KELCE
COLLEGE OF BUSINESS
Pittsburg State University

CONTINUOUS IMPROVEMENT REVIEW: 2008 – 2013

Prepared for the
Association to Advance Collegiate Schools of Business

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Continuous Improvement Review: 2008 -2013

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PREFACE

Vision Statement:

The Gladys A. Kelce College of Business will be *the* premier regional public business college in Pittsburg State University's primary service area.

Mission Statement:

The Kelce College of Business prepares future business professionals within a student-focused environment by empowering students from diverse backgrounds to succeed within the global business community. We provide a foundation for life-long learning and a spirit of engagement by delivering affordable, high-value undergraduate and graduate business education programs. We accomplish this through small classes, committed faculty, scholarship, and community outreach.

Guiding Values:

We believe in the pursuit of learning, teaching, scholarship, and public service activities conducted with honesty and high ethical standards.

We believe in fostering a college environment that enables people to succeed.

We believe in working together as a learning community based on mutual respect, trust, and academic freedom.

We believe in continuous improvement and innovation in teaching, scholarship, and community engagement.

We believe in cultivating a diverse and multicultural learning environment.

We believe in responsibility, accountability, and transparency in all of our academic and operational procedures.

Approved by vote of the Kelce College General Faculty
May 8, 2013

I.   Executive Summary: Innovation, Engagement, and Impact

Who We Are:

- Pittsburg State University (Pitt State) is a comprehensive regional public university enrolling 7,400 students on its residential campus in rural southeast Kansas.
- Pitt State serves a predominately traditional undergraduate student body from southeast Kansas and the surrounding four state area.
- The Kelce College of Business is one of Pitt State's four colleges with an enrollment of approximately 1,000 majors at the undergraduate and MBA levels.
- In 2012, the Kelce College celebrated its 35th anniversary as a college and 15th anniversary as an AACSB accredited member.
- The Kelce College is organized into three academic departments that currently offer seven undergraduate BBA majors and three MBA concentrations.
- Internationalization is a diversifying characteristic of the Kelce College. Fully one-half of all MBA students are international in origin.
- Kelce faculty routinely offer study abroad opportunities in Korea, France, Taiwan and China, and participate in Pitt State's general education program in Paraguay.
- Three Kelce Faculty members have been honored to serve as Fullbright Scholars.
- The Kelce College is home to ten active student organizations, including the nationally prominent Enactus (formerly Students in Free Enterprise) team.
- The quality of the Kelce MBA was recognized regionally and nationally by recent rankings in *The Princeton Review* and *Entrepreneur Magazine*. In 2013, the program achieved a Top 5 ranking for "Most Family Friendly Business School."
- In 2010, *Entrepreneur Magazine* listed the Kelce MBA in the nation's Top 15 for student satisfaction for its accounting and marketing management emphases.

How We Innovate:

Students and Learning

- The Kelce College produces an International Mini MBA Program several times each year – this certificate program provides campus experience for international professionals and aspiring MBAs. Since 2011, the program has enrolled more than 70 participants from 15 different nations.
- The Internal Auditing Education Partnership at Pittsburg State University is one of a select group of programs worldwide to be officially endorsed by The Institute of Internal Auditors (IIA).
- In cooperation with the Pitt State Justice Studies program, the Kelce College offers an undergraduate minor in Fraud Examination.
- The Kelce College is home to Pitt State's Jungle Journeys, a co-curricular program designed to enhance soft-skills for undergraduate students.
- The college is currently negotiating a new dual MBA degree option with the LaRochelle Business School in France.
- In cooperation with the College of Technology, Kelce faculty members legislated a multidisciplinary Innovation Engineering minor. The first courses will be offered in the spring of 2014.
- Based on assessment data, the Kelce faculty replaced a core math requirement with a newly developed course taught by college faculty.
- Eleven new course offerings were developed over the past five years in response to Assurance of Learning results.
- The faculty is exploring ways of expanding and enhancing our online course offerings. One our courses is piloting the Quality Matters certification for distance learning.

- After extensive study of our peer and aspirational institutions, the faculty developed and adopted new admission standards for the Kelce College in 2012.

Operations

- Through enhanced development efforts, the Kelce College has increased student scholarships by 55 percent over the past five years.
- To prepare for AACSB reaffirmation, Kelce faculty conducted an Accreditation Maturity Model (AMM) exercise during 2011-2012. This undertaking assessed the college's current status relative to the standards and identified areas to take action.
- In 2012, the Kelce faculty developed and enacted a new college governance document to restructure committees and to provide an organizational framework for the future.
- The college developed a new Vision Statement, Mission Statement, and Guiding Values document in 2013 to create a foundation for future growth.
- The faculty developed new Faculty Sufficiency and Faculty Qualification guidelines to align with the 2013 AACSB Standards. In Spring 2013, the faculty voted unanimously to adopt the guidelines.
- The Kelce College is currently planning a new round of strategic planning based on the new college Mission Statement.
- Following the development of a new strategic plan, the college will undertake a thorough and systematic review of its curriculum.
- The college implemented the Digital Measures' Activity Insight database management system in 2012 to administer the collection of faculty scholastic records and engagement activities.
- The college recently purchased a Qualtrics survey license in support of faculty and student scholarship and engagement activities.
- A project request was submitted through the University Facilities Master Planning Committee to start the process of securing permission to renovate and expand Kelce Hall.

How We Engage:

- Twenty-seven percent of classroom time in undergraduate courses is spent with hands-on and experiential learning pedagogies. Forty-one percent of MBA course time is devoted to active learning teaching methods.
- The Kelce MBA Association regularly conducts major research projects for external constituents. Recent clients include the Pittsburg Area Chamber of Commerce, the City of Pittsburg, and the Pitt State Athletics Department.
- Approximately 20 percent of Kelce College students participate in student organizations and honor societies.
- The faculty has placed a renewed emphasis on experiential projects in the undergraduate capstone course.
- Students in the Kelce College enjoy small classes and individual attention not available at larger universities. The average course enrollment across the college is 30.
- The college partners with Wichita State University and the Pittsburg Area Chamber of Commerce to host an annual Economic Outlook program in Pittsburg. Kelce faculty members produce and deliver a local economic conditions forecast.
- The Kelce College partnered with Wichita State University to offer professional development training seminars and workshops for local employers in 2012-13. The college is currently evaluating the market for these services in southeast Kansas.
- The economics faculty is actively seeking financial support for the creation of a business and economic development center.
- Kelce faculty members remain engaged in scholarship through the college's Youngman Research Grants program that financially supports scholarship from an endowment.

- The Kelce Student Leadership Council advises the dean on expenditures from the instructional equipment fund which is generated from student fees.
- Faculty members in the Kelce College active contribute their time and talents to professional and community organizations.
- The college has renewed its emphasis on public relations to enhance the image of Kelce on campus and with the general public. The goal is to create a greater allegiance to the college.
- The Kelce College actively seeks to enhance its development efforts through friendship and fund raising activities. The college recently acquired a full-time Development Officer.
- The Kelce Board of Advisors (KBOA) provides guidance to the college administration through regular semiannual meetings. The board recently adopted new bylaws expanding the membership limit and resulting in new members being installed.

How We Impact:

- The Kelce College faculty impact students not only in Pittsburg, Kansas, but across the globe through the production of widely adopted college textbooks and learning materials.
- Alumni of the Kelce College degree programs impact our primary service region and the global economy through a 93 percent placement rate immediately after graduation.
- Kelce College graduates impact the corporate world through their leadership. Outstanding alumni include former CEOs of Walmart and Bridgestone/Firestone.
- The college impacts business scholars throughout the world through two major academic journals that call Kelce home – *Journal of Managerial Issues* and *The American Economist.*
- Kelce College faculty members produced nearly 200 peer reviewed journal publications over the last five years.
- The scholarship produced in the college impact researchers around the world. Kelce participating faculty members have been cited by other researchers an average of 80 times over the past five years.
- In 2013, the Kelce College reduced its electricity consumption by 21 percent and won the inaugural Pitt State Green Gorilla Award for sustainability.

Consultative Review

- The college's physical infrastructure is inadequate to undertake many of the functions and services provided by a modern business school.
- Structural issues with Kelce Hall, including basement flooding and associated odors, interfere with daily operations.
- The band's use of the auditorium and hallway spaces interrupts classes and college meetings.
- Classroom spaces are outmoded and not suited for easy adoption of experiential learning teaching strategies.
- No public spaces are available for college-wide functions which limits student-faculty engagements outside of scheduled class periods.
- The current facility does not offer any opportunities in either office or classroom space for future growth.
- Kelce Hall is one of the most utilized instructional spaces on campus according to a recent space utilization study

Situational Analysis

The University Context

Pittsburg State University (Pitt State) is a comprehensive regional university serving more than 7,300 students on its campus in southeastern Kansas. Pitt State is one of six public universities governed by the Kansas Board of Regents and is located in the City of Pittsburg, a community of approximately 20,000 residents. The institution was founded in 1903 as the Auxiliary Manual Training Normal School to prepare vocational education teachers for the public school systems across the state. Following the expansion of the school's teacher education programs into other fields, the institution became the Kansas State Teachers College of Pittsburg in 1913. To reflect a broadening mission, the name was changed again to the Kansas State College of Pittsburg in 1959. Finally, in recognition of its growing graduate programs, the institution was awarded university status and renamed Pittsburg State University in 1977. Today, Pitt State offers more than 150 academic programs which are organized into four colleges; the Kelce College of Business, the College of Arts and Sciences, the College of Education, and the College of Technology. All degree programs are accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. Degrees are offered at the Bachelors, Masters, and Specialist levels.

Pitt State is the largest public university in its primary service region which includes southeast Kansas, southwest Missouri, northeast Oklahoma, and northwest Arkansas. Predominately rural, the area is characterized by small and medium sized towns and cities. The closest large metropolitan area is Kansas City, located approximately two hours due north of Pittsburg. A majority of Pitt State students are natives of southeast Kansas. However, the composition of the student body is slowly changing over time in response to recently implemented tuition policies. Residents of neighboring counties in Missouri, Oklahoma, and Arkansas pay tuition at the in-state rate through the Gorilla Advantage program. This rate is also available to students from the Missouri side of the Kansas City metropolitan area. Residents of other counties in the three bordering states and Texas are offered a discounted rate of tuition through the Gorilla Edge program. In addition to students from these targeted areas, the high quality and affordability of Pitt State's academic programs attract students from across the country and from around the globe. Currently, students from 36 states and 43 nations are enrolled at Pitt State.

Students at Pitt State study on a traditional residential campus composed of 223 acres within the city limits of Pittsburg. The current student-to-faculty ratio is 19 to 1 and the average ACT score for entering students is 22. Most Pitt State students live in the city with nearly two-thirds living in either on-campus residence halls or off-campus apartments and homes in the surrounding neighborhoods. Pitt State has a small but vibrant Greek system with two percent of the students choosing to live in fraternity and sorority houses close to campus. A little more than a third of the students commute to school from the smaller towns and cities surrounding the City of Pittsburg.

The campus is almost evenly divided between male and female students. The racial profile reflects the surrounding region with more than 80 percent of students identifying themselves as White. Black and Hispanic students each represent about four percent of the student body. Pitt State's admissions policies are determined by the Kansas Board of Regents. Applicants are required to have a composite ACT score of 21 or greater, or rank in the top one third of their high school graduating class, or complete a pre-college curriculum with a grade point average of 2.0 or higher for state residents and 2.5 for out-of-state students. The one year retention rate for full time freshman is 69 percent and the six-year graduation rate is 54 percent. Pitt State is proud to be the only university in the nation with a gorilla mascot for its intercollegiate sports teams. The university is a highly successful member of the NCAA's Division II having won four national championships in football, most recently in 2011. As a member of the Mid-America Intercollegiate Athletic Association, Pitt State sponsors men's teams in six sports and women's teams in five sports.

The College

During the 2012-13 academic year, the Kelce College of Business celebrated its 35th anniversary of becoming a separate academic unit of the university. In 1977 the Kansas Board of Regents approved the formation of the college and named it after benefactor Gladys A. Kelce. An alumnus and long-time supporter of the university, Mrs. Kelce provided the financial resources to renovate the old University High School building into what is known today as Kelce Hall. Over the years, the Kelce College evolved from relatively small programs in business administration, economics, and computer science into a modern business school offering undergraduate degrees in seven majors and a comprehensive MBA degree program. In conjunction with its 35th birthday, the Kelce College celebrated its 15th anniversary of initial accreditation by AACSB in 2012-13.

The Kelce College of Business is the smallest of Pitt State's four colleges. In recent years, total enrollment has steadily hovered near the 1,000-student mark. This represents approximately one-seventh of the overall campus student population. Currently, the Kelce College is organized into three administrative departments; Accounting and Computer Information Systems (ACIS), Economics, Finance and Banking (EFB), and Management and Marketing (MM). Each academic department is led by a faculty chair appointed by the dean with approval from the Provost and Vice President for Academic Affairs. The General Faculty of the college is comprised of 27 tenured or tenure-earning professors and seven continuing instructors. The college hires five or six adjunct lecturers each semester to teach one or two courses each. The Kelce College faculty is supported by four professional staff positions, a Coordinator of Academic Advising, a Director of Development, an Instructional Support Consultant, and a Technical Support Consultant. The Coordinator of Academic Advising is a full-time position within the college, but the Support Consultants' positions are shared with the College of Education. The Director of Development is administratively housed in University Development and assigned to the college. Each department's daily administrative needs and those of the Dean's Office are overseen by one Administrative Assistant in each office who supervise a number of graduate assistants and work study students assigned to them.

The seven undergraduate majors offered by the Kelce College are Accounting, Computer Information Systems, Economics, Finance, International Business, Management, and Marketing. Students in these programs earn a Bachelor of Business Administration (BBA) degree. All business majors must complete Pitt State's general education curriculum and Writing to Learn requirements in addition to the Kelce College Core and the sequence of advanced courses prescribed within their major area. Undergraduate minors are also offered by the college in Accounting, Business Administration, Computing, Economics, Fraud Examination, Internal Auditing, International Business, and Marketing. At the graduate level, students may earn a Master of Business Administration (MBA) degree with concentrations available in General Administration, Accounting, or International Business. Current student enrollments across the college's degree programs are shown in Table 1.

A demographic profile of Kelce College students is provided in Table 2. The personal characteristics of Pitt State undergraduate business students generally mirror those of the campus as a whole. However, at the graduate level an important distinction is evident. For the past several years, fully one-half of Kelce MBA students have been international in origin. This is a result of the university's aggressive recruitment in foreign markets. The administration's efforts to increase the export of Pitt State's programs and to increase the diversity of the student body continue to attract significant numbers of international students into the Kelce MBA program. Throughout all of its programs, the college embraces internationalization and routinely offers study abroad opportunities in Korea, France, Taiwan and China. Kelce faculty members also teach in Pitt State's general education program in Paraguay. In recognition of their scholarly activities in the international arena, three Kelce College Faculty members have served as Fulbright Scholars and one was chosen as a special instructional consultant for the USAID's Financial Development Project in Iraq.

Prominent alumni of the college include Lee Scott, former CEO of Walmart, John Lampe, former CEO of Bridgestone/Firestone, Jim Press, former Deputy CEO of Chrysler Group, LLC, and John Lowe, retired Vice President for Conoco/Phillips.

Table 1: Kelce College of Business Enrollment by Program and Major, Five Year Trends

BBA	2009	2010	2011	2012	2013
Accounting	187	177	202	220	236
Computer Information Systems*	131	139	115	102	95
Economics	23	25	30	21	16
Finance	107	90	69	82	84
International Business	56	65	58	41	57
Management	289	288	298	335	347
Marketing	130	125	145	161	171
Total Undergraduate	923	909	917	962	1,006
MBA**	129	129	114	103	102
Total College Enrollment	1,052	1,038	1,031	1,065	1,108

Source: Institutional Research and Planning, Tableau System. Data reflect 20th day counts for the Fall semester of each academic year.
*Includes phased-out Computer Science majors prior to 2013.
**Does not include students admitted to MBA but only enrolled in undergraduate foundation courses.

Table 2: Demographic Profile of Kelce College of Business Students

Characteristic	BBA: Undergraduate	MBA: Graduate
Gender	Gender	Gender
Female	41.34%	43.14%
Male	58.66%	56.86%
Average Age	22.32	27.52
Ethnicity	Ethnicity	Ethnicity
White	76.54%	38.24%
African American	3.46%	0.98%
Hispanic	5.08%	0.98%
Native American	1.62%	0.98%
Asian	0.54%	3.92%
Two or More Races	4.86%	1.96%
Non-Resident Alien	7.68%	52.94%
Resident Status	Resident Status	Resident Status
Kansas	68.74%	38.24%
Out-of-State Domestic	23.58%	8.82%
International	7.68%	52.94%
Enrollment Status	Enrollment Status	Enrollment Status
Full-Time	94.29%	84.09%
Part-Time	5.71%	15.91%
Class	Class	Class
Freshman	20.04%	n/a
Sophomore	21.20%	n/a
Junior	24.24%	n/a
Senior	34.52%	n/a

Source: Institutional Research and Planning, Tableau System. Data reflect enrollment at 20th day of 2013 Fall Semester.

The college is home to ten student organizations including clubs and honorary societies. The local chapter of Enactus (formerly Students in Free Enterprise – SIFE) has won numerous awards, including national championships, over the years for the quality and originality of its community service projects. The MBA Association actively engages in marketing and research studies in support of local economic development initiatives. The Kelce College also provides a co-curricular program, Jungle Journeys, to assist students from across campus in the development of soft skills necessary for career success.

Two major academic journals are housed and edited within the Kelce College. Founded in 1989, the in-house *Journal of Managerial Issues* is a highly ranked journal that publishes scholarly articles on the theory of organizations and the practice of management. *The American Economist* is the academic journal of Omicron Delta Epsilon, the International Honor Society in Economics. Both journals are indexed by the leading bibliographic databases and were selected for the prestigious JSTOR archive.

The Kelce College has been honored with several rankings in recent years from publications such as *The Princeton Review, Bloomburg-Businessweek,* and *Entrepreneur Magazine.* The MBA program appeared in the *Entrepreneur Magazine's* Top 15 programs for student satisfaction in 2010; and in 2012 and 2013, the Kelce MBA was listed as a Top 5 "Most Family Friendly" program by *The Princeton Review.*

In 2011, Dr. Richard Dearth retired as Dean of the college. Dr. Paul Grimes, a 1979 and 1980 Kelce alumnus, assumed the deanship prior to the 2011-12 academic year. There have been no other leadership changes within the college since the last reaffirmation visit other than those resulting from a planned merger of two departments. Daily operations of the college are overseen by the dean's council which is known as the Kelce Leadership Team (KLT) and is comprised of the dean, the three departmental chairs, and the MBA director. The dean receives external advice and counsel from the Kelce Board of Advisors (KBOA) comprised of successful college alumni and prominent members of the local business community.

Impacting Forces and Opportunities

Historical and Local Factors. The mission and operations of the Kelce College of Business are rooted in Pitt State's historical legacy of serving the citizens of southeast Kansas. The university was founded during the region's heyday of growth and prosperity as a coal, lead, and zinc mining area. Originally conceived as a normal school to prepare vocational teachers, Pitt State maintains a connection to this past through its strong technical programs and dedication to providing higher education in support of economic development. The demise of the mining industry has left the economy of southeast Kansas dominated by agriculture and light manufacturing. For the past several decades, economic growth has stagnated and incomes consistently lag national averages. Many of the students served by the Kelce College are first-generation college students from families with deep local roots. The college mission is driven by the collective desire to provide an affordable high-quality business education that offers the opportunity not only for personal success, but also promotes the reinvigoration of the region's economy.

Relative Advantages and Disadvantages. The Kelce College enjoys a strong positive reputation within the local region which is a reflection of the university's prominent position as a producer of regional leaders and decision-makers. Pitt State is the region's largest institution of higher learning and boasts of alumni working in virtually every major business and organization within southeast Kansas. The Kelce College has aggressively marketed its AACSB accreditation status as well as its recent rankings. Historically, the alumni and friends of the Kelce College financially support the college through the Pittsburg State University Foundation's annual giving campaign, but the levels of this support remain below potential levels. Significant gifts are generally targeted for student scholarships with limited financial support for faculty and operational initiatives. No endowed professorships or chairs exist in the college in spite of a state sponsored matching gift program for such positions. As noted elsewhere, the major disadvantages faced by the Kelce College are the lack of dedicated revenue streams and our outdated and outmoded physical facilities.

Internal, Environmental and Competitive Forces. The Kelce College faces several significant challenges that are common to business schools across the country. Most importantly, state support for higher education in Kansas continues to fall. In fact, tuition and self-generated funds now exceed state appropriations for the universities governed by the Kansas Board of Regents. New sources of revenue will be required to maintain current activity and to grow our programs. Long-run projections of high school graduates in our region also hamper future prospects for growth. This issue is compounded by the fact that the population base in southeast Kansas continues to shrink and grow older. Pitt State and the Kelce College have well-established constituencies, but competition from other institutions is slowly growing. Missouri Southern State University (MSSU) in Joplin is the closest competitor, but its Plaster School of Business is not AACSB accredited and has limited resources to upgrade its standing and challenge us in our primary markets. (MSSU is traditionally known as a commuter-based institution as opposed to the residential market served by Pitt State.) However, the deans of the Kelce College and the Plaster School are collaborating on business outreach and economic development initiatives that serve the broader region by leveraging our complementary strengths.

Enhancement Opportunities. During the current strategic planning cycle the Kelce College faculty will explore degree enhancement opportunities. A significant focus will be placed on reviewing the college curriculum to ensure that it is aligned with the mission of the college and the current and future needs of our students. In particular, the college will explore ways to strengthen our undergraduate offerings in entrepreneurship and small business leadership. At the graduate level, the accounting faculty is examining the option of developing a Master of Accountancy degree to meet the needs of that profession. Each of these opportunities will require the reallocation of existing resources and the acquisition of new revenue streams. However, feedback from employers and alumni indicate that each of these are worthy of careful study and consideration.

Scope of Accreditation Review. The degree programs within the scope of the current Continuous Program review include the seven undergraduate BBA majors and the three concentrations within the MBA. Table 3 presents the number of graduates for these programs for the past five years. Several degree programs across the Pitt State campus include a limited number of business courses. All of these requirements are below the AACSB stated threshold and outside the administrative scope of the Kelce College. A listing of the excluded programs is provided in the Letter of Scope from AACSB and can be found in the workroom documentation.

Table 3: Number of Kelce College of Business Graduates by Degree Program

BBA	2008-09	2009-10	2010-11	2011-12	2012-13
Accounting	44	46	37	42	47
Computer Information Systems*	16	22	16	27	25
Economics	4	5	5	7	5
Finance	22	22	29	17	22
International Business	4	12	7	7	11
Management	66	64	71	60	61
Marketing	29	32	28	29	22
Total Undergraduate	185	203	193	189	193
MBA	2008-09	2009-10	2010-11	2011-12	2012-13
General Administration	30	26	34	24	28
Accounting	18	21	20	22	11
International Business	6	5	11	8	9
Total Graduate	54	52	65	54	48

Academic year data include graduates from Summer, Fall, and Spring academic terms.
*Includes phased-out Computer Science majors prior to 2013.

II. Progress Update on Concerns from Previous Review

        In the letter reaffirming the Kelce College's AACSB accreditation dated January 16, 2009, the college received four points of commendation and only one point of concern:

> "The Committee recommends that the College streamline its assessments activities and continue to make improvements based on these activities."

In response to this recommendation, the Kelce College faculty undertook a number of steps to modify its Assurance of Learning (AOL) procedures during the past accreditation review cycle. While the current AOL process is detailed in a later section of this report, the actions taken to streamline and improve the collection and analysis of assessment data are described below.

        During the exit interview, the previous review team focused their recommendation to "streamline" the college's assessment activities on the need to simplify the burdensome collection and analysis of AOL data. Direct measures of student performance were being collected by individual faculty members in a wide array of courses and then provided to the college's standing Assessment Committee with little or no coordination in terms of timing and sequence. Analysis of the data and feedback to the relevant parties was not well defined and ad hoc in some cases. Groups such as the college Curriculum Committee and the Strategic Planning Committee were not formally in the process, limiting the ability to ensure that modifications were mission appropriate. This activity was also not coordinated with university-level assessment activities. While curriculum modifications and changes in process were made by the college in response to previous assessment activities, the process was not systematic or well understood by the college faculty. To correct these shortcomings, five major actions were taken:

        Revisions to Learning Goals and Objectives. In response to the previous review team's recommendation, the faculty conducted a review of the learning goals and objectives for both the BBA and MBA programs with an eye toward consolidation of themes and toward avoiding any unnecessary duplication. As a result, the number of BBA goals was reduced from six to four, and the number of objectives under the four MBA goals was reduced by four overall. Specific details of these revisions are provided in a later section of this report and in the "Kelce College of Business Assurance of Learning Program 2008-2013" report included in Appendix E. These revisions tightened the focus of the AOL process while reducing the complexity of data collection necessary to evaluate student learning outcomes.

        Electronic Collection of Data. In 2009-10, the college administration and Assessment Committee reviewed a number of electronic platforms designed to ease the collection and analysis of direct assessment data of student performance from course projects and examinations. The *LiveText* system was eventually chosen based on its ability to incorporate instructor-designed rubrics, provide a platform for student portfolios, and allow for multiple instructor and team assessment scoring. *LiveText* was adopted and put into place for the collection and analysis of data in several courses during 2010. The licensing model for this system required students to purchase access and set up accounts prior to completing and turning in classroom assignments through the *LiveText* portal. Unfortunately, the $100 fee for a *LiveText* account proved to be a major barrier in its acceptance by the Kelce student body. Given the sequencing of AOL activities, many students were required to use the system only once or twice during any given academic year. Some students found themselves in the position of paying $100 just to submit a required course project. Only a handful of other academic units on campus adopted *LiveText* and thus, business students could not spread the cost of access over a significant number of courses. While the *LiveText* system provided the data collection and analysis functions the Kelce faculty desired, it proved too unpopular to maintain. Pitt State's campus newspaper, the *Collegio* ran an unflattering front page story about the financial burden imposed on students by the business school faculty. The use of *LiveText* was phased out by the end of the 2012-13 academic year. Other means of collecting assessment data electronically are being explored.

Formalization of the AOL Process. Upon completion of the previous reaffirmation, the college's Assessment Committee reviewed the learning goals and objectives relative to the mission that was in place at the time. The committee systematically examined the scheduling of each assessment activity relative to the college's core curriculum and regular scheduling of courses. Modifications to the assessment calendar were made to avoid unnecessary duplication of effort and to more evenly distribute the collection of data across courses and faculty members. More importantly, the committee studied the various steps in the collection, analysis, reporting, reaction, and feedback cycle of the overall AOL process. Each step was carefully examined to ensure that the appropriate constituencies were involved and that the relevant information was flowing to the intended parties. As detailed in a later section of this report, a new sequence of events was designed and implemented. The responsibilities of those involved are now more clearly understood and the overall process is more transparent. A diagram of the new process is included as Figure 2 in Section VI.

Restructuring the Standing Committee. Upon his arrival in 2011, Dean Grimes initiated a formal review of the college's governance documents and committee structure. The college's standing Assessment Committee was reviewed within the context of the previous reaffirmation concern. Committee membership was modified to ensure representation for each department and the MBA program. To provide coordination with campus-wide activities, the University Director of Assessment and the University Assessment Committee Chair were added as ex-officio members. The committee was also renamed the Assessment and Assurance of Learning Committee to more accurately reflect the nature of its work.

Reorganization of On-going Activities. Two additional steps were taken to strengthen on-going AOL activities. First, it was decided to maintain the deployment of ETS's Major Field Test (MFT) as a comprehensive measure of graduates' overall learning relative to national norms. Given that our other direct indicators are relative to student performance measured against internally established scales, the MFT allows for comparison of Kelce graduates to peers within an external national sample. During this AACSB review cycle, the college expanded its use of the MFT to capture scores across the various majors and to collect detailed data by topical coverage area. This provides a more precise view of Kelce students' relative strengths and weaknesses. As a result, the MFT data now received offers a more refined view of our students' learning. Second, it was decided to maintain the use of an employer survey as an indirect measure of student performance and success. For many years the survey was collected via paper forms mailed to employers on record with Pitt State's Career Services office. Over time, the response rate fell to exceedingly low levels. In 2013 the Kelce College purchased a subscription to the Qualtrics web-based survey system. During this academic year the annual employer survey will be converted from its traditional paper-and-pencil format into a modern electronic format that will be distributed via email and the web. It is anticipated that this will result in higher response rates as well as significantly enhance the ability to analyze the resulting data.

In addition to the AOL activities undertaken to satisfy the AACSB standards, the Kelce College is also subject to meeting assessment guidelines imposed by the university and the Kansas Board of Regents. As a result, the Kelce College assesses student learning at both the college core and major-specific levels. Wherever possible, the college Assessment and Assurance of Learning Committee designed measurement activities to avoid duplication of effort. Also, when appropriate, the college's assessment activities incorporate Pitt State's faculty-designed and approved rubrics for Written Communication, Quantitative Reasoning, and Critical Thinking.

Strategic Management and Innovation

Since the last reaffirmation visit, the Kelce College experienced departmental reorganization and a leadership change at the dean's level. These events were not only informed by prior strategic management decisions, they directly impacted ongoing strategic initiatives. Specifically, the former separate departments of Computer Science and Accounting were merged to form the current Department of Accounting and Computer Information Systems (ACIS) in 2009-10. Following Dr. Richard Dearth's retirement in 2011, Dr. Paul Grimes assumed the role of college dean.

The formation of the ACIS department was an outcome of a university-initiated Program Review conducted to ensure that degree programs conform to Kansas Board of Regents standards. The review, conducted by a campus faculty committee, concluded that the computer science degree was not adequately addressing the needs of employers and other university constituents. The committee recommended that the more hardware- and technical-oriented computer science faculty be reassigned to the College of Technology while the rest remain in the Kelce College as a faculty of information systems within another department. After much study and debate, this plan was implemented by Pitt State President Steve Scott. Strategically, the information system faculty was integrated into Accounting to take advantage of economies of scope with respect to a number of overlapping areas of expertise. This resulted in strengthening program offerings in information security, internal auditing, and fraud detection. The bachelor degree in computer science was phased out with the last students graduating in spring 2013.

As a result of the reorganization, the Kelce College lost two full-time tenure-track faculty positions and the operating budgets associated with them. Dean Dearth, who oversaw the successful merger process, retired during the summer of 2011. Upon his arrival, Dean Grimes undertook a systematic review of college operations and programs and visited one-on-one with every faculty member in the college. Based on conclusions drawn from his review, and in consultation with the departmental chairs and faculty, Dean Grimes initiated a sequential plan of action to prepare the college for the reaffirmation process and to lay the foundation for future growth and success. This plan includes the following six major steps:

1. Create a new college governance document and committee structure.
2. Adopt a new vision statement, mission statement, and guiding values.
3. Develop new operating guidelines consistent with the AACSB's 2013 standards (including faculty sufficiency and qualifications definitions and policies).
4. Construct a new long-range strategic plan.
5. Undertake a thorough review and redesign of the college curriculum to prepare Pitt State students for the region's future.
6. Design and implement a new Assurance of Learning model consistent with the revised curriculum and consistent with the new mission statement.

Concurrent with each step in this plan, the Kelce administration and faculty committed to an invigorated emphasis on strengthening public relations with the campus community and external constituents. The overall goal of this activity is to foster a professional image for the college and to build stronger working relationships with those in a position to benefit the college. Of central importance is building an alumni culture of allegiance to the Kelce College. Development initiatives have been hampered by the fact that most alumni currently do not identify themselves with the college. While creating stronger affinity relationships through building a Kelce brand is a difficult and long-run process, it is anticipated to generate positive and lasting effects.

As detailed below, the first three steps of Dean Grimes' action plan have been completed and initial action on the fourth step is underway.

College Governance

During academic year 2011-12, the existing "College Rules of Organization" were thoroughly reviewed by the KLT. Upon recommendation of the new dean, several modifications and additions were proposed to the General Faculty for consideration. These changes incorporated a number of items that specifically defined the roles and responsibilities of the college faculty in the development and management of the college curriculum, established a more streamlined committee structure, and ensured that all relevant

parties were represented on key committees. Previously ambiguous rules for conducting faculty meetings and establishing committees were also clarified and each standing committee's primary charge was explicitly stated. The new "Rules of Organization and Bylaws of the Gladys A. Kelce College of Business" was adopted by a unanimous vote of the General Faculty at the December 2012 faculty meeting. A copy of this governance document, which completed step one of the dean's action plan, is included in Appendix D of this report.

Following a similar process, the dean instituted a review of the KBOA bylaws which resulted in significant revisions designed to strengthen the board, expand its membership, and motivate a greater engagement between the board's members and the school. The board approved and enacted the revised bylaws in 2012. A copy of the new document is also included in Appendix D.

Mission Statement

During the five year period under review, academic years 2008-09 through 2012-13, the Kelce College operated under the following mission statement:

> The mission of the College of Business is to support Pittsburg State University by providing undergraduate and graduate programs in business. The college provides educational opportunities primarily to students from southeast Kansas and adjacent regions, as well as to students from other countries. The primary emphasis in the college is on undergraduate degree programs. The college fulfills the responsibilities of teaching, intellectual contributions, and service. Applications of knowledge are emphasized in each of these areas. The teaching of students is of primary importance. Intellectual contributions, which enhance teaching, professional development and service are also important.

In response to Dean Grimes' action plan, and in anticipation of the 2013 AACSB standards, the Kelce College undertook a thorough review of its vision statement, mission statement, and core values during the 2012-13 academic year. This process was overseen by the Strategic Planning Committee (SPC) as reorganized under the recently adopted new college bylaws. As constituted, the expanded SPC is comprised of faculty representatives from each of the BBA majors, the KLT, the Academic Advising Coordinator, president of the undergraduate Student Leadership Council, president of the MBA association, and chair of the Kelce Board of Advisors (KBOA). (Note: Prior to the adoption of the new bylaws in 2012, not all of the BBA majors were represented on the SPC. The new committee structure ensures that all disciplines are at the table for strategic planning.) All committee members were charged with representing their specific interest group through communicating progress and conveying feedback during the revision process. Throughout the process working meetings were held by subgroups and the full committee. The result of this work was completed and presented to the college faculty and KBOA during the spring of 2013. Based on feedback, a few minor edits were undertaken and the new document was considered for adoption during the meeting of the General Faculty in May 2013. The following were approved by a unanimous vote:

Vision Statement:

The Gladys A. Kelce College of Business will be *the* premier regional public business college in Pittsburg State University's primary service area.

Mission Statement:

The Kelce College of Business prepares future business professionals within a student-focused environment by empowering students from diverse backgrounds to succeed within the global business community. We provide a foundation for life-long learning and a spirit of engagement by delivering affordable, high-value undergraduate and graduate business education programs. We accomplish this through small classes, committed faculty, scholarship, and community outreach.

Guiding Values:

We believe in the pursuit of learning, teaching, scholarship, and public service activities conducted with honesty and high ethical standards.

We believe in fostering a college environment that enables people to succeed.

We believe in working together as a learning community based on mutual respect, trust, and academic freedom.

We believe in continuous improvement and innovation in teaching, scholarship, and community engagement.

We believe in cultivating a diverse and multicultural learning environment.

We believe in responsibility, accountability, and transparency in all of our academic and operational procedures.

The new vision and mission statements maintain the essence of the Kelce College's historical focus on teaching while incorporating selective elements to distinguish it from other business schools. Taken together, the following features collectively define the distinctiveness of the Kelce College of Business:

- Service Area. The Kelce College's mission is focused on Pitt State's "primary service area." Operationally, we define this area as southeast Kansas and the adjoining counties in the contiguous states which make up the Gorilla Edge tuition territory. The communities in this geographic area share a common culture, heritage, and economic experience. As a business school, the Kelce College is committed to preparing students from this area as well as those who plan to make it their home. The needs of businesses and other employers of our primary service region will inform our curriculum and outreach going forward.

- Student Focused Environment. Pitt State markets itself to prospective students as a campus dedicated to keeping students at the center of the institution. Faculty and administrators take this to heart. The campus culture fosters open engagement between students and faculty. Exit surveys reveal that students receive significant mentoring and advice from faculty that is highly valued. Kelce College faculty members make a point to learn student names and maintain contact with many students after graduation. All business majors receive one-on-one advising from a faculty member in their major area of study after being admitted to the Kelce College at the start of their junior year.

- Diversity. Our primary service region is relatively homogeneous with respect to race. This is clearly reflected in the demographic profile of our undergraduate students shown in Table 2. As the global economy expands and touches our region, Kelce College graduates must be able to successfully interact with a more diverse population and understand other cultures. To create diversity in the classroom, the college is committed to recruiting international students and students from other parts of the country. Our success in this area can be seen in our MBA classrooms where fully one-half of the students are international in origin. In addition, the Kelce faculty itself is diverse with representatives from eight nations on staff. Furthermore, the college is an active partner with the university's International Programs Office in offering study abroad opportunities and other enriching diversity experiences for all of our students.

- Affordable, High Value Programs. As noted earlier, Pitt State serves an economically depressed geographic region where household incomes lag national averages and poverty rates are relatively high. To foster economic development, Pitt State embraces a culture of accessibility to higher education for the citizens within the region. The hallmark of this culture is a "single price tuition" policy. Fulltime students do not pay tuition on a per course basis; undergraduates pay a flat rate per semester if they enroll for 10 credit hours or more, *without* a cap on the number of credits taken. The same is true for graduate students taking 9 credit hours or more. Although this policy creates a number of interesting behavioral incentives and administrative challenges, Pitt State students tend to take relatively heavy course loads to minimize their overall degree cost. The Kelce College has a local reputation for rigorous courses of study and producing successful graduates. Given the university's relatively low tuition levels (currently around $3,000 per term), the faculty pride themselves on their students' return on investment.

- Small Classes. Wherever possible, and within the scope of available resources, the Kelce College maintains relatively small classes for Kelce College Core and required upper division courses within the majors. Table 4 below provides an overview of the average class size for the previous academic year broken out by course code and level of instruction. The overall class average across all courses in the college is 30. The relatively higher class sizes in lower division classes reflect the fact that accounting, computer information systems, economics, and management offer introductory courses as part of Pitt State's general education requirements.

  The Kelce College attempts to maintain course enrollments at levels that provide an inviting atmosphere and promote interaction and engagement between students and faculty. The physical infrastructure of Kelce Hall classrooms constrains the flexibility desired by faculty members implementing active learning teaching strategies. Some of our classrooms have outmoded fixed seating and spaces that are difficult to rearrange which create scheduling issues and impact relative course sizes. Fluctuations in enrollment from year to year result in hiring additional Supporting Faculty (adjunct lecturers) in order to offer additional sections of high-demand courses. It is recognized that any significant increases in student enrollment will require expansion of the participating faculty to maintain current course sizes.

