



KELCE
COLLEGE OF BUSINESS

Pittsburg State University

**CONTINUOUS IMPROVEMENT REVIEW:
2018 – 2023**

Prepared for the
Association to Advance Collegiate Schools of Business

Gladys A. Kelce College of Business
1701 South Broadway
Pittsburg State University
Pittsburg, KS 66762-7500
(620) 235-4591

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**CONTINUOUS IMPROVEMENT REVIEW:
2018 -2023**

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PREFACE

EVOLUTION

This reaffirmation visit occurs during the academic year in which the Kelce College of Business celebrates its 25th Anniversary as an accredited member of AACSB. The 2023 Peer Review Team will find the college has evolved and changed in a number of important ways since the last visit in 2018. At that time, Pittsburg State University was adjusting to a new downward trend in enrollment and reductions in state financial support. In response to budget cuts and the need for greater efficiency in operations, the Kelce College had just announced a major administrative reorganization that disbanded traditional discipline-based departments and created an Undergraduate School of Business and a Graduate School of Business both served by a faculty of the whole.

As the 2018-2023 accreditation cycle progressed, the college responded to the continuing enrollment and fiscal challenges by making adjustments and seeking new opportunities. Importantly, our first fully-online degree program, the Professional MBA targeted for place bound mid-career professionals, opened in 2019. The revenue sharing model of this program allowed the college to earn discretionary revenues that stabilized our budget and provided opportunities to explore new initiatives – such as creating our first new undergraduate major in more than 20 years, the multi-disciplinary BBA in Business Studies. This innovative program allows students to “stack” existing minors and certificates into their own tailor-made program of study.

The Kelce College also adjusted to the challenges of the global COVID-19 pandemic which left its mark on our delivery of courses. Today, more courses are taught online or in various hybrid modalities than five years ago. Unfortunately, the pandemic also derailed our plans for renovating and expanding our physical facilities on campus as supply chain issues and the ensuing inflation put the project out of financial reach. The silver lining of this setback is that our new president, Dr. Daniel Shipp, has committed the university to building a new educational enterprise district in downtown Pittsburg and the centerpiece of this major investment is a new Kelce College of Business building. The project is well underway and the goal is to occupy the new building during the 2026-2027 academic year.

Throughout these and the other transformative transitions described within this report, the Kelce College of Business has maintained a clear focus on its mission and kept students first.

*Paul W. Grimes, Dean
Kelce College of Business
Pittsburg State University*

August 2023

EXECUTIVE SUMMARY: INNOVATION, ENGAGEMENT, AND IMPACT

The Kelce College of Business at Pittsburg State University celebrates its 25th anniversary of AACSB accreditation through a reaffirmation of its commitment to the standards and guiding principles of the organization. Our vision is to be *the* premier regional public business college in our service area. We strive to fulfill this through our mission of preparing 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.

Below we provide snapshots of the key elements documented in our Continuous Improvement Review report that describe who we are and how we innovate, engage, and impact the world in ways that fulfill the AACSB standards and exemplify its principles.

Who We Are:

- Pittsburg State University (Pitt State) is a public regional comprehensive university enrolling more than 6,000 students on its residential campus in rural southeast Kansas.
- Classified as a Carnegie master's university (larger programs), Pitt State offers more than 200 academic programs from the baccalaureate level through the doctorate (professional practice).
- Pitt State serves a predominately traditional undergraduate student body from southeast Kansas and the surrounding four state region.
- The Kelce College of Business is one of Pitt State's four colleges with a total enrollment of approximately 1,000 majors at the undergraduate and master's levels.
- During academic year 2023-24, the Kelce College is celebrating its 45th anniversary as a college and 25th anniversary as an accredited member of AACSB.
- The Kelce College confers degrees across eight undergraduate BBA majors, five MBA concentrations and a Master's in Professional Accounting.
- The Kelce College diversifies its student body through a commitment to internationalization and recruitment of under-represented student populations.
- Kelce students are provided study abroad opportunities in Korea, France, and Taiwan, and college faculty members participate in Pitt State's general education program in Paraguay.
- The Kelce College is home to twelve active student organizations, including the nationally prominent Enactus (formerly Students in Free Enterprise) team and a recently founded Future Business Leaders of America - Collegiate chapter.
- Academic programs in the Kelce College of Business are regularly recognized in both regional and national rankings. Top Ten Rankings during this accreditation cycle include:
 - The Kelce PMBA was ranked the #8 Most Affordable Online AACSB MBA Program by *Get Educated*.
 - The Kelce MBA was named the #1 MBA in the state of Kansas by the *Wichita Business Journal* (2020).
 - *The Knowledge Review Magazine* named the Kelce College to its 10 Best Business Programs in America (2019).
 - The MBA program achieved a #3 ranking by *The Princeton Review* for "Most Family Friendly Business School" (2018).
 - *The Accounting Degree Review* ranked the college #6 in the nation for schools offering programs in forensic accounting (2018).

