado is a desirable destination location (resorts)</li> </ul>
<b>Leverage Points</b>	<ul style="list-style-type: none"> <li>• Monfort Institute (content)</li> <li>• BAR (Baldrige Group)</li> <li>• Partnership with Colorado Concern</li> <li>• Agility (small size)</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Huge competition (makes unique content key)</li> <li>• Reputation not widely known</li> <li>• Increased support required</li> <li>• Freshness of program (maintaining)</li> </ul>
<b>Comments &amp; Questions</b>	<ul style="list-style-type: none"> <li>• Is it income producing? Yes</li> <li>• Potential revenue stream for individuals</li> </ul>

## 3.2 Executive MBA

### 3.2.1 Program Description:

What will we teach?

- Identifiable niche
- Quality/Baldrige-based model. But don't call it Baldrige
- Need to really study what the market wants and needs
- University of Missouri--Columbia
- CSU's executive MBA is having problems
- WalMart model may not be applicable with the internet

Consider

Key Content or program design

- Projects that would be tailored for the students needs. We acknowledge that the program will be built around the student coming to solve company specific problems.

International dimensions

- Attract students from other parts of world that identify with quality based principles. Try to market the quality aspect as much as possible

Other key topics (e.g., ethics)

- Performance excellence, triple bottom line (people, planet, profits)
- Sustainability—CSU already in that arena

### 3.2.2 Student Profile

Who will we teach?

- Mid-level management.

Profile of potential students

- Age --no age limits
- Location—limited residence, but take the program to the students -- nice places, this is their leisure time
  - How about Vail in January
- Professional experience—five years experienced
- Schedule--cohort program, with a schedule of 2 years, but need to benchmark to best practices
- Needs, wants, desires....
  - The benefactor (improved human capital, organizational performance, across industry exposure to best practices) and the student (career/skills enhancement and networking)

### 3.2.3 Delivery Method

How should we teach this program?

- Traditional face-to-face, off-site (primarily, possibly in other states/countries)
- Hybrid
- Use senior executive professors perhaps from Baldrige winners and regular professors as teams.

#### Location

- Greeley
- Denver
- On-line
- Do we have a residency requirement for purposes of enhancing the face to face time with other students?

### 3.2.4 Competitive Advantage

What makes this program unique?

- Don't know of anyone out there
- Monfort institute , our Baldrige award
- Cross-disciplinary, non-silo
- Very focused

How can this option create a competitive advantage in the marketplace...

- If taken advantage of specific problem solving for student – e.g., solves current problems while enhancing generalizable skills
- Takes advantage of partners (instructors and students) in the “quality space”

### 3.2.5 Centers and Institute

Part of what could make this offering unique is our Baldrige award and the Monfort Institute.

### 3.2.6 Force Field Analysis

Strengths	Challenges
<ul style="list-style-type: none"><li>• Reputation (w/ some) in quality, Baldrige, etc.</li><li>• Established relationships w/ top notch executives (PQ faculty)</li><li>• Established relationships w/ top notch AQ faculty from other universities (potential to outsource)</li></ul>	<ul style="list-style-type: none"><li>• Competitors</li><li>• “Long-term” commitments from participant organizations</li><li>• Establish long-term commitment from external faculty necessary to make this fly</li><li>• </li></ul>

### 3.2.7 Key Success Factors

How can we be great at this? / What will it take to be great at this?

- Develop expertise executive education that complements the niche we've identified
- Develop expertise in cross-disciplinary, practical research
- Develop team teaching partnerships w/ execs and academics

### 3.2.8 Passion

Are we passionate about this option?

- No, not really. Seems to be a distant possibility after other options are considered.

Why?

- Not our first “option”
- Not that knowledgeable about it
- The consensus would be to offer executive education as a test-drive before we offer a full-bodied degree program.

### 3.2.9 Highlights from Presentation and Discussion

<b>Description</b> (brief)	Find an identifiable niche ( <i>Baldrige</i> —but don’t necessarily call it that) <ul style="list-style-type: none"><li>• Business people with 5 plus years of experience</li><li>• Colorado draw</li><li>• Cohort concept (relationships)</li></ul>
<b>Benefits</b>	<ul style="list-style-type: none"><li>• Diversify source of revenue</li></ul>
<b>Leverage Points</b>	<ul style="list-style-type: none"><li>• Monfort Institute</li><li>• International connections (e.g. Tata)</li></ul>
<b>Challenges</b>	<ul style="list-style-type: none"><li>• Huge competition</li><li>• Finding the right niche...we could not find it.</li><li>• Long-term commitments from faculty</li><li>• Creating teams of teachers</li></ul>
<b>Comments &amp; Questions</b>	<ul style="list-style-type: none"><li>• Is it income producing? Yes</li><li>• Potential revenue stream for individuals</li><li>• Passion: Not there now (consider after Exec Ed experience; test drive)</li></ul>