Table 4: Average Class Size* by Course Code and Level for 2012-13

Course Level	ACC	CIS	ECON	FIN	MGTMKT
Fall 2012 100-200	38	33	46	No Dta	46
300-600	29	23	22	25	41
800 - above	19	No data	14	29	25
Spring 2013 100-200	38	38	44	No Data	46
300-600	29	21	23	25	43
800 - above	34	--	3	18	22
Overall Average:	33	29	26	24	37

College Average: 30

 * Regularly scheduled courses only; no special projects, internships, etc.
 -- Courses not offered at this level.

Strategic Planning Process

The Kelce College strategic planning process operates within the framework of Pitt State's overall "Strategic Planning and Institutional Effectiveness" system. Within this system, academic units develop their own strategic plans which are forwarded and reviewed by the university-wide Institutional Effectiveness Committee (IEC). Each unit's goals are limited to five objectives and must be tied to the university's overall strategic plan. In addition to the goals and objectives, each unit must also submit strategies, action items, and performance measures. All academic units are responsible for annually updating their plans and providing a progress summary each fall semester. The IEC checks the units' plans for consistency with the university's plan, offers advice and counsel, and has the authority to request revisions when deemed necessary.

The primary responsibility of the Kelce College strategic plan lies with the college's Strategic Planning Committee (SPC). The full SPC oversees major revisions or modifications to the college's plan. As noted earlier, the full SPC is comprised of faculty members from each BBA major, the KLT, the College's Academic Advising Coordinator, the current president of the Student Leadership Council, the president of the MBA Student Association, and the chair of the Kelce Board of Advisors (or his/her designee). Additional supplemental members may be appointed by the Dean to ensure that all relevant stakeholders are represented. The KLT, a subset of the full SPC, is responsible for submitting the annual progress reports and updates to the IEC. A schematic diagram of the strategic planning process illustrating the relationships between the stakeholders is shown on the next page in Figure 1.

Adhering to the Pitt State planning system, the Kelce College reviewed its strategic plan each year over the past accreditation cycle. Several minor modifications to the action items and performance measures were made during this period in response to ongoing experiences and feedback from the IEC. During 2010, a new goal on sustainability was added to the college's plan in response to the central administration's request that each unit address this issue. The plan currently in place has six goals as shown in Table 5 on the previous page. The full plan is included in Appendix C.

Pitt State President Steve Scott recently announced that the university will explore the development of a new strategic planning process. This announcement was in response to concerns that the current system does not allow for ample feedback between the various levels within the university hierarchy of operations and oversight. At the moment, all units must submit their updated plans and progress reports at the same time each fall. This does not provide an adequate opportunity for changes occurring in one unit to be

coordinated with, or even reflected in, the plans of another unit in any given year. As a result, unit plans are not actively coordinated in an effective manner and unnecessary lags occur in aligning goals between various

Figure 1: Kelce College of Business Strategic Planning Process
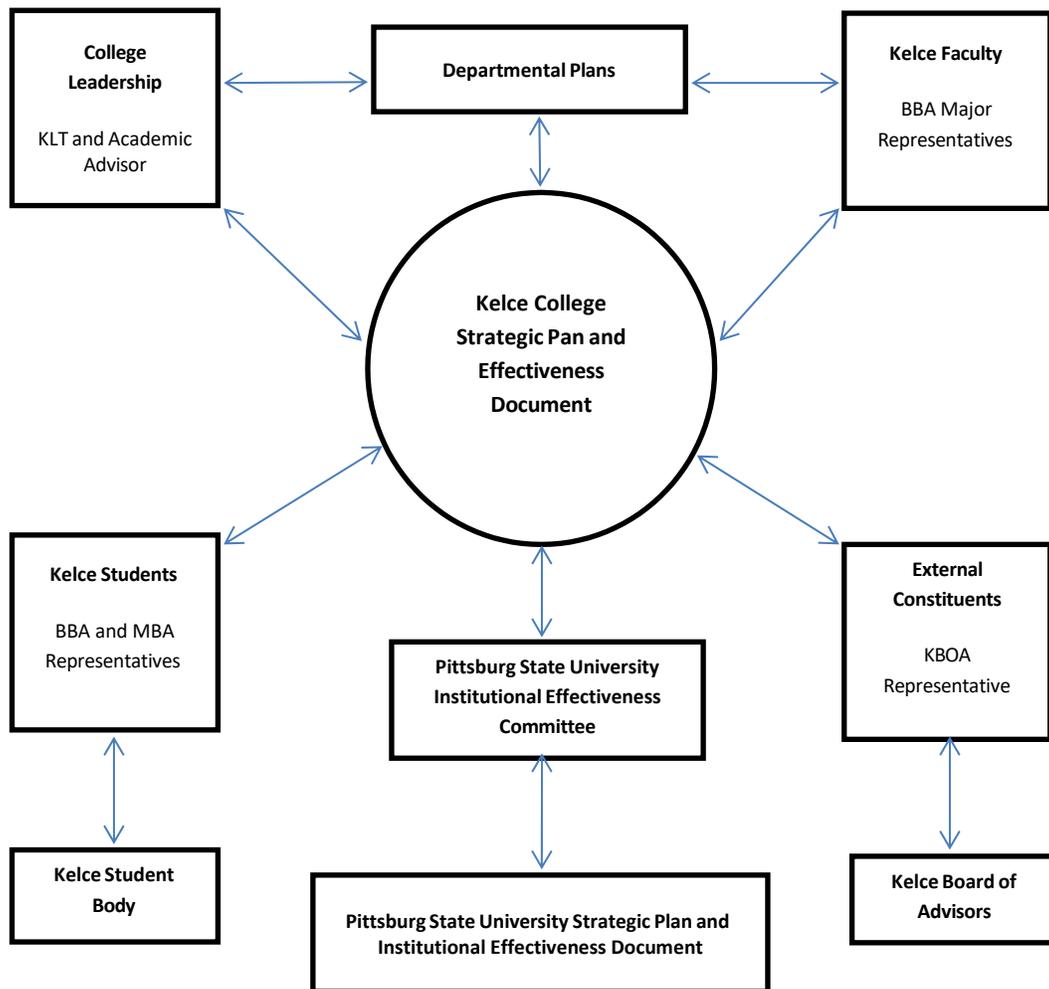
Table 5: Kelce College of Business Strategic Planning and Effectiveness Goals, 2008-13

Goal 1:	Provide high-quality business instruction to meet the needs of our students and other stakeholders by recruiting and deploying qualified faculty, relevant curricula, and adequate instructional technology.
Goal 2:	Enhance faculty expertise in their discipline.
Goal 3:	Provide service to the University, Kelce College and its departments, the community, and relevant organizations.
Goal 4:	Provide students with a global business perspective and a respect for diversity.
Goal 5:	Promote ethical decision-making among students, faculty, and staff.
Goal 6:	Enhance sustainability efforts in the college

units and levels of the university. The Kelce College will take advantage of the university's decision to revise its strategic planning process by getting a head start on developing a new plan for the next accreditation cycle. This process started with the SPC's development of the new vision statement, mission statement, and guiding values during the spring of 2013 and will continue with the exploration of new goals and objectives over the coming months.

Overview of Continuous Improvement Outcomes. Throughout the 2008-13 time period, the Kelce College made significant progress on meeting and maintaining its stated objectives to the six goals included in its current strategic plan. Highlights of this progress are briefly described below for each goal.

- Goal 1: High Quality Instruction. Over the past accreditation period, the Kelce College met and maintained each of its three objectives to demonstrate production of high quality instruction. The first objective concerns achievement of the required Academic Qualified / Professional Qualified ratios as prescribed under the 2003 AACSB standards. For each of the past five years, these ratios were met for the overall college faculty. The appropriate tables documenting the faculty qualifications under this old standard are included in Appendix X. (A detailed discussion of faculty qualifications under the 2013 standards is provided in Section VII of this report.) The second objective is to maintain an annual placement rate between 80 and 90 percent for Kelce graduates. Each year the Pitt State Career Services Center surveys graduates to determine their status upon leaving school. The most recent results of this survey (2012) indicate that 93 percent of Kelce BBA and MBA graduates had secured employment or were enrolled in professional or graduate school. Detailed data broken out by major can be found in the workroom documentation. The third objective states that all Kelce classrooms with be equipped with the latest presentation technology and offer an appropriate learning environment. Each year the college reviews its inventory of classroom technology and replaces worn or damaged equipment as necessary. All classrooms are equipped with a desktop computer station, a projector and screen, a document camera, and appropriate sound amplification equipment. The computers in each student laboratory are on a three year revolving schedule of replacement. Currently, the funding is adequate to support this investment through the collection of a student technology fee by the university. All major purchases from this source are reviewed by the Kelce College Student Advisory Council.

- Goal 2: Faculty Expertise. The stated objective to maintain faculty expertise is that 90 percent of the faculty will produce at least one scholarly publication, presentation, or instructional work each year, or maintain a recognized professional certification. A vast majority of the Kelce College faculty are scholastically and/or professionally active as evidenced by their Curriculum Vitae which are attached in the external documentation.

  Annual performance reviews are used by the departmental chairs to monitor the scholarly output. The college has met this objective throughout the past accreditation cycle. Additional details concerning faculty expertise are discussed in Section VII concerning faculty qualifications and engagement.

- Goal 3: Delivery of Service. For our service goal, the Kelce College maintains an objective stating that each full-time faculty member will provide at least one major internal service responsibility (at the department or college level) and at least one major external service responsibility (for the university, community, or profession). This objective was met throughout the period under review. Given the relatively small size of the faculty, a surplus of service opportunities are available. As noted earlier, the recently adopted college governance document restructured the college committees. The new committee structure guarantees that each full-time faculty member will hold at least one college committee

assignment. Currently, the college is required to elect or appoint faculty members to 45 university-level committees. Thus, most faculty members exceed our stated target level of service. In fact, creating and maintaining equitable service loads has become a problem in recent years.

- Goal 4: Global and Diverse Perspectives. To meet the objective that all Kelce College students will be exposed to global and diversity issues during their studies, a number of core courses incorporate these themes into their syllabi. For example, MGMKT 327 Organizational Theory and Behavior covers the dynamics of personal behavior in workplaces and organizations that are populated by individuals from different cultures and varied social orientations. Each of the BBA majors offers elective courses that contain an international and/or diversity component. As noted earlier, the Kelce College promotes an understanding of global diversity through the active recruitment of international students and through offering a variety of study abroad opportunities. As shown in Table 2, nearly 8 percent of the undergraduate study body, and 53 percent of Kelce MBAs, are international in origin. For many of our students, the classrooms in Kelce Hall are the first place they meet and interact with someone from another country.

- Goal 5: Ethical Decision-making. The Kelce College maintains an objective stating that all students, faculty and staff will know and understand the college's codes of ethics, and that everyone will conduct themselves according to the code. Approximately ten years ago, the Kelce faculty developed and adopted a code of ethics with separate criterion for students, faculty, and administrators. During 2012-13 this code was reviewed as part of the process that resulted in a new college mission statement. No revisions were deemed necessary. The code of ethics is publicly and prominently displayed in the foyer of the main entrance to Kelce Hall. All course syllabi in the Kelce College incorporate the student code of ethics. Faculty members are requested to go over the code with their students at the beginning of each semester and to answer any questions. MBA students are exposed to the code during the MBA Experience course at the beginning of their program. Over the previous accreditation cycle the Kelce College has experienced relatively few instances of serious unethical conduct. Only a few cases of academic misconduct in the classroom have been reported and resulted in administrative action.

  In addition to efforts to instill an understanding and adherence to the college code of ethics, the Kelce Core Curriculum includes a number of courses that specifically address business ethics from a practical perspective. For example, FIN 326 Business Finance includes coverage of ethical and social responsibility and its relationship to maximizing shareholder wealth. ECON 330 Money and Banking discusses moral hazard created by asymmetric information in the financial industry and various issues concerning ethical decision-making within the context of financial regulatory environment. Virtually all of the courses in accounting have a significant ethical component where students are exposed to the accepted ethical standards of the accounting and auditing professions.

- Enhanced Sustainability. All students in the Kelce College are exposed to issues surrounding sustainability and the natural environment. In the classroom, MGMKT 330 Basic Marketing (part of the Kelce College Core Curriculum) includes topical coverage of the importance of sustainability from a consumer perspective. Additional elective courses in economics and marketing also include lessons on environmental issues. From a daily operations perspective, the college recently installed new recycling centers on the first floor along with special fountains for refilling water bottles. Most faculty members have taken steps to reduce paperwork by utilizing the CANVAS learning management system to distribute and collect class assignments. During the spring 2013 semester, Kelce participated with the other colleges in an electricity reduction competition. By strategically setting the sleep timers on computers throughout the building and encouraging power saving behavior on the part

of students, staff, and faculty, the Kelce College reduced its electricity consumption by 21 percent over the same time from one year earlier. The college won the competition and was awarded the inaugural "Green Gorilla Award."

On-going and Future Planning. Building upon the success of meeting and maintaining the strategic goals established prior to the last accreditation cycle, Dean Grimes has challenged the college stakeholders to establish "stretch" goals during the next phase of the strategic planning process. Specific attention will be given to creating incentives to increase the quality of research and scholarly outputs and to more closely tie our scholarship and engagement activities to the new mission statement. Goals will also be set for securing additional financial resources through development and other sources of support. Most importantly, the new plan will lay the foundation for curriculum review and the development of a "Kelce Curriculum" designed to support our primary service area through the ideals expressed in our new mission statement.

During the Spring 2013 semester, the KLT surveyed the faculty concerning a number of issues relating to classroom pedagogy and professional engagement activities. As part of this survey, faculty members were also asked to complete a simplified SWOT analysis form. The responses to this exercise identified several specific themes in our weaknesses and opportunities that will be addressed during the next strategic planning phase. These themes include the following possible action items to be considered by the Strategic Planning Committee:

- Resources
    - Address building and infrastructure needs
    - Enhance salaries and professional development funds
    - Pursue differential tuition opportunities
    - Establish specific development goals
- Curriculum
    - Create entrepreneurship and small business courses
    - Add more flexibility to BBA program
    - Establish alternative admissions criteria to MBA program for experienced leaders
    - Modernize the BBA and MBA curriculums
    - Enhance instruction in business communication skills
    - Consider online and KC Metro Center possibilities
- Outreach and Research
    - Provide more opportunities for student service learning
    - Establish a center for economic development and business research
    - Relocate center for economic education from College of Education back to Kelce
    - Create incentives to enhance quality of research outputs

- Organization and Leadership
    - Review college organizational structure for options to enhance efficiency
    - Examine ways to equitably distribute new administrative demands

Intellectual Contributions and Impact

Contributions and Alignment with Mission. Table 2-1 in Appendix A reports the five-year summary of intellectual contributions (ICs) produced by the Kelce College faculty. As seen in the table, the college generated a portfolio of ICs diversified across categories of research and types of products. Out of the total of 488 ICs, 9.4 percent represented basic or discovery scholarship, 24.4 percent were focused on teaching and learning, and 66.2 percent were applied in nature. This distribution aligns with the historical focus of the Kelce College and the overall mission of the university. Applied research and instructional scholarship are highly valued activities within the Pitt State culture. To ensure that this alignment is maintained over time, the college's Strategic Planning Committee recently developed a Research Mission Statement:

Research Mission:

Kelce College of Business faculty members conduct and publish high-quality research that contributes primarily to the practice and teaching of their respective disciplines and furthers the mission of Pittsburg State University.

While discovery and the creation of new basic knowledge is an essential function of all universities, this statement explicitly recognizes that the Kelce College faculty will primarily focus scholastic activities on the practice and teaching of business. The Research Mission statement is accompanied by six Guiding Values to promote academic freedom, honesty, and integrity throughout the research process. The complete document, as approved by the Kelce General Faculty is included in Appendix C.

Substantial Cross-Section of Participation. As seen in Table 2-1, virtually all Participating Faculty members produced ICs during the five year period. For the college as whole, 94.4 percent participated in the production of scholarship. When broken out by discipline, the percentage ranged from 80 percent in Computer Information Systems to 100 percent in Accounting, Economics, Finance, Marketing, and International Business. The high participation rate is attributable in part to the Youngman Summer Research Grant Program (as described elsewhere in this report) which encourages and financially rewards faculty members for the creation of scholarly outputs. A significant cross-section of the faculty pursues Youngman funding each year.

Table 2-2 in Appendix A reports the five-year summary of peer reviewed journals (PRJs) for the Kelce College faculty, broken out by academic department. Between 2008 and 2013, the faculty authored 175 PRJ articles. (Note that this includes articles authored by both Participating and Supporting Faculty.) On a per capita basis, this is 5.15 articles for each full-time faculty member. Analysis of the table reveals that these publications appeared in 97 different journal titles. The table also shows that the 11 member Department of Accounting and Computer Information Systems accounted for 28 percent of total PRJ production, while the 10 member Department of Economics, Finance and Banking accounted for 26 percent, and the 13 member Department of Management and Marketing accounted for 46 percent. The distribution of PRJs across the departments reflects not only relative productivity and departmental size, but also the age/career stage profile of the respective faculty members.

Impact and Quality. To assess the impact and quality of the Kelce College's intellectual contributions, two primary sets of metrics were chosen. First, given the college's historical teaching focus and student-centered mission, the authoring of textbooks is a highly appropriate and valuable form of scholarship. Textbooks allow our faculty members to impact students far beyond the walls of Kelce Hall. As reflected in Table 2-1, twelve separate textbooks were authored and published by Kelce College faculty members during the five year window. The adoption of a textbook by faculty members at peer and aspirational institutions is an indication of quality – from both pedagogical and scholarly content perspectives. We evaluated the impact of faculty-authored textbooks by compiling a list of "top-tier adopter" schools where Kelce-authored textbooks were used during the past five year period. The top-tier adopters were defined as prestigious institutions with highly-ranked business schools. Table 6 on the next page reports the results for the five titles published within the last two years.

The table reveals that Kelce faculty members are reaching business students at many major research universities across the country and around the world, including those at the highest level such as NYU and USC. In addition to the sample of schools reported here, the full adoption lists for the titles in the table include scores of schools with profiles more similar to Pitt State. Furthermore, each of the above titles continue to pass the "market test" of acceptance and currency as they are all distributed by major academic presses and most have sold multiple editions (running from 5th edition to 20th edition). Several of the books have been translated into other languages and sold overseas. It is also important to note that the textbook impact of Kelce faculty is spread across several disciplinary fields. Each department is represented by one or more authors.

Table 6: Top-Adopters of Most Recently Published Kelce-Authored Textbooks*

Kelce Author	Textbook Title	Edition	Publisher	Sample of Top-Adopters
Donald Baack (with Kenneth E. Clow)	*Integrated Advertising, Promotion, and Marketing Communications*	5th, 2012	Prentice Hall, Pearson	New York University Vanderbilt University Indiana University Ohio State University University of South Carolina
Maeve Cummings (with Stephan Haag)	*Management Information Systems for the Information Age*	9th, 2013	McGraw-Hill, Higher Education	University of Southern California University of California-Los Angeles New York University Purdue University Texas A&M University
Paul Grimes (with Charles Register and Ansel Sharp)	*Economics of Social Issues*	20th, 2013	McGraw-Hill, Higher Education	Purdue University University of Massachusetts University of South Carolina Arizona State University University of Missouri
Eric Harris (with Barry Babin)	*CB5*	5th, 2013	South-Western, Cengage	Michigan State University University of Washington Arizona State University University of Iowa Florida State University
Eric Harris Donald Baack (with Daniel Baack)	*International Marketing*	1st, 2013	Sage Publications	University of Wisconsin Northeastern University University of Texas-Dallas Glasgow University University of Bologna

*Current and previous editions.

To evaluate the impact of traditional journal-based research, we analyzed a set of citation indices for each participating Kelce faculty member. The data were collected through *Google Scholar* accounts for each faculty member and the results are presented in Table 7. Two indices are reported – the "h-index" and the "i10-index." The h-index (named after its originator, Professor Jorge Hirsch) reflects the number of published papers, h, that have been cited at least h times. This value is designed to reflect both the level of scholarly productivity and its impact on other researchers. The i10 index is simply the number of published papers that have been cited at least 10 times. Both indices are also indicators of quality – to other researchers, articles must be accessible, read, and deemed of high value to the respective line of inquiry before being cited. The table reports the raw citation counts and the h-index and the i10-index for each participating faculty member over their career and over the previous five years.

As seen in the table, there is a wide variation in citation counts and index scores across individuals, but the table also demonstrates that a substantial cross-section of the faculty is actively engaged in meaningful academic scholarship. The only faculty members with no citations are those holding Instructional Practitioner qualification and those junior faculty who are ABD and completing their doctorates. Over the past five years, the average Kelce faculty member holding Scholastic Academic qualification was cited nearly 100 times by other researchers in their respective fields. The five year mean h-index score for SA faculty members was four and the mean i10-index was three. The intellectual contributions by Kelce College faculty members are being used by other researchers and as demonstrated in Table 7, making a significant impact on other academic scholars.

Table 7: Citation Indices for Kelce College Participating Faculty

Faculty Member	Citations Career	h-index Career	i10-index Career	Citations 5-Year	h-index 5-Year	i10-index 5-Year
Accounting & Computer Information Systems Jae Choi (SA)	34	3	1	33	3	1
Rebecca Casey (IP)	0	0	0	0	0	0
Maeve Cummings (SA)	567	5	5	317	5	3
Stephen Del Vecchio (SA)	36	2	1	25	2	1
Jack Fay (SA)	19	2	0	7	2	0
Steven Haenchen* (SA)	0	0	0	0	0	0
David O'Bryan (SA)	258	6	5	161	5	4
Mary Polfer (IP)	0	0	0	0	0	0
Wei Sha (SA)	18	2	1	17	2	1
Dwight Strong (IP)	10	2	0	4	1	0
Gail Yarick* (SP)	0	0	0	0	0	0
Department Mean	86	2	1	73	3	2
Economics, Finance & Banking Kevin Bracker (SA)	271	4	3	152	4	3
Bienvenido Cortes (SA)	28	2	1	14	2	0
Michael Davidsson (SA)	1	1	0	1	1	0
Charles Fisher (SA)	96	6	1	30	4	0
June Freund* (SA)	8	1	0	2	1	0
Paul Grimes (SA)	1,018	20	27	534	12	15
Anil Lal (SA)	158	5	4	98	4	3
Michael McKinnis (IP)	0	0	0	0	0	0
Michael Muoghalu (SA)	264	5	2	87	4	2
Connie Shum (SA)	136	5	2	49	4	1
Department Mean	196	5	4	95	4	2
Management & Marketing Donald Baack (SA)	530	9	9	280	7	6
Linden Dalecki (SA)	12	2	0	12	2	0
Arthur Fischer (SA)	78	3	1	29	2	1
Chris Fogliasso (SA)	130	6	4	59	3	3
Eric Harris (SA)	559	12	14	479	12	13
Stephen Horner (SA)	7	1	0	7	1	0
Choong Lee (SA)	442	14	15	213	8	8
Sang-Heui Lee (SA)	47	4	3	47	4	3
Kristen Maceli (SA)	3	1	0	3	1	0
Lynn Murray (SA)	17	1	1	17	1	1
Shipra Paul (O)	0	0	0	0	0	0
Mary Wachter (IP)	17	1	1	5	1	0
Jay van Wyk (SA)	10	2	0	10	2	0
Department Mean	142	4	4	89	3	3
College Overall Mean	142	4	3	80	3	2
SA Mean	175	5	4	99	4	3
IP/O Mean	6	1	0	2	1	0

Source: *Google Scholar*, Fall 2013.

*ABD or doctoral student

(SA) – Scholastic Academic Qualified

(IP) – Instructional Practitioner Qualified

(O) – Other Qualified

Our mission statement defines the Kelce College as being a student-centered and teaching focused institution supported by faculty scholarship. The new research mission statement links our applied practical and teaching-based scholarship back to the overall college mission. The evidence presented here indicates that our scholarship is impacting students across the country through textbook publication, and significantly impacting other academic researchers through publication of valuable peer-reviewed journal articles.

Financial Strategies and Allocation of Resources

The total operating funds available to the Kelce College for 2012-2013 was $5.35 million. This represents an approximate four percent growth over the college's 2008-2009 budget. As seen in Table 8, this growth was not even over the five year span, and the fluctuations between years reflect, in part, the elimination of the Computer Science degree program. During the past five years, 94 percent of the college's budget was directly appropriated by the university from state funds and tuition revenue. The remaining was received from student fees, private gifts and grants, and earnings from endowments managed for the college by the Pittsburg State University Foundation. The modest increase realized over the years resulted primarily from higher earnings on the endowments and additional university funding for salaries.

The overall college budget is comprised of separate allocations to each academic department and to the Dean's Office. Each unit maintains fiscal responsibility for its allocation. No separate budget allocations are made for the MBA degree program or the Office of Academic Advising. Coordination of expenditures across departments and the Dean's Office is undertaken through the KLT. Major expenditures and those affecting multiple units are discussed and reviewed by the KLT. Following university protocols, the dean has final signatory authority over most expenditures. Currently, no formal mechanism exists to link college strategic planning to the budgetary process. However, the forms used to report a unit's strategic plan to the university's Institutional Effectiveness Committee require that budget implications be disclosed and explicitly stated. Given that the KLT is responsible for both strategic planning and budget oversight, the two are implicitly coordinated through these administrative functions.

Table 8: Kelce College of Business Expenditures by Source of Funds

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Personnel:					
Annual Salaries and Benefits	$4,233,244	$4,205,165	$4,155,042	$4,250,808	$4,307,838
Summer Salaries and Benefits	188,197	169,590	184,750	208,429	216,788
Youngman Research Grant Stipends[*]	116,242	146,637	131,975	106,103	111,796
Graduate Assistant Salaries	70,000	70,000	70,000	70,000	70,000
Student Worker Salaries[**]	107,306	107,310	107,278	119,109	119,025
Operations:	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Other Operation Expenditures (OOE)	138,990	125,283	127,783	127,783	127,783
Out-of-State Travel (OST)	15,450	15,450	15,450	15,450	13,785
Instructional Equipment Fees	71,382	71,382	71,382	71,382	71,382
Provost's End-of-Year Allocation	12,500	34,000	18,000	50,000	14,950
Development Accounts	35,281	44,911	39,987	40,425	64,947
Student Support:	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Scholarship Distributions	150,375	152,225	211,420	236,712	232,579
Total Expenditures	$5,138,967	$5,141,953	$5,133,067	$5,296,201	$5,350,872

[*] Includes additional funding from Continuing Studies.
[**] Includes both Federal Work Study and state appropriated funds.

Personnel. Table 8 clearly reveals that the vast majority of expenditures support personnel in the Kelce College. Pitt State is a unionized campus and all tenured and tenure-earning faculty members are represented by the Kansas chapter of the National Educational Association (KNEA). As a result, the college has limited discretion in determining raises and salary adjustments over time. Furthermore, because the college's overall budget is determined annually by Pitt State's central administration and is not based directly on credit hour generation or other performance measures, in order to undertake new initiatives or to add new personnel, money must be reallocated from existing uses. Formal mechanisms exist to provide the college's dean with the discretion to reallocate internal funds, but limited avenues exist for enhancing the overall college allocation from the university.

Faculty members may elect to teach during the summer terms at the rate of 10 percent of their nine-month salary per course. Summer schedules are limited based on student demand and courses are allocated to faculty based on departmental policies derived from provisions in the KNEA contract. In recent years, enrollments have been sufficient to support enough courses to satisfy teaching requests. Kelce College faculty members also have the opportunity to receive summer support for research activities. The college provides competitive research stipends from earnings on an endowment. This opportunity is known as the Youngman Research Grant Program, named for the benefactors, Harold D. and Estella G. Youngman, who provided the original gift. During early spring, faculty members may submit an application outlining a proposed research project to be completed during the following summer. Proposals are reviewed and approved by the KLT and awardees must submit evidence of their work the following fall. All recipients of a Youngman Research Grant receive the same fixed percentage of their respective nine-month salary. The percentage is determined by the dean each year based upon the current earnings of the endowment.

The Kelce College relies heavily on graduate assistants and student workers to provide office support and assistance to faculty members. Over the past five years, the college has not experienced an increase in the number of graduate assistant positions budgeted from the university administration. However, the college has been successful in supporting a limited number of additional MBA assistantships through various initiatives and competitive programs when available. Due to increases in the minimum wage, the college's allocation for Federal Work Study and state supported student workers has increased by 11 percent in the last two years.

Operations and Travel. Each department and the Dean's Office receive an allocation for normal on-going expenses each year. These funds constitute what are known as the Other Operating Expenditures (OOE) accounts. Due to the closing of the Computer Science degree and the departure of two faculty positions, overall OOE in the college declined by about eight percent over the past five years. Because OOE allocations fall short of actual expenditures, normal operations are subsidized through various development accounts funded by private gifts. As seen in Table 8, the amount of expenditures from these accounts has risen sharply in recent years. When available, the Provost's Office provides funds at the end of each fiscal for special one-time expenditures and faculty computer replacement. Instructional equipment, including computers for the student laboratories and classrooms, are supported by a student fee collected by the university. The college's allocation from the fee fund has remained flat for the past five years. All computers and associated equipment for student use are on a three-year schedule of replacement and upgrades. Any special purchases from the Instructional Equipment Fee fund are reviewed by the Student Leadership Council in consultation with the dean.

The college receives support for faculty travel through the allocation of Out-of-State Travel (OST) accounts. Again, this account experienced a recent reduction due to the transfer of Computer Science faculty positions to the College of Technology. Various other sources of travel funding, which do not appear in the college budget, are available to Kelce College faculty members. Pitt State faculty members may apply for professional development funds to support research conference presentations and instructional workshops among other appropriate uses. These funds are centrally controlled by the Faculty Senate through the Faculty Affairs Committee and are competitive in nature on a first-come-first-served basis. Each department's and

Dean's Office development accounts are also used to support faculty and staff travel. Thus, the annual OST allocations do not reflect the institution's total commitment to supporting faculty and staff development through travel.

Student Support. The brightest spot on the Kelce College budget is the dramatic increase in funds available to support students through scholarships. Over the past five years, scholarships for business majors have grown from $150,375 to $232,579, an increase of 55 percent. These scholarships, both endowed and current, are supported by gifts through the Foundation. Recent scholarship campaigns undertaken by the Foundation have resulted in greater giving and the establishment of more scholarships. In addition, a Major Gifts Officer position within the Foundation was restructured into a "Kelce College of Business Director of Development" position resulting in a greater emphasis on directed giving to the college.

Table 9: Financial Strategies for Future Initiatives

Activity	Start Date	First Year Cost	Projected Time Period	Annual Cost	Source of Funds
Development of new strategic plan and review/revision of undergraduate and graduate curriculum	2013-2014	$5,000 - $10,000	Two Years. Expenses for faculty development in curriculum review and design processes.	N/A	Development and travel accounts.
Acquisition of specialized software to support faculty research.	2013-2014	$6,000	One-time (Amos) and on-going (Qualtrics).	$5,000	Development accounts.
Public relations and Kelce brand recognition, sponsorships and advertisements	2013-2014	$3,500	On-going.	$3,500	Development accounts.
Recovery and renovation of backstage area. Conversion of dressing rooms and storage space to student organization offices and group study area.	2013-2014	$15,000 - $20,000	Approximately 1 semester for construction.	N/A	Development accounts. Gifts from Fastenal in hand.
Replacement and updating of student laboratory and classroom computers and instructional equipment.	2013-2014	$71,382	Annually.	$71,382	Instructional Equipment Fees.
Replacement and upgrades to depreciated faculty office computers (2-year catch-up).	2013-2014	$30,000 - $35,000	Annually.	$15,000 - $17,500	
Replacement of retiring and resigning faculty members. Consideration of on-going Executive-in-Residence	2013-2014	$70,000 - $120,000	Annually.	Will vary by year.	Open faculty lines.
Re-carpeting of Economics and Finance suite and Technology Consultant's Office.	Spring 2014	$10,000 - $15,000	Summer semester.	N/A	Provost's Office end-of-year funds.
Installation of Beta Gamma Sigma Key in front plaza area near southeast entrance.	2014–2015	$10,000 - $15,000	One year to raise funds and install.	N/A	Development accounts from new gifts.

Renovation and expansion of Kelce Hall.	Project Request Submitted	$10,000,000 - $15,000,000	TBD	TBD	New private gifts from future campaign.

Strategies and Future Initatives. Table 9 summarizes the financial commitments for currently planned initiatives, both large and small. In accordance with Dean Grimes' action plan, the Kelce College will follow up the development of a new strategic planning document with a thorough review of both the undergraduate and a graduate curriculum. Foundation and university travel funds will be invested in sending faculty members to conferences and workshops to learn about current trends in curriculum re-design and emerging classroom pedagogies. Additional commitments include supporting faculty scholarship through the purchase of specialized software and the replacement of outdated computers and instructional equipment for both student and faculty use. Current and future open faculty positions will be replaced to maintain the high quality of our instructional human resources. In recent years, tenure-track faculty positions were downgraded to instructor-level lines or combined with other positions in order to meet market level salaries. To the extent possible, these actions will be avoided in order to ensure that the college maintains an appropriate faculty qualifications profile.

In addition to end-of-year funds from the university, private gifts will be used to support much needed minor renovations and repairs to Kelce Hall. The dean and college director of development are in the planning stages of creating a young alumni advisory group that will take on the challenge of raising funds to install a Beta Gamma Sigma Key near the southeast entrance to the building. Following the direction of the University Facilities Master Planning Committee, the college submitted a project request to begin the process of planning for a major renovation and expansion of Kelce Hall. This is the first formal step in an extensive and multi-year planning process directed by the State of Kansas and the Board of Regents. The renovation and expansion of Kelce Hall is part of the current Pitt State Master Plan, and as other projects near completion, our needs have moved up the list of overall priorities. It is anticipated that we are several years out from construction.

New Degree Programs

No new majors were created within the BBA program since the last reaffirmation visit. However, as noted above, after a formal Program Review the university strategically eliminated the Computer Science major which was housed in the Kelce College. Two computer science faculty positions were reassigned to the College of Technology while the others remained in Kelce to support the Information Systems major. The Department of Accounting absorbed the information systems faculty to create the new Department of Accounting and Computer Information Systems. With the elimination of the computer science major, the scope of this Continuous Improvement Review is limited to the seven majors within the BBA degree program and the MBA program.

Two new cooperative minors were recently created and approved through the Pitt State curriculum legislation process. The accounting faculty partnered with the Justice Studies faculty in the College of Arts and Sciences to create an interdisciplinary Fraud Examination minor. This minor combines accounting and auditing courses with courses in criminal justice and law to prepare students for careers in law enforcement and information security fields. The minor was approved immediately prior to the start of the last accreditation cycle and currently enrolls approximately 35 to 40 students each year. After two years of study and planning, faculty members in the Kelce College along with the College of Technology received approval to offer a minor in Innovation Engineering. This minor is open to all majors across the university and is composed of four core courses plus internship experiences. The minor is jointly administered by the two colleges but is not "owned" by either one – the minor is granted at the university level. Innovation Engineering is designed to teach students how to generate new ideas, refine and test them, and bring them to fruition. The program is based on the model currently in place at the University of Maine. The first course will be taught in the spring of 2014.

Participants – Students, Faculty, and Professional Staff

Students

In addition to the admissions standards established by the university, the Kelce College requires students to demonstrate mastery of important skills to prepare them for advanced study in business by successfully completing 42 hours of prescribed lower division work with an earned GPA of 2.5 on a 4-point scale. Courses in this "pre-business" curriculum include English, speech, mathematics, statistics, as well as introductory courses in economics, information systems, and accounting. Furthermore, pre-business students must also complete the university's two-course "Writing to Learn" requirement through their general education courses prior to admission to the Kelce College. A copy of the Kelce College admission standards is included in Appendix D. The current standards were adopted by the faculty in the fall of 2012 after careful study of practices at our peer and aspirational schools. Prior to 2012, the college admission criteria were only six hours of English and mathematics with a grade of "C" or better. The new more rigorous requirements are being phased in with the current class of entering freshman and transfer students. The changes were instituted on the belief that the benefits of preparing students for future success in the college will outweigh the enrollment costs of not admitting marginally prepared students.

As noted in Section II, the long-term enrollment for the college has averaged slightly more than 1,000 students per year, including both undergraduates and MBAs. This is approximately 14 percent of the overall Pitt State student body. Historically, the distribution of undergraduate students across the BBA majors has remained relatively stable. Table 10 reports the number and percentage of students enrolled and graduated from each of the seven majors for the last completed academic year. As seen in the table, Management is the most popular BBA major among Kelce College undergraduates, followed by Accounting and Marketing. International Business and Economics are the smallest majors in terms of both enrollment and graduation.

No major changes in the demographic distribution of our students have occurred since the last review. Based on the student characteristics discussed earlier and reported in Table 2, the typical Kelce College undergraduate is a 22 year old white male native of Kansas who is enrolled full-time. A significant percentage of business students receive financial aid. Seventy-three percent of Kelce College students received financial assistance during academic year 2012-2013, compared to seventy percent for the university as a whole. Given this and recent increases in tuition, efforts were undertaken to expand and extend the availability of private scholarship dollars. The total dollar amount of private scholarships awarded to Kelce College students increased by 55 percent, as noted earlier. This is the most significant environmental change affecting students since the last review.

Table 10: Distribution of Enrollment and Graduation across BBA Majors, 2012-2013

BBA Major	Enrollment Count*	Percent of Total	Graduation Count**	Percent of Total
Accounting	220	22.72%	42	22.22%
Computer Information Systems	102	10.54%	27	14.29%
Economics	21	2.17%	7	3.70%
Finance	82	8.47%	17	8.99%
International Business	41	4.24%	7	3.70%
Management	335	34.61%	60	31.75%
Marketing	161	16.63%	29	15.34%
College Total	968	n/a	189	n/a

* Fall semester enrollment.
** Full academic year.

Over the past several years, the Kelce College has enjoyed remarkable placement rates for graduates. According to the Pitt State Office of Career Services, 93 percent of 2013 business graduates were employed, or enrolled in graduate school shortly after commencement. Natural variations exist across majors, but the numbers have remained consistently high during the previous five years. Copies of the Career Services annual reports for this period are available in the workroom documentation.

A number of infrastructure issues continue to affect Kelce College students. Most important of these is the lack of study areas and public gathering spaces in Kelce Hall. No team rooms are available for group work outside of class, and the building does not have an adequate space for college-wide events or assemblies. These issues are discussed in more detail in Section IX.

Management and Support of Faculty and Professional Staff

Faculty Management Policies. Oversight of the university's human resource policies as they apply to the Kelce College faculty and professional staff lies with the respective department chairs and the Dean. This includes the responsibility to ensure that all personnel decisions are made in accordance with the KNEA collective bargaining agreement, as well as Kansas Board of Regents policy and state and federal laws. A brief overview of major functions is provided below.