How We Innovate:

Students and Learning

- In 2023, the college established a new Kelce Center for Student Engagement and Support to promote student success, create a centralized internship program, and liaison with centralized university student services.

- Driven by our Strategic Plan and our Assurance of Learning process, a significant number of major revisions to our curricular offerings have been accomplished over the past five years. These include:
 - A new BBA major in Business Studies which allows students to stack certificates and minors into a personalized program of study
 - A new undergraduate academic certificate in Professional Sales open to all majors across the university
 - Initiation of a Professional Online MBA for distance learners
 - New MBA emphases in Human Resources, Marketing, and Health Care Administration
- In cooperation with the Pitt State Justice Studies program, the Kelce College offers an undergraduate minor in Fraud Examination.
- 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).
- The college offers dual MBA degree options in partnership with the La Rochelle and Montpelier Business Schools in France and the National Taipei University of Business in Taiwan.

Operations

- The Kelce College is the centerpiece of the university's Gorilla Rising project to build an educational district in downtown Pittsburg which will provide the college with new facilities and curricular opportunities.
- The Professional MBA is the:
 - first and only tuition revenue-sharing program approved by the Pitt State administration.
 - first and only Pitt State program to contract with an online program management firm.
- In response to pressing university budget concerns, the Kelce College implemented a sweeping administrative reorganization in FY19 resulting in a "college faculty of the whole" and a new organizational chart.
- In 2022, the college bylaws were amended to form the Kelce Leadership Council (KLC) whereby the academic program directors meet monthly with the Kelce Leadership Team (KLT).
- Through enhanced development efforts, the Kelce College has increased its annual student scholarship awards by 8.9 percent over the past five years.

How We Engage:

With Students

- Approximately 37 percent of classroom time in face to face undergraduate courses is spent with active and experiential learning pedagogies while one-third of the coursework in online and hybrid undergraduate courses is devoted to active learning exercises.
- More than 44 percent of online MBA coursework involves active learning pedagogies while the number for in person MBA courses is approximately 30 percent.
- Approximately 31.4 percent of Kelce College majors were members of student organizations and honor societies during academic year 2022-2023.
- The faculty have placed a renewed emphasis on experiential projects in the undergraduate majors and the college-wide capstone strategy 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 28.
- The Kelce Student Leadership Council advises the dean on matters related to college operations.

With our Professions and Community

- Kelce faculty members actively engage their respective research communities through conference presentations and academic publications.
- Faculty members in the Kelce College actively contribute their time, talent and leadership to professional and community organizations.
- In 2021, Kelce faculty founded and organized the local Women@Work organization to connect and mentor our female students with professional women in the community and across the region.

- The college places a strong emphasis on strengthening public relations to enhance the image of Kelce on campus and with the general public. Our goal is to create a greater allegiance to the college.
- The Kelce College actively seeks to enhance its development efforts through friendship and fundraising activities.
- The Kelce Board of Advisors (KBOA) provides guidance to the college administration through regular meetings each semester and over the summer.

How We Impact:

Curriculum, Scholarship, and Thought Leadership

- 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.
- The college impacts business scholars throughout the world by publishing its own major academic journal – the *Journal of Managerial Issues*.
- From 2011 until 2021, the Kelce College was home to *The American Economist*, the academic journal of Omicron Delta Epsilon the International Honor Society in Economics.
- Faculty scholarship is financially supported in the summer through the Youngman Notable Scholars program through earnings on an endowment.
- Current Kelce College faculty members collectively produced 62 peer-reviewed journal publications across 39 distinct academic journals 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 196 times over the past five years and 528 times over their academic careers.