## 3.3 Graduate Education

### 3.3.1 Program Description:

What will we teach? Key content areas:

- ***Baldrige Framework***
  - Strength of our experience applied to small business
  - Recognizable criteria, framework for performance excellence and quality
- International
- Human Capital Management (HR)
- Ethics
- Sustainability - succession planning, etc
- Finance
- Leadership
- Quality – Performance Excellence
- Customer Relationship Management
- Sales force management
- Marketing
- Technology

### **3.3.2 Student Profile**

- Age: 22 to 65 years
- Professional Experience: Small business owner or executive
- Schedule: Nights and weekends
- What they want: theory with practical applications, flexibility in delivery, times offered

### **3.3.3 Delivery Method**

Hybrid

- Face to face for peer group interactions
- Online – Synchronous and asynchronous

Project opportunities

- Application to small business scenarios

Location

- Greeley
- Denver?

### **3.3.4 Competitive Advantage**

What makes this program unique?

- No one else seems to be focused in this area

How can this option create a competitive advantage in the marketplace...

- Serves current clients (% of students from family business backgrounds)
- Leverages Baldrige
- Huge market that is untapped

Based upon economic forecast this is growth area

Strengths of MCB

- Fits our profile – who we are & students we serve
- Fits our donor base

### **3.3.5 Centers and Institute**

How can existing, or new centers and the Monfort Institute support and enhance this option?

- SBDC – visibility, contacts, practical application experience
- Monfort Institute – performance excellence
- SBRC – visibility, contacts, pulse on the market (small business owners)
- Potential: Family Business Forum

### 3.3.6 Force Field Analysis

Strengths	Challenges
<ul style="list-style-type: none"><li>• Serves community</li><li>• Aligns with core mission of MCB</li><li>• Aligns with UNC mission</li><li>• Donor base</li><li>• Not cliff jumping</li><li>• Supports state of Colorado thrust</li></ul>	<ul style="list-style-type: none"><li>• Pricing for small business – no corporate \$\$</li><li>• Time availability of client/customer</li><li>• Limited market per business</li><li>• Create value &amp; relevance for client/customer</li></ul>

### 3.3.7 Key Success Factors

Covered elsewhere in presentation

### 3.3.8 Passion

- This is who we are!
- Fits our journey and story of what we have accomplished
- Small business school that has achieved excellence and international recognition to shape with small businesses
- Shaping small business for global excellence

Tag Line: Shaping small business for global excellence

### 3.3.9 Highlights from Presentation and Discussion

<b>Description</b> (brief)	<ul style="list-style-type: none"><li>• Focus on small business/family business</li><li>• Baldrige framework in small business</li><li>• International, Human Capital Management, Ethics, Sustainability, Finance, Leadership, Quality (Performance Excellence), CRM, Marketing, Technology</li><li>• Hybrid Delivery Model</li><li>• Multiple locations (but getting people in our building and our community)</li></ul>
<b>Benefits</b>	<ul style="list-style-type: none"><li>• Huge untapped market</li><li>• Does not require a huge step move forward</li></ul>
<b>Leverage Points</b>	<ul style="list-style-type: none"><li>• Our award (Baldrige)</li><li>• <i>Monfort Institute</i> content and relationships (BAR)</li><li>• No one else offering this as far as we know</li><li>• Many of our students are from families with small businesses</li><li>• Fits our profile...fits who we are (small university for small business)</li><li>• Fits our donor base</li><li>• Great Passion at our table</li><li>• Family Business Forum</li></ul>
<b>Challenges</b>	<ul style="list-style-type: none"><li>• Pricing Issue (small business)</li><li>• Demand (time dimension)</li></ul>
<b>Comments &amp; Questions</b>	<ul style="list-style-type: none"><li>• Can you weave Entrepreneurship into this?</li><li>• Link to continuing education</li><li>• We have done work here.</li></ul>

### **3.4 MACC**

#### **3.4.1 Program Description:**

What will we teach?

- Business Courses
- 30 addition hours – For Accountants
- 18 in accounting and law (6-7 courses)
- Remainder in other business (3-4 courses)
- Look to AACSB for Accreditation for guidance

Consider

- Key Content or program design
- 3/2 Keep students for full 5 years
- 4/1 Add new students from other colleges
- International dimensions

#### **3.4.2 Student Profile**

Who will we teach?