Recruitment and Hiring. The decision to fill an open faculty position is made by the Dean after consultation with the chairs. The Dean's decision must be approved by the Provost and Vice President for Academic Affairs. Each October, the Dean must submit to the Provost a college-wide staffing plan for the next fiscal year, along with any anticipated personnel adjustments. Positions that are approved by the Provost are then filled following standard procedures. The recruitment and hiring process for faculty positions are overseen by a hiring committee formed within the respective department. All search committees receive training from the university's Equal Employment Opportunity officer prior to beginning the formal search. The committee is charged with reviewing the job description and preparing and placing a job advertisement. All tenure-track faculty searches are national in scope. Applications are screened and ranked by the committee prior to the preliminary interviews that are conducted either by phone or at professional conferences. Two or three finalists are invited to campus for in-person interviews. All relevant parties are asked to participate in the on-campus interviews which normally include classroom and research presentations. Evaluation forms are completed by all those involved in the interview and collected by the committee. The hiring committee meets and provides a recommendation to the department chair. The department chair consults with the Dean before making a final decision. The Dean has signatory authority on asking the President to issue a formal letter of offer.

Mentoring. Pitt State has a formal mentoring program for all newly hired faculty members. The program is coordinated by the Provost's Office through the Center for Teaching, Learning, and Technology. Department chairs recruit a senior faculty member to serve as a mentor to work with the new faculty over the course of their first year. The new faculty members and their mentors attend a day and a half workshop prior to the start of the fall semester. This workshop is followed by monthly seminars held throughout the academic year. Each newly-hired Kelce College faculty member and their mentor are expected to participate in each session. A financial incentive of $500 in professional development funds is paid to each mentor participating in the program. Throughout the year, a wide variety of topics are covered by the program – these include general topics for academic success and quality teaching to very specific campus-centric issues such as how to secure travel funding and how to complete your annual performance appraisal. The seminars are conducted by relevant experts from across campus including senior faculty, administrators, and specialized staff.

Performance Evaluaton. The system used to conduct the annual performance evaluation of tenure-track faculty is determined by the KNEA collective bargaining agreement. (A copy of the collective bargaining agreement is available in the document room.) The evaluation system follows a calendar year

cycle: faculty members complete an evaluation form and report their accomplishment for the previous year each January, the completed forms and any submitted evidence are reviewed and scored by the department chairs with consultation from the Dean, faculty members are provided with written feedback and an evaluation rating of either Exceptional, Meritorious, Below Expectations, or Unsatisfactory by the first of March. Within a week of receiving their evaluation, each faculty member submits objectives for the current year which are then reviewed and approved through consultation with the chair. The faculty member and chair also agree to specific weightings of objectives within the categories of teaching, scholarly activity, and service. By contract, those receiving an Exceptional rating are eligible for merit increases in salary according to a negotiated formula system. (In practice, merit increases in recent years have averaged only $200.) Those receiving Unsatisfactory ratings for two consecutive years are eligible to be considered for dismissal with cause. (Formal procedures allowing for due process must occur following this trigger according to the contract.) The collective bargaining agreement also allows faculty members with the rank of Associate Professor or above who have maintained at least a Meritorious rating, and with the approval of their chair, to opt out of submitting an annual performance review and receive a Meritorious rating by default. This option may not be used in any two consecutive years.

Continuing non-tenure earning faculty members are not part of the KNEA bargaining unit, and therefore, are not subject to the same performance evaluation process. Instructors and lecturers are evaluated by their respective department chairs each year. Currently, each department chair reviews the performance of non-tenure earning faculty using procedures developed within the department, including the use of Student Perception of Teaching Effectiveness reviews and personal consultations between the chair and faculty member. Unclassified professional staff members without teaching responsibilities are evaluated each year by their immediate supervisor using a system of goal setting and performance rating that is administered through the university's Human Resource Services office. Likewise, a parallel system exists for classified office staff.

Reward Systems. In addition to the minimal merit increase for Exceptional performance ratings as described above, all tenure-track faculty members are eligible for across-the-board salary increases negotiated each year by the KNEA and the university administration. After preparation of the university's budget based on state appropriations and tuition rates approved by the Kansas Board of Regents, the administration prepares a salary proposal which is presented to the KNEA's leadership. A team representing the administration negotiates a rate of increase with representatives of the KNEA. Recent annual increases have been modest – two percent for each of the past two years which followed several years of no raises. Though not a formal policy, the negotiated annual percentage increase for tenure-track faculty has been applied to all continuing non-tenure track instructors and unclassified staff as well. (However, salary adjustments for classified staff are controlled by the State of Kansas.)

During the negotiations, the administration also bargains for a pool of money to be designated for "salary adjustments" for productive faculty members who lag behind the market or whose salaries are inverted with new hires in their respective fields. The college deans propose a list of adjustments for their units, and recipients must be approved by the Provost. These adjustment dollars must come from lapsed salaries or other sources within the accounts controlled by the deans – they are not new dollars being added to the college budgets.

The Kelce College also rewards outstanding faculty performance in teaching, scholarship, and service with monetary Faculty Awards each year. These competitive awards are $500 each with the winners being determined by a peer committee. The Foundation financially supports the teaching award and the Dean's Office provides support for the scholarship and research award.

Participating and Supporting Faculty. The criteria in the box below were approved by the Kelce College General Faculty to classify instructional personnel as either "Participating" or "Supporting." A copy of the full document is provided in Appendix B. In practice, all full-time faculty members in good standing, at the rank of Instructor and above, are Participating Faculty. All part-time Instructors and adjunct Lecturers are classified as Supporting Faculty. The job responsibilities and expectations for all instructional personnel are thoroughly explained to each faculty member by the respective department chair and the Dean at the time

Participating Faculty Members

Participating Faculty are those members of the College General Faculty who are actively and deeply engaged in college activities beyond their direct teaching responsibilities. Participating Faculty members further the college's mission by satisfying the following criteria:

1. Is a full-time employee teaching nine or more credit hours each semester
2. Consistently maintains a college presence and keeps established campus office hours
3. Regularly participates as a voting member at meetings of the College General Faculty
4. Contributes to college governance and operations through participation in two or more of the following each year:
    - Service on departmental, college, or university committees
    - Provision of academic and career advising to students
    - Service as faculty advisor for student organizations
    - Active engagement in research and scholarly activities
    - Active involvement in faculty development activities
    - Service to the university and community through college outreach programs

It is expected that each Participating Faculty member will undertake at least one leadership role in college governance and operations (e.g., committee chair, program coordinator, organization advisor, etc.) during each accreditation cycle.

Faculty members holding administrative appointments and those teaching less than nine semester hours due to approved course releases may be considered as Participating Faculty Members.

Each full-time faculty member's Participating status is evaluated each year by the department chairs following the annual performance appraisal process. Achievement and annual maintenance of Participating status requires a minimum qualitative rating of "Meritorious" on Service Activities.

Supporting Faculty Members

Supporting Faculty are those members of the College General Faculty holding less than full-time appointments and whose primary responsibilities are instructional. Supporting Faculty are not required to participate in the governance of the college but may be called upon to contribute service activities when their involvement furthers the mission of the college. Normally, Supporting Faculty members do not hold voting rights but may attend meetings of the College General Faculty.

of initial hire. Departmental and college promotion and tenure guidelines are explained to new tenure-earning faculty by their department chair, and the accompanying university policies are the topics of one seminar in the New Faculty Orientation program.

Professional Staff and Support Services. The three academic departments and the Dean's Office are served by one Administrative Assistant each. In addition, the Kelce College of Business maintains four professional staff positions that provide services to students, faculty and administration. These positions include a Coordinator of Academic Advising, an Instructional Support Consultant, a Technical Support Consultant, and a Director of Development. All four of these positions are essential to the daily operations within the college and their activities directly and indirectly impact the college's mission. A brief overview of each position is provided below.

- Coordinator of Academic Advising. Before they are formally admitted to the Kelce College, all undergraduate business majors are advised through the college's Office of Academic Advising. The Coordinator of Academic Advising is a full-time twelve month masters-level position. The Coordinator position is assisted by a staff of student workers who are trained by the Coordinator to assist the freshman, sophomores, and transfer students in registering for courses and satisfying university enrollment guidelines. Most importantly, students are advised in how to satisfy the Kelce College admission requirements and provided counsel about the different BBA majors. Approximately 500 students use the office's services during the course of one year. The Coordinator also assists in various recruitment and student orientation events and works directly with faculty members who assume the advising role once a student is admitted to the college. Upon admission to the college, each student is assigned a faculty advisor within their chosen BBA major. As part of the official job description, the Coordinator of Academic Advising also serves the role of sponsor for the Enactus student organization (formerly Students in Free Enterprise – SIFE). This has proven to be a successful model over the years and the group has won numerous regional championships and two national titles.

- Instructional Support Consultant. The Kelce College shares this position with the College of Education which is housed in Hughes Hall immediately next door to Kelce Hall. The Instructional Support Consultant is charged with ensuring that the faculty and instructional staff are prepared to take full advantage of the instructional technologies in our classrooms and laboratories. In practice this means providing training sessions on both software and hardware, working one-on-one with faculty members who need assistance, and keeping oversight of installed instructional equipment. The position works closely with the university's Center for Teaching, Learning and Technology in this area. Also, the Instructional Support Consultant oversees the daily operation and staffing for the open-access computer laboratories in Kelce Hall. The labs are staffed throughout the week with graduate assistants and student workers who report to the Instructional Support Consultant. Finally, the position is responsible for maintaining the college's website and keeping it current.

- Technical Support Consultant. This position is also shared with the College of Education. The Technical Support Consultant has oversight of the computer hardware and instructional equipment located within the building. The position is charged with ensuring that all computers and associated equipment are operational and functional. This includes the computers installed in all of the offices, classrooms, and laboratories. The Technical Support Consultant provides advice to the Dean for the purchase of new hardware and maintains a schedule for replacing depreciated machines. Student workers are assigned to assist this position. The Technical Support Consultant works closely with the university's Office of Information Services to remain compliant with university guidelines.

- Director of Development for the College of Business. As noted earlier, the title of this position was recently changed from Major Gift Officer to Director of Development. Although the position is administratively housed within the Foundation and reports to the Executive Director of University Development, the position works closely with the dean to pursue gifts of financial resources in support of the Kelce College. The college's Director of Development holds a position on the KBOA and supports various outreach efforts to alumni and friends of the college who are in a position to support the college's mission. The position is responsible for maintaining personal contact with current donors and to identify and work with future donors in making gifts to the college. The Director of Development assists the college by identifying and engaging outstanding alumni to participate in the Executive-on-Campus program among other responsibilities. Recent efforts to expand the college's scholarship base were successful in raising the total amount of awards by 55 percent over the previous five years.

In addition to these four professional staff positions, the Kelce College also benefits from the services provided by a number of offices across the Pitt State campus. Perhaps most importantly, the Office of Career Services works closely with the college's faculty in offering professional placement services to both our undergraduate and MBA students. Career Services provides numerous programs, workshops, and personal counseling options for students pursuing employment. The office hosts a number of job fairs and other events each academic year in addition to maintaining a computerized job placement service known as "Gorillas4Hire." Career Services staff work with Kelce College faculty to arrange special events, including employer panel discussions and field trips to prominent regional businesses, specifically tailored to the majors within the college. In addition, the office oversees the annual placement survey of graduates.

Learning and Teaching

Curricula Management

Two guiding principles provide the foundation of curricula management within the Kelce College. First, the curriculum is owned, developed, and managed by the faculty. Second, all curricular decisions are tied directly to the Kelce College mission statement as well as learning goals established by the faculty for each degree program. This is accomplished through implementation of our strategic planning and application of our assurance of learning processes.

From an institutional perspective, curricula management at Pitt State is guided by a formalized course and program legislation process. Curriculum modification proposals are reviewed and approved by several committee bodies across campus, culminating in a final review by the Pitt State Faculty Senate. Specifically, all new course and program proposals originate with the faculty and are reviewed by the respective department curriculum committee, the Kelce College Curriculum Committee, the campus-wide General Education Committee (if applicable), the University Undergraduate Curriculum Committee, and finally the Faculty Senate. Graduate level legislation also includes the MBA-Program Advisory Committee (M-PAC) and the University Graduate Council. New academic programs and significant changes to majors and minors must also be approved by the Kansas Board of Regents.

Curricula Content

The content of the Kelce curriculum is designed to prepare students to be successful in their chosen field of endeavor. Courses within the curriculum provide instruction in generally accepted sets of learning experiences across the major functional areas of business. The content of the BBA degree is described below and program guides for each major are included in the Appendix.

Kelce Core / Major area requirements. Undergraduate students meeting the College admission standards, as described in Section V, enter the Kelce College at the beginning of their junior year. Students are expected to have completed their general education courses as prescribed by the university. All business students must then complete a set of common core courses and a set of major course requirements. The Kelce College Core (KCC) comprises the foundation of the BBA degree and provides the broad base of knowledge needed to support the major fields. The KCC consists of 39 credit hours of courses: one upper division economics elective, ACCTG 201 Financial Accounting, ACCTG 202 Managerial Accounting, MGMKT 310 Basic Quantitative Business Methods, MGMKT 320 Business Statistics, MGMKT 327 Organizational Theory and Behavior, MGMKT 330 Basic Marketing, CIS 420 Management Information Systems, MGMKT 444 Legal & Social Environment of Business, MGMKT 477 Quantitative Decision Making, MGMKT 626 Operations Management, and MGMKT 645 Business Strategy. This last course, Business Strategy is the curriculum's capstone course and is taken during a student's last semester of study.

Specific course requirements in the majors include 24 to 27 hours dependent upon the discipline. The current program requirements for each BBA major are fully described in the program guides found in the Appendix. All majors require completion of a minimum of 124 credit hours prior to graduation.

MBA Core / Strategy Courses. The MBA program prepares advanced students for executive level leadership positions in business and public service. Current admission standards for the Kelce MBA include a minimum GMAT of 400 plus a minimum score based on a formula which considers their undergraduate GPA and earned GMAT. All newly admitted Kelce MBA students must enroll in a one hour MBA Experience course which is an orientation to the program and establishes academic expectations. Students in this class receive instruction from a team of graduate faculty and are exposed to the college's code of ethics and culture. MBA Experience students are also assessed on their writing skills – with the evaluation instrument being scored by the Pitt State Writing Lab. Students scoring low on this assessment are directed to remediation courses to enhance their chances of success.

All Kelce MBA students must possess a bachelor degree and have earned credit in a series of Foundation Courses across the various disciplines prior to starting their graduate studies. The core of the Kelce MBA is a set of 22 graduate hours in business Decision and Strategy. These courses include, ACCTG 814 Management and Control Systems, MGMKT 814 Quantitative Business Analysis, MGMKT 828 Leadership and Behavioral Management, MGMKT 830 Business, Government and Society, MGMKT 831 International Business, MGMKT 839 Marketing Strategy, and FIN 836 Financial Strategy. All students also take three electives and the capstone MGMKT 895 Strategic Management course. A complete description of the Kelce MBA program can be found in the program guide included in the Appendix.

Upon a request from the dean, the M-PAC recently reviewed the admission standards for the Kelce MBA with the intent of lowering the number of Foundation Courses. A survey of our peer and aspirational schools revealed that the number of prerequisites for the Kelce MBA is significantly greater than the norm. Several additional options for students to acquire credit, such as through CLEP examination, were added to provide greater flexibility. This issue will be explored again during the curriculum review scheduled after completion of the new strategic plan.

Assurance of Learning

As described in Section III, the Kelce AOL process was reviewed and revised based on the feedback received from the previous AACSB peer review team. The goal was to streamline the process making it more manageable and effective. A detailed overview of the AOL process and its implementation during the previous five years is available in the "Assurance of Learning 2003-2013" report included in the Appendix. Highlights of this report are provided below.

Process and Learning Goals. The AOL process is diagrammatically illustrated in Figure 2 on the next page and described in detail in the report found in the Appendix. There are four learning goals for the BBA program and four learning goals for the MBA program. These goals were developed by the Kelce College faculty through the strategic planning process.

- BBA Learning Goals:

  (1) Our graduates will be effective communicators.
  (2) Our graduates will be able to identify and analyze ethical issues.
  (3) Our graduates will be able to think analytically and to be effective problem-solvers.
  (4) Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing, and the global nature of business.

Figure 2: The Kelce College Assurance of Learning Process
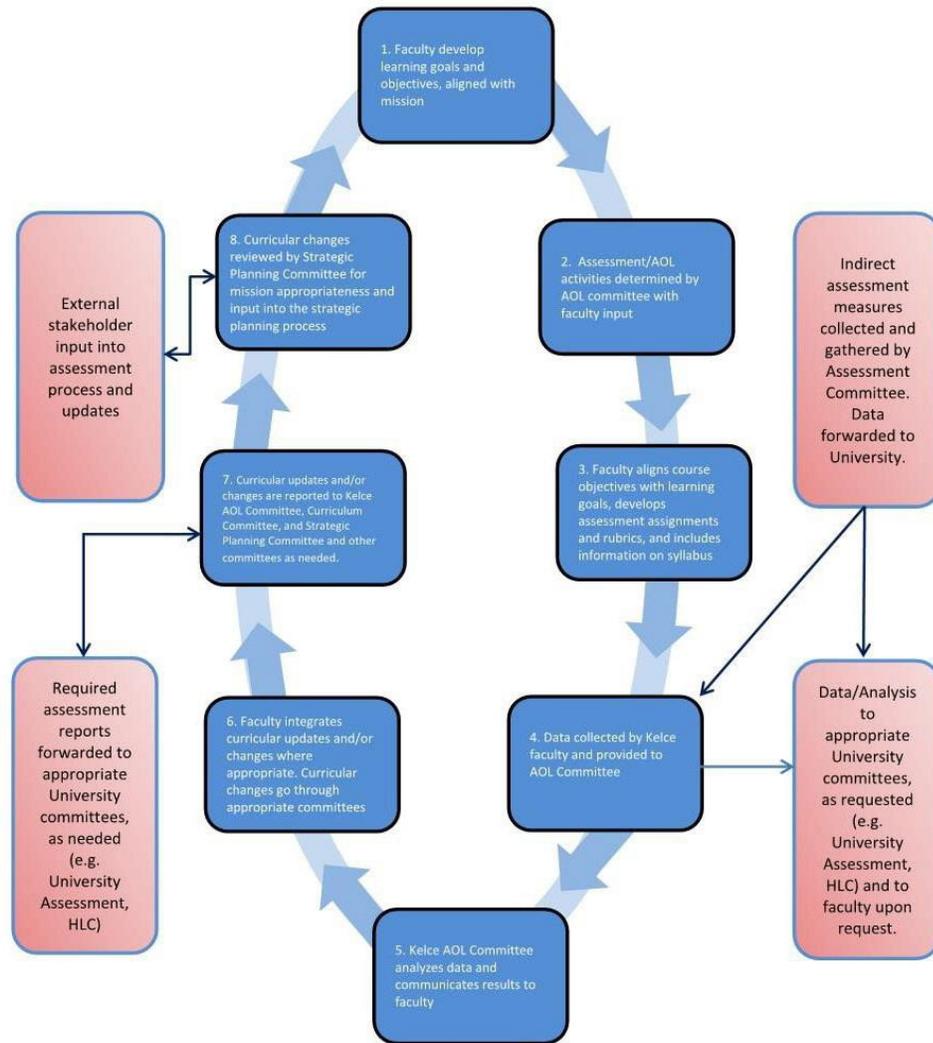
- MBA Learning Goals:

   (1) Our graduates will be effective communicators.
   (2) Our graduates will be able to analyze factors that influence the organization.
   (3) Our graduates will have an understanding of effective leadership skills.
   (4) Our graduates will have an understanding of the following subjects:
   ethical responsibilities in organizations and society; legal responsibilities in organizations and society; financial theories, analysis, reporting and markets; creation of value through the integrated production and distribution of goods, services and information; quantitative business analysis as it supports decision-making processes; domestic and global economic environments; how accounting controls may be integrated in a system of management controls.

   Learning Goal Mission Appropriateness. The learning goals are periodically reviewed by the college Strategic Planning Committee, the college Curriculum Committee, and Kelce Board of Advisors to ensure mission appropriateness. The Kelce mission statement charges the college with the responsibility to produce graduates that will achieve success in the global economy. The faculty collectively believes that the personal abilities enumerated in the learning goals are the essential traits necessary for professional success. Thus, the mission statement and the learning goals are linked inseparably.

Assessment / AOL Tools. The Kelce College employs three primary tools, including both direct and indirect measures, to assess its programs and to assure student learning. These tools are summarized below.

- Direct Measures:

    (1) LiveText. This collaborative software was utilized extensively for the collection of student data during the review period. LiveText allows faculty members to collect student assignments electronically, to utilize rubrics, to employ multiple instructor and team-based scoring, and to present assessment data efficiently.

    (2) Major Field Test (ETS). The major advantage of this nationally normed standardized test is the ability to evaluate the performance of our students against external measures. Because the Kelce College has utilized the MFT for many years, it also allows us to construct longitudinal comparisons of student performance over time.

- Indirect Measures:

    (3) Stakeholder Surveys. The Kelce College employs four indirect AOL measures; these include surveys of employers, alumni, graduating seniors, and MBA students. Each survey is administered every spring semester. During the review period, all surveys were administered by "paper and pencil" through the mail, but we will transition to electronic surveys via Qualtrics in the spring of 2014. Copies of the survey instruments are available in the accreditation evidence room.

Assessment / AOL Schedule. Each learning goal in the Kelce College BBA program was assessed multiple times over the previous five years ensuring that measurements were taken both pre- and post-intervention whenever curricula revisions were made. Continual measurements over time ensure that the "loop" is closed for each learning goal. The AOL schedule followed over the last three years for the BBA program is presented in Table 11 below and on the next page. Following that, Table 12 presents the schedule for the MBA program.

Table 11: Schedule of BBA Program Learning Measurements by Goal

Goal / Objective	Content	Courses	Tool	SP 10	WF 10	SP 11	WF 11	SP 12	WF 12	SP 13
1.1	Written Communication	MGMKT 645	Case Study	✓		✓		✓		✓
1.2	Oral Communication	MGMKT 629, FIN 621, MGMKT 631, ECON 665, ACCT 420, CIS 640	Oral Presentations	✓		✓	✓	✓		✓
2.1	Ethics	MGMKT 444	Essay	✓		✓		✓		✓
3.1	Analysis/Problem Solving	MGMKT 645	GLO-BUS & Business Simulation					✓	✓	✓
4.1 Business Proficiencies	Finance	FIN 326	Risk & Return Project & MFT	✓		✓		✓		✓
	Information Systems	CIS 420	Project & MFT	✓	✓	✓	✓	✓		
	Management	MGMKT 327	Paper & MFT			✓		✓		✓
	Marketing	MGMKT 330	Paper & MFT			✓		✓		✓
	Accounting	ACIS 420	Project & MFT					✓		✓
	Global issues	MGMKT 439	Paper & MFT			✓		✓		✓
	Economics	MFT	MFT	✓		✓		✓		✓
4.2 Field Proficiencies	All Areas	MGMKT 645	MFT	✓		✓		✓		✓

Table 12: Schedule of MBA Program Learning Measurements by Goal

Goal / Objective	Content	Courses Assessed	Tool	SP 10	WF 10	SP 11	WF 11	SP 12	WF 12	SP 13
1.1	Written Communication	MGMKT 801 & MGMKT 839	External Evaluation	✓	✓	✓	✓	✓	✓	✓
1.2	Oral Communication	MGMKT 831	Oral Presentation					✓		✓
2.1	Strategic Plan	MGMKT 895	Project & MFT	✓				✓		✓
3.1	Leadership	MGMKT 828	Final Exam						✓	✓
4.1	Ethics	MGMKT 830	Embedded Questions						✓	✓
4.2	Legal Responsibility	MGMKT 830	Embedded Questions						✓	✓
4.3	Finance	FIN 836	FISCAL / MFT		✓	✓		✓	✓	✓
4.4	Marketing/value	MGMKT 839	Essay / MFT	✓	✓		✓		✓	
4.5	Quantitative analysis	MGMKT 826	Project						✓	✓
4.6	Domestic & Global	MGMKT 831	Paper					✓		✓
4.7	Accounting Controls	ACCTG 814	MFT	✓		✓		✓		✓

Outcomes/Results by Degree Program. Several opportunities for curriculum improvement emerged from our analysis of the AOL results throughout the 2008-2013 time period. A summary of these results is presented in Table 13 below. Additional details may be found in the AOL report included in the appendix.

Table 13: Summary of Improvement Needs Identified by the AOL Process

Student Learning Improvement Needed:	Addressed in:
BBA: Write effectively on a business subject in a professional manner. (Issue: Students have displayed some difficulty in writing about strategic issues and presenting information in a SWOT format. Particular issues found in grammatical usage, including tense.)	MGMKT 645
BBA: Effectively prepare and deliver an oral presentation on a business issue in a professional manner. (Issue: Improvement needed pertaining to delivery [including gestures, eye contact, posture, etc.])	ECON 665; MGMKT 629; 631; Bus. Com. proposal
BBA: Identify ethical issues and formulate potential resolutions. (Issue: Improvement need in "authority" pertaining to ethical issue analysis.)	MGMKT 444
BBA: Analyze information and demonstrate effective problem solving skills. (Issue: Students could more effectively analyze strategic issues and integrate SWOT analysis into problem solving / decision making.)	MGMKT 645
BBA: Proficiencies in finance. (Issue: Learning could be improved in risk aversion, security market analysis, and diversification.)	FIN 326
BBA: Proficiencies in management. (Issue: Learning of management theories / approaches could be improved.)	MGMKT 327
BBA: Proficiencies in marketing. (Issue: Positive results have been found for proficiencies in marketing. As a means of continual improvement, faculty members decided to include coverage on the "triple bottom line" concept).	MGMKT 330
BBA: Proficiencies in accounting. (Issue: Student learning pertaining to closing temporary accounts.)	ACCTG 420
BBA: Proficiencies in information systems. (Issue: While student performance has been strong, Excel skills can be improved.)	CIS 420
MBA: Oral communication skills. (Issue: Results have been positive, but increased emphasis placed on oral communication skills.)	MGMKT 831
MBA: Analyzing strategic influences on the organization. (Issue: Analysis of strategic issues and SWOT analysis declined in Spring 2012.)	MGMKT 895
MBA: Leadership skills. (Issue: Student understanding of major leadership theories such as path-goal and transformational leadership could be improved.)	MGMKT 828
MBA: Creation of value. (Issue: Student ability to clearly describe the creation of value needs improvement.)	MGMKT 839
MBA: Legal & Ethical responsibilities. (Issue: Student performance on ethical and legal issue questions needs improvement.)	MGMKT 830
MBA: Financial theories, analysis, reporting and markets. (Issue: Deficiencies found in student learning pertaining to changes in value, credit risk evaluation, financial recommendations, and overall format of write up.)	FIN 836

Major Curricula Revisions Since Last Review. An important part of the curricula improvement process is ensuring that curricular changes result from the AOL process. During the review period, several curricula revisions were undertaken as a direct result of the AOL process. A list of the major revisions is presented on the next page in Table 14, with additional information available in the full AOL report found in the Appendix.

Table 14: Specific Curricula and Course Revisions Undertaken in Response to AOL Results

Course	Revision	Learning Goal & assessment
ECON 665 Seminar in Applied Economics	To improve student presentation skills, students are now required to present their projects at PSU undergraduate research colloquium.	Response to: BBA goal 1.2 (*LiveText* - communication); alignment with employer surveys.
MGMKT 645 Business Strategy	The project has been changed to include the analysis of a Fortune 500, with focus on strategic issues, SWOT, & basic grammar and citation issues.	Response to: BBA goal 1.1 & 3.1 (communication & think ing); alignment with employer surveys
MGMKT 330 Basic Marketing	The major assignment has been changed to include coverage of the effects of marketing on the environment & sustainability issues and the impact of strategies on the financial bottom-line.	Response to: BBA goal 4.1 (*LiveText* - Marketing); alignment with alumni and fourth year student surveys.
MGMKT 327 Organization Theory and Behavior	The instructors of this course have sharpened the focus on major management approaches as they influence organizational effectiveness.	Response to: BBA goal 4.1 (*LiveText* – Management)
MGMKT 444 – Legal and Social Environment	Staff from the Writing Center now speak with students about issues such as improving "authority" and following assignment requirements.	Response to: BBA goal 2.1 (*LiveText* – Ethics); alignment with employer and alumni survey data
FIN 326 Business Finance	A stronger focus placed on summarizing financial information and evaluating risk aversion, diversification, and market risk issues.	Response to: BBA goal 4.1 (*LiveText* – Finance)
CIS 420 Management Information Systems	A renewed focus on utilizing Excel in decision making.	Response to: BBA goal 4.1 (*LiveText* – Information Systems)
ACCT 420 Information and Accounting Systems	A renewed focus on closing temporary accounts has been added.	Response to: BBA goal 4.1 (*LiveText* – Acctg.)
MGMKT 831 International Business	Increased emphasis placed on oral communication skills in the international business course presentation.	Response to MBA goal 1.2; (demonstrate effective oral communication skills)
MGMKT 895 Strategic Management	A new business strategy game has been added to this course. This game focuses more heavily on strategic issues that influence the business.	Response to: MBA goal 2.1 (*LiveText* – Strategic issues); alignment with employer surveys.
MGMKT 828 Leadership & Behavioral Mgmt.	The course has more heavily emphasized major leadership theories such as Path-Goal and the Theory of Transformational Leadership.	Response to: MBA goal 3.1 (*LiveText* – Leadership); align with employer & alumni survey
MGMKT 826 Quantitative Business Analysis	A renewed emphasis on interpretation of quantitative data as it pertains to managerial decision making has been added.	Response to: MBA goal 4.5 (*LiveText* – Quantitative analysis)
MGMKT 839 Marketing Strategy	A stronger emphasis on the relationship between strategies & customer perceived-value.	Response to: MBA goal 4.4 (*LiveText* – Creation of value)
MGMKT 830 Business, Government and Society	A stronger focus on ethical awareness, categorical imperative, codes of ethics, ethical uncertainty and universalism. Legal issues include Sarbane Oxley, Dodd-Franks, corporate charters, and litigation.	Response to: MBA goal 4.2 (*LiveText* – Legal issues in business); alignment with MBA & employer survey.

FIN 836 Financial Strategy	A stronger focus has been given to issues such as changes in value and credit risk evaluation.	Response to: MBA goal 4.3 (*LiveText* – Finance)

Other Curricula Modifications, New Courses, and Proposed Initiatives. A number of new courses were developed as a result of the AOL process, self-evaluation, and external input. These changes are presented below.

- **MGMKT 310 Basic Quantitative Business Methods**. Catalog description: An overview of quantitative methods for managers, using data to solve managerial problems, representing data through graphing, understanding index numbers to signify rates of change, basic financial principles (including time value of money, annuities, etc.), an introduction to linear programming, rates of change and basic differentiation, and a review of basic probability/statistical theory.

This course was first offered in Spring 2011, following an assessment of student performance in quantitative courses and concern over course content. The faculty determined that a more focused introduction to analytic techniques was necessary that included introductions to business math topics such as basic differentiation, linear programming, financial mathematics, as well as a review of basic statistical theory. The first cohort that completed the full sequence of courses would have taken the MFT exam in Spring 2013, although some students could have taken the exam in Spring 2012. Results for the 2012 exam matched the national average (40) and results from 2013 were slightly above the national average (41 vs. 40.6). The performance on the quantitative portion of the MFT is closely monitored following this change.

- **MGMKT 625: Emerging Markets.** Catalog description: A study of the cultural aspect of international business. The focus is on understanding how different cultures effect the operation of business practices in different countries and regions of the world.

This course was added to the curriculum in Spring 2011 as a "Topics" course, but was fully integrated into the curriculum in Spring 2012. Following the initial offering of this course in Spring 2011, IB student performance on the MFT exam was excellent (69 vs. national average of 48). This change is also closely monitored.

- **MGMKT 821: Topics: International Negotiation.** This "Topics" course adds to international electives in the MBA program and addresses a wide range of issues pertaining to cross cultural differences affecting business negotiations and sales.

Based on feedback obtained from the AOL process as well as a review of peer institutions, the Economics, Finance, and Banking department created three new courses and significantly revised the content of another:

- **Econ 483 Industrial Organization.** Catalog description: An examination of structure, conduct and performance of American industry using economic techniques of analysis. The course will also focus on history of anti-trust Laws. Prerequisites: ECON 200 Introduction to Microeconomics, ECON 201 Introduction to Macroeconomics and junior standing.

- **Econ 650 Econometrics.** Catalog description: Introduction to fundamentals of statistical inference, estimation and tests of hypothesis, regression and analysis of variance, applications using econometrics software. This is a required course for the economics capstone ECON 665 Seminar in Applied Economics. Prerequisites: ECON 200 Introduction to Microeconomics, ECON 201 Introduction to Macroeconomics, MGMKT 320 Business Statistics, and 55 hours completed.

- **FIN 625 International Finance.** Catalog description: Foreign exchange markets, balance of payments, international investment and capital flows, as well as problems, policies and techniques for financial decision-making in a multinational environment. Pre-requisites: ECON 201 Introduction to Macroeconomics, FIN 326 Business Finance, and 55 hours completed.

- **FIN 621 Investments / FIN 624 Investments II.** As part of our revision to the finance major we moved from a core 5 required finance courses to 4 required courses plus one elective. This resulted from a combination of evaluating several peer colleges and considering the career paths of our recent graduates. Our previous requirements included two semesters of investments courses (FIN 621 Investments and FIN 624 Security Analysis and Portfolio Management). As both courses were required for all finance majors, the approach was to spread the material covered over both classes. However, after the revision to the major to include electives, only FIN 621 was a required class. As not all students would take FIN 624 (now Investments II) it became critical to shift the coverage so that Fin 621 (Investments) covered a broader range of essential investments topics with less depth. FIN 624 (Investments II) could then address more complex topics in greater depth. Some examples of coverage switches include moving coverage of mutual funds/ETFs, options, and introductory portfolio theory to FIN621 while saving our in-depth coverage of equity valuation, derivatives analysis, etc. until FIN 624.

Four new courses were added to the ACIS programs. Employers and advisory board members recommended, and our Accounting faculty concurred, that our Accounting majors needed exposure to additional taxation topics as well as to external audit principles. This resulted in the need for two taxation courses (ACCTG 411 and ACCTG 611) to replace the current single course (ACCTG 416), and also the need to add ACCTG 610 External Auditing and Assurance Services. A second tax course and an external audit course are currently offered as electives, but will now be required. A specialized audit course, ACCTG 522 Information Systems Auditing and Controls, will move from the required major courses to an elective. These changes will enhance our graduates' ability to compete in the marketplace and also increase their CPA exam preparedness. Legislation for this change was passed in Spring 2013.

- **ACCTG 411 Tax Accounting.** Catalog Description: Development of taxation in the United States; emphasis on income taxes; a comprehensive analysis of the Internal Revenue Code as it applies to individual income taxes and research in federal tax problems and planning. Prerequisite: ACCTG 201 Financial Accounting and junior standing. May be taken for honors.

- **ACCTG 611 Advanced Taxation.** Catalog Description: An in-depth study of income tax laws related to C corporations, S corporations, and partnerships. An introduction to transfer taxes involved with gifts and estates and income taxes on estates, trusts, and tax-exempt organizations. Prerequisite: ACCTG 411 Tax Accounting and junior standing. May be taken for honors.

- **ACCTG 610 External Auditing and Assurance Services.** Catalog Description: Procedure in making audits of the various accounts of a business enterprise. Prerequisite: ACCTG 410 Intermediate Financial Accounting II. May be taken for honors.

- **CIS 690 Topics: Computer Forensics.** Catalog Description: Computing topics consistent with current interests of staff and students. May be repeated with different topics for a maximum of 6 hours. Prerequisite: CIS 420 Management Information Systems or ACCTG 420 Information Technology and Accounting Systems.

New Online Courses Offered During Review Period. In response to the growing demand for distance education, the following courses were offered online for the first time during the 2008-2013 time period: MGMKT 101 Introduction to Business, MGMKT 439 International Business, MGMKT 831 Marketing Strategy, MGMKT 821: Topics: International Negotiation, ECON: 191 Issues in Today's Economy, ECON 200 Introduction to Microeconomics, ECON 201 Introduction to Macroeconomics, FIN 326 Business Finance, and ACCT 202 Managerial Accounting.

Kelce College BBA Admission Standards. The AOL process led to a recommendation that the Kelce College Curriculum Committee review the BBA program admission standards and pre-requisite policy. As described above in Section V, new requirements were developed after researching the standards in place at our peer schools. The committee developed a proposal in the Fall of 2012 which was then reviewed by the KLT and the Kelce College General Faculty. The new requirements were adopted by the faculty and added to the 2013-14 university catalog. The new policy went into effect with the freshman and transfer class of 2013. A copy of the new requirements is included in the Appendix.

Other changes. As detailed in the AOL report, a change in the Internal Auditing minor was passed effective Fall 2012. Prior to this revision, Accounting majors and Computer Information Systems majors with an emphasis in Information Assurance and Computer Security could not declare the Internal Auditing minor due to the overlap in courses between the major and minor. By modifying the required and elective course requirements, this change will strengthen our Internal Auditing program and allow more students the opportunity to declare the minor and use this credential as a differentiator on their resume.

Current/Pending Curriculum Modifications and Policies. Three major initiatives are currently underway or being discussed with respect to pending curriculum modifications and policies. These include a proposed Business Communications course and a restructuring of MBA foundation requirements.

- Business Communications Course. The AOL committee has forwarded the recommendation that a "Business Communications" course be considered for course legislation and inclusion in the BBA core curriculum. The recommendation is based on a perceived need for improvement in student written and oral communication skills as they pertain to business. The recommendation is in the early stages and will be addressed in the upcoming academic term.

- MBA Foundation Modifications. Dean Grimes initiated a review of our MBA admissions policies upon his arrival in 2011. A survey of our peer institutions revealed that we require significantly more course prerequisites than any of our peers, putting us at a competitive disadvantage. The M-PAC recommended several changes to allow alternative pa

- Dual MBA / Master's Degree Program – La Rochelle Business School. In order to develop additional international opportunities for Kelce College graduate students and to strengthen relationships with our partner-school in France, the La Rochelle Business School (recently AACSB accredited), the two institutions are in the process of establishing a dual-degree program at the MBA level. This agreement will enable three students from Kelce and three students from La Rochelle, per year, to earn masters-level degrees from both institutions after two years of study. Students will complete year-one at their respective home institution and then spend year-two on-site at the host institution. All students will pay home-institution tuition throughout the duration of the two-year dual-degree program.

Transfer credit policies. Pitt State and the Kelce College have a number of requirements regarding transfer courses. First, a minimum of 30 semester hours must be taken in residency at Pitt State prior to graduation. Second, a two-year transfer student must complete a minimum of sixty credit hours at an accredited four-year institution. Third, a maximum of six semester hours of credit completed at another institution may be applied on the last thirty hours prior to graduation.