Societal Well-being

- Alumni of the Kelce College degree programs impact our primary service region and the global economy through a 91 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 partners with Wichita State University and the Pittsburg Area Chamber of Commerce to host an annual Economic Outlook program in Pittsburg for regional business and community leaders.
- The Business and Economic Research Center (BERC) leads the college’s economic development outreach activities.
 - The BERC publishes the quarterly *Pittsburg Micropolitan Area Economic Report* and the annual *Economic Profile* which are distributed in hard copy to more than 800 local and regional businesses and organizations.
 - The BERC produces and maintains the *Pittsburg Micropolitan Area Economic Data* website which provides historical and current economic data on our area for regional decision-makers and prospective employers.

While the past five years have presented a number of challenges for the Kelce College of Business, its leadership, faculty, and staff remain committed to the ideal of continuous improvement. The following report provides the details of how we are fulfilling this ideal and the mission of Pittsburg State University: *To make life better through education.*

I. Overview

A. Situational Analysis

The University Context. Pittsburg State University (Pitt State) is a comprehensive regional university serving approximately 6,000 students on its campus in southeastern Kansas. Pitt State is one of six public universities governed by the Kansas Board of Regents (KBOR) and is located in the City of Pittsburg, a community of approximately 21,000 residents. The institution, founded in 1903, has a rich history of expanding and refining its mission to serve the evolving needs of the state. 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 primarily offered at the Bachelors, Masters, and Specialist levels. The university's first doctoral program, the Doctor of Nursing Practice (DNP), graduated its first class in 2017.

The Evolution of the Institution:

1903: Auxiliary Manual Training Normal School

1913: Kansas State Teachers College of Pittsburg

1959: Kansas State College of Pittsburg

1977: Pittsburg State University

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. Recently, the university enacted the Gorilla Advantage Tuition Program whereby undergraduate students from 32 states pay the same in-state rate as Kansas residents. This program is also available to graduate students from five neighboring states. Additionally, the Gorilla Edge Tuition Program allows graduate students from another four nearby states to enroll at 150 percent of in-state tuition. The affordability and high quality of Pitt State's academic programs attract students from across the country and from around the globe. The Office of International Programs reports that students from 41 states and 45 nations are currently enrolled at Pitt State.

Students at Pitt State study on a traditional residential main campus composed of 223 acres within the city limits of Pittsburg. The current student-to-faculty ratio is 17 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 80 percent of the student body identifying themselves as White. Black and Hispanic students each represent about five percent of all students. Pitt State's admissions policies are determined by the Kansas Board of Regents. Applicants are required to graduate from an accredited high school with a 2.25, or higher, grade point average or earn a composite ACT score of 21 or greater (SAT of 1060 or higher). Prospective students not meeting the admission criteria may petition the university for a limited number of exception slots. Seventy-nine percent of all Pitt State students receive grants or scholarship aid and a significant number are first-generation. The one-year retention rate for full-time freshman is 75 percent and the six-year graduation rate currently stands at 52 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; the women's national championship in outdoor track and field in 2016; the men's outdoor national track and field championship in 2022; and the national championships in men's indoor track and field in 2018 and 2023. As a member of the Mid-America Intercollegiate Athletic Association (MIAA), Pitt State sponsors five teams each in men's and women's sports.

Profile of the College. During the 2022-23 academic year, the Kelce College of Business celebrated its 45th 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 College High School building to serve as the college's home. 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 eight majors and a comprehensive MBA degree program. This year, the Kelce College is celebrating its 25th anniversary of initial accreditation by AACSB which was achieved in 1998-99.