- Accounting Students
- Start with traditional US based student with moving toward international based later

Profile of potential students

- Age - Generally early 20's
- Location - Greeley
- Professional experience - Not required before entering program
- Schedule - ???

#### **3.4.3 Delivery Method**

How should we teach this program?

- Primarily traditional face-to-face to begin with in Greeley - Add other locations in future
- Move to some online in future
- Flexibility in timing ... not necessarily MWF for 16 weeks

Location - Greeley

#### **3.4.4 Competitive Advantage**

What makes this program unique?

- Utilize the Monfort Institute to encourage internship and business experience to create a unique selling opportunity.

How can this option create a competitive advantage in the marketplace?

#### **3.4.5 Centers and Institute**



### 3.4.6 Force Field Analysis

Strengths	Challenges
<ul style="list-style-type: none"><li>• Strong UG</li><li>• Reputation in Business and Accounting</li><li>• Good Placement</li><li>• Value</li><li>• Expected Colorado Requirement for 150 hours</li></ul>	<ul style="list-style-type: none"><li>• Enrollment</li><li>• AACSB</li><li>• MAAC Envy from other departments</li><li>• Faculty Hiring</li><li>• Quality</li><li>• Competition/Differentiation</li></ul>

### 3.4.7 Key Success Factors

How can we be great at this?

- Support of entire faculty
- Build it right to begin with

What will it take to be great at this?

- Continued Accounting Community Support
- Continued quality in UG to support MACC enrollment

### 3.4.8 Passion

Are we passionate about this option?

- Yes. Yes. YES!

Why?

- Need. Need. Need.

### 3.4.9 Highlights from Presentation and Discussion

<b>Description</b> (brief)	<ul style="list-style-type: none"><li>• 30 added hours required now (THE NEED)</li><li>• Look to AACSB for guidance on accreditation</li><li>• Current students; Move toward international latter</li></ul>
<b>Benefits</b>	<ul style="list-style-type: none"><li>• Grow reputation</li><li>• Meet requirements</li></ul>
<b>Leverage Points</b>	<ul style="list-style-type: none"><li>• Increased requirements (150 hours)</li><li>• Monfort Institute</li><li>• Scheduling flexibility</li><li>• Business with business community (internships)</li><li>• We provide good value (less expensive)</li></ul>
<b>Challenges</b>	<ul style="list-style-type: none"><li>• Everyone has a masters in accounting (DU)</li><li>• Enrollment</li><li>• MAAC Envy from other departments</li><li>• Quality</li><li>• <b>Differentiation</b></li><li>• Faculty Hiring (more jobs than PhDs)</li></ul>

**Comments & Questions**

- AACSB Accreditation process onerous
- MBS with an accounting emphasis is a possibility (we did not deviate from the MACC)
- What are other smaller schools going to do? (I don't think any of them have MACC)
  - What will METRO do?
- Oshkosh did the 150 hours option at the UG level

**3.5 Undergraduate Education Improvement****3.5.1 Program Description:**

What will we teach?

- Oral and written communication
- Global Perspective
- Integrated Capstones
- Internships
- Whole person –mindfulness
- Interpersonal Relationships

**3.5.2 Student Profile**

Who will we teach?

- Personal and Professional Mentoring

Profile of potential students

- Traditional
- Degree seeking working people

**3.5.3 Delivery Method**

How should we teach this program?

- Traditional face-to-face
- Online/lower level
- Online/upper level
- Hybrid based on learning styles

Location

- Greeley
- Alternative Location for nontraditional (e.g., Denver)
- Maintain Quality

**3.5.4 Competitive Advantage**

What makes this program unique?

- Whole Person – Transforming Lives
- Integrated Curriculum
- Brand U
- Projects & Portfolio
- Early career counseling

### 3.5.5 Centers and Institute

The Monfort Institute support and enhance this option?

Organize:

- Mentorships
- Internships
- International Opportunities
- Skill development for practical experience
- Non-profit experiences

### 3.5.6 Force Field Analysis

Strengths	Challenges
<ul style="list-style-type: none"><li>• Faculty with international backgrounds</li><li>• Internships – Dean</li><li>• Whole person experience</li><li>• Mentoring</li><li>• Link to community</li></ul>	<ul style="list-style-type: none"><li>• Paradigm Shift</li><li>• Think outside the discipline</li><li>• Curriculum Changes/requirements</li><li>• New methods teaching and pedagogy</li><li>• Textbooks</li><li>• FYE</li></ul>

### 3.5.7 Key Success Factors

How can we be great at this?

- Early career guidance
- Faculty cooperation
- Branding the process

### 3.5.8 Passion

Are we passionate about this option?