For business transfer credit issues, courses that are taken from accredited four-year institutions are approved in one of two ways. First, the Kelce College has an agreement with the Registrar's Office that certain courses may be automatically accepted as "transfer equivalencies." These courses are listed on the Pitt State Registrar's website under "transfer equivalency guides," and thereby available for inspection by all prospective transfer students. Only courses taken from institutions that are accredited by agencies approved by the U.S. Department of Education are included on this list. If a course is not listed in the pre-approved

guide, students may seek to petition for transfer credit. This petition originates in the Registrar's Office. The petitions are routed to the Chair of the respective department for which the transfer is sought. The Chair, in consultation with faculty when needed, reviews the course, the description, and when possible, the syllabus, and makes the transfer determination. It is the policy of the Kelce College that no upper division courses may be transferred in from a junior or community college.

How High Quality Teaching is Encouraged, Supported, and Developed

Continuous Improvement Activities of Faculty. There are several support activities in place to encourage and develop high quality teaching. These support mechanisms include the regular administration of the teaching effectiveness instrument, the Kelce College Faculty Development and Instructional Resources Committee, the Pitt State Center for Teaching, Learning, and Technology, a formalized professional development funding program, the Kelce College Faculty Mentoring Program, the Pitt State New Faculty Orientation program, and the Pitt State Summer Teaching Enhancement Grant.

- Teaching Effectiveness Surveys. Student evaluations of teaching are measured every semester via the Student Perceptions of Teaching Effectiveness (SPTE) instrument. The use of this instrument is specified in the KNEA contract with Pitt State and the Kansas Board of Regents. The contract specifies that the instrument is to be used for course revision and improvement of instruction. Faculty members who are in the probationary period of a tenure earning position are required to have the instrument administered in each course that is taught. Tenured faculty members have the option of administering the instrument in each course or in a subset of courses as agreed upon with their department chair. The results of these evaluations are also used as input into the annual faculty appraisal process.

- Faculty Development and Instructional Resources Committee. The Kelce College also maintains a Faculty Development and Instructional Resources Committee that has the charge of coordinating faculty development opportunities throughout the College as well as hosting faculty colloquia on academic and scholarly topics. In addition, the Committee provides faculty and administration with recommendations concerning the acquisition and deployment of instructional technology.

- Center for Teaching, Learning, and Technology. Pitt State offers valuable teaching support with the services of the Center for Teaching, Learning, and Technology (CTLT). The center was instituted in June 2008 under the name "Instructional Media." The office was renamed and relocated to its current location in May 2010. The current name more appropriately reflects its mission to "develop and share teaching, learning, and technology resources and offer sustainable professional development to promote faculty achievement in teaching excellence" (CTLT Vision Statement). This center has offered nearly one hundred professional development seminars and workshops per year since its founding. A sampling of opportunities during 2013 includes various seminars on CANVAS (our Learning Management System), "Quality Matters for Online Course Development," "Useful Tools for Online Course Offerings and Redesign," "Using iPads in the Classroom," and "Ten Ways to Improve Blended Course Design." Kelce College faculty members regularly volunteer to participate in the center's programs.

- Faculty Affairs Professional Development Funding. Professional development funding is available through the Faculty Affairs Committee of the Pitt State Faculty Senate. These funds can be used for items and/or experiences that will assist instructors in performing their assigned duties. Faculty Affairs funds may be used to purchase equipment, supplies, professional memberships, publications, enrollment in higher education degree courses, and travel to professional meetings, conferences, or research assignments. Applications for these funds are reviewed by the committee and available on a first-come, first-served basis. The total pool of funds available each year is determined by the KNEA contract. In addition to the Faculty Affairs funds, the Kelce College Dean's Office also supports faculty development through various accounts.

- Faculty Mentoring Program. The Kelce College works in conjunction with the Provost's Office to provide a new faculty mentoring program. Newly hired faculty members are assigned to a senior faculty member. The mentor guides the new faculty member throughout the probationary period with a focus on the three components of the assigned work load: teaching, scholarly activity, and service. Given the importance of teaching in the Kelce College, particular attention is given to the development of effective teaching skills. Mentors receive compensation in the form of $500 in professional development funds. The mentor works closely with the Department Chair when providing guidance to their mentees.

- New Faculty Orientation. Pitt State also offers a "New Faculty Orientation" series that runs the entirety of each academic year. This program focuses on all aspects of faculty familiarization with Pitt State, with particular attention given to teaching skills, support, and development activities. This program is offered through the Provost's Office and produced in conjunction with the CTLT. New faculty members attend the monthly workshops with their assigned mentor.

- Summer Teaching Enhancement Grant. The Provost's Office offers a summer teaching enhancement grant with for the purpose of providing faculty members with the time and resources needed to innovatively redesign courses in a way that will enhance and improve student learning. The funding for this grant is a payment up to 8.5 percent of annual salary plus up to $500 in additional funds for supplies and equipment if needed. This is an annual and competitive program.

Instructional Development across Diverse Delivery Modes. The Pitt State CTLT, in an effort to support the teaching and learning goals set forth in the university Strategic Plan, established an "eLearning Academy." The purpose of this academy is to bring consistency to the process of online faculty development and the creation and delivery of online courses to assure quality online learning experiences. The CTLT purchased a subscription to Quality Matters (QM). This subscription enables faculty access to a fully annotated rubric to aid in creation or re-design of quality online courses. Each spring, faculty across the university may apply to participate in the eLearning Academy by nominating a course to re-design to meet QM standards. Yearly cohorts participate in QM training, CTLT workshops, monthly meetings, and a peer-review process. This service plays an important role in assuring the quality of Kelce courses. At the current time, FIN 326 Business Finance is a part of this process, and ECON 201 Introduction to Macroeconomics and ACCTG 201 Managerial Accounting are in development.

III.	Academic and Professional Engagement

Student Engagement

Kelce College students remain engaged with both faculty and the business community throughout their academic careers in a variety of ways. In the classroom, students engage with faculty through a number of active and experiential learning activities. Table 15 below reports the percent of course time faculty members spend during a normal semester working with students using different pedagogical approaches. Although traditional lectures remain the predominate mode of instruction, active and experiential learning techniques comprise a significant portion of course time for both the BBA and MBA programs. BBA students spend 27 percent of their course time engaged in non-traditional learning methods. For MBA students, the number is substantially higher at 41 percent. Kelce College students are not passive receivers of information; they are active participants in their education.

Table 15: Pedagogies Employed by Kelce College Faculty: Percent of Course Time

Pedagogy	BBA Program	MBA Program
Traditional Lecture	60%	46%
Active and Experiential Activities:	**BBA Program**	**MBA Program**
Cases/Student Discussion	11%	14%
Group/Team Project Work	8%	23%
Computer Laboratory Work	6%	2%
Guest Lectures/Field Trips	1%	2%
Simulations and Games	1%	0%
Quizzes/Tests/Assessments	13%	14%
Total	100%	100%

Source: Kelce College Faculty Survey, Spring 2013.

In addition to day-to-day classroom engagements, the Kelce College also offers students opportunities to acquire practical business experience through a variety of internship opportunities and to interact with business leaders through the Executive on Campus (EOC) program as well as periodic special guest lectures. Over the past five years, six successful business executives have served two days each as an EOC visiting classes, meeting with student groups, and presenting special lectures. Kelce students may also elect to engage in more extensive learning experiences through several Study Abroad programs. Over the past five years, Kelce students have regularly traveled to Korea, Taiwan, France, and Central Asia. Table 16 below provides a brief breakdown of participation over the past five year for formalized internships and study abroad engagement activities in which Kelce students earned academic credit.

Students also have opportunities to interact with Kelce Board of Advisors members when they meet on campus. Board agendas routinely include presentations from student groups or classes to keep the board abreast of ongoing events and special projects. Board members have a history of graciously serving on presentation panels and financially sponsoring student-centered events – including the college's "Welcome Back to School" fall picnic.

As noted elsewhere in this report, the college is home to ten active student organizations. Total membership across these groups currently stands above 200, or approximately 20 percent of our student population. Several student organizations routinely engage with the business community either through speaker series, career planning panels, or service projects. Student organizations in the Accounting area average six outside speakers each semester. The most visible of the college-wide groups is Enactus, which undertakes significant community outreach to local small businesses and non-profit groups as part of their participation in national competitions. Each Enactus team member contributes time working on various

Table 16: Formalized Student Experiential Learning Enrollments for Credit

Program:	2008 -09	2009 -10	2010 -11	2011 -12	2012 -13
Internships	35	37	33	31	46
Study Abroad	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
Korea	10	15	19	15	18
Taiwan	Program not offered.	3	2	3	2
France	n/a		24	3	5
Central Asia	2	2	2	1	Program not offered.
China	Program not offered.	Program not offered.	Program not offered.	Program not offered.	5

- Program not offered.

community projects throughout the academic year. According to their 2012-2013 annual report, Pitt State Enactus logged 2,736 community service hours with 650 people directly impacted through 10 major projects. This year, the Enactus students opened a retail business in a downtown Pittsburg storefront. The store sells handmade gifts and accessories produced by artisans in developing nations and distributed by the 10,000 Villages organization. Additional merchandise includes works by local artists and craft producers. Sales go to support a worthy cause and profits will be invested in local community outreach efforts. Valuable "real world" experience is occurring not only for members of Enactus, but also for several international students who are serving internships in the store.

A number of courses routinely interact with the local business community and non-profit groups through special projects. As noted earlier, MBA students recently completed a major retail shopping study for the Chamber of Commerce and a fan experience survey for the Pitt State Athletic Department. Marketing students have worked with the Colonial Fox Theater, Wesley House, and Inside the Circle Productions. Strategic Management students are currently conducting a consulting project for the local Crestwood Country Club. Recent field trip experiences include visits to the headquarters of Wal-Mart, ConocoPhillips, Koch Industries, Cerner, Leggett and Platt, BKD, and several other major corporations. Representatives from Fastenal, who routinely hire Kelce College graduates, have flown groups of students and faculty to its annual trade show in Indianapolis during the past two years.

Students in the Internal Auditing program have strong relationships with the Kansas City Chapter of the Institute of Internal Auditors. Groups of students travel to Kansas City for meetings where they receive free lunch and are not charged for professional development programs. Each spring the professional group hosts a "student night" that includes networking events and mock interviews.

Lastly, Kelce students have regular opportunities to meaningfully engage with local employers through annual job fairs held on campus. Each fall the Accounting and Computer Information Systems Department hosts a "Meet the Firms" day and once a semester the college works closely with Pitt State's Office of Career Services to provide students with opportunities to meet employers who participate in campus-wide job fairs. Often, participating employers come to campus early to give class presentations or to meet with students and faculty. The college receives regular feedback from employers that our students are well prepared and present themselves well at the fairs.

Executive Education

The Kelce College has a limited history of experience with traditional executive education programs. This can be attributed to the rural nature of the region immediately surrounding the Pitt State campus. Over the years, the college has produced and delivered a number of educational programs targeted to executives and mid-level managers. Although these programs attracted an audience, they were not popular enough to generate a significant return on investment. The local pool of potential clients is not deep enough to sustain an on-going executive education program. However, the Kelce College periodically offers professional development programs on a limited basis. For example, in 2012-2013 the college partnered with Wichita State University's Center for Management Development and Pitt State's Office of Human Resource Services to produce a series of one-day workshops on time management and supervisory skills for entry-level and aspiring managers. The workshops were marketed locally and in the Joplin area. The workshops attracted an audience large enough to cover our costs and generate a couple thousand dollars in excess revenue. We are currently studying the feasibility of offering a second round of workshops and how to generate additional interest within the local business community for professional development training.

As the college does not offer an on-going executive education program, and revenues from our limited professional development offerings fall far below the 5 percent threshold expressed by the 2013 AACSB standards, the Kelce College falls outside the scope of Standard 14.

Faculty Engagement and Qualifications

Participating and Supporting Faculty. To prepare for the 2013 AACSB Standards, the Kelce General Faculty reviewed and revised the criteria for Participating and Supporting Faculty status. A copy of the approved document is included in Appendix B. Participating Faculty members must be "actively and deeply engaged in college activities beyond their direct teaching responsibilities." The document explicitly defines the types of activities and the level of engagement that are considered. In addition, all Participating Faculty members are expected to undertake at least one leadership role in college governance activities during each accreditation cycle and achieve a minimum qualitative performance rating of "Meritorious" on Service Activities during their yearly performance appraisal. Supporting Faculty members generally hold less than a full-time appointment and have responsibilities that are primarily instructional. Faculty status is determined each year by the department chairs during the annual faculty performance evaluation process.

Table 15-1 for the most recently completed academic year is included in Appendix A. *As the table indicates, each major discipline, and each department exceeded the minimum standard of 60 percent for Participating Faculty. Furthermore, the Kelce College exceeded the overall minimum standard of 75 percent for Participating Faculty.* Tables were also constructed for each of the previous five years and are available in the workroom documentation. Data from these tables were compiled and summarized to generate Table 17 below that reports the percentage of Kelce College faculty members holding Participating status by major discipline weighted by student credit hours. Table 17 reveals that the Kelce College and all of its units have consistently maintained an appropriate ratio of Participating Faculty during the entire five year period.

Table 15-2 in Appendix A reports the deployment of Participating and Supporting Faculty by type of qualification broken out by degree program for the previous five year period. As reflected in the table, the Kelce College maintained a highly qualified faculty during the entire time frame. In fact, when weighted by student credit hours, only 6.19 percent of instruction was undertaken by Other Qualified faculty over the previous five years, and when weighted by number of courses taught, that number falls to only 5.53 percent.

Academic Qualifications. During the Spring of 2013, the Kelce College adopted the "Faculty Qualifications and Engagement Criteria" document that is included in Appendix B. This document was originally drafted by the KLT and revised based on faculty feedback. It was approved by a unanimous vote of the Kelce General Faculty. The document defines the four categories of academic qualification – Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP).

Table 17: Faculty Sufficiency by Major Discipline and Student Credit Hours; 2008-2013

Major Discipline*	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Accounting	83.6%	86.5%	87.2%	88.3%	81.9%
Computer Information Systems	92.4%	81.5%	76.6%	73.7%	84.7%
Economics	88.1%	100%	100%	95.2%	88.7%
Finance	100%	100%	90.1%	100%	91.7%
Management	81.7%	84.6%	82.0%	78.5%	82.0%
Marketing	91.9%	93.5%	95.9%	95.5%	90.9%
International Business	100%	100%	100%	100%	100%
Kelce College Overall**	84.9%	89.4%	87.7%	85.7%	85.7%

*Required threshold by discipline: P/(P+S) ≥ 60%
**Required overall threshold: P/(P+S) ≥ 75%

The guidelines specifically detail both the initial academic preparation and the sustained engagement activities that must be obtained for each category of faculty. In addition, the document also specifies the level and types of professional preparation that are necessary for the two practitioner categories.

Going forward, the appropriate classification of each faculty member will be determined by the department chairs during the annual performance appraisal process. Faculty members will convey to their chair which category they believe is the most appropriate fit, but the final determination will be made by the chair in consultation with the dean. In order to complete the transition to the 2013 Standards, the chairs and the dean reviewed the records of each faculty member for each of the past five years. Using a five year rolling window, faculty members were assigned to a classification for each year according to the new college guidelines. Table 15-1 in Appendix B reports the results of this process for the most recently completed academic year.

Table 15-1 shows the percentage of faculty members in each of the four categories broken out by major discipline, department, and the overall college, for the previous academic year. **As the table indicates, the Kelce College exceeded the minimum required standards overall and by department. The minimums are also met for the major disciplines in all but one instance.** The Computer Information Systems area failed to meet the 90 percent standard for (SA + PA + SP + IP) with only 80.0 percent. However, Computer Information Systems did exceed the thresholds for both SA and (SA + PA + SP).

To understand the Computer Information Systems situation, it is important to review the faculty qualification ratios over the previous five years. Table 18 below summarizes the faculty qualifications by major discipline weighted by student credit hours for the entire accreditation cycle. In 2008-2009, the deployment of Computer Information System faculty was in compliance with the established minimums. The following year, with the dissolution of the Computer Science department, the minimums were no longer met for the (SA + PA + SP + IP) criteria. The subsequent reassignment of two faculty positions to the College of Technology led to further erosion of qualified Computer Information Systems faculty during the next two years when neither the (SA + PA + SP) or (SA + PA + SP + IP) minimums were met. In 2012-2013, the hiring of new faculty resulted in exceeding the (SA + PA + SP) minimum but not the overall (SA + PA + SP + IP). **This deficiency was addressed this past summer with the hiring of a new ACIS department chair.** The incoming chair is a widely published SA faculty member in Computer Information Systems and will assume his duties during the summer of 2014. This hire will move the discipline above the minimum threshold for qualified faculty.

Table 18: Faculty Qualifications by Major Discipline and Student Credit Hours; 2008-2013

Major Discipline	2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Accounting	57.1	*57.1*	96.8	50.8	*50.8*	95.2	53.7	*53.7*	92.5	50.9	88.9	98.4	54.7	87.5	100
Computer Information Systems	75.4	75.4	90.5	72.7	72.7	*87.2*	48.9	*48.9*	*65.3*	50.0	*50.0*	*66.7*	62.2	62.2	*80.0*
Economics	54.3	71.7	100	66.7	83.3	100	66.7	66.7	100	78.3	78.3	100	72.7	72.7	100
Finance	100	100	100	100	100	100	91.0	91.0	95.5	100	100	100	100	100	100
Management	65.2	65.2	91.0	62.6	62.6	91.2	70.5	70.5	90.5	68.3	68.3	90.3	65.8	65.8	90.0
Marketing	94.1	94.1	100	94.1	94.1	100	94.1	94.1	100	94.1	94.1	100	94.1	94.1	100
International Business	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Kelce College Overall	70.3	72.8	95.2	69.7	72.1	94.4	67.7	70.3	90.1	69.5	77.3	91.7	69.7	77.6	94.4

1 = % SA   Minimum ≥ 40%
2 = % (SA + PA + SP)   Minimum ≥ 60%
3 = % (SA + PA + SP + IP)   Minimum ≥ 90%

All calculations represent % of total (SA + PA + SP + IP + O)
Italicized entries below respective threshold

The dissolution of the Computer Science department by the university created a number of challenges for the Kelce College, most importantly in terms of lost resources and faculty positions. However, significant steps were taken to meet these challenges and the merger of the Computer Information Systems faculty with Accounting is beginning to pay dividends with curriculum innovation and enhanced opportunities for our students.

Other

Early adopters of the 2013 AACSB Standards are required to demonstrate that they are making "significant progress" toward fulfillment of the new guidelines. In anticipation of the new standards, the Kelce College began a transition process two years ago to prepare itself for future growth and development. Although this report documents many steps undertaken to meet the challenge of the new standards, several additional action items are worth noting here.

First, during the 2011-2012 academic year the Kelce College faculty conducted an thorough review of the college's operating procedures and outcomes using the Accreditation Maturity Model (AMM) developed at Portland State University. This exercise involved all Participating Faculty members who were broken into working teams that audited the college's activities relative to the 2003 Standards. Each team was assigned specific standards to review and charged with reporting their findings to the General Faculty. All twenty standards applicable to the college were analyzed relative to a five-point Likert Scale of "Capability Maturity." The scale runs from "College follows an ad hoc approach to delivering education" to "College continually assesses and improves key practices." Teams worked throughout the spring semester and reported their findings at the final faculty meeting of year. Recommendations for improvements needed to improve the college's maturity level for each standard were presented and discussed by the whole faculty. Also, where appropriate, plans of action were agreed upon. In this way, all Participating Faculty members engaged in the college's continuous review process and became more familiar with the standards' themes and expectations for reaffirmation. Furthermore, it provided and opportunity for the new dean to quickly learn the details of how the Kelce College operates on a daily basis. Copies of the AMM reporting sheets for this exercise are available in the workroom documentation.

Second, during the last two years, all members of the KLT attended the AACSB's Annual Accreditation Conference and other conferences where proposals for the 2013 Standards were presented and discussed. The dean also attended the AACSB Annual Deans Conference and ICAM during these years. The information about the Blue Ribbon Committee's work obtained at these meetings was brought home and discussed with the faculty. After the draft version of the 2013 Standards was unveiled in the Fall of 2012, the KLT presented the new document to the General Faculty. The faculty voted unanimously to switch over to the 2013 Standards at that point. The feeling was that it made more sense to begin working on new directions and building for the future under the new standards instead of continuing our work under the old. The argument that the Kelce College should be forward-looking won the day.

Throughout 2012 and 2013, the KLT and Kelce College Faculty worked together to complete a number of important steps necessary to prepare for the college's reaffirmation visit under the 2013 Standards. Although some of these efforts were already underway when the faculty voted to use the 2013 Standards as the basis for evaluation, all were influenced and informed by that choice. The most notable of these steps included:

- Development and implementation of a new college governance structure.
- Creation of a new mission statement to highlight our distinctive characteristics.
- Revisions to strengthen the criteria for Participating and Supporting Faculty.
- Development and adoption of new Faculty Qualifications guidelines aligned with the 2013 standards.

- Collection and analysis of faculty data to measure scholastic impact.
- Creation of a Research Mission aligned with the college's overall mission.
- Initial steps in undertaking a new round of strategic planning in support of the new mission.
- Planning for a significant review of the curriculum to reinforce our distinctive mission.

Additional challenges remain in light of our current operating environment that includes declining financial support and inadequate infrastructure to meet the needs and expectations of our students. However, the college has placed itself in a position for future success.

Consultative Review – Building and Infrastructure Issues

Kelce Hall and Infrastructure for the Future

The Kelce College is significantly challenged as it serves more than one-thousand majors at the undergraduate and MBA levels through its facilities in Kelce Hall. The building was originally constructed in 1950 to serve as a laboratory high school and was converted for the college's use in the mid-1970s. The university's Office of Information Services also occupies the building. Currently, the Department of Music uses the auditorium for instrumental performance courses and band rehearsals which can disrupt business classes and meetings. As an aging structure, Kelce Hall continues to suffer from several chronic maintenance issues, including basement flooding (and associated odors), that have proven problematic to remedy.

Over the years, enrollment growth in the Kelce College has placed severe pressure on the physical facilities particularly classrooms and computer laboratories. Kelce Hall classrooms are some of the most heavily utilized learning spaces on the Pitt State campus. Most importantly, Kelce Hall classrooms are outmoded and do not offer the size, shape, and flexibility to implement active learning strategies and experiential pedagogies used in modern business education. In 2011, Pitt State hired outside consultants to review classroom and instructional spaces across campus. The resulting space utilization study noted the following building deficiencies in Kelce Hall that need to be addressed through renovation and expansion:

- Inadequate seminar rooms for graduate classes
- No team rooms for student group projects
- No electronic classroom
- Lack of conference rooms and no board room
- No public presentation space or available auditorium
- No public gathering spaces
- Need for additional faculty offices
- Need for additional adjunct lecturer and graduate assistant offices
- Inadequate student organization space and offices
- No space for visiting executives and scholars
- No space for research and outreach centers
- No faculty and staff lounge

The result of these deficiencies is an extremely poor environment to offer a modern business curriculum. Students do not perceive of Kelce Hall as their academic home. They merely pass through the building to take courses or to attend meetings – the physical spaces are not comfortable or inviting. The physical surroundings do not lend themselves to collaborative interactions. It is not uncommon to see groups of students sitting on the hallway floors in order to conduct a team meeting for class projects. The building does not create a professional environment and significantly hampers the instructional process. Using private funding, the college is rehabilitating backstage areas, recently reacquired from the band, into student study space and two student organization offices. While this is a positive step, it is a small one that does not relieve the overall infrastructure pressures.

In 2008, the previous AACSB visitation team was presented a plan and renderings for a new business building to be constructed near the College of Technology on the eastern side of campus. This building was to house the Kelce College and a regional conference center. Subsequent to the visit, Pitt State undertook a new campus master planning exercise. A major outcome of this process was the elimination of the proposed new business building from the university's long-term plans. The new plan calls for renovation and expansion of Kelce Hall on its current site. Several major construction projects were prioritized above the Kelce renovations – including a $30 million Center for the Arts, a new indoor track/event center, and a major expansion of the student center. As these projects come to fruition, it is expected that Kelce will move up the list of university priorities. Recently, Kelce Hall was included on the "Capital Improvement Requests and Five Year Plan" that was submitted to the Kansas Board of Regents. Given current state policies, the project must be supported in-full by private and self-generated dollars. This presents a major challenge and relief will not be realized for a number of years.

In addition to the daily functional shortcomings of Kelce Hall, the building also presents a major challenge externally in terms of student recruitment and work with constituent groups. Both flagship universities in the state, the University of Kansas and Kansas State University, broke ground this year on new buildings to house their business schools. In addition, several regional universities across our four state area have already opened new buildings or in the planning stages. As these facilities come on line it will become exceedingly difficult to attract the top students in our region to study business at Pitt State. In addition, without the proper spaces to engage business managers in a professional setting, our ability to serve as a host and facilitator for external groups is severely handicapped. Although Kelce Hall adequately met the needs of the college in the past, today it is a significant and major constraint limiting our future.

Demand for business education is expected to grow as the university pursues its mission to enhance the economic development of its primary service area. Expansion and renovation of Kelce Hall will be necessary to meet these programmatic needs. With the proper facilities, the Kelce College of Business has the potential to serve as a catalyst for future regional development and growth by providing students with state-of-the-art business education and serving the business community through engaging and innovative programming.

APPENDIX A

AACSB PRESCRIBED TABLES

	Table 2-1 Intellectual Contributions											
Part A: Five-Year Summary of Intellectual Contributions												
	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								
Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Research Monographs	Academic/Professional Meeting Proceedings	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Faculty Producing ICs*
Department of Accounting and Computer Information Systems												
Accounting	0	70(36)	16 (4)	38 (25)	0	8 (6)	0	0	0	0	40(9)	100%
Computer Information Systems	12	24(3)	2	11(2)	0	9	0	1	0	0	17(1)	80%
Total ACIS	12	94 (39)	18 (4)	49 (27)	0	17 (6)	0	1	0	0	57 (10)	92.30%
Department of Economics, Finance and Banking												
Economics	12	38(19)	31	25(6)	1	4(2)	5	1	0	1	44 (11)	100%
Finance	0	48 (1)	14 (4)	21 (2)	0	22	0	0	0	0	19 (3)	100%
Total Economics, Finance and Banking	12	86 (20)	45 (4)	46 (8)	1	26 (2)	5	1	0	1	63 (14)	100%
Department of Management and Marketing												
Management	16	97 (5)	24 (9)	57 (7)	0	18 (4)	0	5 (1)	0	1	56 (2)	88.88%
Marketing	5	35 (9)	32 (16)	15 (6)	0	12 (8)	0	5 (1)	0	3	37 (10)	100%
International Business	1	11 (7)	0	6 (3)	1	2 (2)	0	0	0	0	3 (2)	100%
Total Management and Marketing	22	143 (21)	56 (25)	78 (16)	1	32 (14)	0	10 (2)	0	4	96 (14)	92.86%
Grand Total	46	323 (80)	119 (33)	173 (51)	2	75 (22)	5	12 (2)	0	5	216 (38)	94.44%

Note: Participating Faculty Only

Part B: Alignment with Mission, Expected Outcomes, and Strategy

Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.

See pages 19 through 23.

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.

See pages 19 through 23. Metrics provided in Tables 6 and 7 on pages 21 and 22.

Part D: Impact of Intellectual Contributions

Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.

See pages 19 through 23. Metrics provided in Tables 6 and 7 on pages 21 and 22.

AACSB Table 2-2: Five-Year Summary of Peer Reviewed
Journals and Number of Publications in Each
Date Range: 2008 - 2013

Peer Reviewed Journal	Number of Articles
Accounting and Computer Information Systems	number
ACM Transactions on Management Information Systems	1
Accounting Instructors' Report	1
Accounting and Business Research	1
Electronic Markets	1
Fraud Magazine	2
IEEE Transactions on Systems, Man, and Cybernetics--Part A: Systems and Humans	1
International Journal of Information Processing and Management	1
International Journal of Latest Trends in Finance and Economic Sciences	1
International Journal of the Academic Business World	2 (2)
Issues in Accounting Education	1
Issues in Information Systems	1
Journal of Business & Economics Research	1
Journal of Business Case Studies	1 (1)
Journal of Business and Leadership	3 (2)
Journal of Forensic & Investigative Accounting	1
Journal of Global Information Management	1
Journal of Management Information Systems	1
New Accountant	4 (4)
Oil, Gas & Energy Quarterly	10 (10)
Real Estate Law & Industry Report	1
Strategic Finance	1
Taxpro Journal (National Association of Tax Professionals)	2 (2)
The CPA Journal	8 (6)
The Journal of Computing Sciences in Colleges	1
The Journal of Forensic Studies in Accounting and Business	1
Total Accounting and Computer Information Systems	49 (27)
Peer Reviewed Journal	Number of Articles
Economics, Finance and Banking	number
Academy of Banking Studies Journal	1
Academy of Strategic Management Journal	1
Advances in Financial Education	1
American Secondary Education	1
Business Quest	2
Economics of Education Review	1
Indian Journal of Economics & Business	1 (1)
International Journal of Accounting, Finance and Economic Perspectives	1
International Journal of Business and Economics Perspectives	5
International Journal of Business and Finance Research	1
International Journal of Business, Accounting and Finance	1
International Journal of Business, Marketing and Decision Sciences	1
International Journal of Education Research	1
International Journal of Finance and Policy Analyst	2
Journal of Business and Accounting	1
Journal of Case Studies in Accreditation and Assessment	1
Journal of Financial Education	3 (2)
Journal of International Business Research	1 (1)
Journal of Scholarly Publishing	2
Journal of Socio-Economics	1
National Social Science Journal	1
North American Journal of Finance and Banking Research	1
Oil, Gas & Energy Quarterly	1 (1)
Perspectives on Economic Education Research	1
Research in Business and Economics Journal	1
Social Education	1
South African Journal of Economics and Management	1 (1)
The American Economist	1
The Journal of Academic Librarianship	1

Peer Reviewed Journal	Number of Articles
The Journal of Consumer Affairs	1
The Journal of Economic Education	2
The Journal of Economics and Economic Education Research	3 (2)
The Keizai Gaku, Annual Report of the Economic Society of Tohoku University, Japan	1
The Regional Economist	1
Total Economics, Finance and Banking	46 (8)
Peer Reviewed Journal	**Number of Articles**
Management and Marketing	**number**
Academy of Educational Leadership Journal	5 (5)
Academy of Marketing Studies Journal	1
Academy of Strategic Management Journal	3
Academy of Taiwan Business Management Review	1
American Journal of Business Education	1
Business & Society	1
Business Journal for Entrepreneurs	2
Conflict Resolution & Negotiation Journal	1
Enterprise Information System	1
Ethics & Critical Thinking Journal	1
Franklin Business & Law Journal	5
Global Review of Business and Economic Research	1
Indian Journal of Economics & Business	1 (1)
Industrial Management & Data Systems	1
Insights to a Changing World	3
International Journal of Culture, Tourism and Hospitality Research	2
International Journal of Information & Decision Sciences	1
International Journal of Information Technology and Management	1
Journal of Advertising	1
Journal of Advertising Research	1
Journal of Applied Business and Economics	1
Journal of Business Case Studies	10 (4)
Journal of Global Business Management	4
Journal of Integrated Marketing Communications	1
Journal of International Academy for Case Studies	1
Journal of International Business Research	2 (1)
Journal of International Management Studies	5
Journal of Leadership, Accountability and Ethics	2
Journal of Personal Selling and Sales Management	1
Journal of Promotion Management	1
Journal of Service Industries	1
Journal of Services Marketing	1
Journalism Practice	1
Leadership & Organizational Management Journal	2
NEBA Great Plains Economic and Business Conference Journal	4 (4)
New Directions in Higher Education	2
Papers of Nebraska Economics and Business Association.	1
Production and Inventory Management Journal	1
Service Business	1
South African Journal of Economics and Management	1 (1)
Zenith: International Journal of Multidisciplinary Research	3
Total Management and Marketing	80 (16)
Peer Reviewed Journal	**Articles**
Grand Total	175 (51)

Notes: Includes both Participating Faculty and Supporting Faculty contributions. Subscripts indicate intellectual contributions where more than one individual on campus was a collaborator. If the other collaborators are also included on this report, the contribution are counted once for each individual on the report.

	Faculty Portfolio		Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
Accounting											
Misty Button	June 26, 2006	MBA, 2009		282 sch	UT				25.0		Academic Preparation: MBA; Professional Preparation: Professional employment in the primary teaching area with significant achievements; Academic Engagement: continued employment and maintenance of certification
Bradley Burns	January 22, 1998	MBA, 1999		525 sch	UT				50.0		Academic Preparation: MBA; Professional Preparation: Professional employment in the primary teaching area with significant achievement; Academic Engagement: Continued employment and maintenance of professional certification.
Rebecca Casey	August 22, 1994	MBA, 1995	495 sch		UT, ADM and SER			100.0			Academic Preparation: MBA in Field (Accounting), CPA Certificate.

	Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
												Professional Preparation: Professional and executive positions held in field (Accounting) for a period of 20 years. Academic Engagement: One refereed journal article, one media contribution, maintenance of certification (CPA), and service as a director for the Kansas Society of CPA's
Stephen Del Vecchio	August 13, 2012	DBA, 1990	369 sch		MT, RES and SER	100.0					Academic Preparation: DBA in Field (Accounting). Research Proficiency: Three refereed journal articles, one journal article, one conference proceeding, and one media contribution. Academic Engagement Proficiency: Four journal articles, and significant professional service, including member of AICPA Board of Examiners, and officer of the North American Accounting Association

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Jack Fay	August 19, 1996	Ph D, 1975	324 sch		MT, RES and SER	100.0					Academic Preparation: PhD in Field (Accounting). Research Proficiency: Ten refereed journal articles. Academic Engagement Proficiency: Ten refereed journal articles and three conference proceedings.
Steven Haenchen	August 13, 2012	Ph D (Candidate), 2013	366 sch		UT, RES and SER	50.0					Academic Preparation: PhD Candidate outside Field (Computer Science) for Accounting courses taught, but inside field for CIS courses taught; MS in Information Technology; MBA, and BS in Accounting, and the following certifications: CPA/ABV/CITP, ACE, MCDBA, MCP, MCSD, MCSA, MCSE. Research Proficiency: One journal article; PhD Candidate. Academic Engagement Proficiency: Journal article, fourteen presentations, and maintenance of professional certifications.

	Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
David O'Bryan	August 15, 1986	Ph D, 1992	542 sch		UT, MT, RES and SER	100.0					Academic Preparation: PhD in Field (Accounting) Research Proficiency: One textbook and nine refereed journal articles. Academic Engagement Proficiency: One textbook, nine refereed journal articles, and eight presentations.
Mary Polfer	August 21, 2006	MBA, 1971	1104 sch		UT and SER			100.0			Academic Preparation: MBA, BSBA in Accounting, and CPA Certification. Professional Preparation: Professional and executive positions held in field (Accounting) for approximately 40 years. Academic Engagement: One refereed journal article and maintenance of certification (CPA).
Melvin Roush	August 19, 1991	Ph D, 2003	369 sch		MT, RES and SER	100.0					Academic Preparation: PhD in Field (Accounting). Research Proficiency: Fourteen refereed journal articles. Academic Engagement Proficiency: Ten

Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
											refereed journal articles, four conference proceedings.
Robert Tomassi Jr	August 20, 1986	JD, 1977		195 sch	UT				25.0		Continued professional employment in the primary teaching area.
Jonathan Wiltse	January 8, 2001	MBA, 2004		45 sch	UT				12.5		Academic Preparation: MBA degree; Professional Preparation: employment in teaching area with significant achievement; Academic Engagement: Maintenance of professional certification and professional employment in primary teaching
Gail Yarick	August 26, 2009	MBA, 2005	1176 sch		UT and SER			100.0			Academic Preparation: MBA in Field (Accounting), CPA Certificate. Professional Preparation: Professional employment in field (Accounting) for a period of five years. Academic Engagement: One refereed journal article, one media contribution, and maintenance of certification (CPA).