Prominent Alumni:

Lee Scott: CEO of Walmart (Retired)

John Lampe: CEO of Bridgestone/Firestone (Retired)

John Lowe: Executive VP of ConocoPhillips (Retired)

The Kelce College of Business is the smallest of Pitt State's four colleges. In recent years, total headcount has steadily hovered near the 1,100-student mark. This represents approximately one-sixth of the overall campus student population. Prior to this accreditation cycle, the Kelce College was organized into three administrative departments; Accounting and Computer Information Systems (ACIS), Economics, Finance and Banking (EFB), and Management and Marketing (MM). However, to ensure greater operating and financial efficiencies, prior to the Fall 2018 semester the college reorganized and became a "faculty of the whole." College operations are now divided into an Undergraduate School of Business and a Graduate School of Business, both overseen by an Associate Dean. All faculty positions reside in the Undergraduate School and they are led by a Chair of the Faculty appointed by the dean.

During 2022-23, the college was comprised of 24 tenured or tenure-earning professors and nine continuing instructors. One tenure line position remained vacant throughout the year. The college normally hires an additional six or seven adjunct lecturers from the community every semester that teach one or two courses each. In addition, four to five Courtesy Professors who hold administrative appointments across campus also teach courses for us during a typical academic year. The Kelce College faculty was supported during 2022-23 by five professional staff positions; a Director of Graduate Business Programs, a Director of Academic Advising and Career Readiness, a Director of Development, a Technical Support Consultant, and a Web Support Consultant. The graduate program director and the advising director were full-time positions within the college, but the two support consultants' positions were shared with other colleges. The Director of Development for the Kelce College of Business is administratively housed in University Development and assigned to the college. The college is served by four Administrative Assistants who supervise a number of work study students and graduate assistants assigned to them.

Early in the Fall of 2022, the university began a major restructuring of academic advising across campus. Whereas the advising function was previously overseen elsewhere on campus by individual faculty members at the departmental level, the university made the decision to invest in a university-wide centralized professional academic advising center. This decision was based on consultants' recommendation to improve our campus retention and graduation rates. As a result, the Kelce Academic Advising Center (the only such center on campus) was closed by the central administration and our director hired to oversee the new university-wide center. Our resources are now being directed into a new Kelce Student Engagement and Support Center which will provide a variety of services to support student success and formalize internship opportunities across all degree programs. The current administrative organization of the college is shown in Figure 1 on the next page.

The daily managerial operations of the college are overseen by the dean and the administrative group known as the Kelce Leadership Team (KLT) which is currently comprised of the dean, the two associate deans, the faculty chair, the graduate program director, the student engagement center director, and the dean's administrative assistant. This group meets once a week. During the academic year, the KLT also meets once a month with the program coordinators of the eight undergraduate majors. This collective group is known as the Kelce Leadership Council (KLC). The dean also 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.

Student enrollments by major across the college's degree programs are shown in Table 1 on the next page for the past five years. The eight undergraduate majors offered by the Kelce College are Accounting, Business Economics,