- “Hell Yes”
- Opportunity for new ways of doing things

### 3.5.9 Highlights from Presentation and Discussion

<b>Description</b> (brief)	<ul style="list-style-type: none"><li>• Whole person; Concepts/Transforming Lives</li><li>• Integrated curriculum</li><li>• Brand U (students brand/brand university)</li><li>• Projects and portfolio</li><li>• Get freshman involved</li><li>• Mentoring</li><li>• Earlier career Counseling</li><li>• Hybrid delivery</li></ul>
<b>Benefits</b>	<ul style="list-style-type: none"><li>• Build on our strengths</li><li>• Build lasting relationships</li></ul>

<b>Leverage Points</b>	<ul style="list-style-type: none"> <li>• Dean's Internship Experience</li> <li>• Monfort Institute Open Doors: Mentorship, Internships, International Opportunities</li> <li>• Non-profit experiences (community and economic development)</li> <li>• Community and social capital building</li> <li>• Faculty coop</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Paradigm shift (Whole Person concept)</li> <li>• New methods needed</li> <li>• Highly multi-disciplinary</li> <li>• FYE</li> <li>• Texts and other media</li> </ul>
<b>Comments &amp; Questions</b>	<ul style="list-style-type: none"> <li>• Lots can happen outside the for credit environment</li> <li>• What to know about life experiences (new students)</li> <li>• What about team teaching in the CAPSTONE</li> </ul>

### 3.6 “Hybrid” Graduate Program

#### 3.6.1 Program Description

- Joint sponsorship with several colleges:
  - UNC Colleges
  - MCB Schools
  - All of the Above
- Based on market and our expertise.
- Business and Healthcare
- Business and the Arts
- Business and Sports Management
- Business and Liberal Arts (Leadership & Society—may include many other disciplines across campus)
- Business & Healthcare
  - School of Nursing
  - Partnership with NCMC
  - Environmental Health
  - Aims Community College
- Business and Sports Management
  - Sports Science
  - International Communication w/Taiwan
  - Federal Funds
- Intra-College Hybrid Graduate Program
  - Concentrations (e.g., 12 Accounting, 12 International)
  - Intra-disciplinary classes team taught (accounting and international business)
- Association with CU & CSU
  - Law School
  - Medical School

#### 3.6.2 Student Profile

- Early and Mid-Career Candidates
- Rocky Mountain Region (Off-Campus Setting)
- Broad-based or Niche (e.g. healthcare, non-business majors)

- Business Majors Who Want to Continue

### 3.6.3 Delivery Method

- Classroom/Seminar
- On-line (including web cast & other technology)
- Off-site/On-site
- Combination (Telecommunication)
- Flexible Course Credit (Modules)
- Team Taught

### 3.6.4 Competitive Advantage

- Nursing's School Reputation
- Baldrige Connection to Hospitals
- NCMC's Reputation
- No other programs like it in Northern Colorado
- Could connect to federal public health program.
- PVA's Reputation
- General Advantages
  - Low Cost
  - Small Class Size
  - Great Faculty

### 3.6.5 Centers and Institute

- Monfort Institute (e.g., healthcare)
- Colorado Business Resource Center (e.g., general MBA)

Advantage:

Hire short-term and flexible consultants for curriculum development and delivery.

### 3.6.6 Force Field Analysis

Strengths	Challenges
<ul style="list-style-type: none"> <li>• Diverse Study Body</li> <li>• Addresses Real-World Needs</li> <li>• Broad Educational Experience</li> <li>• Combining Strengths (Synergy)</li> </ul>	<ul style="list-style-type: none"> <li>• Prerequisite Agreement—Lack of common ground</li> <li>• Delivery Method</li> <li>• Faculty Being/Staying Current—Practice Oriented</li> <li>• Lack of Depth</li> </ul>

### 3.6.7 Key Success Factors

- Recognize Current Faculty's Strengths
- Great/Relevant Curriculum
- Hire in Gaps
- Good Alliances
- Lots of Money
- Great Students

### 3.6.8 Passion

- This idea is the best of all worlds!
- Make the possibilities limitless!
- Create outside of the box leadership!
- In order to make it work, the faculty must be passionate!!