Column headers (top spanning row):
- Faculty Portfolio
- Faculty Sufficiency
- Percent of Time Devoted to Mission for Each Faculty Qualification Group

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
			4745 sch	1047 sch		450.00 (52.2%)	0.00 (0.00%)	300.00 (34.8%)	112.50 (13.0%)	0.00 (0.00%)	
Total Accounting			>= 60% requirement for P for AACSB met (81.9%)			Minimum SA: >= 40% requirement for AACSB met (52.2%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (87.0%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100%)					

Computer Information Systems

Kailash Chandra	August 19, 1982	Ph D, 1977	342 sch		UT, RES and SER					50.0	Academic Preparation: PhD in Mathematics, PhD in Engineering Science, MS in Computer Science. Research Proficiency: One Journal Article in past five years; two are required therefore, classified as Other rather than Scholarly Academic (SA). Academic Engagement Proficiency: One intellectual contribution in past five years; two are required, therefore, classified as Other rather than Scholarly Academic (SA).
Jae Choi	August 13, 2012	Ph D, 2009	240 sch		UT, RES and SER	100.0					Academic Preparation: PhD in Field (Management Information Systems). Research Proficiency: Four

Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Faculty Sufficiency Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
											refereed journal articles. Academic Engagement Proficiency: Four refereed journal articles, one journal article, six conference proceedings, a media contribution, and three presentations
Maeve Cummings	June 7, 1982	Ph D, 1992	438 sch		UT, RES and SER	100.0					Academic Preparation: PhD in Field (Management Information Systems). Research Proficiency: One refereed journal article, six textbook revisions in significant international distribution. Academic Engagement Proficiency: One refereed journal article, six textbook revisions.
David Newcomb	August 16, 1984	MS, 1972		468 sch	UT					50.0	Academic Preparation: Masters degree; multiple years teaching experience
Steven Haenchen	August 13, 2012	Ph D (Candidate), 2013	120 sch		UT, RES and SER	50.0					Academic Preparation: PhD Candidate (ABD) outside Field (Computer Science) for Accounting

Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
	Faculty Portfolio		Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group					
											courses taught, but inside field for CIS courses taught; MS in Information Technology; MBA, and BS in Accounting, and the following certifications: CPA/ABV/CITP, ACE, MCDBA, MCP, MCSD, MCSA, MCSE. Research Proficiency: One journal article; PhD Candidate. Academic Engagement Proficiency: Journal article, fourteen presentations, and maintenance of professional certifications.
Wei Sha	January 15, 1997	Ph D, 2005	507 sch		UT, RES and SER	100.0					Academic Preparation: Ph.D. in field; Research Proficiency: five PRJs; Academic Engagement: two Conference proceedings
Dwight Strong	January 12, 1998	MBA, 1995	1116 sch		UT and SER				100.0		Academic Preparation: MBA and BS in Computer Science; Professional Preparation: thirteen years of IS professional work experience; Academic Engagement:

Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
											Substantial consulting projects and activities.
James Weber	January 14, 2011	MS, 2006		30 sch	UT					12.5	Academic Preparation: Masters degree and teaching experience
Total Computer Information Systems			2763 sch	498 sch		350.00 (62.2%)	0.00 (0.00%)	0.00 (0.00%)	100.00 (17.7%)	112.5 (20.0%)	
			>= 60% requirement for P for AACSB met (84.7%)			Minimum SA: >= 40% requirement for AACSB met (62.2%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (62.2%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB not met (80.0%)					
Total Accounting and Computer Information Systems			7508 sch	1545 sch		800.0 (56.1%)	0.0 (0.0%)	300.0 (21.1%)	212.5 (14.9%)	112.5 (7.9%)	
			>= 60% requirement for P for AACSB met (82.9%)			Minimum SA: >= 40% requirement for AACSB met (56.1%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (77.2%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (92.1%)					
Economics											
Michele Biavati		Ph D, 2005		213 sch	UT				25.0		Academic qualification: PhD in economics
Bienvenido Cortes	August 21, 1986	Ph D, 1987	60 sch		ADM	100.0					Academic preparation: PhD in field (economics); Research proficiency: 5 PRJs Academic engagement: 8 conference presentations, instructor's manual and ancillary materials for international economics textbook, conducted teachers' workshop in Iraq

	Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
Charles Fischer	August 20, 1974	Ph D, 1975	804 sch		UT	100.0					Academic preparation: PhD in field Research proficiency: 3 PRJs
June Freund	August 23, 2002	Ed. S, 1989	1461 sch		UT	100.0					Academic preparation: MBA, ABD (curriculum & instruction) Academic engagement: 4 conference presentations; coordinated economics education workshop
Paul Grimes	July 1, 2011	Ph.D., 1984	0 sch		ADMIN	100.00					Academic preparation: PhD in field Research proficiency: 11 PRJs; Academic engagement: multiple conference presentations, workshops, grants, etc.
Anil Lal	August 22, 1995	Ph D, 1995	462 sch		MT	100.0					Academic preparation: PhD in field Research proficiency: 3 PRJs Academic engagement: 3 conference presentations
Michael McKinnis	August 20, 2008	MBA, 1998	1314 sch		UT				100.0		Academic preparation: MBA, CFM, CMA Research proficiency: 1 PRJ, 2 conference proceedings

Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Faculty Portfolio	Faculty Sufficiency	Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
			Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
											Academic engagement: 2 conference presentations
Mark Werner	January 14, 1986	JD, 1982		306 sch	UT				25.0		Academic preparation: JD; Professional qualifications: many years of banking experience and practice of law
Total Economics			4101 sch	519 sch		400.00 (72.7%)	0.00 (0.00%)	0.00 (0.00%)	150.00 (27.2%)	0.00 (0.00%)	
			>= 60% requirement for P for AACSB met (88.7%)			Minimum SA: >= 40% requirement for AACSB met (72.7%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (72.7%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100%)					

Finance

Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
Connie Shum	August 18, 1994	DBA, 1988	510 sch		UT	100.0					Academic preparation: DBA finance Research proficiency: 5 PRJs since 2008 Academic engagement: 9 conference presentations
Kevin Bracker	August 22, 1995	Ph D, 1995	755 sch		UT	100.0					Academic preparation: Phd in field Research proficiency: 4 PRJs Academic engagement: 4 conference presentations
Michael Muoghalu	June 6, 1988	DBA, 1987	335 sch		MT	100.0					Academic preparation: DBA in finance Research proficiency: 15 PRJs

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
											Academic engagement: 6 conference presentations
Total Finance			1600 sch	0 sch		300.00 (100%)	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)	
			>= 60% requirement for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (100%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Total Economics, Finance, and Banking			5701 sch	519 sch		700.00 (82.4%)	0.00 (0.0%)	0.00 (0.0%)	150.00 (17.6%)	0.00 (0.0%)	
			>=60% requirements for P for AACSB met (91.7%)			Minimum SA: >= 40% requirement for AACSB met (82.4%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (82.4%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Management											
Donald Baack	June 6, 1988	Ph D, 1987	834 sch		UT, MT and RES	100.0					Academic preparation: Ph.D. in field. Research proficiency: Five PRJs; Academic engagement: five conference proceedings, and seven textbooks and revisions
Thomas Box	August 20, 1990	Ph D, 1991	111 sch		MT, RES and SER	25.0					Academic Preparation: Ph.D. in field; Research Proficiency: six PRJs; Academic engagement: seven conference papers
Richard Dearth	October 1, 1976	JD, 1969		135 sch	UT				12.5		Academic Preparation: J.D., Professional Preparation: significant professional experience and advancement

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
											Academic Engagement: significant engagement activities
Anthony Dellasega	December 7, 1992	MBA, 1991		318 sch	UT				37.5		Academic Preparation: MBA; Professional Preparation: significant managerial experience and advancement; Academic Engagement: continued professional employment in business and sustained activities
Arthur Fischer	June 18, 1988	Ph D, 1987	870 sch		MT, RES and SER	100.0					Academic Preparation: Ph.D. in field; Research Proficiency: nine PRJs; Academic Engagement: seven conference papers.
Christine Fogliasso	August 23, 1979	JD, 1979	870 sch		UT, RES and SER	100.0					Academic Preparation: J.D.; Research Proficiency: sixteen PRJs; Academic Engagement: five conference.
J Bradford Hodson	January 3, 2003	Ph D, 2005		186 sch	MT	25.0					Academic Preparation: Ph.D. in field; Research Proficiency: 2 PRJs; Academic Engagement: and eight conference papers.

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group					
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
Stephen Horner	August 13, 2012	Ph D, 2006	714 sch		UT and MT	100.0					Academic Preparation: Ph.D. in field; Research Proficiency: six PRJs; Academic Engagement: thirteen conference presentations.
John Ison	August 14, 2003	MBA, 1999		318 sch	UT				25.0		Academic Preparation: MBA; Professional Preparation: signficant managerial experience and advancement; Academic Engagement: continued professional employment in business and sustained activities
Choong Lee	August 1, 1989	Ph D, 1988	696 sch		MT, RES and SER	100.0					Academic Preparation: Ph.D. in field; Research Proficiency: eighteen PRJs; Academic Engagement: seventeen conference presentations.
Sang-Heui Lee	August 17, 2010	Ph D, 2010	789 sch		UT, RES and SER	100.0					Academic Preparation: Ph.D. in field; Research Proficiency: seven PRJs; Academic Engagement: 13 conference papers

Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Faculty Portfolio Participating Faculty Teaching Productivity (P)	Faculty Sufficiency Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
Gretchen Long		JD, 1998		132 sch	UT				12.5		Academic Preparation: J.D.; Professional Preparation: significant professional experience; Academic Engagement: certifications, advancement, and engagement.
David Mclane	August 20, 2007	JD, 1970		144 sch	MT				25.0		Academic Preparation: JD; Professional Preparation: significant work experience; Academic Engagement: continued professional memberships certifications, and activities
Melissa Paterni	January 19, 2006	MS, 2011		321 sch	UT				25.0		Academic Preparation: M.B.A.; Professional Preparation: significant professional experience; Academic Engagement: advancement, and engagement.
Shipra Paul	August 20, 2002	MBA, 2000	1059 sch		UT, RES and SER					100.0	Academic Preparation: MBA; Other: professional and teaching experience
Mary Wachter	August 20, 1986	MBA, 1983			UT, RES and SER				100.0		Academic Preparation: MBA; Professional Preparation: marketing

	Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)			Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
			1140 sch									experience at IBM, 300 level teaching only; Academic Engagement: continued employment (27 years teaching experience at university level); 3 business-oriented publications in regional business journals; 1 PRJ; teaching related workshop participation
Total Management			7083 sch	1554 sch			650.00 (65.8%)	0.00 (0.00%)	0.00 (0.00%)	237.5 (24.1%)	100.00 (10.1%)	
			>= 60% requirements for P for AACSB met (82.0%)				Minimum SA: >= 40% requirement for AACSB met (65.8%)					
							Minimum SA + PA + SP: >= 60% requirement for AACSB met (65.8%)					
							Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (90.0%)					
Marketing												
Eric Harris	August 22, 1994	Ph D, 2001	492 sch		UT, ADM, RES and SER		100.0					Academic Preparation: Ph.D. in field; Research Proficiency: seven PRJs; Academic Engagement: four conference papers, four textbooks.
Linden Dalecki	August 19, 2008	Ph D, 2008	840 sch		MT and SER		100.0					Academic Preparation: Ph.D. in primary; Research Proficiency: six PRJs; Academic Engagement: eighteen conference presentations.

Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Kristen Maceli	August 21, 2000	Ph D, 2008	873 sch		UT, RES and SER	100.0					Academic Preparation: Ph.D. in field; Research Proficiency: six PRJs; Academic Engagement: five conference papers.
Lynn Murray	August 2007	Ph D, 2007	593 sch		MT, RES and SER	100.0					Academic Preparation: Ph.D. in field; Research Proficiency: Five PRJs; Academic Engagement: six conference presentations.
Mary Nance	October 18, 1986	MBA, 1993		279 sch	UT				37.5		Academic Preparation: M.B.A.; Professional Preparation: significant managerial experience and advancement; Academic Engagement: continued professional employment in business and sustained activities
Total Marketing			2798 sch	279 sch		400.00 (91.4%)	0.00 (0.00%)	0.00 (0.00%)	37.5 (8.5%)	0.00 (0.00%)	
			>= 60% requirements for P for AACSB met (90.9%)			Minimum SA: >= 40% requirement for AACSB met (91.4%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (91.4%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100%)					

Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)	Normal Professional Responsibilities	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Brief Description of Basis for Qualification
			Faculty Portfolio spans above			**Percent of Time Devoted to Mission for Each Faculty Qualification Group**					
International Business											
Jacobus Van Wyk	August 15, 2006	Ph D, 2006	219 sch		MT, RES and SER	100.0					Academic preparation: Ph.D. in field; Research Proficiency: six PRJs; Academic Engagement: six conference papers.
Total International Business			219 sch	0 co		100.00 (100.0%)	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)	0.00 (0.00%)	
			>= 60% requirements for P for AACSB met (100.0%)			Minimum SA: >= 40% requirement for AACSB met (100%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100%)					
Total Management and Marketing			10100 sch	1833 sch		1150.0 (75.4%)	0.0 (0.0%)	0.0 (0.0%)	275.0 (18.0%)	100.0 (6.6%)	
			>= 60% requirement for P for AACSB met (84.6%)			Minimum SA: >= 40% requirement for AACSB met (75.4%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (75.4%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (93.4%)					
Kelce College of Business											
Grand Total			23309 sch	3897 sch		2650.0 (69.7%)	0.0 (0.0%)	300.0 (7.9%)	637.5 (16.8%)	212.5 (5.6%)	
			>= 75% requirement for P for AACSB met (85.7%)			Minimum SA: >= 40% requirement for AACSB met (69.7%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (77.6%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (94.4%)					

Faculty Sufficiency Indicators:

- Overall: P/(P+S) >= 75%
- By discipline, location, delivery mode, or program: P/(P+S) >= 60%

Faculty Qualification Indicators:

- Minimum SA: (SA)/(SA + PA + SP + IP + O) >= 40%
- Minimum SA + PA + SP: (SA + PA + SP)/(SA + PA + SP + IP + O) >= 60%
- Minimum SA + PA + SP + IP: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) >= 90%

[2] June Freund

AACSB Table 15-2: DEPLOYMENT OF PARTICIPATING AND SUPPORTING FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR
Date Range: September 1, 2012 - May 1, 2013

	Percent of teaching (measured by credit hours)					
	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Total
Bachelors	56.89%	0%	11.03%	25.9%	6.19%	100%
MBA	90.85%	0%	0%	9.15%	0%	100%

AACSB Table 15-2: DEPLOYMENT OF PARTICIPATING AND SUPPORTING FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR
Date Range: September 1, 2012 - May 1, 2013

	Percent of teaching (measured by courses taught)					
	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Total
Bachelors	64.26%	0%	8.94%	21.28%	5.53%	100%
MBA	94.12%	0%	0%	5.88%	0%	100%

APPENDIX B

ACCREDITATION STANDARDS IMPLEMENTATION DOCUMENTS

PARTICIPATING AND SUPPORTING FACULTY

The Pittsburg State University Kelce College of Business deploys and maintains a faculty consistent with the standards established by The Association to Advance Collegiate Schools of Business (AACSB) as detailed in the "Eligibility Procedures and Accreditation Standards for Business Accreditation." This document outlines the college's definitions of Participating and Supporting Faculty as prescribed in Standard 5.

The Kelce College of Business Faculty

According to the college bylaws, "The College General Faculty shall consist of those persons who hold an appointment in the College to an academic rank of Lecturer, Instructor, Assistant Professor, Associate Professor, Professor, or University Professor and whose responsibilities include instruction, research, service, and/or academic administration within the College."

Participating Faculty Members

Participating Faculty are those members of the College General Faculty who are actively and deeply engaged in college activities beyond their direct teaching responsibilities. Participating Faculty members further the college's mission by satisfying the following criteria:

1. Is a full-time employee teaching nine or more credit hours each semester
2. Consistently maintains a college presence and keeps established campus office hours
3. Regularly participates as a voting member at meetings of the College General Faculty
4. Contributes to college governance and operations through participation in two or more of the following each year:

> - Service on departmental, college, or university committees
> - Provision of academic and career advising to students
> - Service as faculty advisor for student organizations
> - Active engagement in research and scholarly activities
> - Active involvement in faculty development activities
> - Service to the university and community through college outreach programs

It is expected that each Participating Faculty member will undertake at least one leadership role in college governance and operations (e.g., committee chair, program coordinator, organization advisor, etc.) during each accreditation cycle.

Faculty members holding administrative appointments and those teaching less than nine semester hours due to approved course releases may be considered as Participating Faculty Members.

Each full-time faculty member's Participating status is evaluated each year by the department chairs following the annual performance appraisal process. Achievement and annual maintenance of Participating status requires a minimum qualitative rating of "Meritorious" on Service Activities.

Supporting Faculty Members

Supporting Faculty are those members of the College General Faculty holding less than full-time appointments and whose primary responsibilities are instructional. Supporting Faculty are not required to participate in the governance of the college but may be called upon to contribute service activities when their involvement furthers the mission of the college. Normally, Supporting Faculty members do not hold voting rights but may attend meetings of the College General Faculty.

Approved by vote of the Kelce College General Faculty
May 8, 2013

FACULTY QUALIFICATIONS AND ENGAGEMENT CRITERIA

The Pittsburg State University Kelce College of Business deploys and maintains a faculty consistent with the standards established by The Association to Advance Collegiate Schools of Business (AACSB) and prescribed in the "Eligibility Procedures and Accreditation Standards for Business Accreditation." This document outlines the criteria employed to assure that these standards are met in a manner consistent with the mission of the college and university.

I. Faculty Categories. Kelce College faculty members are categorized according to their initial academic preparation and professional experience, and, to their sustained academic and professional engagement activities. As detailed in AACSB Standard 15, the following four categories are used to classify faculty, inclusive of those holding administrative appointments (e.g., chairs, directors, and deans), deployed by the college:

		Sustained Engagement Activities	
		Academic (Research / Scholarship)	Applied / Practice
Initial Academic Preparation and Professional Experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

- Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. SA status is granted to faculty members who earned their terminal doctorate degree in a field consistent and appropriate to their teaching assignment.

- Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. PA status is applied to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement.

- Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. SP status is applied to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.

- Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience.

Faculty members who do not meet the definitions for these four categories, as outlined below, will be classified as **Other Qualified (OQ)** faculty.

II. Scholarly Academics (SA). To be classified as a Scholarly Academic, faculty members must satisfy *both* the initial academic preparation criteria and the sustained engagement criteria over the previous five years.

    A. Initial Academic Preparation. The following criteria are used as the basis of judgment for determining if a faculty member meets the initial academic preparation criteria for the Scholarly Academic classification:

    Faculty members holding a research-based doctorate in their primary teaching field, or a Juris Doctorate for faculty members who teach business law, shall be considered to have satisfied the initial academic preparation criteria for SA status.

    Faculty members holding a research-based business doctorate that is outside of their primary teaching field shall be considered to have met the initial academic preparation criteria for SA status provided they exhibit evidence of active involvement in the teaching area through activities such as authorship, participation in professional meetings, or related activities devoted to the teaching area.

    Faculty members who hold a doctoral degree outside of business, but whose primary teaching responsibilities fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA status if they demonstrate evidence of active involvement in the area of teaching responsibility through activities such as authorship, participation in professional meetings, or related activities. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation in the form of professional development linked to the teaching area.

    Faculty members who hold a doctoral degree outside of business, but whose primary teaching responsibilities do not fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA status if they have completed additional graduate coursework or professional development sufficient enough to provide a basis for participation in the mix of teaching, intellectual contribution, and service required by the college. Recognized professional certifications or licenses may be used to demonstrate training and expertise in a primary teaching field.

    Faculty members who possess a specialized graduate degree in taxation or a combination of graduate degrees in law and accounting will be considered to have met the SA initial academic preparation criteria to teach taxation courses.

    Faculty members who are graduate students in a research-based, business doctoral field who have attained "ABD" status will be considered to have met the SA initial academic preparation criteria for no more than three years beyond the most recently completed graduate comprehensive examination or other milestone that places them into the dissertation stage.

    Faculty members completing a doctoral degree in their primary area of teaching will be considered to have met the initial academic preparation criteria for SA for five years from the date the degree is received.

    B. Sustained Engagement Activities. The following criteria are used as the basis of judgment for determining if a faculty member meets the sustained engagement activities criteria for the Scholarly Academic classification:

    Research Proficiency. Over the previous five years, Scholastic Academics must publish a minimum of two (2) peer-reviewed research articles in widely recognized academic journals relevant to the mission of the Kelce College of Business. (Acceptable academic journals include those indexed by leading bibliographic sources, are frequently cited, and are readily available to researchers through major

academic libraries and the internet. Normally, conference proceedings, non-peer-reviewed journals, and vanity press titles are not acceptable for this criterion.) One textbook, published by a leading academic press with significant national or international distribution, may substitute for one journal article.

Academic Engagement Proficiency. Over the previous five years, Scholastic Academics must maintain active academic engagement as evidenced by the production of a minimum of two (2) intellectual contributions such as:

1. Peer-reviewed or invited conference presentation*
2. Publication of a conference proceedings paper*
3. Publication of an original article in a non-peer-reviewed journal or periodical
4. Publication of an original article in an edited volume published by an academic press
5. Publication or revision of a textbook
6. Publication of an authored or edited volume published by an academic press
7. Publication of original research in an open source, non-peer-reviewed, electronic journal
8. Publication of a business case study by an academic press
9. Service as an editor, associate editor or editorial board member of an established academic journal or periodical
10. Publication of a book review in an academic or practitioners' journal
11. Receipt of a peer-reviewed funded grant that supports the Kelce College of Business
12. Receipt or renewal of a professional certification that enhances the classroom and research
13. Service as a major officer for an academic association or scholarly organization
14. Production of other scholastic or creative works that further the mission of the college and are validated by the Kelce Leadership Team

*The same research paper cannot be counted in more than one category.

III. Practice Academics (PA). To be classified as a Practice Academic, faculty members must satisfy *both* the initial academic preparation criteria and the sustained engagement criteria over the previous five years.

A. Initial Academic Preparation. Normally, the doctoral degree requirements for Practice Academics are the same as those outlined in Section II. A. for Scholarly Academics. Exceptions to these criteria may be made on a case-by-case basis as evaluated by the Kelce Leadership Team relative to the college mission and overall university needs.

B. Sustained Professional Engagement Activities. Evidence of sustained professional engagement for Practice Academics should include *significant* activities in a minimum of *three (3) different* engagement categories during the most recent five year period. Acceptable categories of activities include:

1. Substantial consulting projects and activity
2. Service on corporate or non-profit boards
3. Production and delivery of substantial professional development activities
4. Consultation or research for economic development agencies
5. Regular maintenance or acquisition of professional certifications and/or licenses
6. Invited professional public speaking
7. Other appropriate professional activities

Engagement activities must be documented and readily verifiable by the Kelce Leadership Team. To be considered as part of a Practice Academic portfolio, engagement activities must be reported on the faculty members' annual performance documents and included on their curriculum vitae. To be considered *significant,* an engagement activity must result in lasting impact on the client, the public, or the faculty member.

IV. Scholarly Practitioners (SP). To be classified as a Scholarly Practitioner, faculty members must satisfy *both* the initial academic and professional preparation criteria and the sustained engagement criteria over the previous five years.

A. Initial Academic and Professional Preparation. Faculty members classified as Scholarly Practitioners must meet minimum standards in both academic and professional preparation prior to employment.

Academic Preparation. Faculty members holding Scholarly Practitioner status will have obtained a non-terminal graduate degree in business or their primary field of teaching. This advanced academic preparation is defined as an earned MBA, appropriate master's degree or another appropriate professional graduate degree relevant to the mission of the Kelce College of Business.

In limited cases, faculty members without an earned master's degree may serve as Scholarly Practitioners if the depth, duration, sophistication, and complexity of their professional experience at the time of hire outweigh their lack of a graduate degree. Such cases must further the mission of the college and be validated by the Kelce Leadership Team.

Professional Preparation. Scholarly Practitioners will demonstrate significant professional achievements relevant to their primary teaching area prior to their date of hire. Significant professional achievements are defined as professional full-time employment at a level of responsibility and duration appropriate for the course(s) that the faculty members are assigned to teach. This employment may include working in industry, business, government or education for a period of three years for introductory undergraduate courses, four years for upper level undergraduate courses, and five years for master's courses. Normally, Scholarly Practitioners will have managerial and executive level experiences that enhance their teaching and other contributions to the college.

B. Academic Engagement. Over the previous five years, Scholarly Practitioners must maintain active academic engagement as evidenced by the production of a minimum of two (2) academic contributions such as:

1. Publication of a research article in a peer-reviewed academic journal
2. Peer-reviewed or invited conference presentation*
3. Publication of a conference proceedings paper*
4. Publication of an original article in a non-peer-reviewed journal or periodical
5. Publication of an original article in an edited volume published by an academic press
6. Publication or revision of a textbook
7. Publication of an authored or edited volume published by an academic press
8. Publication of original research in an open source, non-peer-reviewed, electronic journal
9. Publication of a business case study by an academic press
10. Service as an editor, associate editor, or editorial board member of an established academic journal or periodical
11. Publication of a book review in an academic or practitioners' journal
12. Receipt of a peer-reviewed funded grant that supports the Kelce College of Business
13. Receipt or renewal of a professional certification that enhances the classroom and research
14. Service as a major officer for an academic association or scholarly organization
15. Production of other scholastic or creative works that further the mission of the college and are validated by the Kelce Leadership Team

*The same research paper cannot be counted in more than one category.

V. Instructional Practitioners (IP). To be classified as an Instructional Practitioner, faculty members must satisfy *both* the initial academic and professional preparation criteria and the sustained engagement criteria over the previous five years.

A. Initial Academic and Professional Preparation. Faculty members classified as Instructional Practitioners must meet minimum standards in both academic and professional preparation prior to employment.

Academic Preparation. Faculty members holding Instructional Practitioner status will have obtained a non-terminal graduate degree in business or their primary field of teaching. This advanced academic preparation is defined as an earned MBA, appropriate master's degree or another appropriate professional graduate degree relevant to the mission of the Kelce College of Business.

In limited cases, faculty members without an earned master's degree may serve as Instructional Practitioners if the depth, duration, sophistication, and complexity of their professional experience at the time of hire outweigh their lack of a graduate degree. Such cases must further the mission of the college and be validated by the Kelce Leadership Team.

Professional Preparation. Instructional Practitioners will demonstrate significant professional achievements *and/or* publicly recognized professional expertise relevant to their primary teaching area prior to their date of hire.

Significant professional achievements are defined as professional full-time employment at a level of responsibility and duration appropriate for the course(s) that the faculty members are assigned to teach. This employment may include working in industry, business, government or education for a period of three years for introductory undergraduate courses, four years for upper level undergraduate courses, and five years for master's courses.

Publicly recognized professional expertise is defined as the attainment of significant professional certifications and/or licenses awarded by industry-specific organizations or governmental agencies. Acceptable credentials must include demonstration of acquired knowledge and skills and continuing education. Faculty members with professionally recognized expertise but without significant professional achievements as defined above are limited to teaching undergraduate courses in their area of expertise.

B. Academic Engagement. Evidence of sustained professional engagement for Instructional Practitioners should include *significant* activities in a minimum of *two (2) different* engagement categories during the most recent five year period. Acceptable categories of activities include:

1. Continued professional employment in the primary teaching area
2. Substantial consulting projects and activity
3. Service on corporate or non-profit boards
4. Production and delivery of substantial professional development activities
5. Consultation or research for economic development agencies
6. Regular maintenance or acquisition of professional certifications and/or licenses
7. Invited professional public speaking
8. Other appropriate professional activities

Engagement activities must be documented and readily verifiable by the Kelce Leadership Team. To be considered as part of an Instructional Practitioner portfolio, engagement activities must be reported on the faculty members' annual performance documents and included on their curriculum vitae. To be considered *significant,* an engagement activity must result in lasting impact on the client, the public, or the faculty member.

VI. Other Qualifications (OQ). Faculty members who do not meet the criteria for Scholastic Academic, Practice Academic, Scholarly Practitioner, or Instructional Practitioner are categorized as holding Other Qualifications. To further the college mission, OQ faculty members are encouraged to acquire additional academic preparation and/or conduct additional professional engagement activity in order to be reclassified.

VII. Implementation. The appropriate qualification and engagement category for all Kelce College of Business faculty members will be determined each spring semester. Faculty members will convey to their department chair the category they wish to be assigned. Final determination of the appropriate category will be made by the department chair in consultation with the dean and validated by the Kelce Leadership Team. Annual performance reviews, current curriculum vitae, and other appropriate documentation

provided by faculty members may be used in making a classification determination. Newly hired faculty members will be classified at the time of employment. Faculty qualification status will be valid for the forthcoming academic year or until such time as a new qualification status is determined.

Approved by vote of the Kelce College General Faculty
May 8, 2013

APPENDIX C

MISSION AND STRATEGIC PLANNING DOCUMENTS

Vision Statement:

The Gladys A. Kelce College of Business will be *the* premier regional public business college in Pittsburg State University's primary service area.

Mission Statement:

The Kelce College of Business prepares future business professionals within a student-focused environment by empowering students from diverse backgrounds to succeed within the global business community. We provide a foundation for life-long learning and a spirit of engagement by delivering affordable, high-value undergraduate and graduate business education programs. We accomplish this through small classes, committed faculty, scholarship, and community outreach.

Guiding Values:

We believe in the pursuit of learning, teaching, scholarship, and public service activities conducted with honesty and high ethical standards.

We believe in fostering a college environment that enables people to succeed.

We believe in working together as a learning community based on mutual respect, trust, and academic freedom.

We believe in continuous improvement and innovation in teaching, scholarship, and community engagement.

We believe in cultivating a diverse and multicultural learning environment.

We believe in responsibility, accountability, and transparency in all of our academic and operational procedures.

Approved by vote of the Kelce College General Faculty
May 8, 2013

Research Mission:

Kelce College of Business faculty members conduct and publish high-quality research that contributes primarily to the practice and teaching of their respective disciplines and furthers the mission of Pittsburg State University.

Guiding Values:

We conduct research and scholarly activities in support of our teaching and public service responsibilities. The creation and dissemination of new knowledge defines us as a public university.

We honor and adhere to the concept of academic freedom and do not place limits or restrictions on the scope of scientific inquiry.

We conduct scholarship with respect for individuals, groups, and organizations by following the accepted practices of protecting the rights and privacy of human subjects.

We pursue financial integrity and maintain ethical standards in the conduct of our sponsored research and scholarship activities.

We seek to share and disseminate our scholarship through academically and professionally peer reviewed avenues including journals, books, and conferences.

We measure the quality of our scholarship through its impact on the practice and instruction of our disciplines as well as its influence on other scholars.

Pittsburg State University
Unit Level Strategic Planning and Effectiveness Document

Instructions: Using the format below, please complete for the next fiscal year. Limit Goals to five (5), Objectives. Strategies and Performance Measures are unlimited. Performance Measures should document progress towards achieving your goals. Links to last year's documents on the Institutional Effectiveness Committee Webpage are provided to assist you.

For those units/departments that have a student learning component or function, at least one goal must address the assessment and improvement of student learning.

Unit: Gladys A. Kelce College of Business

Mission:

The Kelce College of Business prepares future business professionals within a student-focused environment by empowering students from diverse backgrounds to succeed within the global business community. We provide a foundation for life-long learning and a spirit of engagement by delivering affordable, high-value undergraduate and graduate business education programs. We accomplish this through small classes, committed faculty, scholarship, and community outreach.

Approved by Kelce Faculty, May 8, 2013

Vision Statement:

The Gladys A. Kelce College of Business will be *the* premier regional public business college in Pittsburg State University's primary service area.

Approved by Kelce Faculty, May 8, 2013

How Your Unit Supports the Academic Mission of the University:

The Kelce College of Business supports the University's academic mission by: (1) providing quality degree programs to students; (2) providing courses that support and enhance the offerings of the general education and Honors College programs; (3) producing academic and applied business research; (4) adopting and employing new classroom technologies and pedagogies; (5) engaging with business, governmental, and civic organizations to promote and enhance the economic and social welfare of our community and region; and, (6) efficiently utilizing the resources (financial, personnel, etc.) available to meet these ends.

Please describe your unit's efforts in the area of sustainability.

The Kelce College supports the university's sustainability goal by: (1) encouraging faculty members to put syllabi, assignments, PowerPoint presentations, and other classroom materials on students' Angel accounts instead of making hard copies for distribution; (2) recycling old office equipment and consumables such as computers and printers, papers, magazines, cardboard boxes, ink cartridges, aluminum cans, plastic bottles, etc.; (3) using the scanning and network capabilities of the office printer to reduce paper copies (For example, individual printers have been removed from faculty offices in Accounting and Computer Information Systems and all departmental faculty now share a single networked printer.); (4) efficiently utilizing limited physical space to provide facilities for adjunct instructors.

Kelce College faculty members also promote the sustainability goal by developing and infusing course-embedded topics, issues, modules, and test questions and exercises related to sustainability within the context of the subject matter taught.

Goal 1: Provide high-quality business instruction to meet the needs of our students and other stakeholders by recruiting and deploying qualified faculty, relevant curricula, and adequate instructional technology.

University Goal and Objective:
Alignment:
University Strategic Plan Goal 1a, Goal 1e
Academic Affairs Strategic Plan Goal 1 and Goal 2 Objective 1, Goal 2 Objective 2, Goal 2 Objective 3

Objective:
- Achieve and maintain the Faculty Qualification ratios for deployed faculty as required by the Association to Advance Collegiate Schools of Business (AACSB).
- Each year, 80 to 90 percent of students earning degrees from the Kelce College of Business will secure jobs in their chosen profession or continue their studies in graduate or professional school.
- All classrooms in the Kelce College of Business will be equipped with current presentation technology and offer an environment conducive to appropriate teaching pedagogies.

Budget Implication:
- Budget allocations must be sufficient to support the hiring and retention of doctorate-holding faculty in all disciplines in which degrees are granted.
- Necessary expenditures must be made to maintain and update the physical facilities of Kelce Center.

Strategies and Action Items:
- Develop and continually assess curricula.
- Provide current technical instructional support and classroom technology
- Provide appropriate faculty development by participation in seminars and conferences
- Support recruitment, program and career-advising, and job fair activities.
- Develop and review an assessment of learning program that includes learning objectives that reflect the needs of key stakeholders and accreditors such as AACSB and HLC.
- Implement curricular changes as needed.

Performance Measures:
- Number of AACSB qualified faculty
- Number of teaching and/or research awards
- SPTE results
- Assessment of learning results
- Employment data surveys
- Alumni surveys
- Advising surveys
- Funding allocations
- Number of qualified faculty retained
- Number of new faculty hired with appropriate degrees in their field

Progress Summary:
- Faculty qualification ratios for each year since last AACSB visit are currently being tabulated for review and analysis as part of our reaffirmation process.
- All vacant faculty positions are being filled with new hires holding the appropriate academic or professional credential.

Goal 2: Enhance faculty expertise in their discipline.

University Goal and Objective:
Alignment:
University Strategic Plan Goal 1 l, Goal 2 a, Goal 2b
Academic Affairs Strategic Plan Goal 2 Objective 4

Objective:
- Each year, ninety percent of all full-time faculty members will demonstrate currency in scholarship through publication or presentation of research or instructional works or through professional certification.

Budget Implication:
- Budget allocations must be sufficient to support faculty travel to professional conferences and other necessary development costs.

Strategies and Action Items:
- Provide an incentive to faculty for published peer-reviewed articles and other professional development.
- Prepare and circulate an annual report of published articles by type of article (pedagogy, theory, and practice) and by faculty name.
- Review and revise departmental procedures determining the level of intellectual contributions required for tenure and promotion.

Performance Measures:
- Number of peer-reviewed articles published
- Number of conference presentations made
- Number of textbooks and supplement teaching materials published
- Number of certifications maintained or obtained through continuing education.
- Number of faculty projects and development activities with internal and external entities.

Progress Summary:
- Performance measure are compiled each year and tabulated into the appropriate AACSB reporting tables. Data from these tables are analyzed and evaluated by the Kelce Leadership Team as part of the accreditation process.

Goal 3: Provide service to the University, Kelce College and its departments, the community, and relevant organizations.

University Goal and Objective:
Alignment:
University Strategic Plan Goal 3c,
Academic Affairs Strategic Plan Goal 5 Objective 1

Objective:
- Each full-time faculty member will maintain at least one major internal service responsibility (at the department or college level) and at least one major external service responsibility (for the university, the community, or the profession).

Budget Implication:
- Budget allocation must be sufficient and flexible enough to support external service work which requires travel and other expenses.

Strategies and Action Items:
- Support for faculty and staff who render appropriate service.
- Continue to provide and support service learning activities.

Performance Measures:
- Number of organizations served by faculty
- Number of committees and councils served by faculty
- Positions in service organizations held by faculty
- Number of review boards served by faculty
- Number of articles reviewed by faculty

Progress Summary:
- Performance measures are compiled each year as part of the university Annual Performance Appraisal Process. The results are analyzed and evaluated by the Kelce Leadership Team. Adjustments are made to faculty service assignments based on the results.

Goal 4: Provide students with a global business perspective and a respect for diversity.

University Goal and Objective:
Alignment:
University Strategic Plan Goal 1
Academic Affairs Strategic Plan: Goal 1 Objective 5

Objective:
- All students majoring in the Kelce College of Business will be exposed to the study of global and diversity issues during their formal course of study.

Budget Implication:
- Budget allocations must be sufficient to support international educational initiatives, including scholarships for study abroad programs.

Strategies and Action Items:
- Review curricula to assure that students are exposed to global business perspectives.
- Provide and expand student and faculty international travel opportunities.
- Support the International Knowledge and Experience (IKE) certificate program.
- Continue to recruit faculty and students with international backgrounds and experience.
- Continue to establish relationships with international universities and businesses to provide opportunities for international students to study business at PSU and for PSU students to study abroad.

Performance Measures:
- Number of student and faculty exchanges
- Number of student and faculty study abroad trips
- Number of activities designed to promote diversity
- Number of courses that deal with global issues

Progress Summary*:*

- Department chairs compile an annual report on measures of student participation in study abroad programs and other global education experiences.

Goal 5: Promote ethical decision-making among students, faculty, and staff.

University Goal and Objective:
No alignment

Objective:
- All students, faculty, and staff in the Kelce College of Business will know, understand, and conduct themselves according to the college's Code of Ethics.

Budget Implication:
- None

Strategies and Action Items:
- Review and enforce an ethical code of conduct for students, faculty, and administrators.
- Review and identify curricula that give students instruction on ethical decision-making.
- Provide guest lectures from business to reinforce ethical decision-making.
- Develop outreach into the community to assist others in determining ways of making ethical decisions in business.

Performance Measures:
- Management of faculty, student and administrator codes of conduct.
- Number of courses where issues of ethical decision-making are discussed

Progress Summary:
- The Kelce College of Business Code of Ethics is publicly and prominently displayed in the foyer of the main entrance to the building.
- All course syllabi in the Kelce College incorporate the Kelce College of Business Code of Student Ethics. All instructors discuss the code at the beginning of each semester to ensure that students understand what it means.

Goal 6. Enhance sustainability efforts in the college

University Goal and Objective:
Alignment:
University Strategic Plan Goal ?
Academic Affairs Strategic Plan Goal 6 Objective 1, Goal 6 Objective 2, Goal 6 Objective 4

Objective:
- All students majoring in the Kelce College of Business will be exposed to the study of sustainability issues during their formal course of study.

Budget Implication:
- Sufficient budget allocations needed to support recycling efforts and new course design and implementation.

Strategies and Action Items:
- Support where possible reduction in consumption of energy and water
- Infuse sustainability issues the curriculum where appropriate
- Explore the viability of a Kelce sustainability certificate
- Encourage recycling and measure output

Performance Measures:
- Number of courses that discuss sustainability issues
- Reduction in copying through 2 sided copying and enhanced use of CANVAS

Progress Summary:
- Where appropriate, faculty members incorporate sustainability issues and examples into Kelce College of Business courses.
- The Kelce College won the inaugural "Green Gorilla Award in Spring 2013 for reducing electrical consumption by 21 percent relative to previous spring.
- Installation of new recycling stations and water bottle dispensers in Kelce Hall.

APPENDIX D

COLLEGE GOVERNANCE DOCUMENTS

Rules of Organization and Bylaws Gladys A. Kelce College of Business

Approved by the General Faculty – December 11, 2012

PREAMBLE

This document provides the framework within which the Faculty of the Gladys A. Kelce College of Business participates in the academic and operational decision-making processes of the College.

ARTICLE I
Definition of the Faculty

A. The College General Faculty shall consist of those persons who hold an appointment in the College to an academic rank of Lecturer, Instructor, Assistant Professor, Associate Professor, Professor, or University Professor and whose responsibilities include instruction, research, service, and/or academic administration within the College. Those who hold an academic or administrative appointment of at least .5 FTE have full voting privileges. Members of the Faculty maintain their voting privileges while on Sabbatical or other university-approved leaves of absence. Those holding adjunct appointments or appointments less that .5 FTE are encouraged to attend and participate in the meetings of the Faculty but may not vote on any issue. (Unless otherwise noted, in this document the term Faculty refers to the College General Faculty.)

B. Members of the College General Faculty who are also members of the university graduate faculty, or who are officially appointed for university graduate service, shall constitute the College Graduate Faculty. For accreditation purposes, only those faculty members who regularly teach 800-level courses shall be included in the reporting of graduate faculty qualifications and intellectual contributions.