Figure 1: Current Administrative Organization of the Kelce College of Business

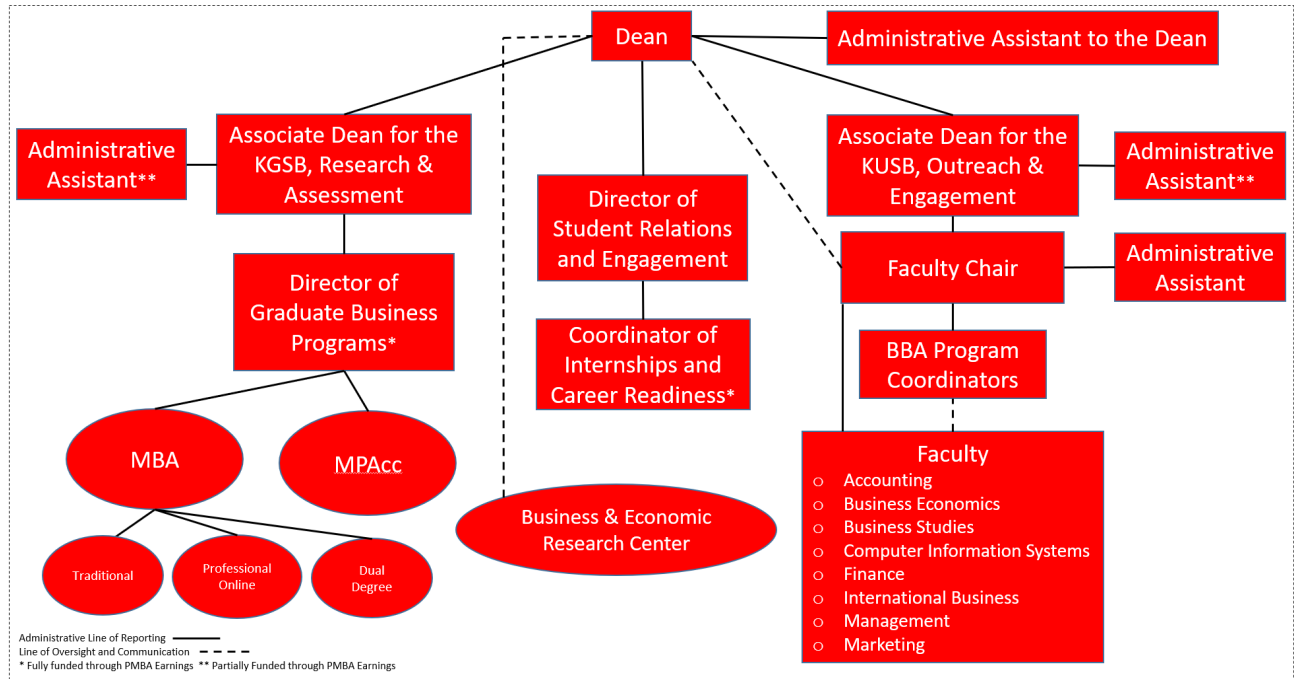


Table 1: Kelce College of Business Enrollment by Program and Major, Five Year Trends

	2018-19	2019-20	2020-21	2021-22	2022-23
BBA					
Accounting	154	128	126	111	110
Business Economics	42	39	28	35	31
Business Studies*	-	-	-	-	8
Computer Information Systems	103	93	89	70	67
Finance	115	127	120	118	105
International Business	43	41	27	22	18
Management	302	258	227	226	233
Marketing	210	186	177	188	191
Total Undergraduate	969	872	794	770	763
MBA**	99	267	364	373	296
MPAcc	2	4	5	4	9
Total Graduate	101	271	369	377	305
Total College Enrollments	1,070	1,143	1,163	1,147	1,068

Source: GUS Classic System, Major/Minor Count. Data reflect all declared majors for the Fall semester of each academic year.

*New Degree opened in Fall 2022. Count represents Spring 2023 enrollments.

**Does not include students admitted to MBA but only enrolled in undergraduate foundation courses.

Business Studies, Computer Information Systems, Finance, International Business, Management, and Marketing. Students in these programs earn a Bachelor of Business Administration (BBA) degree. (The new Business Studies major is a “stackable and customizable” degree which began enrolling students during the Fall of 2022.) 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, Human Resources, International Business, and Marketing. Starting in 2019, we began offering the MBA fully online to place-bound mid-career professionals. The MBA in this modality is marketed as our Professional MBA (PMBA) program. Additionally, a new Master of Professional Accountancy (MPAcc), offered as a 4+1 program to Accounting majors preparing for the CPA, was initiated during the accreditation cycle.

A demographic profile of Kelce College students for academic year 2022-23 is provided in Table 2 on the following page. 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 apparent – the majority of our graduate students are older out-of-state domestic students. This fact reflects the relative size and target market of the online MBA – place bound midcareer professionals. Prior to the pandemic era, our MBA enrolled a significant number of international students due to Pitt State’s aggressive marketing in foreign markets to diversify our student body. Fortuitously, immediately before the pandemic we had introduced the online modality of the MBA, and as a result our graduate enrollments more than made up for the loss of international students. Demographic shifts in enrollment such as this naturally result in cultural shifts within the college which we are now working through.

Even though Pitt State suffered dramatic losses in international enrollment during the pandemic, the university is committed to rebuilding this important component of our campus diversity. Furthermore, the Kelce 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 others routinely participate in international conferences, study tours, and experiential programs.

The college is home to twelve 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. A chapter of Future Business Leaders of America – Collegiate (FBLA-C) was recently established which has opened opportunities to work with local FBLA high school chapters and support our recruiting efforts. In the spring of 2023, the college served as campus host for a regional FBLA competition which brought 300 high school students to our campus. Our FBLA-C chapter won numerous awards at the 2023 national competitions including the National Championship in Integrated Marketing.