### 3.6.9 Highlights from Presentation and Discussion

<b>Description</b> (brief)	Options: <ul style="list-style-type: none"><li>• Business and Healthcare</li><li>• Business and the Environment</li><li>• Business and the Arts</li><li>• Business and Sports Management</li><li>• Business and Liberal Arts (<i>Leadership and Society</i>)</li><li>• Business and Law (beyond UNC)</li><li>• Business and Medicine (beyond UNC)</li></ul>
<b>Benefits</b>	<ul style="list-style-type: none"><li>• Possibility of federal funding (e.g. health issues)</li></ul>
<b>Leverage Points</b>	<ul style="list-style-type: none"><li>• Nursing School Rep</li><li>• Baldrige connection to Hospitals</li><li>• NCMC Rep</li><li>• Unique in Northern CO</li><li>• Link to Federal Public Health program</li><li>• PVSs rep</li><li>• Diverse student body</li><li>• Rocky Mountain environment</li></ul>
<b>Challenges</b>	<ul style="list-style-type: none"><li>• Developing curriculum (hire short term consultants)</li><li>• Lack of depth</li><li>• Faculty Being/Staying Current</li><li>• Delivery method</li><li>• Lack of common ground</li></ul>
<b>Comments &amp; Questions</b>	<ul style="list-style-type: none"><li>• Liberal Arts options (broad options)</li><li>• Leverage Marketing Department</li><li>• Where is expertise in health care; need to build alliances</li><li>• Sports marketing is an area to look into</li></ul>

### 3.7 Survey on Strategic Options

Once the strategic options were developed and presented each participant was given a survey asking them to evaluate the six options on two dimensions: (a) our ability to be great at this option and (b) their level of passion for this option.

The survey asked participants to respond to two statements about each strategic option:

- If we had adequate resources we could have a great \_\_\_\_\_ program.
- If we had adequate resources I have a passion for \_\_\_\_\_.

Participants responded to the questions by indicated the degree to which they agreed with the statements.

Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6
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Summary of Survey Results:

	Exec Ed	EMBA	MBA	MACC	UG Prog	Hybrid Prog
Top Box "Great"	7	3	9	11	16	7
Top 2 Boxes "Great"	21	9	24	22	29	19
Top Box "Passion"	6	2	10	7	17	6
Top 2 Boxes "Passion"	16	6	17	15	28	15

Notes:

1. Top Box = Total number of "Strongly Agree" responses.
2. Top 2 Boxes = Total number of "Strongly Agree" and "Agree" responses.

#### 4 Impact of Each Option on Mission Vision Values

Based on the strategic options presented each option group was then tasked with identifying the changes (if any) that would be necessary to the MCB mission, vision, values if their particular option was selected.

Summary of changes:

	Exec Ed	EMBA	MBA	MACC	UG Prog	Hybrid Prog
Mission	Drop UG	Add: select graduates	Drop UG	Drop UG	NC	Drop UG
Vision	NC	NC	Drop: "and enhances individual, org and societal journeys"	NC	NC	NC
Values	NC	NC	Add: globalization	NC	NC	NC

Notes:

1. NC = No Change
2. Enhanced UG Program - Add Tagline: "A graduate experience with an undergraduate degree"

## 5 Next Steps

The last discussion of the retreat was led by the dean and addressed the next steps and the path forward.

### How Will We Make Decisions?

- College Level Decision
  - Admin Council will review this plan and adjust if necessary
  - Survey input from Offsite (e.g. Passion)
  - Other preliminary proposals may come to the table (in addition to 6 options)
  - Market Research input (may want to do this after approval of prelim proposals)
  - DLC input
  - Admin Council Review Prelim Proposals and outline next steps
  - Generate Detailed Proposals
    - Concept of Operations
    - Enrollment Projection
    - Cost/Revenue Projection
  - Prioritize Proposals (resource considerations)
  - College Faculty vote (major programmatic change)
  - 10 Year Plan Development
- Provost Level Decision
- Higher Levels (TBD)
- Guiding Principles:
  - We will not sacrifice quality
  - Need to interlink all of our initiatives (may need a long-term plan to do this)
- Notes:
  - Consider implementing some of the ideas as appropriate (e.g. credits issue) with appropriate University Committee approval
  - May need to create some ad hoc teams to push certain ideas that are not major programmatic changes

## 6 Offsite Feed-back

The 3<sup>rd</sup> party facilitator closed out the retreat with a quick plus/delta exercise to identify what went well and opportunities for improvement.

- Pluses
  - Good idea to get offsite to consider strategic issues
  - Weekend not ideal (consider having future retreats before the semester begins)
  - Helpful to have outside facilitator
  - Great participation
  - Doors opened...in planning our future
- Opportunities for Improvement (Delta)
  - Might have had different options
    - Major focus here was on graduate programs
      - International not discussed
      - On-line delivery not discussed
      - UG Business Minor not discussed
  - One room was useful (noise was a bit high)
  - Rotate group membership
  - Get More students involved



- While they were invited DLC involvement was limited - longer lead time in the future might help increase the level of participation