ARTICLE II
Objectives of the Faculty

A. The Faculty will participate in establishing the academic goals and objectives for the College, fulfilling and maintaining all accreditation standards and procedures, and applying the individual and collective powers of its membership toward these ends.

B. The Faculty will coordinate all interdisciplinary programs and policies of the College with the other colleges and academic units of Pittsburg State University for the general welfare of the institution as a whole.

ARTICLE III
Faculty Oversight

A. The Faculty and appropriate committees will manage established educational processes to ensure high quality and continuous improvement of degree programs. The Faculty shall vote in formally convened meetings and transmit to the Dean its recommendations concerning such general educational policy matters as:

1. Requirements for admission to the College

2. Requirements and enforcement for students' maintenance in good standing

3. Subject matter, courses, and curricula that pertain to the College's Core Curriculum and graduation requirements

4. Adding or deleting academic degrees administered by the College

It is recognized that Faculty decisions regarding these matters may be subject to the approval of the Dean, Provost, President, and Kansas Board of Regents as dictated by university and state policies and procedures.

B. The Faculty shall address all other academic and operational matters referred to it by the Dean, appropriate College committees, and members of the Faculty.

C. The Faculty shall vote in college-wide Faculty meetings and transmit the recommendations to the Dean. When a formal meeting is deemed unnecessary by the Dean, a vote of the Faculty may be conducted electronically (e.g. email, web-based vote).

D. Faculty on sabbatical, official leave, or other approved absence may leave a written and signed voting proxy with another Faculty member.

ARTICLE IV
Convening and Conduct of Faculty Meetings

A. Regular Faculty meetings may be called by the Dean of the College during the Fall and Spring semesters of each academic year. A minimum of one regular meeting will be held each semester. All calls for a regular Faculty meeting will be conveyed by written notice or email to members of the Faculty no less than 14 days prior to the time set for the meeting.

B. Agenda items for a regular Faculty meeting may be suggested by any member of the Faculty and included on the agenda if submitted to the Dean within three class days of the original call. The agenda prepared by the Dean shall be distributed to the Faculty at least three class days prior to the meeting.

C. The Dean of the College shall call a special meeting of the faculty upon receipt of a petition signed by at least five members of the faculty of the College requesting the meeting and indicating proposed items of business. The special meeting shall be called within ten class days of the filing of such a petition. The meeting shall be held within 14 class days of the call.

D. Emergency meetings of the Faculty to address crisis situations may be called by the Dean or by a majority vote of the Kelce Leadership Team without a 14-day notice.

E. The Dean shall be the presiding officer of all meetings of the Faculty and the Dean's administrative assistant or other designee shall be the recording secretary. In the event that the Dean is unable to preside, the department chair present holding the most years of service to the college shall oversee the meeting.

F. A quorum shall consist of a simple majority of the Faculty holding voting rights.

G. In the absence of any special rules which the Faculty may adopt, *Roberts Rules of Order* (most recent edition) shall govern the conduct of all Faculty meetings.

H. The recording secretary will make the minutes of all Faculty meetings available within 10 days following a meeting. The recording secretary shall establish and maintain a complete file of the meeting minutes together with reports and presentation materials distributed in writing.

I. When possible, voting shall be conducted in person during Faculty meetings. However, at the discretion of the Dean, the Faculty is authorized to conduct votes electronically at a later date unless at least one faculty member objects.

J. Voting on matters relating specifically to the MBA program is limited to those holding membership in the College Graduate Faculty.

ARTICLE V
Committee Structure

To facilitate the accomplishment of the Faculty's oversight responsibilities, the following College Standing Committees will be maintained:

1. Undergraduate Curriculum Committee
2. MBA Program Advisory Council
3. Assessment and Assurance of Learning Committee
4. Strategic Planning Committee
5. Faculty Development and Instructional Resources Committee
6. Student Reinstatement Committee
7. College Academic Honors Committee
8. Faculty Promotion Committee

In addition to the named College Standing Committees, the Dean may appoint ad hoc committees as deemed necessary to address important issues and events.

ARTICLE VI
Committee Formation and Organization

College Standing Committees are formed and organized through the following process:

A. Faculty members are appointed to College Standing Committees by their department chair with an effort made to match Faculty interests and talents with committee assignments. The Faculty Promotion Committee is an exception to this procedure as university policy requires all its members to be elected.

B. Membership of each College Standing Committee shall be appropriately representative of the College's departments, degree programs, and academic disciplines. Specific representation within each committee is reflected in Article VII below.

C. Each member appointed, or elected, to a College Standing Committee shall serve a term of three years, unless fulfilling an unexpired term. Terms will be staggered across members.

D. Committee memberships will be announced prior to the start of each fall semester. The term of office for all College Standing Committees shall begin immediately following the first college-wide Faculty meeting of the fall semester.

E. No faculty member shall serve more than two consecutive full terms on any given College Standing Committee.

F. If a committee member has two consecutive unexcused absences from committee meetings, the committee chair may ask the Dean to replace that committee member. All vacancies shall be filled by the appropriate department head.

G. The chair of each College Standing Committee is responsible for presenting progress reports at each Regular Faculty meeting or when requested by the Dean.

H. Each College Standing Committee shall convene within two class weeks of the beginning of each fall semester to elect a committee chair. Notification of the chair's election shall be reported to the Dean's Office.

I. The Dean's Office will publish and maintain a current College Standing Committee membership list.

J. Ad hoc committees may be created by the Dean as needed and eliminated once their specific task or charge is completed. The structure of ad hoc committees is flexible and members may be appointed, elected, or volunteered.

ARTICLE VII
Committee Membership and Responsibilities

A. Undergraduate Curriculum Committee

1. Membership will consist of one Faculty representative from each of the undergraduate degree programs – Accounting, Computer Information Systems, Economics, Finance, International Business, Management, and Marketing. The College's Dean and Academic Advising Coordinator shall serve as permanent ex-officio members of the committee.

2. Each degree program shall provide an alternate for those instances when the regular member cannot attend a meeting of the committee.

3. The elected chair of the committee shall serve as the College's representative to the University undergraduate committee.

4. This committee shall review proposals for curriculum changes from all departments of the college and make recommendations for action to the Faculty, the Dean, and the University Curriculum Committee. The committee may also recommend curriculum changes to the Faculty and departments, which then will decide if those changes should be proposed for further action.

5. Recommendations to the committee from departments must have received formal prior approval by a majority vote of the departmental Faculty. Dissenting opinions from departmental faculty may be presented concurrently with proposals upon prior notification to the chair of the committee.

6. The committee shall ensure that the curriculum remains current and relevant, is consistent with the College mission, and is in accordance with all university policies and accreditation guidelines.

B. MBA Program Advisory Council

1. This committee shall include the MBA Director, one member of the graduate faculty selected from each department of the College and two current MBA students. Each department shall provide an alternate for those instances when the regular member cannot attend a meeting of the committee. The College Dean serves as a permanent ex-officio member of the council.

2. Student members of the committee will be elected by the MBA Student Association and will have full voting rights. The term of membership for student members of the committee shall be one year.

3. The committee's function is to oversee the MBA curriculum, to provide continuing evaluation of the program, to recommend policy relating to the administration of the program, and to provide advice and recommendations for consideration and action by the College Graduate Faculty, the Dean, the MBA program director, and the university Graduate Council.

4. The committee shall ensure that the MBA program remains current and relevant, is consistent with the College mission, and is in accordance with all university policies and accreditation guidelines.

C. Assessment and Assurance of Learning Committee

1. Membership of this committee shall be composed of the chair of each department, the MBA Program Director, and one Faculty representative selected from each department.

2. This committee will design and coordinate the college's assurance of learning processes, evaluate the outcomes of these processes, and recommend improvements to the Faculty as warranted.

3. During each fall semester, the committee will provide the Dean and the Faculty with a summary analysis of assessment results, recommendations, and implemented improvements.

4. The committee shall ensure that the College's assurance of learning process is coordinated with university policies and procedures and is consistent with the intention of all accreditation standards.

D. Strategic Planning Committee

1. The core membership of this committee shall include one Faculty member selected from each degree granting program, the department chairs, the MBA Director, and the Dean. This core committee will oversee the annual planning procedures dictated by university policy. Supplemental committee membership shall include the College's Academic Advising Coordinator, the current president of the Student Leadership Council, the president of the MBA Student Association, and the chair of the Kelce Board of Advisors (or his/her designee). Additional supplemental members may be appointed by the Dean to ensure that all relevant stakeholders are represented. The core and supplemental members together shall oversee long-range planning consistent with accreditation guidelines.

2. The full committee will formally review the College's mission statement at least once every three years and make recommendations for modification. Final approval of the mission statement is determined by a majority vote of the college-wide Faculty.

3. The committee shall ensure that the College's strategic planning process is coordinated with university policies and procedures and consistent with the intention of all accreditation standards.

4. Specific charges to the committee shall be made by the Dean in consultation with the Kelce Leadership Team.

E. Faculty Development and Instructional Resources Committee

1. The membership of this committee shall consist of one Faculty member from each department within the College. The College's Instructional Support Consultant and Technical Support Consultant shall serve as ex-officio members of the committee.

2. This committee shall coordinate faculty development opportunities within the College, including hosting faculty colloquia on academic and scholarly topics, and providing the Faculty and administration with recommendations concerning the acquisition and deployment of instructional technology in classrooms, laboratories, and offices.

3. At the direction of the Dean, this committee will prepare long-range plans concerning the professional development and technology needs of the College.

4. The committee will ensure that the faculty development efforts and the instructional technology infrastructure plans of the College are consistent with university expectations and accreditation standards.

F. Student Reinstatement Committee

1. This committee shall consist of one faculty member selected from each department within the College. The College's Academic Advising Coordinator shall serve as a permanent ex officio member of the committee.

2. This committee shall decide upon student petitions for reinstatement to the College following the policies and procedures established by the College Faculty and consistent with university regulations. All petitions and recommendations pertaining to specific reinstatement cases shall be kept confidential. Appeals on individual cases for reinstatement shall follow the procedures established by the University Appeals Committee.

3. The committee will ensure that all reinstatement appeals are judged fairly and that decisions are consistent with promoting student success while upholding the academic standards of the College and University.

G. College Academic Honors Committee

1. In accordance with Faculty Senate guidelines, this committee is comprised of one Faculty member selected from each department within the College. The elected chair of this committee shall serve as the College's representative to the Faculty Senate Departmental Academic Honors Committee.

2. The responsibility of this committee is to develop and implement clearly-defined standards and guidelines for Departmental Academic Honors Projects within their disciplines and to review all student applications submitted to ensure quality and rigor of the projects proposed.

3. This committee will ensure that all university policies and procedures are followed by Faculty overseeing undergraduate Departmental Academic Honors Projects while maintaining the integrity of the program and the scholastic standards of the College.

H. Faculty Promotion Committee

1. Membership of this committee is comprised of one senior ranking Faculty member from each department within the College. In accordance with university policies and procedures, members are to be elected by the Faculty.

2. This committee will receive and review applications for promotion in academic rank for Faculty members. Recommendations will be made and forwarded in accordance with established university policies and timelines. All

recommendations will be based on the standards for rank established within the relevant *departmental* promotion and tenure guideline documents.

3. This committee will ensure adherence of all university and bargaining unit policies and procedures relating to promotion in Faculty rank while promoting the academic standards and reputation of the College.

ARTICLE VIII
Kelce Leadership Team

A. The Kelce Leadership Team (KLT) shall be comprised of the Dean, the MBA Program Director, and the chairs of each department within the College. The Dean will serve as chair of the team.

B. The Dean's Administrative Specialist will serve as recording secretary for KLT meetings. Minutes of the meetings, excluding privileged personnel discussions, shall be public documents.

C. The KLT is responsible for the daily operation of the College and adherence to all relevant policies and procedures as set forth by the university and the Kansas Board of Regents.

D. The KLT shall oversee the adherence to the College's Rules of Organization and Bylaws as put forth in this document.

E. The KLT is charged with ensuring a high quality academic environment that is recognized through continuing accreditation by the Association for the Advancement of Collegiate Schools of Business (AACSB).

ARTICLE IX
Amendments to the Bylaws

A. These bylaws shall be in effect after adoption by a simple majority vote of a quorum of the Faculty at a called Faculty meeting and approval by the Dean.

B. The Dean shall periodically establish an ad hoc committee to review these bylaws and to make recommendations for improvement.

C. Motions to amend these bylaws may occur at any called meeting of the Faculty at which a quorum is present. A simple majority vote is required for amendment, subject to the Dean's approval. Voting on amendments must be conducted within a formal meeting and not asynchronously via email or other electronic means.

D. Amendments may be proposed by any duly constituted committee, the Dean, or at least five Faculty members holding voting rights.

E. A copy of any proposed amendment(s) must be given to the Faculty by the Dean at least seven days prior to the date of the meeting at which the proposed amendment(s) is(are) to be voted upon.

Approved:
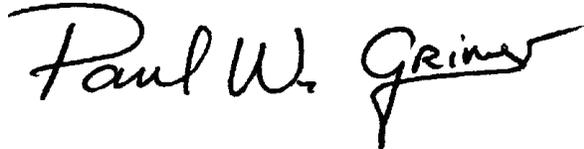
Dean, Kelce College of Business
Date: 12/12/12

COLLEGE STANDING COMMITTEES
2013-2014

Undergraduate Curriculum Committee
David O'Bryan, ACIS-ACC (2015)
Dwight Strong, ACIS-CIS (2016)
Steve Horner, MGTMKT-MGT (2016)
Kristen Maceli, MGTMKT-MKT (2015)
Jay van Wyk, MGTMKT-IB (2016)
Michael McKinnis, EFB-EC (2014)
Connie Shum, EFB-FIN (2014)
Suzanne Hurt, DO (Ex-Officio)
Paul Grimes, DO (Ex-Officio)
Alternates:
Jae Choi, ACIS-ACC
Wei Sha, ACIS-CIS
Sang Lee, MGTMKT-MGT
Shipra Paul, MGTMKT-MKT
Choong Lee, MGTMKT-IB
Lal, Anil, EFB-EC
Kevin Bracker, EFB-FIN

MBA Program Advisory Council
Stephen Del Vecchio, ACIS (2015)
Steven Horner, MGTMKT (2016)
Kevin Bracker, EFB (2014)
MBA Student TBD (2014)
MBA Student TBD (2014)
Michael Muoghalu, DO (Ongoing)
Paul Grimes, DO (Ex-Officio)
Alternates:
Jack Fay, ACIS
Choong Lee, MGTMKT
Chuck Fischer, EFB

Assurance of Learning Committee
Gail Yarick, ACIS (2016)
Christine Fogliasso, MGTMKT (2015)
Kevin Bracker, EFB (2014)
Rebecca Casey, ACIS (Ongoing)
Din Cortes, EFB (Ongoing)
Eric Harris, MGTMKT (Ongoing)
Michael Muoghalu, DO (Ongoing)
Maeve Cummings (Ex-Officio)
Pat Lindley (Ex-Officio)

Strategic Planning Committee
Jae Choi, ACIS-CIS (2016)
David O'Bryan, ACIS-ACC (2014)
Sang Lee, MGTMKT-MGT (2016)
Jay van Wyk, MGTMKT-IB (2015)
Mary Wachter, MGTMKT-MKT (2016)
Chuck Fischer, EFB-EC (2014)
Connie Shum, EFB-FIN (2015)
Rebecca Casey, ACIS (Ongoing)
Din Cortes, EFB (Ongoing)
Eric Harris, MGTMKT (Ongoing)
Michael Muoghalu, DO (Ongoing)
Paul Grimes, DO (Ongoing)
Supplemental:
Suzanne Hurt, DO (Ongoing)
Bill Neighbors, KBOA (Ongoing)
MBA Student TBD (2014)
BBA Student TBD (2014)

Faculty Development and Instructional Resources
Steve Haenchen, ACIS (2015)
Linden Dalecki, MGTMKT (2016)
June Freund, EFB (2014)
Chris Fleury, DO (Ongoing)
Kylie Edgecomb, DO (Ongoing)

Student Reinstatement Committee
Mary Polfer, ACIS (2014)
Shipra Paul, MGTMKT (2015)
Chuck Fischer, EFB (2016)
Suzanne Hurt, DO (Ongoing)

College Academic Honors Committee
Wei Sha, ACIS (2014)
Lynn Murray, MGTMKT (2016)
Anil Lal, EFB (2015)

Faculty Promotion Committee
Maeve Cummings, ACIS (2014)
Art Fischer, MGTMKT (2015)
Chuck Fischer, EFB (2016)

Note: Chairs will be determined by each committee and reported to the Dean. Full terms are for three academic years. All terms end on June 30 of the *calendar* year stated.

(As of 08/22/13)

PITTSBURG STATE UNIVERSITY GLADYS A. KELCE COLLEGE OF BUSINESS
BOARD OF ADVISORS ARTICLES OF ORGANIZATION

I. PURPOSES AND OBJECTIVES

A.   To consult and advise the faculty and administration of the Gladys A. Kelce College of Business on issues in business higher education. Particular emphasis will be paid to those issues concerning the Kelce College's mission and strategic plan, its academic programs and curricula, its instructional resources, and the recruitment and placement of its students.

B.   To serve as a liaison between faculty and the business community for the purpose of promoting understanding, cooperation, and mutual gain through such activities as consulting arrangements, involving faculty members in practical business problems, arranging for guest lecturers from industry and bringing students in direct contact with business executives and their ideas.

C.   To provide an opportunity for the exchange of points of view between the businessperson and the academician as they relate to business education and business research.

D.   To promote the objectives of the Kelce College through development activities and through advice relative to utilization of funds and resources gathered by such activities.

II.   MEMBERSHIP

A.   Number: The maximum number of members shall be thirty (30) exclusive of any ex-officio members.

B.   Nomination and Appointment:

1.   Initial appointments to the Kelce College Board of Advisors under these articles of organization shall be made by the president of the university upon recommendation of the dean of the Kelce College after consultation with members of the previously constituted board of advisors, the Kelce College faculty, and appropriate university officials.

2.   All individuals who are members of the previously constituted Kelce College Board of Advisors as of the adoption date of these amendments shall be newly appointed members of this board.

3.   Except as provided in II.B.1 and 2 above, the members of the board of advisors shall be nominated by a standing membership committee working in cooperation with the dean of the Kelce College. When nominations are required, the dean shall invite the Kelce College faculty and members of the board to submit names of prospective members to the nominating committee. The nominating committee will, from the names submitted and from names which the Nominating Committee may identify, recommend one individual for each open position. These recommendations will be considered by the board at its next regular meeting or via electronic communication when deemed appropriate by the dean. Approved nominees will be forwarded by the chairperson of the board to the president of the university for appointment.

4. Board membership shall not be limited to graduates of Pittsburg State University nor to residents of the State of Kansas.

C. Terms: Members are appointed to three-year terms. Members may be appointed for less than three-year terms to fill vacancies. Board members may be reappointed.

D. Representation:

1. Appointments shall be made so that members are as representative as possible of all departments and academic disciplines of the Kelce College.

2. Moreover, the nominating committee will attempt to avoid having as members of the board more than seven individuals who, in their judgment, represent the same industry, professional group or who represent a similar business or professional group.

E. Qualifications:

1. A strong belief in the private support of public higher education and enthusiasm for the Kelce College and Pittsburg State University.

2. High moral standing in the community.

3. Time to devote to the organization and leadership of the enterprise.

4. A sense of organization and an ability to persuade others to work for Pittsburg State University.

5. Willingness to set an example of generous support for the Kelce College and the university.

F. Participation:

1. The achievement of the purposes and objectives of the board depends upon the active participation of the members in board meetings and the work of the committees to which they may be appointed.

2. Members incurring three (3) successive unexplained absences will be contacted concerning their continuation on the board by the dean of Kelce College.

III. MAJOR ACTIVITIES OF MEMBERS

A. Assist in the attainment of the purposes and objectives of the program as set forth above.

B. Lend endorsement to the program by having their names appear in official college and university publications when appropriate.

C. Participate from time to time in presenting the needs and achievements of the Kelce College to prospective donors and other publics.

D. Attend one or more board meetings each year and participate in the work of the committees as necessary.

IV.   ORGANIZATION AND PROCEDURES

A.   Voting:

1.   The dean of the Kelce College shall be an ex-officio, non-voting member of the board of advisors.

2.   The Kelce College director of development shall be an ex-officio, non-voting member of the board of advisors.

3.   A member of the staff of the Kelce College shall be appointed by the dean to serve as secretary of the board as an ex-officio member without vote.

B.   Officers:

The board, acting through the membership committee, shall select its own officers which shall include a chairperson and a vice chairperson each to be elected annually by the board from among its regular voting appointed members.

C.   Committees:

1.   Much of the work of the Kelce College Board of Advisors occurs in the various committees. It is in committees that new programs are outlined and policy recommendations are formed for the consideration of the full board.

2.   The Board shall be organized into the following four (4) standing committees: Executive, Membership/Nominating, Development/ Endowment, and Student Activities/Careers. The board shall also organize ad hoc committees as needed for the efficient operation of the board.

a.   The Executive Committee shall be composed of the chairperson and vice chairperson of the Kelce Advisory Board, the Kelce dean, and the previous chairperson and vice chairperson of the board (provided that the latter two are still members). The day-to-day functions and work of the board will be accomplished by the Executive Committee. It will establish or dissolve the various ad hoc committees of the board as may be necessary and will appoint members of the board to these committees. The Executive Committee will coordinate the work and activities of the individual committees, suggest programs, institute procedural and organizational changes, and formulate the agenda of the meetings of the board.

b.   The Membership/Nominating Committee will select (with the board's advice), nominate and renominate the membership of the Kelce College Board of Advisors and membership to the various standing committees of the board. The committee will nominate the chairperson and vice chairperson of the board. Committee members will assist in developing interest among business executives and others interested in business education activities in joining the board. The committee will recommend ways and means of recognizing and thanking the members for their service.

c.   The Development/Endowment Committee will coordinate, direct and participate in all fundraising activities of the Kelce College to include the establishment of an unrestricted endowment, endowed faculty positions, endowed and annual scholarships

and other support, and a deferred gifts program. The college director of development will serve as a continuing member of the committee.

d.   The Student Activities/Careers Committee will provide the coordination between business and the Kelce College with emphasis on student activities. The committee will afford industry an opportunity to develop career interests through such vehicles as career days, seminars, industry tours and visits, etc. Committee members will assist the Kelce College in ensuring jobs and employment opportunities for graduates.

3.   Each member of the board of advisors serves on one or more standing committees, meeting at the call of the committee chairperson. Committee membership will be determined annually by the board working in consultation with the Membership/Nominating Committee. Normally time will be set aside for the committees to meet during the two sessions of the board of advisors; however, chairpersons should be prepared to call special meetings as necessary to complete the vital work of the board in a timely manner.

4.   The board shall meet at least two times each academic year.

5.   Minutes of the regular meetings of the board of advisors shall be published and made available to the faculty and board membership.

V.   <u>AMENDMENTS</u>
Amendments to these Articles of Organization may be proposed by either the dean of the Kelce College or by individual board members. Adoption of the amendments requires a two-thirds vote of the members voting, with the balloting to include both absentee and proxy ballots, and concurrence by the dean of the Kelce College and the president of the university.

Undergraduate Admission to the Kelce College of Business

Undergraduate students desiring admission into the Kelce College of Business must meet the following admission requirements in addition to those of the university. The Kelce College of Business will admit students who meet the following requirements:

1. Completion of 42 semester hours applicable to the degree that the student is seeking with a 2.5 overall cumulative grade point average.

2. Completion of the following foundation courses with no grade lower than a C and a 2.5 grade point average in the following classes:

    English Composition, ENGL 101 – 3 hours
    Introduction to Research Writing, ENGL 299
          or Honors English Composition, ENGL 190 – 3 hours
    Two Writing to Learn Courses*
    Speech Communications, COMM 207 – 3 hours
    Elementary Statistics, MATH 143 – 3 hours
    Mathematics requirement, minimum 3 hours; either Math 110, 113, 122, 126, 150 or 153
    Computer Information Systems, CIS 130 – 3 hours
    Financial Accounting, ACCTG 201 – 3 hours
    Managerial Accounting, ACCTG 202 – 3 hours
    Microeconomics, ECON 200 – 3 hours
    Macroeconomics, ECON 201 – 3 hours

    *Transfer Students will adhere to university policy regarding WL requirements.

    Students may not enroll in business courses, in addition to those included above, until they have met the requirements for acceptance into the Kelce College of Business.
    Business minors, non-degree seeking students, exchange students, and students with other degree objectives will be allowed to take business courses numbered 300 and above if they meet the specific course prerequisites as outlined in the university catalog.

Kelce College of Business Prerequisite Policy

1. All business courses numbered 200 have a sophomore-standing prerequisite requirement. Sophomore standing is defined as the completion of 25 semester hours.

2. All business courses numbered 300 and above require admission to the Kelce College of Business with the exception of MGMKT 320 Business Statistics for those students who have completed Math 143.

3. All courses indicating senior-standing prerequisite are defined as the completion of 85 semester hours.

4. All students are required to complete Kelce College of Business prerequisites as outlined in the PSU Catalog. If a student is enrolled in a course without completion of the required prerequisite, the student will receive notice to seek advising for schedule revisions. If the schedule is not revised or approved prior to the first day of class, the Kelce Academic Advising office will administratively remove the class from the student's schedule.

Kelce College of Business Excessive Retake Policy

Students wishing to enroll in the same business course for the fourth time or more must petition the Dean of the College for approval.

APPENDIX E

KELCE COLLEGE OF BUSINESS ASSURANCE OF LEARNING 2008-2013

KELCE COLLEGE OF BUSINESS

ASSURANCE OF LEARNING

PROGRAM

2008-2013

Preface

This document provides a detailed presentation and analysis of assessment / assurance of learning activities in the Kelce College of Business during the AACSB peer review period of 2008-2013. The document highlights learning goals, measures, results, and actions that occurred during this time period.

The overriding goals of the AOL process for 2008-2013 are two-fold. First, the process should improve upon the Kelce tradition of assuring that our students are mastering knowledge and skills which are deemed important by the Kelce faculty and which tie to the Kelce mission. Second, the 2008-2013 process should address the 2009 Peer Team recommendation to "streamline" the assessment process in the college.

Kelce Assurance of Learning Committee Members:

> Dr. Eric Harris (MGMKT)
> Dr. Din Cortes (ECON)
> Dr. Michael Muoghalu (MBA)
> Dr. Christine Fogliasso (MGMKT)
> Ms. Becky Casey (ACIS)
> Dr. Kevin Bracker (ECON)
> Ms. Gail Yarick (ACIS)

> *Ex-officio membership:*
> Dr. Maeve Cummings (ACIS & Chair of University Assessment Committee)
> Dr. Patricia Lindley (Director of University Assessment)
> Dr. Paul W. Grimes (Dean, Kelce College of Business)

Past members:
> Dr. Thomas Box (MGMKT, *Emeritus Professor*)
> Dr. Lynn Murray (MGMKT)
> Mr. Dwight Strong (ACIS)
> Ms. Mary Polfer (ACIS)

Contents

Kelce College of Business
Assurance of Learning Process Improvement and Response to Peer Review Team Recommendation

At the conclusion of the previous Peer Team Review, the Kelce College received the following recommendation:

> *"The Committee recommends that the College streamline its assessments activities and continues to make improvements based on these activities."*

AOL Process Improvement

The College responded to the PRT recommendation by developing an AOL process that:
- ensures a formalized, well-coordinated process;
- contains a smaller and more focused set of learning goals and objectives;
- comprises college-wide AOL committee representation;
- incorporates the input of several external stakeholders and groups;
- involves the adoption of an electronic assessment data collection tool (*LiveText*);
- works in conjunction with University assessment, and;
- leads to actionable items that generate curriculum improvement.

The assurance of learning program in the Kelce College of Business centers on learning goals and objectives which are determined by the faculty and are in alignment with the Kelce mission. The focus of the program is continual improvement for the College. Learning goals are assessed through in-class activities and a nationally-recognized comprehensive business exam, the Major Field Test (ETS). Results are measured against expectations and analyzed by both faculty and AOL committee members. Changes to course delivery and/or curriculum are based on the results obtained. Any changes to the curriculum and/or updates are reported to, and implemented with the cooperation of, the Kelce Assurance of Learning Committee, the Kelce Curriculum Committee, and the Strategic Planning Committee. Feedback is gathered from the Kelce Board of Advisors, when applicable. The Kelce Board also provides direct input into various student presentations, such as those from the ENACTUS group.

The streamlined AOL process has resulted in an improved AOL process that has allowed the faculty to close the AOL loop by measuring, improving, and re-measuring learning goals while including data and input from numerous sources and stakeholders.

1. Faculty develop learning goals and objectives, aligned with mission

2. Assessment/AOL activities determined by AOL committee with faculty input

3. Faculty aligns course objectives with learning goals, develops assessment assignments and rubrics, and includes information on syllabus

4. Data collected by Kelce faculty and provided to AOL Committee

5. Kelce AOL Committee analyzes data and communicates results to faculty

6. Faculty integrate curricular updates and/or changes where appropriate. Curricular changes go through appropriate committees

7. Curricular updates and/or changes are reported to Kelce AOL Committee, Curriculum Committee, and Strategic Planning Committee and other committees as needed.

8. Curricular changes reviewed by Strategic Planning Committee for mission appropriateness and input into the strategic planning process

External stakeholder input into assessment process and updates

Indirect assessment measures collected and gathered by Assessment Committee. Data forwarded to University.

Required assessment reports forwarded to appropriate University committees, as needed (e.g. University Assessment, HLC)

Data/Analysis to appropriate University committees, as requested (e.g. University Assessment, HLC) and to faculty upon request.

Kelce College of Business
Assurance of Learning Cycle 2008-2013

SUMMARY OF CURRICULAR CHANGES RESULTING FROM AOL

Course Modifications

Course	Revision	Learning Goal; Direct and indirect assessment
ECON 665 – Seminar in Applied Economics	In order to improve student presentation skills, the Economics, Banking, and Finance department now requires students to formally present their class projects at the PSU undergraduate research colloquium.	Response to: BBA goal 1.2 (LiveText - effective communicators); alignment with employer and alumni survey data
MGMKT 645 – Business Strategy	The format of the written case project has been changed to include the analysis of a Fortune 500 company, with specific emphasis on discussing strategic issues such as development of a SWOT analysis and analysis of strategic factors that influence the organization as well as basic grammatical and citation issues.	Response to: BBA goal 1.1 and 3.1 assessment (LiveText - communication and think analytically); alignment with employer survey data
MGMKT 330 – Basic Marketing	The semester assignment has been changed to include coverage of the effects of marketing strategies on the environment and sustainability issues as well as the impact of strategies on the financial bottom-line.	Response to: BBA goal 4.1 assessment (LiveText - Marketing); alignment with alumni and fourth year student survey data
MGMKT 327 – Organizational Theory and Behavior	The instructors of this course have sharpened the focus on major management approaches as they influence organizational effectiveness.	Response to: BBA goal 4.1 assessment (LiveText – Management)
MGMKT 444 – Legal and Social Environment of Business	Staff members from the Writing Center now regularly speak with students about issues such as improving "authority" and following assignment requirements.	Response to: BBA goal 2.1 assessment (LiveText – Ethics); alignment with employer and alumni survey data
FIN 326 – Business Finance	A stronger focus on summarizing financial information and evaluating risk aversion, diversification, and market risk issues has been added to the course.	Response to: BBA goal 4.1 assessment (LiveText – Finance)
CIS 420 – Management Information Systems	A renewed focus on utilizing Excel in business decision-making has been added to the course during the AOL time period	Response to: BBA goal 4.1 assessment (LiveText – Information Systems)
ACCT 420 – Info. Technology / Accounting Systems	A renewed focus on closing temporary accounts has been added.	Response to: BBA goal 4.1 assessment (LiveText – Accounting)
MGMKT 895 – Strategic Management	A new business strategy game has been added to this course. This game focuses more heavily on strategic issues that influence the business.	Response to: MBA goal 2.1 assessment (LiveText – Strategic issues); alignment with employer survey data

MGMKT 828 – Leadership and Behavioral Management	The course has increased its emphasis on major leadership theories such as Path-Goal and the Theory of Transformational Leadership.	Response to: MBA goal 3.1 assessment (LiveText – Leadership skills); alignment with employer and alumni survey data
MGMKT 826 – Quantitative Business Analysis	A renewed emphasis on interpretation of quantitative data as it pertains to managerial decision making has been added	Response to: MBA goal 4.5 assessment (LiveText – Quantitative analysis)
MGMKT 839 – Marketing Strategy	A stronger emphasis on the relationship between marketing strategies and customer perceived-value has been added.	Response to: MBA goal 4.4 assessment (LiveText – Creation of value)
MGMKT 830 – Business, Government, and Society	A stronger emphasis has been placed on ethical awareness, the categorical imperative, codes of ethics, ethical uncertainty, and ethical universalism. Legal issues that have received increased attention include Sarbanes-Oxley, Dodd-Franks, corporate charters, and corporate litigation.	Response to: MBA goal 4.2 assessment (LiveText – Legal issues in business); alignment with MBA student survey and employer survey.
FIN 836 – Financial Strategy	A stronger focus has been given to issues such as changes in value and credit risk evaluation.	Response to: MBA goal 4.3 assessment (LiveText – Financial analysis)

New Course Development

New Course	Rationale
MGMKT 310 Basic Quantitative Business Methods	Improvement in student learning of critical business mathematics concepts was needed.
MGMKT 625 Emerging Markets	International business curriculum lacked content area.
MGMKT 801: Topics – International Negotiation	Students needed exposure into business negotiations taking place across cultures and nations.
ECON 483 Industrial Organization	Input from external review signaled need for addition to curriculum.
ECON 650 Econometrics	Curricular review of economics major program and input from external review signaled need for addition to curriculum.
FIN 625 International Finance	Curricular review of finance major program and input from external review signaled need for addition to curriculum.
FIN 621 / FIN 624 (Investments I & II)	Curricular review, in conjunction with advisor input, signaled need for addition to curriculum.
ACCTG 411 Tax Accounting	Curricular review, in conjunction with advisor input, signaled need for addition to curriculum.
ACCTG 611 Advanced Taxation	Curricular review, in conjunction with advisor input, signaled need for addition to curriculum.
ACCTG 610 External Auditing and Assurance	Curricular review, in conjunction with advisor input, signaled need for addition to curriculum.
CIS Topics: Computer Forensics	Addition of minor area signaled need for curriculum update.

LEARNING GOALS AND MISSION APPROPRIATENESS

The learning goals in the Kelce College of Business are directly tied to the mission statement:

Kelce Mission (2009 – 2013). "The mission of the College of Business is to support Pittsburg State University by providing undergraduate and graduate programs in business. The college provides educational opportunities primarily to students from southeast Kansas and adjacent regions, as well as to students from other countries. The primary emphasis in the college is on undergraduate degree programs. The college fulfills the responsibilities of teaching, intellectual contributions, and service. Applications of knowledge is [sic] emphasized in each of these areas. The teaching of students is of primary importance. Intellectual contributions, which enhance teaching, professional development and service are also important."

Updated Kelce Mission (2013 - present). "The Kelce College of Business prepares future business professionals within a student-focused environment by empowering students from diverse backgrounds to succeed within the global business community. We provide a foundation for life-long learning and a spirit of engagement by delivering affordable, high-value undergraduate and graduate business education programs. We accomplish this through small classes, committed faculty, scholarship, and community outreach."

The Kelce faculty strongly believes that in order to be a successful business professional, the graduate must be able to effectively communicate, to identify and analyze business issues in an ethical manner, to think analytically and be an effective problem-solver, and to have a solid understanding of the functional areas of business. The general areas comprise the four learning goals in the BBA and MBA programs. These goals have been reviewed by the Strategic Planning Committee and the Kelce Board of Advisors to ensure mission appropriateness. Each learning goal is defined in terms of specific objectives.

BBA LEARNING GOALS AND OBJECTIVES

Goal 1: Our graduates will be effective communicators.

Objective 1:   Our graduates will be able to effectively write on a business subject in a professional manner.

Objective 2:   Our graduates will be able to effectively prepare and deliver an oral presentation on a business issue in a professional manner.

Goal 2: Our graduates will be able to identify and analyze ethical issues.

Objective 1:   Our graduates will be able to identify ethical issues and formulate potential resolutions.

Goal 3: Our graduates will be able to think analytically and to be effective problem-solvers.

Objective 1:   Our graduates will be able to analyze information and demonstrate effective problem solving skills

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.

Objective 1:   Our graduates will exhibit proficiencies in accounting, economics, finance, information systems, management, marketing and the global nature of business.

Objective 2:   Our graduates will exhibit proficiencies in his/her major field.

MBA LEARNING GOALS AND OBJECTIVES

Goal 1: Our graduates will be effective communicators.

Objective 1:   Our graduates will be able to demonstrate effective writing skills.
Objective 2:   Our graduates will be able to demonstrate effective oral communication skills.

Goal 2: Our graduates will be able to analyze factors that influence the organization.

Objective 1:   Our graduates will be able to develop a comprehensive strategic plan.

Goal 3: Our graduates will have an understanding of effective leadership skills.

Objective 1:   Our graduates will understand how to effectively lead a team.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 1:   Ethical responsibilities in organizations and society.

Objective 2:   Legal responsibilities in organizations and society.

Objective 3:   Financial theories, analysis, reporting and markets.

Objective 4:   Creation of value through the integrated production and distribution of goods, services and information.

Objective 5:   Quantitative business analysis as it supports decision-making processes.

Objective 6:   Domestic and global economic environments.

Objective 7:   Our students will have an understanding of how accounting controls may be integrated in a system of management controls.

BBA ASSURANCE OF LEARNING, CURRICULUM ALIGNMENT AND SCHEDULE

The Kelce Undergraduate learning goals and objectives are aligned with specific courses and are assessed according to a formalized schedule. As a key component of continual improvement, the focus of the AOL program is on assessing results pertaining to each learning goal, taking action when deemed necessary, and measuring the impact of the actions.

Assurance Maturity. Each learning goal in the Kelce College of Business BBA program has been assessed multiple times over the past five-year period, with resulting curricular updates in line with the objective of "closing the AOL loop." A response to the AACSB recommendation to streamline the Kelce assessment process was the college-wide adoption of the LiveText assessment tool. This tool was put into practice during the 2009-2010 academic term. This LiveText software package along with other measures (e.g., presentations, embedded test questions, MFT exam, etc.) provided the main sources of direct assessment data within the College.

AOL Schedule. The schedule below shows the assessment data collection for the direct measures pertaining to each learning goal. The results of the assessment activities are presented on the following pages.