The college publishes a major peer reviewed academic journal. Founded at Pitt State in 1989, *The Journal of Managerial Issues* is a highly ranked journal that publishes scholarly articles on the theory of organizations and the practice of management. The *JMI* is currently edited under the leadership of Professor Sang Lee. Until 2021, when Dean Paul Grimes stepped down as Editor-in-Chief, *The American Economist* was also editorially housed in the college. This academic journal is an official publication 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 electronic archive.

Historically, the Kelce College has been honored with several rankings from publications such as *The Princeton Review*, *Bloomberg-Businessweek*, *Entrepreneur Magazine* and others. The MBA program appeared in the *Entrepreneur Magazine’s* Top 15 programs for student satisfaction in 2010; and beginning in 2013, the Kelce MBA was listed for a number of years in

Recent Kelce College Top Ten Rankings:

2018: #3 Most Family Friendly MBA, *The Princeton Review*

2018: #6 Top Forensic Accounting Programs, *The Accounting Review*

2020: #1 MBA Program in Kansas, *The Wichita Business Journal*

2023: #8 Most Affordable Online AACSB MBA Programs, *Get Educated*

Table 2: Demographic Profile of Kelce College of Business Students: 2022

Characteristic	Undergraduate: BBA	Graduate: MBA & MPAcc
Gender		
Female	38.92%	48.01%
Male	61.08%	51.99%
Age		
Mean Years	21.50	35.10
Ethnicity		
White or Caucasian	76.20%	75.16%
Black or African American	4.76%	4.30%
Hispanic or Latino	7.55%	3.31%
Native American*	1.80%	2.65%
Asian	0.82%	4.99%
Two or More Races	5.10%	4.63%
Non-Resident Alien	3.45%	3.64%
Undeclared by Choice	0.32%	1.32%
Resident Status		
Kansas	65.84%	18.87%
Out-of-State Domestic	30.71%	77.49%
International	3.45%	3.64%
Enrollment Status		
Full-Time	97.37%	35.43%
Part-Time	2.63%	64.57%
Class Standing		
Freshman	19.05%	
Sophomore	19.38%	
Junior	26.60%	
Senior	34.97%	

Source: Institutional Research and Planning, SSH/IBM System. Data reflect enrollment at 20th day of 2022 Fall Semester.

* Includes American Indian, Native Alaskan, Native Hawaiian, and Native Pacific Islander

the annual Top 5 “Most Family Friendly” programs by *The Princeton Review*. For academic year 2018-19, the college ranked #3 on this list ahead of Harvard, Dartmouth, and William and Mary. Also, in 2018, *The Accounting Degree Review* ranked the Kelce College #6 in the nation for schools offering programs in forensic accounting. The following year, *The Knowledge Review Magazine* named the Kelce College to its “10 Best Business Programs in America.” In 2020, *The Wichita Business Journal* ranked the Kelce MBA as the #1 MBA in the state of Kansas.

Historical and Local Impactors. 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 to support the local mining industry, 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. 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. Throughout the previous accreditation cycle, ongoing demographic shifts in our regional population have challenged the university’s enrollment which has declined by approximately 19 percent since 2018.

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 local 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. As noted elsewhere, the major disadvantages faced by the Kelce College are the lack of significant discretionary 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 lag. Tuition and self-generated funds now exceed state appropriations for the universities governed by the Kansas Board of Regents. In addition to our ongoing reorganization, 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 institution's administration has ambitions to significantly grow its enrollment and stature.

The most significant current issue facing Pitt State is the ongoing decline in enrollments precipitated by demographic shifts and the current socio-political climate surrounding higher education in general. As seen in Table 3 below, the number of Kelce BBA graduates fell from 191 in 2018-19 to 126 in 2022-23. By proactively developing the online PMBA, the college's overall enrollment declined at a rate less than that of the university as a whole over the past five years and the number of graduate business degrees awarded increased dramatically (see Table 3). The net effect is that our overall total college enrollment remained relatively flat during this past accreditation cycle (see Table 1), but our traditional residential undergraduate student population shrank significantly. The growing importance of online graduate students presents significant challenges to our organizational culture and structure going forward.