Kelce Undergraduate Assessment Plan

Goal/ Objective	Content	Course	Tool	SP 10	FA 10	SP 11	FA 11	Sp 12	Fa 12	Sp 13
1.1	Written Communication	MGMT 645	Case Study	✔		✔		✔		✔
1.2	Oral Communication	MGMKT 629, FIN 621, MGMKT 631, ECON 665, ACCT 420, CIS 640	Oral Presentation	✔		✔	✔	✔		✔
2.1	Ethics	MGMKT 444	Essay	✔		✔		✔		✔
3.1	Analysis/ Problem Solving	MGMKT 645	GLO-GUS and Business Simulation					✔	✔	✔
4.1 Business Proficiencies	Finance	FIN 326	Ran and Return Project and MFT	✔		✔		✔		✔
	Information System	CIS 420	Project and MFT	✔	✔	✔	✔	✔		
	Management	MGMKT 327	Paper and MFT			✔		✔		✔
	Marketing	MGMKT 330	Paper and MFT			✔		✔		✔
	Accounting	ACCTG 420	Project and MFT					✔		✔
	Global Issues	MGMKT 439	Paper and MFT			✔		✔		✔
	Economics	MFT	MFT	✔		✔		✔		✔
4.2	All areas	MGMKT 645	MFT	✔		✔		✔		✔

Benchmarking and continuous improvement: In order to continually improve, faculty members must track the progress of their students relating to learning goal achievement and strive to improve student learning each year. Accordingly, each year's assessment results are measured against the previous year's results. Positive trends are expected, and actions are taken to improve student performance and/or curricular content when necessary.

The Major Field Test (MFT) presents an opportunity for faculty to receive objective, externally-developed normed scores. These scores are monitored closely each year. The goal of the MFT exam administration is to ensure that students *at least* meet the minimal expectations of the faculty on the exam. Expectations include: *one standard deviation within the national mean meets expectations*, *one standard deviation below the national mean falls below expectations*, *and one standard deviation above the national mean exceeds expectations*. Action is taken when our students' scores fall below expectations. In the spirit of continual improvement, the faculty member also strives to improve scores that fall within either the "meets expectations" or "exceeds expectations" boundaries.

Beginning with the Spring 2009 assessment period, MFT exams scores count as one test grade towards the students' final grades in MGMKT 645 Business Strategy. Prior to the 2008-2013 review period, there were no performance incentives for students to take the MFT exam.

Goal 1:   Our graduates will be effective communicators.

Objective 1:   Our graduates will be able to effectively write on a business subject in a professional manner.

<u>Assessment Tool</u>: Business case study in MGMKT 645 Business Strategy

GOAL	METHOD	TERM
1.1 Our graduates will be able to effectively prepare and deliver an oral presentation on a business issue in a professional manner	Case Study in MGMKT 645	SP 10, SP 11, SP 12, SP 13
INITIAL FINDINGS – DIRECT MEASURES	**ACTION**	**RESULTS**
Student performance has been positive and this goal is being met. Regarding content, the lowest scores are generally found in "SWOT analysis" and "strategic issues".	Upon review of the results, and with consultation with the members of the AOL committee, Dr. Box continued to emphasize the importance of effective written communication in business. He continued to emphasize the role of the PSU Writing Center and recommended that students seek help from the Center. Dr. Horner changed the format of assignment in SP '13 to include an analysis of a Fortune 500 company. The AOL Committee forwards the recommendation to the Dean that a Business Communication task force considers effective writing ability as part of the proposed Business Communications curriculum.	Student performance ontinued to improve, as 90% of students earned grades at the highest level for writing quality in SP '12, as compared to 38% in SP '11 and 2% in SP '10. Students generally are able to conform to APA guidelines and showed considerable improvement over Fall 2012. Students are generally careful writers, although common grammatical errors typical of college students (subject/predicate agreement in tense, number, person) occasionally appear. Results from the assignment in SP '13 revealed that student performance on "SWOT analysis" and "strategic issues" was relatively strong. However, students had some difficulty citing sources properly and failing to consult enough background information. More importantly, students show a need to improve upon critical thinking as it relates to evaluating the reliability and validity of external sources.

Indirect measures: Communication skills ratings from alumni, fourth year students, and employers have been positive over the review period, and they have ranked highly in importance by employers.

Summary: Results indicate that student's writing quality is at an acceptable level and that progress has been made on this regularly monitored goal. Writing quality issues may be addressed in the prospective "Business Communications" course that is currently under consideration. This goal will continue to be monitored.

Goal 1:   Our graduates will be effective communicators.

Objective 2:   Our graduates will be able to effectively prepare and deliver an oral presentation on a business issue in a professional manner.

Assessment Tools: Oral presentations in: MGMKT 629 Human Resources Management; ECON 665 Seminar in Economics; FIN 621 Investments; MGMKT 631 Advanced Marketing Management; ACCTG 420 Information Technology/Accounting Systems; MGMKT 439 International Business

GOAL	METHOD	TERM
1.1 Our graduates will be able to effectively prepare and deliver an oral presentation on a business issue in a professional manner	Oral presentations across the curriculum	SP 10, SP 11, FA 11, SP 12, SP 13
INITIAL FINDINGS – DIRECT MEASURES	ACTION	RESULTS
Results have been consistently strong across semesters assessed. The vast majority of students have earned at least "meets expectations" ratings across sections and semesters. Slightly lower results were found in MGMKT 631 during the SP 10 semester. Particular issues found with "delivery" issues (gestures, posture, etc.) in MGMKT 629.	The AOL Committee forwards the recommendation to the Dean that a Business Communication task force considers effective writing ability as part of the proposed Business Communications curriculum. In the interim, faculty will content to stress the importance of effective oral communication in business today.	Progress is continually monitored each semester.

Indirect measures: As noted in LO1:1, communication skills ratings from alumni, fourth year students, and employers have been positive over the review period, and they have ranked highly in importance by employers.

Summary: Results indicate that, like writing quality, oral presentation skills are acceptable in the Kelce College. However, improvements can be made and progress will be monitored, including specific changes that occur from the prospective "Business Communications" course. This goal will continue to be monitored.

Goal 2:   Our graduates will be able to identify and analyze ethical issues.

Objective 1:   Our graduates will be able to identify ethical issues and formulate potential resolutions.

<u>Assessment Tool</u>: Essay dealing with business ethics in all MGMKT 444 Legal and Social Environment of Business classes

GOAL	METHOD	TERM
2.1 Ethical Issues identification and resolution: Our graduates will be able to identify ethical issues and formulate potential resolutions	Essay in MGMKT 444	SP 10, SP 11, SP 12, SP 13
INITIAL FINDING – DIRECT MEASURES	**ACTION**	**RESULTS**
Results indicate that students have consistently performed extremely well in 4 of the 5 areas of the Business Ethics Rubric (Recognition, Knowledge, Analysis and Action). Improvement needed in "authority and assignment".	To help students improve in the area of Authority and Assignment, in SP 13 a request was made of the PSU Writing Center that it have a speaker address each section of L&S classes about this area in order to improve performance. (SP 13)	Student performance improved, most importantly, in the "recognition" and "action" elements of the assignment. Performance also improved on "authority and assignment" Ethical issues will continue to be emphasized in the Legal and Social course.

Indirect measures: Ethical issues were ranked as the second most important topic by employers over the review period and satisfaction ratings from this group were high as well (avg. 6.04). Ratings were also high from fourth year students and alumni.

Summary: Ethical decision making continues to play an important role in business today. Kelce students have shown the ability to identify ethical issues and formulate resolutions to ethical problems. The MGMKT 444 course continues to emphasize these skills and results have improved for the "recognition" and "action" elements of the assignment. This goal will be continually monitored.

Goal 3:   Our graduates will be able to think analytically and to be e effective problem-solvers.

Objective 1   Our graduates will be able to analyze information and demonstrate effective problem solving skills

<u>Assessment Tool</u>: Simulation game in MGMKT 645 Business Strategy

GOAL	METHOD	TERM
3.1 Problem solving: Our graduates will be able to analyze information and demonstrate effective problem solving skills	GLO-BUS simulation and business strategy simulation game in MGMKT 645	SP 12, FA 12, SP 13

| INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Scores on the strategic management portion (strategic integration problem solving) of the simulation were consistent across SP and FA semesters, with an average of 53.	Dr. Horner will include a new project in MGMKT 645 in SP 13 that will improve upon problem solving skills and include a SWOT analysis.	Results from the new project revealed that student performance on effectively solving strategic problems was generally strong, but this skill will need to continue to be monitored. Students need additional work at properly applying the SWOT framework. Students are generally able to clearly distinguish between external and internal characteristics. However, students typically confuse strategic alternatives and opportunities typically conflating the two concepts by describing opportunities as actions the firm might take rather than as external conditions the firm must face. Dr. Horner plans to continue using the new project and monitor problem solving skills, particularly as they relate to strategic management.

Summary: SWOT analysis continues to be an issue that will be addressed and closely monitored in future assessments. Although the results have improved, there remains additional room for improvement.

Goal 4:   Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business

Objective 1:   Our graduates will exhibit proficiencies in Finance.

Assessment Tools: Risk and Return project in FIN 326 Business Finance and MFT

GOAL	METHOD	TERM
4.1 Business Proficiencies -FINANCE	Risk and Return Project in FIN 326 and MFT Exam	SP 10, SP 11, SP 12, SP 13

FINDING	ACTION	RESULTS
Results have improved since original assessment. Two areas of potential improvement are "recommendations" and "summary"; Initial problems with "risk aversion" and "security market (SP10); and concerns with "diversification, firm, market, and total risk" in SP11 and SP 12.	The issues identified have continued to be emphasized in class.	Results have remained fairly consistent across the periods assessed. On average, 80% of students have scored above the "C" level across the indicators although results have not shown consistent improvement. The MFT results have been satisfactory over this time period, with all results falling at least within the "meets expectations" range.
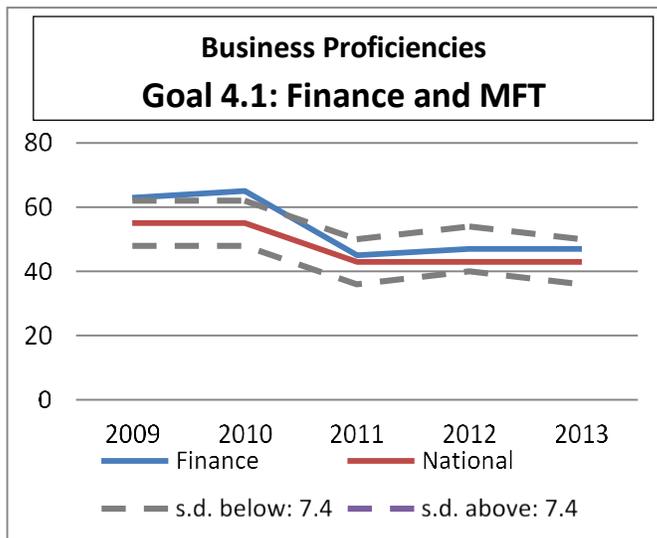
Category	2009	2010	2011	2012	2013
Finance	63	65	45	47	47
National	55	55	43	43	43

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

MFT - Finance results have been within the area expected over the years assessed. In 2010, our students scored above expectations, or above one standard deviation from the national mean. The test was changed in 2011, which explains the dip in both the Kelce and national scores. It is worth noting that Kelce students scored above the national average for each year assessed.

Summary: Overall, the Risk and Return Project results, when combined with the MFT data, indicate that Kelce students are learning the fundamentals of business finance and that this goal is being met.

Goal 4:   Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.

Objective 1:   Our graduates will exhibit proficiencies in Information Systems.

Assessment Tools: Data Base project in CSIS 420 Management Information Systems and MFT

GOAL	METHOD	TERM
Business Proficiencies – Information Systems	Database project in CIS 420 and MFT Exam. The decision support system project requires the students to use excel to create a system that would help in decision making. It involves using Excel tools, beyond the basic ones, to organize and analyze data into a form that will be of value in determining an appropriate course of action.	SP 10; FA 10; SP 11; FA 11; SP 12
INITIAL FINDING – DIRECT MEASURES	**ACTION**	**RESULTS**
Student performance has been strong over the terms assessed, with the majority of students performing in the "A" range.	The course continues to emphasize the role of decision support systems using various tools such as Excel.	Results have improved over the years assessed. This goal will be continually monitored.

Indirect measures (technological issues):
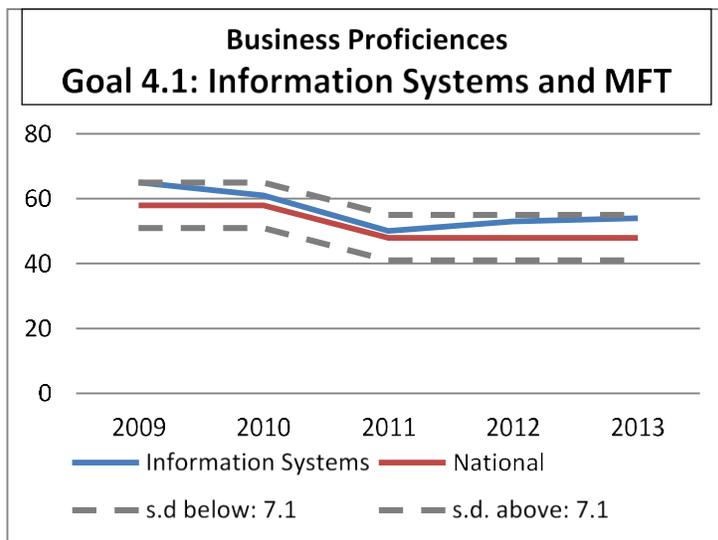
Category	2009	2010	2011	2012	2013
Information Systems	65	61	50	53	54
National	58	58	48	48	48

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

MFT - Information systems results have been within the area expected over the years assessed. In two of the years, the student average was at the 7.1 standard deviations above the mean point. It is worth noting that Kelce students scored above the national average for each year assessed.

Summary: Overall, the data suggest that Kelce students are performing well with information systems skills. The MFT results are particularly encouraging. This goal will be continually monitored.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business

Objective 1: Our graduates will exhibit proficiencies in Management.

Assessment Tools: Management paper in MGMKT 327 Organizational Theory and Behavior and MFT

GOAL	METHOD	TERM
Business Proficiencies -Management	Paper in MGMKT 327 and MFT Exam	SP 11, SP 12, SP 13
FINDING	ACTION	RESULTS
Results indicate that approximately 70% of students scored at least at the "B" level for content during the initial (Fall 2011) evaluations period.	Drs. Fischer, Baack, and Ahsan renewed focus on management approaches in the class periods as it pertains to organizational analysis.	Results improved during Spring 2012, with 71% of students performing at the "B", or higher, level before dipping to 40% in Spring 2013. This goal will continue to be monitored as an integral part of the MGMKT 327 course.

Business Proficiencies
Goal 4.1: Management and MFT
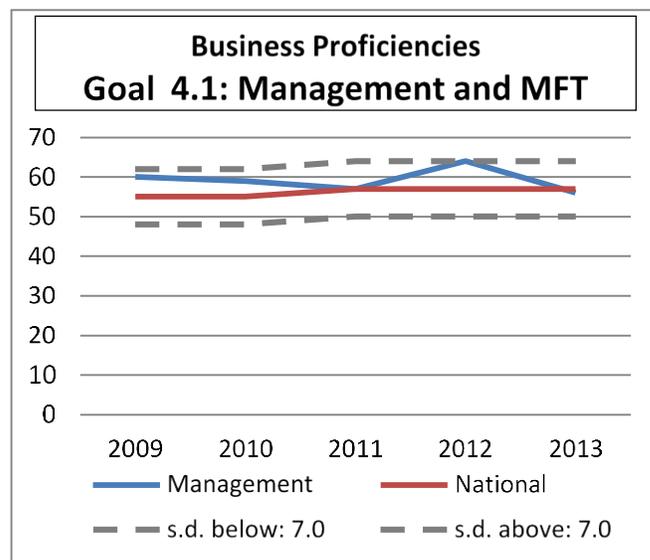
Category	2009	2010	2011	2012	2013
Management	60	59	57	64	56
National	55	55	57	57	57

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Summary: Management results have been within the area expected over the years assessed, and in most all cases the scores have been above the national mean. A slight dip in scores for 2013 may be attributed to faculty changes that occurred during the 2012-2013 year when we had a change in MGMT faculty and a phased-retirement situation with a senior faculty member. We will continue to monitor progress in this area now that stability has been restored. Overall, the results for the MGMT assessment are considered to be positive.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business

Objective 1: Our graduates will exhibit proficiencies in Marketing.

Assessment Tools: Paper on the four P's of Marketing in MGMKT 330 Basic Marketing and MFT

GOAL	METHOD	TERM
Business Proficiencies -MKTG	Paper in MGMKT 330 and MFT Exam	SP 11, SP 12, SP 13
FINDING	**ACTION**	**RESULTS**
Results consistently revealed in Spring 2011 and Spring 2012 that students are doing well across all areas assessed. The majority of students performed at the level of "B" or higher across assessment periods	After achieving favorable results, faculty decided to include "triple bottom line" class coverage in Spring 2013 (marketing strategy impact on the environment, society, and financial bottom-line) and include an assessment indicator in the rubric for the semester.	Scores for marketing recommendations improved slightly after the change to the content was added (77% at "B" level, or higher, vs. 71% in Spring 2012). The assignment and course content will continue in upcoming semesters, with increased focus on the triple bottom line.

Business Proficiencies
Goal 4.1: Marketing and MFT

Category	2009	2010	2011	2012	2013
Marketing	**56**	**58**	**54**	**62**	**58**
National	**52**	**52**	**55**	**55**	**55**

Goal:

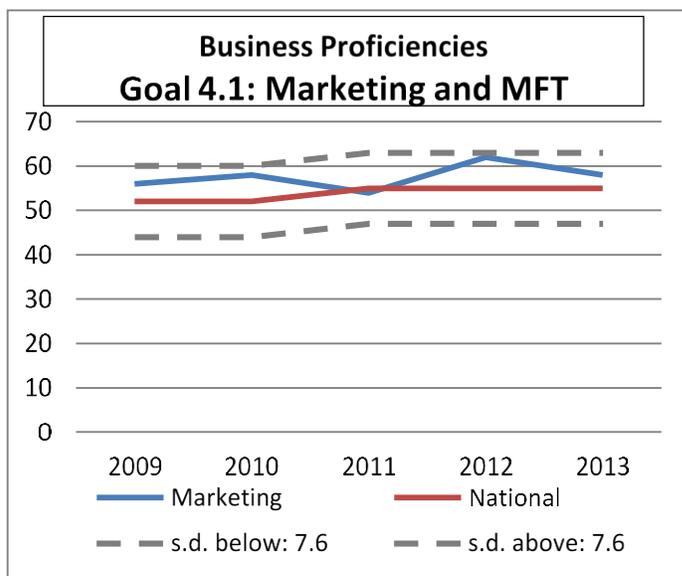|	
Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Summary: Marketing results have been within the area expected over the years assessed, and in most cases the scores have been above the national mean. The scores did drop slightly below the national mean in 2011, but rebounded in 2012 and 2013. In all cases, the scores have been within the expected area. The MKTG results are considered to be positive, and this goal will be continually monitored.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.

Objective 1: Our graduates will exhibit proficiencies in Accounting.

Assessment Tools: Project in ACCT 420 and MFT – Accounting

GOAL	METHOD	TERM
Business Proficiencies -ACCT	Project in ACCT 420 (accounting students) and MFT Exam	SP 12, SP 13
FINDING	**ACTION**	**RESULTS**
Results from the Excel-based Accounting Cycle Project has revealed that student performance is acceptable for accounting functions such as capturing transactions, updating accounts, preparing trial balances, recording adjustments, and preparing financial statements. One area of weakness has been in the ability to close temporary accounts.	Additional emphasis has been placed on the importance of, and ability to, close temporary accounts.	Student performance has improved in this area and MFT results increased with latest administration. Results will be continually monitored.

Business Proficiencies: Goal 4.1: Accounting and MFT

Category	2009	2010	2011	2012	2013
Accounting	**54**	**54**	**42**	**48**	**49**
National	**49**	**54**	**44**	**44**	**44**

Goal:

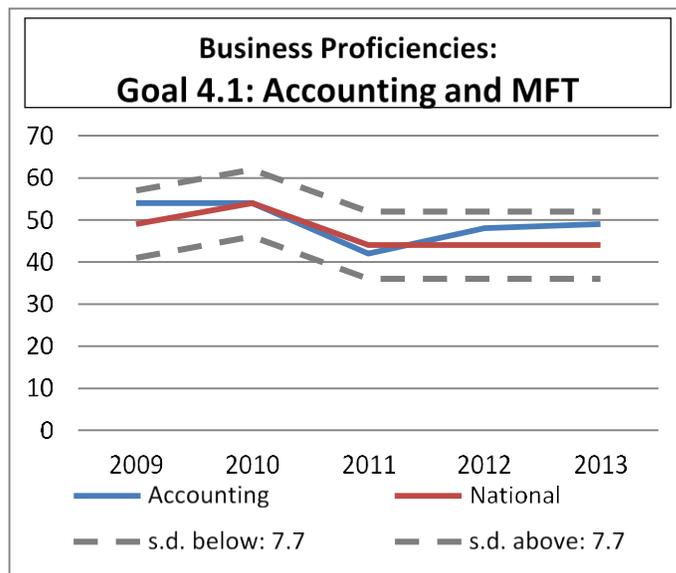| Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Summary: Accounting results have been within the area expected over the years assessed, and in all cases the scores have been above the national mean with the exception of 2011 when the test changed.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.

Objective 1: Our graduates will exhibit proficiencies in Economics.

Assessment Tools: Major Field Test

Category	2009	2010	2011	2012	2013
Economics	**53**	**51**	**46**	**47**	**47**
National	**48**	**48**	**45**	**45**	**44**

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Indirect measures (economic issues):

Summary: Economic results have been within the area expected over the years assessed, and in all cases the scores have been above the national mean.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.

Objective 1: Our graduates will exhibit proficiencies in the global nature of business.

Assessment Tools: Project in MGMKT 439 and MFT Exam

GOAL	METHOD	TERM
Business Proficiencies -IB	Paper in MGMKT 439 and MFT Exam	SP 11, SP 12, SP 13
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Results indicate 80% of student teams performed at the "exemplary" level on knowledge of international issues criterion	No changes were deemed to be necessary. Students performing well in I.B. Normal updates to class material will be implemented.	Results in SP 13 revealed that all students performed at the "competent", or higher, level. This was an improvement over the previous two assessment results.

Indirect measures (global issues):

**Business Proficiencies
Goal 4.1: International Business and MFT**
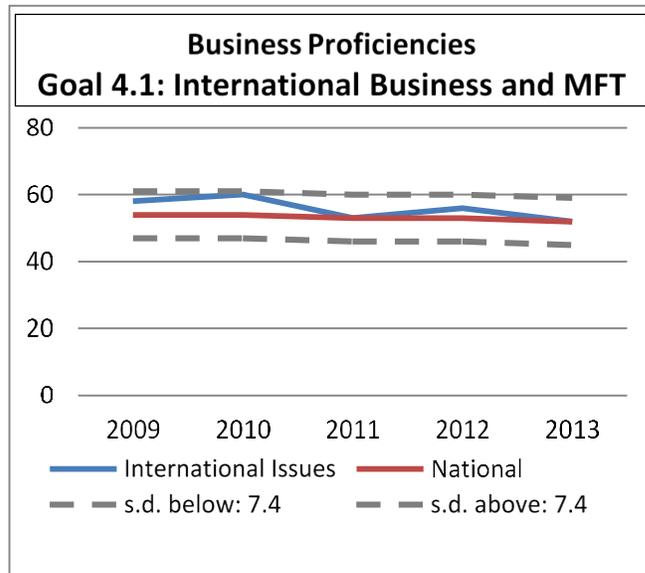
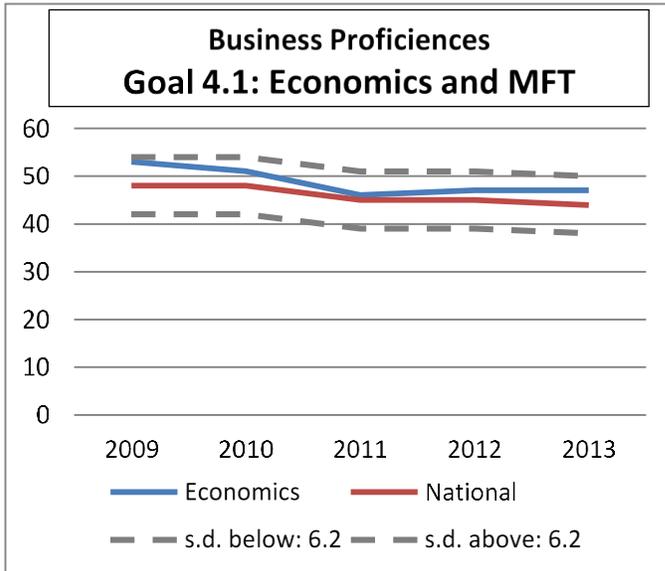| Category	2009	2010	2011	2012	2013
Int'l Business	58	60	53	56	52
National	54	54	53	53	53

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Summary: International Business results have been within the area expected over the years assessed, and have only recently dipped below the national average. This again may be attributed to faculty issues in the 2012-2013 academic years. We will continue to monitor progress in this area now that stability has been restored.

Goal 4: Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing and the global nature of business.

Objective 2: Our graduates will exhibit proficiencies in his/her major field.

Major Field Test Results 2013

	Undergraduate Students Mean Percent Correct SP 12		Spring 2013							
				Kelce Students by Major						
	Assessment Area	Est. % of Questions from Each Area*	National Average	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB	FIN
1	ACCTG (mean)	15%	43.9	49.0	55.0	43.0	43.0	46.0	0.0	49.0
2	ECON (mean)	13%	44.3	47.0	44.0	43.0	51.0	45.0	0.0	47.0
3	MGMT Mean	15%	57.2	56.0	54.0	62.0	63.0	52.0	0.0	49.0
4	QUAN BUS ANALYSIS (Mean)	11%	40.6	41.0	39.0	43.0	40.0	40.0	0.0	45.0
5	FIN (Mean)	13%	42.8	47.0	46.0	45.0	46.0	45.0	0.0	59.0
6	MKTG (Mean)	13%	55.2	58.0	56.0	65.0	60.0	59.0	0.0	53.0
7	LEGAL and SOCIAL (Mean)	10%	55.6	59.0	61.0	43.0	62.0	60.0	0.0	57.0
8	IS (Mean)	10%	48.4	54.0	54.0	69.0	52.0	57.0	0.0	46.0
9	INT'L ISSUES*	0%	52.8	52.0	46.0	48.0	59.0	52.0	0.0	48.0
10	ALL AREAS (Weighted* Mean)	100%	48.5	51.3	51.1	51.6	52.1	50.2	0.0	50.6

	Undergraduate Students Mean Percent Correct SP 12		Spring 2012							
				Kelce Students by Major						
	Assessment Area	Est. % of Questions from Each Area*	National Average	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB	FIN
1	ACCTG (mean)	15%	44.0	48.0	60.0	49.0	42.0	40.0	41.0	58.0
2	ECON (mean)	13%	44.5	47.0	47.0	50.0	42.0	50.0	49.0	50.0
3	MGMT Mean	15%	57.3	64.0	67.0	66.0	61.0	67.0	59.0	64.0
4	QUAN BUS ANALYSIS (Mean)	11%	40.5	40.0	36.0	32.0	42.0	40.0	40.0	44.0
5	FIN (Mean)	13%	47.8	47.0	48.0	43.0	43.0	42.0	58.0	55.0
6	MKTG (Mean)	13%	55.1	62.0	62.0	63.0	61.0	64.0	70.0	58.0
7	LEGAL and SOCIAL (Mean)	10%	55.7	62.0	71.0	63.0	57.0	65.0	58.0	64.0
8	IS (Mean)	10%	48.2	53.0	56.0	60.0	50.0	55.0	69.0	49.0
9	INT'L ISSUES*	0%	52.7	56.0	55.0	56.0	52.0	56.0	65.0	59.0
10	ALL AREAS (Weighted* Mean)	100%	49.2	53.0	56.1	53.4	49.8	52.7	55.1	55.6

*The estimated % of questions from each are is taken from the Educational Testing Service website. The mean for all areas (Line 10 above) is weighted based on this percentage. International issues questions are overlapping and taken from other areas.

Yellow: Below the national average by 1% or more   Blue: Above the national average by 1% or more

Field proficiency measurements were first gathered from the Major Field Exam in Spring 2012.

Comparative Data:

Major	2013 vs. National Average			2013 vs. 2012		2013 Field Proficiency vs. Others
	2013	vs	National	2013	2012	
Accounting	55	>	44	55	60(-)	> all other majors
Economics	n.a.	(fewer than 5 students were assessed)				
Management	63	>	57	63	61	> all other majors
Finance	59	>	43	59	55	> all other majors
Marketing	59	>	55	59	64	< management
Information Systems	69	>	48	69	60	> all other majors
International Business	65 (2012)	>	53	n.a.	69(-)	> all other majors

* All results, by major area, were greater than the national averages in 2013

+ An improvement in scores from 2012-2013 were noted in all areas, except Acct and I.B.

$ All scores, by major area, were greater than scores from other students except for MKTG

Results indicate that students are performing well in their major field of study. Scores improved in three of five areas between 2012-2013, with the exception of Accounting and Marketing. This trend is being monitored closely. In both cases, these scores remain well above national averages.

MBA ASSURANCE OF LEARNING,
CURRICULUM ALIGNMENT AND SCHEDULE

Assurance Maturity. Each learning goal in the Kelce College of Business MBA program has been assessed multiple times over the past five year period, with curricular updates resulting with the objective of "closing the loop".

AOL Schedule. The schedule below shows the assessment data collection for the direct measures pertaining to each MBA learning goal. Again, the focus of the AOL program is assessing results pertaining to each learning goal, taking action when deemed necessary, and measuring the impact of the actions.

Kelce Graduate Assessment Plan

Goal/ Objective	Content	Course	Tool	SP 10	FA 10	SP 11	FA 11	SP 12	FA 12	SP 13
1.1	Written Communication	MGMT 801 and MGMKT 839	External Evaluation	✓	✓	✓	✓	✓	✓	✓
1.2	Oral Communication	MGMKT 831	Oral Presentation					✓		✓
2.1	Strategic Plan	MGMKT 895	Project and MFT	✓	✓			✓		✓
3.1	Leadership	MGMKT 828	Final Exam						✓	✓
4.1	Ethics	MGMKT 830	Embedded Questions						✓	✓
4.2	Legal Responsibility	MGMKT 830	Embedded Questions						✓	✓
4.3	Finance	FIN 836	FISCAL/MFT		✓	✓		✓	✓	✓
4.4	Marketing/Value	MGMKT 839	Essay/ MFT	✓	✓		✓	✓		
4.5	Quantitative Analysis	MGMKT 826	Project						✓	✓
4.6	Domestic /Global	MGMKT 831	Paper					✓		✓
4.7	Accounting Controls	ACCTG 814	MFT	✓		✓		✓		✓

Benchmarking and continuous improvement. The benchmarking and continual improvement process for the MBA mirrors the guidelines found in the BBA assessment procedure. Faculty members must track the progress of their students relating to learning goal achievement. Accordingly, faculty strive to improve student learning in the MBA program each year, and each year's assessment results are measured against the previous year's results. Positive trends are expected, and actions are taken to improvement student performance and/or curricular content when applicable.

Similar to the assessment procedure in the BBA program, the goal of the MBA MFT exam administration is to ensure that students *at least* meet the minimal expectations of the faculty on the exam. Expectations include: *one standard deviation within the national scores meets expectations*, *one standard deviation below national scores falls below expectations*, and *one standard deviation above national scores exceeds expectations*.

Goal 1:   Our graduates will be effective communicators.

Objective 1:   Our graduates will be able to demonstrate effective writing skills.

<u>Assessment Tool</u>: Writing assessment of all MBA students in MGMKT 801 MBA Experience and also assignment in MGMKT 839

GOAL	METHOD	TERM
1.1 **Our graduates will be able to demonstrate effective writing skills.**	External evaluation MGMKT 801 and also paper in MGMKT 839	801 – each academic term from 2009-2013. 839 – each semester from 2009-2013.
FINDING	**ACTION**	**RESULTS**
(See correspondence for student results, improvements, and action) MGMKT 839 analysis revealed that writing skills could still be improved for MBA students.	Required students to use writing center, implemented PSU writing rubric, devoted class time to peer review, invited writing center director to class for lectures, increased number of writing assignments, provided more detailed writing prompts, discussed rubric in more detail, and provided peer review and professor feedback	Results indicate that initiatives to improve writing quality of MBA students have been successful. The program will continue to be implemented and this goal closely monitored.

Goal 1:   Our graduates will be effective communicators.

Objective 2:   Our graduates will be able to demonstrate effective oral communication skills.

<u>Assessment Tool:</u> Oral presentation in MGMKT 831 International Business

GOAL	METHOD	TERM
1.1 **Our graduates will be able to demonstrate effective oral communication skills**	Presentation In MGMKT 831	SP 12 SP 13
FINDING	**ACTION**	**RESULTS**
Oral communication skills were very strong in the SP 12 semester, with only 3% of students assessed scoring at the "developing" level.	Dr. Van Wyk continued to emphasize the importance of oral communication in business presentations.	Results were stronger in SP 13, with all students performing at the "exemplary" level. Oral communication skills will be continually monitored.

Goal 2: Our graduates will be able to analyze factors that influence the organization.

Objective 1: Our graduates will be able to understand the role of strategic analysis in business today.

Assessment Tools: Case study / analysis assignment in MGMKT 895 Strategic Management and MFT

GOAL	METHOD	TERM
2.1 **Our graduates will be able to analyze the factors that influence the organization.**	Project in MGMKT 895 and MFT (both the composite score and strategic integration)	SP 10, SP 12, SP 13
FINDING	**ACTION**	**RESULTS**
Two issues emerged in the SP 12 assessment. The "strategic issues" and "SWOT analysis" measures declined. Attention needs to be given to these two issues.	Dr. Horner included a new Business Strategy game ("BGS online") in MGMKT 895 in SP 13 that focuses more heavily on strategic issues.	Results in SP 13 indicated that most students performed at a "meets expectations" level, with two student groups performing "above expectations". One group did score "below expectations". The game will continue to be used in MGMKT 895 and these results will continue to be monitored while the analysis of strategic issues continues to be emphasized in the course.

MBA Major Field Test 2009 - 2013 (Composite Score)
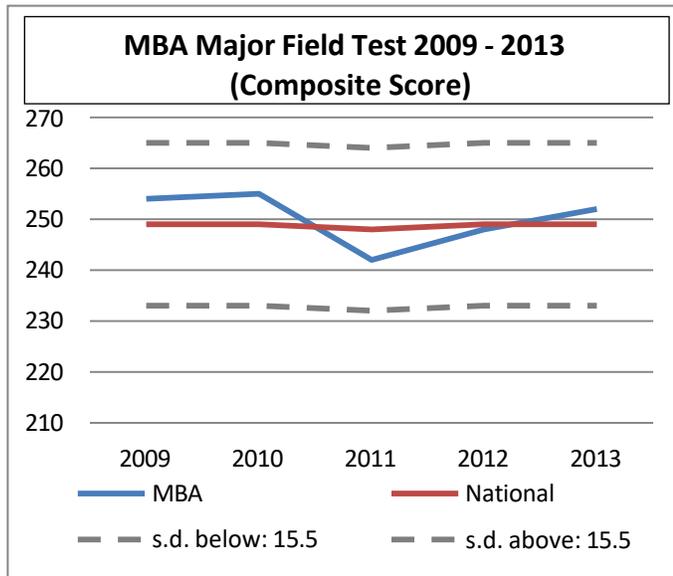
Category	2009	2010	2011	2012	2013
PSU	**254**	**255**	**242**	**248**	**252**
National	**249**	**249**	**248**	**249**	**249**

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Goal 2: Objective 1 cont'd:

Our graduates will be able to analyze factors that influence the organization.

MBA - Strategy and MFT
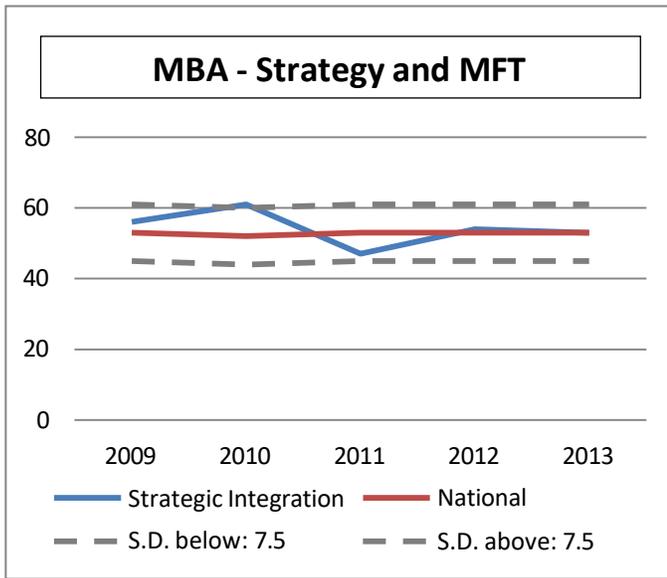
Category	2009	2010	2011	2012	2013
PSU	56	61	47	54	52
National	53	52	53	53	53

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Legend: Strategic Integration — National — S.D. below: 7.5 — S.D. above: 7.5

Goal 3:   Our graduates will have an understanding of effective leadership skills.

Objective 1   Our graduates will understand how to effectively lead a team.

Assessment Tool: Exam questions in MGMKT 828 Leadership and Behavioral Management

GOAL	METHOD	TERM
3.1 Our graduates will have an understanding of effective leadership skills.	Exam questions in MGMKT 828	FA '12, SP '13

FINDING	ACTION	RESULTS
Results in Fall 2012 that the majority of students failed to correctly apply a major leadership approach / theory to the case study that was presented.	Major leadership theories, such as Path-Goal and the Theory of Transformational Leadership were covered in increased detail during the SP '13 semester. The increased focus on these theories was implemented in order to increase students' understanding of how leadership theories may be applied to business scenarios.	Results from the SP 13 assessment revealed that the vast majority of students adequately applied at least one leadership approach to the case study. This goal will continue to be monitored.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 1: Ethical responsibilities in organizations and society.

Assessment Tools: Exam questions in MGMKT 830 Business, Government, and Society

GOAL	METHOD	TERM
4.1 Ethical responsibilities in organizations and society	Exam questions in MGMKT 830 Business, Government and Society	FA 12, SP 13
FINDING	ACTION	RESULTS
The results of the Fall 2012 testing period revealed that only 29% of students performed at the 90% level on the questions assessing ethics. 50% of students performed at the 80% level.	Dr. McClane determined that ethical issues should receive additional class and discussion time. Additional emphasis was given to the subject matter, including issues such as business ethics, ethical awareness programs, categorical imperative, codes of ethics, ethical uncertainty and ethical universalism.	Results were improved during the Spring 2013 testing period. 58% of students performed at, or above, the 90% level, with fully 87% of students performing at, or above, the 80% level. This goal will be continually monitored and ethics will continue to be a major part of the MGMKT 830 Business, Government, and Society course.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 2: Legal responsibilities in organizations and society.