Opportunities. Our strategic initiatives during the past five years have primarily focused on leveraging curriculum opportunities. During our last accreditation visit, we had just received approval and began offering a Master of Professional Accountancy (MPAcc) degree that is delivered in a 4+1 format for our BBA accounting majors preparing for the CPA exam. During 2018-19, the college entered into a contractual relationship with an outside program management (OPM) firm to offer our MBA program online to placed-bound mid-career professionals in our service region – an untapped market for the college and university. Additionally, new MBA concentrations in Human Resource Development, Marketing, and Health Care Administration were approved in 2018, 2022, and 2023 respectively. At the undergraduate level, numerous curriculum changes were instituted based on our strategic review of enhancement opportunities and AOL activities. Most significantly, a new general business major, Business Studies, began enrolling students in the fall of 2022. This innovative program allows students to “stack” minors and certificates to create individualized programs of study in support of small business and entrepreneurial career paths.

Scope of Accreditation Review. The degree programs within the scope of the current Continuous Program review include the eight undergraduate BBA majors, the MBA degree and its four concentrations (offered during the accreditation cycle), and the MPAcc. Table 3 on the next page presents the number of graduates for each of 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 *myAccreditation* portal.

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

Program	2018-19	2019-20	2020-21	2021-22	2022-23
BBA					
Accounting	37	30	29	30	27
Business Economics	7	9	1	8	7
Computer Information Systems	14	17	26	22	11
Finance	23	27	34	21	15
International Business	6	8	3	9	2
Management	76	75	55	51	46
Marketing	28	36	19	35	18
Total Undergraduate	191	202	167	176	126
MBA					
General Administration	30	49	79	115	100
Accounting	5	10	20	25	31
Human Resources*	-	10	32	40	30
International Business	7	8	17	21	14
MPAcc					
	1	2	4	4	9
Total Graduate	43	79	152	205	184
Overall College Total	234	281	319	381	310

Source: GUS Classic System, Past Graduates. Academic year data include graduates from Summer, Fall, and Spring academic terms.

*New emphasis first offered 2019-2020.

B. Progress Update on Concerns from Previous Review

In the letter reaffirming the Kelce College's AACSB accreditation dated March 11, 2019, the college received four points of commendation and three points of concern:

1. The peer review team and committee suggest that the school benchmark the Practice Academic (PA) criteria of its peer institutions and work to enhance the criteria to more appropriately align with the spirit of the standard. The school should ensure that all faculty are classified properly, especially if changes are made to its criteria. (Standard 15: Faculty Qualifications and Engagement)

2. The college has not established benchmarks to determine acceptable and unacceptable scores for each learning goal. Rather, the faculty member completing the rubric uses his or her own judgement without input or approval from an appropriate college committee. Benchmarks should be established by using an inclusive approach with significant input to ensure that the benchmarks reflect the goals of the college. It is recommended that more than one faculty member be involved in assessing the output for each learning objective to increase the reliability of the measures. If only one faculty member completes the rubric for a learning objective, then the college should be prepared to describe how it determined the appropriateness of the scores. (Standard 8: Curricula Management and Assurance of Learning)

3. The college is expected to provide evidence that it is using Assurance of Learning (AOL) results to inform degree program curricula. Changes made to curriculum should be the final step of a well-documented process that clearly connects the exact steps that led to the identification of a gap, describes why the gap needed to be corrected, and provides specific details as to how the curriculum/course was changed, or what other type of improvement was implemented. (Standard 8: Curricula Management and Assurance of Learning)

Strategic steps were taken to address each of the team's three recommendations. A discussion of these steps and their results are described in turn below:

1. Faculty Qualifications. Discussions with the 2018 PRT revealed that their primary concern with our Practice Academic qualifications was the need to establish a "greater depth" requirement within a PA faculty member's chosen

practice and to allow for “greater diversification” within the practice categories. Following the team’s official recommendation, Dean Grimes benchmarked our Practice Academic criteria by securing Faculty Qualification documents from six peer and sister institutions by surveying their deans. The KLT then reviewed these documents and brought forth recommendations that were subsequently adopted by a vote of the General Faculty (August 12, 2021). The highlights of these revisions are:

- The number of required significant engagement categories reduced from three to two.
- Executive education explicitly noted as a form of professional development work.
- Economic development explicitly noted to include significant consulting for governmental bodies.
- Public speaking defined to include peer reviewed presentations within the chosen area of practice.
- Publication of works in practitioner journals or web-based outlets included as an acceptable activity.
- Leadership roles involving direct interactions with the business community added as an acceptable engagement activity.