Assessment Tool: Exam questions in MGMKT 830 Business, Government, and Society

GOAL	METHOD	TERM
4.2 Legal responsibilities in organizations and society	Exam questions in MGMKT 830 Business, Government and Society	FA 12, SP 13
FINDING	ACTION	RESULTS
Results from the Fall 2012 testing period revealed that 17% of students performed at the 90% level, while 57% performed at, or above, the 80% level on questions pertaining to legal responsibilities in organizations and society	Dr. McClane emphasized legal responsibilities in organizations and society in more detail beginning in Spring 2013. Issues covered included commerce clause. Sarbane's Oxley, Dodd-Franks, corporate charters, and legislation, regulation, and litigation.	Results from the Spring 2013 testing period were improved over the Fall 2012 results. 33% of students performed at, or above, the 90% level while 87% of students performed at, or above, the 80% level on questions pertaining to legal responsibilities in organizations and society. Dr. McClane will continue to emphasize these issues and the content will continue to be a major part of the course.

Goal 4:   Our graduates will have an understanding of the following subjects:

Objective 3:   Financial theories, analysis, reporting and markets.

Assessment Tool: FISCAL online project in FIN 836 Financial Strategy and MFT

GOAL	METHOD	TERM
4.3 Financial theories reporting	FISCAL project in FIN 836 and MFT	FA 10, SP 11, SP 12, FA 12, SP 13
FINDING	**ACTION**	**RESULTS**
Deficiencies found in "changes in value," "credit risk evaluation," "recommendations," and "format of presentation"	The areas of deficiency were stressed in class during the periods assessed, with particular attention given to the content areas such as "changes in value", "credit risk evaluation", etc.	Results were markedly improved in the SP 11 and SP 12 assessment, particularly in the areas of "changes in value" and "credit risk evaluation". In SP 11, 87% of students performed at the "B" level, or higher, on "changes in value". The percentage at this level in SP 12 was 85%. For "credit risk evaluation", the scores were 99% (SP 11) and 99% (SP 12) for these areas. Performance was also improved in FA '12 and SP '13. During these periods, more specific feedback was given on the FISCAL project, including feedback on rough drafts of the project.

MBA - Finance and MFT
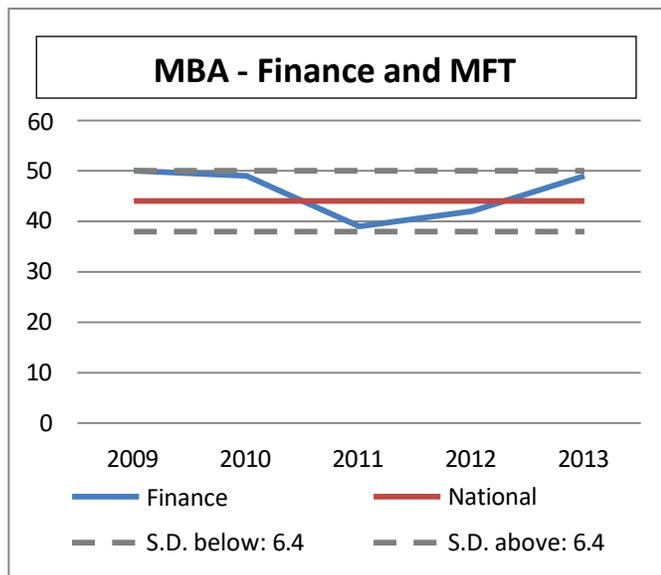
Category	2009	2010	2011	2012	2013
Finance	**50**	**49**	**39**	**42**	**49**
National	**44**	**44**	**44**	**44**	**44**

Goal:

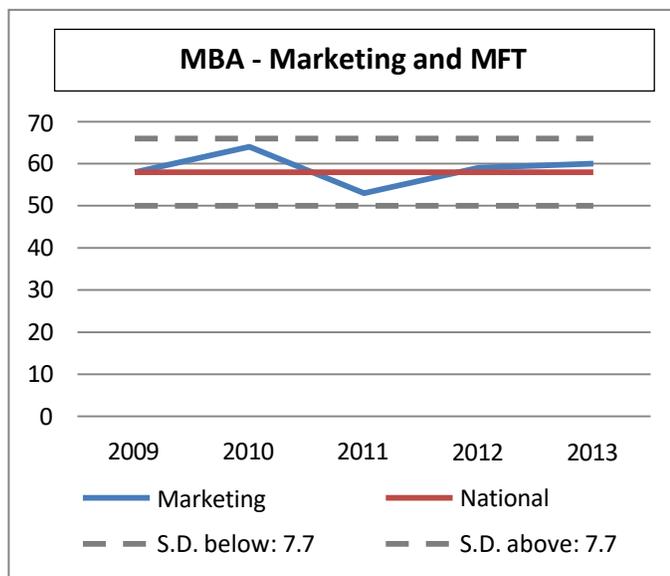| Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Summary: Finance results have been within the expected region over the years assessed. The scores were above the national average in 2009 and 2010, and dipped slightly in 2011 before rebounding in 2012. The results for 2013 where very near one standard deviation above the national mean. Overall, Kelce MBA students are performing well with financial analysis.

Goal 4:   Our graduates will have an understanding of the following subjects:

Objective 4:   Creation of value through the integrated production and distribution of goods, services and information.

Assessment Tools: Paper in MGMKT 839 Marketing Strategy and MFT

GOAL	METHOD	TERM
4.4 Creation of value	Paper in MGMKT 839 & MFT Exam	SP 10, FA 10, FA 11, FA 12

FINDING	ACTION	RESULTS
Initially, the assessment assignment (an essay) was problematic resulting in inconsistent understanding of requirements and in evaluation	Gradual improvements to essay format helped but not to extent necessary. In FA12, a white paper was assigned instead of an essay. Additionally, the writing center conducted a workshop, a peer review and a review by the writing center were required	Students generally performed at above average; however, emphasis on development of their ideas and use of sources is needed.

Category	2009	2010	2011	2012	2013
Marketing	**58**	**64**	**53**	**59**	**60**
National	**58**	**58**	**58**	**58**	**58**

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Summary: Marketing results have also been within the expected range over the years assessed. The scores were above the national average in 2010 before dipping slightly in 2011 and rebounding in 2012. The results gradually improved from 2011-2013.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 5: Quantitative business analysis as it supports decision-making processes.

Assessment Tool: Project in MGMKT 826 Quantitative Business

GOAL	METHOD	TERM
4.5 Quantitative Skills	Project in MGMKT 826	FA 12, SP 13

FINDING	ACTION	RESULTS
Results are generally positive. There appears to be some room for improvement on the "interpretation" of quantitative information.	Dr. Lee began emphasizing "interpretation" more strongly in class in Spring 2013.	Very similar results were attained during the SP 13 semester. Interpretation and communication quantitative information will continue to be emphasized.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 6: Domestic and global economic environments.

Assessment Tool: Project in MGMKT 831 International Business

GOAL	METHOD	TERM
4.5 Domestic and Global Environment	Project in MGMKT 831	SP 12, SP 13

FINDING	ACTION	RESULTS
Results have been very positive. All students received "exemplary" results for both "analytic skills" and "knowledge of international issues" indicators.	No changed deemed necessary. Continue to monitor and improve where possible.	Results were again very strong for these indicators in SP 13. All students assessed again scored at the "exemplary" level.

Goal 4: Our graduates will have an understanding of the following subjects:

Objective 7: Our students will have an understanding of how accounting controls may be integrated in a system of management controls.

Assessment Tool: M.F.T. exam

MBA - Accounting and MFT
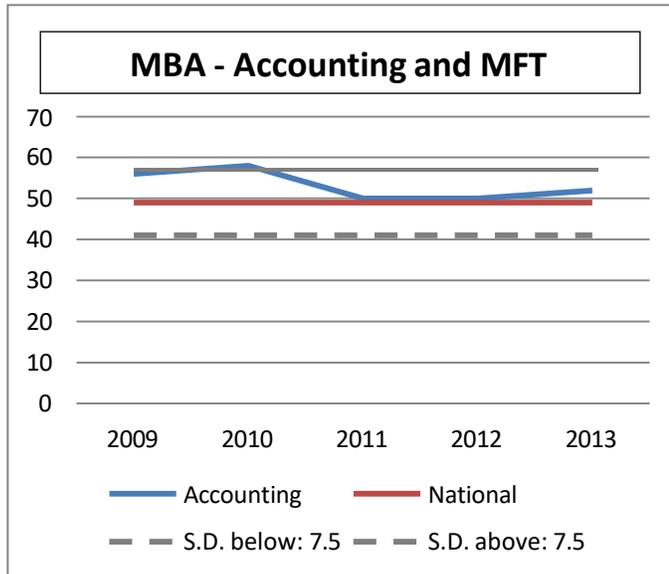
	2009	2010	2011	2012	2013
Accounting	56	58	50	50	52
National	49	49	49	49	49

Goal:

Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

Summary: Accounting results have been within the expected region over the years assessed. The scores have been above the national mean in each year assessed. In both 2009 and 2010 the results were at the "one standard deviation above the mean" level.

AOL and Indirect Measures of Learning

The AOL committee regularly reviews data that are obtained from various survey administrations. Employer, alumni, graduating senior, and MBA student surveys comprise the indirect assessment measures for the college. These data combined with direct measures of student learning to guide curricular improvement and development. Results from these survey administrations are presented on the below.

Kelce Employer Surveys
Satisfaction Scale: 1 = not at all satisfied , 7 = very satisfied
(number in parenthesis indicates relative importance, 7 = extremely important)

Assessment Year	2013	2012	2011	2010	2009
Number of Respondents	17	11	15	20	6
Satisfaction with preparation in:					
• Communication skills	5.6 (6.6)	5.7 (6.7)	5.8 (6.5)	5.5 (6.6)	5.2 (6.2)
• Ability to work with others	5.9 (6.5)	6.2 (6.6)	6.1 (6.6)	5.7 (6.4)	5.8 (6.3)
• Critical thinking skills	6.0 (6.5)	5.9 (6.5)	5.9 (6.3)	5.2 (6.2)	5.2 (6.0)
• Diversity Management	5.7 (4.4)	5.7 (4.6)	5.4 (4.7)	5.3 (5.0)	4.3 (4.7)
• Ethics	6.3 (6.7)	6.1 (6.6)	6.2 (6.3)	5.8 (6.3)	5.8 (6.5)
• Global business issues	4.9 (4.3)	4.8 (4.1)	4.7 (4.3)	5.0 (4.1)	4.0 (3.8)
• Social issues	5.3 (4.8)	5.3 (4.2)	4.9 (4.1)	5.3 (4.6)	4.8 (3.8)
• Political issues	5.0 (4.0)	4.6 (3.9)	4.4 (3.4)	5.2 (3.8)	4.6 (3.5)
• Economic issues	5.5 (4.8)	5.1 (4.9)	5.2 (4.8)	5.4 (5.0)	4.8 (5.3)
• Legal / regulatory issues	5.6 (4.7)	5.1 (4.6)	5.8 (5.3)	5.1 (5.1)	4.0 (4.3)
• Environmental issues	5.3 (4.3)	4.8 (3.5)	5.3 (4.8)	4.9 (4.2)	4.8 (4.8)
• Technological issues	5.8 (6.4)	5.2 (5.0)	5.9 (5.8)	5.4 (5.7)	4.5 (5.3)
How well do program graduates compare to graduates from other programs?	5.5	5.8	6.1	5.4	5.2
How well does Kelce prepare students to become productive, competent professionals?	5.9	5.9	6.1	5.6	5.2

Number of Companies	Number of Employees	Number of Companies	Number of Employees	Number of Companies	Number of Employees
2	< 10 employees	11	26-100 employees	34	> 500 employees
2	1-25 employees	7	251-500 employees		

Number of Responses	%	Firm type	Number of Responses	%	Firm type	Number of Responses	%	Firm type
10	15.2%	Accounting	2	3%	Distribution	1	1.5%	Insurance
1	1.5%	Aerospace	1	1.5%	Education	9	13.6%	Manufacturing
1	1.5%	Agribusiness	1	1.5%	Energy	1	1.5%	Mining
4	6.1%	Banking	5	7.6%	Financial Services	5	7.6%	Retail
1	1.5%	Computer hard/ software	1	1.5%	Government	3	4.5%	Transportation
1	1.5%	Construction	1	1.5%	Industrial products	7	10.6%	Other
1	1.5%	Consumer products	1	1.5%	Information Systems			

On average, the following five areas emerged across the period as being most important to employers: (1) *Ability to work with others* [average importance= 6.5]; (2) *Ethics* [average importance = 6.5]; (3) *Critical thinking* [average importance = 6.3]; (4) *Communication skills* [average importance= 6.2]. Alumni ratings in these areas were relatively strong, as were fourth year student and MBA student ratings.

Kelce Alumni Surveys: Summary of Mean Ratings
Kelce College Alumni Survey Satisfaction Scale: 1 = not at all satisfied , 7 = very satisfied

Assessment Year	2013	2012	2011	2010	2009
Graduation Year	2008	2007	2006	2005	2004
Number of Respondents	10	40	34	27	68
Closeness of major to first position	5.1	4.7	5.5	4.9	5.1
How well did Kelce prepare you for your career?	4.5	5.4	5.3	5.1	5.3
Interaction between Kelce faculty and students	4.4	5.9	5.8	5.7	5.8
Kelce teaching quality	5.2	5.9	5.6	5.5	5.5
Satisfaction with preparation in:					
• Communication skills	5.1	5.5	5.4	5.2	5.4
• Ability to work with others	5.4	5.7	5.7	5.4	5.5
• Critical thinking skills	5.3	5.7	5.4	5.4	5.3
• Desire to continue to learning	4.9	5.7	5.6	5.3	5.3
• Overall personal development	5.2	5.9	5.7	5.6	5.5
• Ethical issues	5.3	5.8	5.2	5.3	5.6
• Legal and regulatory issues	5.3	5.9	5.2	4.8	5.6
• Demographic diversity	5.2	5.7	4.8	5.0	5.4
○ Global (new to report 2009-)	5.0	5.4	4.6	4.8	5.1
○ Social	5.2	5.5	5.2	5.0	5.2
○ Political	3.9	4.9	4.3	4.4	4.5
○ Economic	5.0	5.7	5.2	5.1	5.5
○ Environmental	4.1	4.8	4.2	4.2	4.6
○ Technological	5.4	5.2	4.9	4.9	5.2

Kelce College Fourth Year Student Survey
Scale: 1 = "Poor" , 7 = "Excellent"

Assessment Year	2013	2012	2011	2010	2009
Number of Respondents	59	42	n.a.	n.a.	102
Please rate your satisfaction with your Kelce experience regarding your development in......					
• Communication skills	5.7	5.3	n.a.	n.a.	5.6
• Ability to work with others	6.0	5.6	n.a.	n.a.	5.9
• Critical thinking skills	5.8	5.6	n.a.	n.a.	5.8
• Desire to continue learning	5.5	5.4	n.a.	n.a.	5.6
• Overall personal development	5.9	5.8	n.a.	n.a.	6.1
Please rate your satisfaction with your Kelce exposure to the following issues:					
• Demographic diversity	5.6	5.5	n.a.	n.a.	5.5
• Ethical issues	5.8	5.8	n.a.	n.a.	5.9
• Global issues	5.5	5.3	n.a.	n.a.	5.3
• Social issues	5.7	5.5	n.a.	n.a.	5.8
• Political issues	5.0	4.7	n.a.	n.a.	5.0
• Economic issues	5.4	5.9	n.a.	n.a.	5.7
• Legal / regulatory issues	5.4	5.4	n.a.	n.a.	5.7
• Environmental issues	5.3	5.2	n.a.	n.a.	5.0
• Technological issues	5.6	5.2	n.a.	n.a.	5.7
How would you rate the effectiveness of the various teaching methods in Kelce?					
• Casework	5.4	5.0	n.a.	n.a.	5.3
• Lecture	5.5	5.3	n.a.	n.a.	5.3
• In-class discussions	5.2	4.9	n.a.	n.a.	5.5
• Group projects	4.7	5.0	n.a.	n.a.	5.2
• Computer projects	5.1	5.3	n.a.	n.a.	5.5
• Independent research projects	5.0	5.3	n.a.	n.a.	5.3
How do you rate the overall teaching quality in Kelce?	5.6	5.5	n.a.	n.a.	5.7
How do you rate the respect, collegiality, and communication between students and faculty?	5.8	5.4	n.a.	n.a.	5.8
How do you rate Kelce Advisement office on....					
• registration	6.2	6.0	n.a.	n.a.	5.9
• drop/add	6.2	6.2	n.a.	n.a.	5.9
• academic requirements	6.0	6.1	n.a.	n.a.	5.7
• academic problems	6.0	5.7	n.a.	n.a.	5.6
• overall effectiveness	6.0	6.0	n.a.	n.a.	5.8
How do you rate Kelce faculty on...			n.a.	n.a.	
• career advice	5.4	5.1	n.a.	n.a.	5.2
• academic advice	5.7	5.7	n.a.	n.a.	5.5
• overall effectiveness of advice	5.6	5.5	n.a.	n.a.	5.5
• accessibility of Kelce faculty	5.8	5.8	n.a.	n.a.	5.7

Kelce MBA Student Survey Scale: 1 = "Poor" , 7 = "Excellent"					
Assessment Year	**2013**	**2012**	**2011**	**2010**	**2009**
Number of Respondents	20	25	n.a.	n.a.	29
Please rate your satisfaction with your Kelce experience regarding your development in......					
• Communication skills	5.4	5.9	n.a.	n.a.	5.1
• Ability to work with others	5.6	6.1	n.a.	n.a.	5.5
• Critical thinking skills	5.8	5.8	n.a.	n.a.	5.3
• Desire to continue learning	5.7	5.7	n.a.	n.a.	5.3
• Overall personal development	5.8	6.1	n.a.	n.a.	5.7
Please rate your satisfaction with your Kelce exposure to the following issues:					
• Demographic diversity	6.0	5.7	n.a.	n.a.	5.5
• Ethical issues	5.4	6.0	n.a.	n.a.	5.8
• Global issues	5.7	5.9	n.a.	n.a.	5.5
• Social issues	5.7	6.0	n.a.	n.a.	5.6
• Political issues	5.2	5.7	n.a.	n.a.	5.3
• Economic issues	6.1	5.8	n.a.	n.a.	5.4
• Legal / regulatory issues	5.6	5.7	n.a.	n.a.	5.5
• Environmental issues	5.5	5.5	n.a.	n.a.	5.0
• Technological issues	5.5	5.6	n.a.	n.a.	5.2
How would you rate the effectiveness of the various teaching methods in Kelce?					
• Casework	5.7	6.0	n.a.	n.a.	5.6
• Lecture	5.7	5.8	n.a.	n.a.	5.5
• In-class discussions	5.8	5.7	n.a.	n.a.	5.7
• Group projects	5.4	5.7	n.a.	n.a.	5.2
• Computer projects	5.2	5.8	n.a.	n.a.	5.4
• Independent research projects	5.5	5.6	n.a.	n.a.	5.5
How do you rate the overall teaching quality in Kelce?	5.8	5.8	n.a.	n.a.	5.5
How do you rate the respect, collegiality and communication between students and faculty?	5.8	5.7	n.a.	n.a.	5.8
How do you rate Kelce Advisement office on.....					
• registration	5.5	6.0	n.a.	n.a.	5.4
• drop/add	5.6	6.1	n.a.	n.a.	5.6
• academic requirements	5.8	5.5	n.a.	n.a.	5.3
• academic problems	5.5	5.5	n.a.	n.a.	5.3
• overall effectiveness	5.6	6.0	n.a.	n.a.	5.6
How do you rate Kelce faculty on...					
• career advice	4.8	5.5	n.a.	n.a.	4.9
• academic advice	5.1	6.0	n.a.	n.a.	5.8
• overall effectiveness of advice	5.2	6.0	n.a.	n.a.	5.6
• accessibility of Kelce faculty	5.8	5.8	n.a.	n.a.	5.9

Assurance of Learning, Curriculum Improvement, and New Course Development

Two methods for improving the learning experience of students include course modifications or updates and the development of new courses. Several initiatives have been undertaken during the 2008-2013 time period, and these improvements have been reviewed for fit with the Kelce mission.

Course Improvements and Updates

ECON 665 – Seminar in Applied Economics (Effective communicators): In order to improve student presentation skills, the Economics, Banking, and Finance department now requires students to formally present their class projects at PSU undergraduate research colloquium.

>   Response to: BBA goal 1.2 (LiveText - effective communicators); alignment with employer and alumni survey data.

MGMKT 645 – Business Strategy (Effective communicators / think analytically and be business problem solvers): The format of the written case project has been changed to include the analysis of a Fortune 500 company, with specific emphasis on discussing strategic issues such as development of a SWOT analysis and analysis of strategic factors that influence the organization as well as basic grammatical and citation issues.

>   Response to: BBA goal 1.1 and 3.1 assessment (LiveText - communication and think analytically); alignment with employer survey data.

MGMKT 330 – Basic Marketing (Proficiencies in Marketing): The semester assignment in this course has been changed to include coverage of the effects of marketing strategies on the environment and sustainability issues as well as the impact of strategies on the financial bottom-line.

>   Response to: BBA goal 4.1 assessment (LiveText - Marketing); alignment with alumni and fourth year student survey data

MGMKT 327 – Organizational Theory and Behavior (Proficiencies in Management): The instructors of this course have sharpened the focus on major management approaches as they influence organizational effectiveness.

>   Response to: BBA goal 4.1 assessment (LiveText – Management)

MGMKT 444 – Legal and Social Environment of Business (Ethical Issues / Effective Communicators): Staff members from the Writing Center now regularly speak with students about issues such as improving "authority" and following assignment requirements.

>   Response to: BBA goal 2.1 assessment (LiveText – Ethics); alignment with employer and alumni survey data

FIN 326 – Business Finance (Proficiencies in Finance): A stronger focus on summarizing financial information and evaluating risk aversion, diversification, and market risk issues has been added to the course.

> Response to: BBA goal 4.1 assessment (LiveText – Finance)

CIS 420 – Management Information Systems (Proficiencies in IS): A renewed focus on utilizing Excel in business decision-making has been added to the course during the AOL time period.

> Response to: BBA goal 4.1 assessment (LiveText – Information Systems)

ACCT 420 – Information Technology / Accounting Systems (Proficiencies in Accounting): A renewed focus on closing temporary accounts has been added.

> Response to: BBA goal 4.1 assessment (LiveText – Accounting)

MGMKT 831 – International Business (effective oral communication skills): An increased emphasis placed on oral communication skills.

> Response to: MBA goal 1.2 (LiveText - Oral communication)

MGMKT 895 – Strategic Management (Factors that influence the business – Strategic Analysis): A new business strategy game has been added to this course. This game focuses more heavily on strategic issues that influence the business.

> Response to: MBA goal 2.1 assessment (LiveText – Strategic issues); alignment with employer
> survey data

MGMKT 828 – Leadership and Behavioral Management (Understanding of Effective Leadership Skills): The course has increased its emphasis on major leadership theories such as Path-Goal and the Theory of Transformational Leadership.

> Response to: MBA goal 3.1 assessment (LiveText – Leadership skills); alignment with employer and
> alumni survey data

MGMKT 826 – Quantitative Business Analysis (Quantitative Analysis in Decision-making): A renewed emphasis on interpretation of quantitative data as it pertains to managerial decision-making has been added.

> Response to: MBA goal 4.5 assessment (LiveText – Quantitative analysis)

MGMKT 839 – Marketing Strategy (Creation of Value): A stronger emphasis on the relationship between marketing strategies and customer perceived-value has been added.

> Response to: MBA goal 4.4 assessment (LiveText – Creation of value)

MGMKT 830 – Business, Government, and Society (Ethical / Legal Responsibilities): A stronger emphasis has been placed on ethical awareness, the categorical imperative, codes of ethics, ethical uncertainty and ethical universalism. Legal issues that have received increased attention include Sarbanes-Oxley, Dodd-Franks, corporate charters, and corporate litigation.

Response to: MBA goal 4.2 assessment (LiveText – Legal issues in business); alignment with MBA student survey and employer survey.

MGMKT 831 – International Business (communication skills). An increased emphasis on the importance of oral communication skills has been added.

Response to: MBA goal 2.1 (demonstrate effective oral communication skills)

FIN 836 – Financial Strategy (Financial Theories, Analysis, and Reporting): A stronger focus has been given to issues such as changes in value and credit risk evaluation.
Response to: MBA goal 4.3 assessment (LiveText – Financial analysis)

New Courses / Program Updates

Management and Marketing

Based on feedback obtained from the AOL process, including a review of peer institutions and external information, the Department of Management and Marketing department created three new courses:

MGMKT 310 Basic Quantitative Business Methods. An overview of quantitative methods for managers, using data to solve managerial problems, representing data through graphing, understanding index numbers to signify rates of change, basic financial principles (including time value of money, annuities, etc.), an introduction to linear programming, rates of change and basic differentiation, and a review of basic probability/statistical theory. Prerequisite: A grade of "C" or better in MATH 110 College Algebra with Review or MATH 113 College Algebra or MATH 126 Pre-Calculus or MATH 150 Calculus I or MATH 153 Introduction to Analytic Processes and 55 hours completed.

This course was first offered in Spring 2011, following an assessment of student performance in quantitative courses and concern from current students and Kelce faculty relating to course content. The faculty determined that a more focused introduction to analytic techniques was necessary that included introductions to business math topics such as basic differentiation, linear programming, financial mathematics, as well as a review of basic statistical theory. The first cohort that completed the full sequence of courses would have taken the MFT exam in Spring 2013, although some students could have taken the exam in Spring 2012. Results for the 2012 exam matched the national average (40) and results from 2013 were slightly above the national average (41 vs. 40.6). The performance on the quantitative portion of the MFT is closely monitored following this change.

MGMKT 625: Emerging Markets. A study of the cultural aspect of international business. The focus is on understanding how different cultures effect the operation of business practices in different countries and regions of the world.

This course was added to the curriculum in Spring 2011 as a "Topics" course, but was fully integrated into the curriculum in Spring 2012. Following the initial offering of this course (SP 2011), IB student performance on the MFT exam was excellent (69 vs. national average of 48). This change is also closely monitored.

MGMKT 821: Topics: International Negotiation. This "Topics" course adds to international electives in the MBA program and addresses a wide range of issues pertaining to cross cultural differences affecting business negotiations and sales.

Economics, Finance, and Banking

Based on feedback obtained from the AOL process as well as a review of peer institutions, the Economics, Finance, and Banking department created three new courses:

ECON 485 Industrial Organization. An examination of the structure, conduct, and performance of American industry using economic techniques of analysis. The course will also focus on the history of antitrust laws. Prerequisites: ECON 200 Introduction to Microeconomics, ECON 201 Introduction to Macroeconomics and junior standing.

ECON 650 Econometrics. Introduction to fundamentals of statistical inference, estimation and tests of hypothesis, regression and analysis of variance, applications using econometrics software. This is a required course for the economics capstone ECON 665 Seminar in Applied Economics. Prerequisites: ECON 200 Introduction to Microeconomics, ECON 201 Introduction to Macroeconomics, MGMKT 320 Business Statistics, and 55 hours completed.

FIN 625 International Finance. Foreign exchange markets, balance of payments, international investment and capital flows, as well as problems, policies and techniques for financial decision-making in a multinational environment. Prerequisites: ECON 201 Introduction to Macroeconomics, FIN 326 Business Finance, and 55 hours completed.

FIN 621 (Investments) /FIN 624 (Investments II)-- As part of our revision to the finance major, we moved from a core of five required finance courses to four required courses plus one elective. This resulted from a combination of evaluating several peer colleges and considering the career paths of our recent graduates. Our previous requirements included two semesters of investments courses (FIN621 Investments and FIN 624 Security Analysis and Portfolio Management). As both courses were required for all finance majors, the approach was to spread the material covered over both classes. However, after the revision to the major to include electives, only FIN 621 was a required class. As not all students would take FIN 624 (now Investments II), it became critical to shift the coverage so that FIN 621 (Investments) covered a broader range of essential investments topics with less depth. FIN 624 (Investments II) could then address more complex topics in greater depth. Some examples of coverage switches include moving coverage of mutual funds/ETFs, options, and introductory portfolio theory to FIN621 while saving our in-depth coverage of equity valuation, derivatives analysis, etc. for FIN 624.

Online Finance Offering – the Quality Matters Initiative (eLearning Task Force) - The eLearning Task Committee was established at the university level in the late spring/summer 2012 to look into a process to assist faculty in developing and implementing online courses. That committee decided to adopt the Quality Matters rubric as a tool for providing faculty with a framework on course design/delivery. The annotated QM rubric is provided to all faculty members within the GUS system. The Center for Teaching, Learning, and Technology offers faculty development seminars to help acquaint faculty with the standards of the QM rubric and provides a process for a select number of faculty each year to take courses from Quality Matters and to develop their courses to meet the QM standards. There will also be a process in place for faculty members to apply to have their courses reviewed through an internal process using the QM rubric. As part of the initial steering committee for this process, FIN 326-99 has completed the internal review and passed. Recently the course also successfully passed the external official QM review.

Accounting and Computer Information Systems

Employers and advisory board members recommended, and our Accounting faculty concurred, that our Accounting majors need to have exposure to additional taxation topics as well as to external audit principles, necessitating the need for two taxation courses (ACCTG411 and ACCTG611) instead of the current single course in taxation (ACCTG416) and also necessitating the need to add ACCTG610 External Auditing and Assurance Services. Currently, a second tax course and an external audit course are offered as electives, but will now be required. A specialized audit course, ACCTG522 Information Systems Auditing and Controls, will move from the required major courses to an elective. These changes will enhance our graduates' ability to compete in the marketplace and also increase their CPA exam preparedness. Legislation for this change was passed in Spring 2013.

ACCTG 411 Tax Accounting. Development of taxation in the United States; emphasis on income taxes; a comprehensive analysis of the Internal Revenue Code as it applies to individual income taxes and research in federal tax problems and planning. Prerequisite: ACCTG 201 Financial Accounting and junior standing. May be taken for honors.

ACCTG 611Advanced Taxation. An in-depth study of income tax laws related to C corporations, S corporations, and partnerships. An introduction to transfer taxes involved with gifts and estates and income taxes on estates, trusts, and tax-exempt organizations. Prerequisite: ACCTG 411 Tax Accounting and junior standing. May be taken for honors.

ACCTG 610 External Auditing and Assurance Services. Procedure in making audits of the various accounts of a business enterprise. Prerequisite: ACCTG 410 Intermediate Financial Accounting II. May be taken for honors.

CIS 690 Topics: Computer Forensics. Computing topics consistent with current interests of staff and students. May be repeated with different topics for a maximum of 6 hours. Prerequisite: CIS 420 Management Information Systems or ACCTG 420 Information Technology and Accounting Systems.

Internal Auditing Minor (Accounting & CIS Majors – Information Assurance and Computer Security)

A change in the Internal Auditing minor was passed effective Fall 2012. Prior to this change, Accounting majors and Computer Information Systems majors with an emphasis in Information Assurance and Computer Security could not declare this major due to the overlap in courses between the major and minor. The following are the requirements for the Internal Audit minor in the 2012-2013 catalog: ACCTG201 Financial Accounting, ACCTG420 Information Technology and Accounting Systems (or CIS420 Management Information Systems), ACCTG422 Internal Auditing, ACCTG522 Information Systems Auditing and Controls, ACCTG625 Fraud Examination, JUST223 Basic Interviewing and Counseling Skills, and ENGL301 Technical and Professional Writing. This change will strengthen our Internal Auditing program and allow more students the opportunity to declare this minor and use this credential as a differentiator on their resume.

CIS Major

The Computer Information Systems programming curriculum was changed to require C++ and Visual Basic for all CIS majors, rather than allowing six hours of focus on one language. The CIS faculty believes this change will strengthen the credentials of our graduates.

New Online Courses Offered During Review Period

In response to a growing need for online courses, the following courses have been offered during the 2008-2013 time period:

Management & Marketing

MGMKT 101   Introduction to Business
MGMKT 439   International Business
MGMKT 831   Marketing Strategy
MGMKT 821:   Topics: International Negotiation

Economics, Finance, & Banking

ECON: 191   Issues in Today's Economy
ECON 200   Introduction to Microeconomics
ECON 201   Introduction to Macroeconomics
FIN 326   Business Finance

Accounting & Computer Information Systems

ACCT 202   Managerial Accounting

ADMISSION STANDARDS MODIFICATION

The AOL process led to a recommendation that the Kelce Curriculum Committee review the Kelce admission standards. The new admission requirements were developed based upon research of similar AACSB peer schools. A draft was developed in fall 2012, and then reviewed by the Kelce Leadership Team and the College of Business faculty. The new requirements were added to the 2013-14 PSU catalog and went into effect with the 2013 freshman class.

We also updated and implemented a new COB prerequisite policy. Students desiring admission into the Kelce College of Business must meet the following admission requirements in addition to those of the university. The Kelce College of Business will admit students who meet the following requirements:

3. Completion of 42 semester hours applicable to the degree that the student is seeking with a 2.5 overall cumulative grade point average.

4. Completion of the following foundation courses with no grade lower than a C and a 2.5 grade point average in the following classes:

English Composition, ENGL 101 *2 Writing to Learn Courses*	3 hours
Introduction to Research Writing, ENGL 299 **or** Honors English Composition, ENGL 190	3 hours
Elementary Statistics, MATH 143	3 hours
Computer Information Systems, CIS 130	3 hours
Speech Communications, COMM 207	3 hours
Mathematics requirement, minimum 3 hours; **either** Math 110, 113, 122, 126, 150 or 153	n/a
Financial Accounting, ACCTG 201	3 hours
Managerial Accounting, ACCTG 202	3 hours
Microeconomics, ECON 200	3 hours
Macroeconomics, ECON 201	3 hours

*(Transfer Students will adhere to university policy regarding WL requirements).

- Students may not enroll in additional business courses until they have met the requirements for acceptance into the Kelce College of Business.
- Students wishing to enroll in the same business course for the fourth time or more must petition the Dean for approval.
- Admission to the Kelce College of Business is required prior to enrollment in all upper level business courses numbered 300 and above with the exception of MGMKT 320 Business Statistics for those students who have completed Math 143, Elementary Statistics.
- Business minors, non-degree seeking students, exchange students, and students with other degree objectives will be allowed to take business courses numbered 300 and above if they meet the specific course prerequisites as outlined in the university catalog.

KELCE COLLEGE OF BUSINESS PREREQUISITE POLICY

5. All business courses numbered 200 have a sophomore-standing prerequisite requirement. Sophomore standing is defined as the completion of 25 semester hours.

6. All business courses numbered 300 and above require admission to the Kelce College of Business with the exception of MGMKT 320 Business Statistics for those students who have completed Math 143.

7. All courses indicating senior-standing prerequisite are defined as the completion of 85 semester hours.

8. All students are required to complete Kelce College of Business prerequisites as outlined in the PSU Catalog. If a student is enrolled in a course without completion of the required prerequisite, the student will receive notice to seek advising for schedule revisions. If the schedule is not revised or approved prior to the first day of class, the Kelce Academic Advising office will administratively remove the class from the student's schedule.

PROPOSED INITIATIVES FOR CONTINUOUS IMPROVEMENT

There are two major proposals or initiatives that are in varying stages of discussion in the Kelce College. These include a proposed "Business Communications" course and a modification of the MBA program foundation requirements. These initiatives are briefly discussed below.

Business Communications Course. The AOL committee has forwarded the recommendation that a "Business Communications" course be considered for course legislation. The recommendation is based on a perceived need for improvement in student written and oral communication skills as they pertain to business. The recommendation is in the early stages and will be addressed in the upcoming academic term.

MBA Foundation Modifications. Our internal program review by Dean Grimes and the MBA/PAC shows that we have the highest MBA foundations course requirements among our peers. These requirements put us at a competitive disadvantage with our peers. Concerted effort has been made to streamline the requirements to avoid content overlaps and duplications. This proposal moves the MBA program from the 10-course requirement to a level of 5-8 courses. Of the nine comparison schools, only two have fewer than five required foundation courses. The current recommendation is that moving to fewer than five courses would be too drastic of a change at this point and that the foundation requirements should be re-evaluated in the future. This effectively reduces the foundation requirements from two semesters to one semester. It is also noted that this change would be valid only for those choosing a general administration or international business concentration, and does not apply to those choosing an accounting concentration.

Current MBA Foundation Proposal

1. Eliminate MGMKT 626 Operations Management from the foundation.
2. Create a new course (ACCTG 811 Accounting for Non-Accounting MBAs) as an alternative to ACCTG 201 Financial Accounting and ACCTG 202 Managerial Accounting. Students could select either the two course undergraduate sequence or the graduate course.
3. Accept up to three CLEP Courses (http://clep.collegeboard.org/exam) from the following list

   - Business Law ➔ MGMKT 444 Legal and Social Environment of Business

   - Principles of Management ➔ MGMKT 327 Organizational Theory and Behavior

   - Principles of Marketing ➔ MGMKT 330 Basic Marketing

   - Information Systems and Computer Applications ➔ CIS 420

Current Requirements (30 hours):		Proposed Requirements (15-24 hours)	
MGMKT 320	Business Statistics (3 hours)	MGMKT320	Business Statistics (3 hours)
MGMKT 327	Organizational Theory and Behavior (3 hours)	MGMKT 327*	Organizational Theory and Behavior (3 hours)
MGMKT 330	Basic Marketing (3 hours)	MGMKT 330*	Basic Marketing (3 hours)
MGMKT 444	Legal and Social Environment of Business (3 hours)	MGMKT 444*	Legal and Social Environment of Business (3 hours)
MGMKT 626	Operations Management (3 hours)	ACCTG 811	Accounting for Non-Accounting MBAs (3 hours) or ACCTG 201 and ACCTG 202
ACCTG 201	Financial Accounting (3 hours)	CSIS 420*	Management Information Systems (3 hours)
ACCTG 202	Managerial Accounting (3 hours)	FIN 326	Business Finance (3 hours)
CSIS 420	Management Information Systems (3 hours)	ECON 805	Economic Analysis (3 hours) or 9 hours of Economics
FIN 326	Business Finance (3 hours)		
ECON 805	Economic Analysis (3 hours) or 9 hours of Economics		

Data Collection. There are currently two initiatives that are underway regarding improving our AOL data collection methods. First, the decision has been made to discontinue the use of the LiveText package. Alternative data collection methods are currently being discussed. Second, the Kelce College has subscribed to the Qualtrics online survey software program. We are hopeful that the response rates for the employer, alumni, and student surveys will improve by utilizing online survey administrations.

Benchmarking Improvements. AOL committee members will work to improve the benchmarking of AOL results. Benchmarks are needed in order to gauge specific changes and improvements in content areas.