Each of these modifications was based on options found at peer and sister institutions. Furthermore, the criteria were rewritten to include the following statement: “When considering faculty members for Practice Academic status, deep engagement in a few selected activities is preferred to minimal engagement across multiple categories of activities.” The complete revised Faculty Qualification document can be found in the Appendix of this report.

2. Assurance of Learning: Benchmarking of Goals. The 2018 PRT’s first concern in this recommendation was based on the college’s established practice to use initial AOL student performance results to establish our own baseline measures of student learning and then in subsequent years, evaluate performance on how far our student metrics moved relative to the baselines. The PRT did not like this approach and preferred the establishment of setting target percentages for student success. The Kelce College’s AOL Committee at the time believed our approach was more consistent with the spirit and intent of AACSB’s continuous improvement philosophy as opposed to using arbitrary benchmarks set by a committee using ad hoc means. However, given the PRT’s recommendation, during our already planned overhaul of our AOL process, we initiated established benchmarks using direct and indirect measures as this has become the norm across our peer AACSB institutions. This is documented in our *Assurance of Learning Reports* included the Appendix.

When revising our AOL process, we also implemented new processes to ensure that rubrics were written and/or reviewed by multiple faculty members and that student scores on assessment instruments/ activities are not normally determined by one individual. The results recorded in the current *Assurance of Learning Report* reflect these changes to our routine AOL procedures.

3. Assurance of Learning: Curricular Management. After the last reaffirmation visit, the standing AOL Committee and KLT took exception to the third recommendation provided by the 2018 PRT regarding the use of AOL results to inform curricular change. Each of the steps described in the team’s recommendation were, and remain, standard procedures. Conversations with the PRT revealed the team felt that better descriptions and documentation of our processes should have been provided in the 2018 CIR. The AOL section of this report and the full current *Assurance of Learning Report* provide examples where the college faculty have followed AACSB best practices in using AOL results to manage and modify curricular change.

C. *Substantive Changes*

No substantive changes were filed with AACSB during the 2018-2023 accreditation cycle.

D. *Consultative Guidance*

In addition to consultative advice concerning our alignment with the AACSB 2020 standards, the Kelce College requests guidance on the following two broad areas:

1. Recovery and growth in enrollment. As outlined throughout this report, and evidenced by the data, Pitt State and the Kelce College of Business have faced significant declines in student enrollment over the past several years. While the Kelce Faculty have taken a number of significant steps to counter this trend, such as implementation

of our first fully online degree (the PMBA), we have not been able to fully turn the tide. What additional opportunities may be available to us given the environment and context in which we operate?

2. Relocation of the Kelce College to downtown Pittsburg. The college has suffered through two decades of failed initiatives to provide our students with proper facilities in line with quality of business education the faculty provide. The latest plan, code-named Gorilla Rising, proposed this year by our new president, Dr. Dan Shipp, involves building the college a new state-of-the-art facility in downtown Pittsburg, 1.25 miles from our present on-campus location. This will be in proximity to Pitt State’s Block 22 facilities which houses the Small Business Development Center, a maker space, and entrepreneurial and business incubator spaces. None of these are part of the current college administrative structure, but all offer opportunities for future programmatic growth and diversification. The additional downtown student housing proposed as part of the Gorilla Rising project offers exciting opportunities. How might the college best leverage these opportunities? What programmatic changes will take full advantage of the new location and help us restore and grow our enrollment and impact on the community? And, how can we best overcome the logistical challenges of being separated from our historic residential campus?

II. Business Accreditation Standards – Past and Future Look

A. Strategic Management and Innovation

College Mission and Strategic Plan. The college’s Vision Statement, Mission Statement, and Guiding Values are shown in Figure 2 below. These were developed prior to the previous accreditation visit following an extensive and iterative process overseen by the college’s standing Strategic Planning Committee. The development and approval process involved representatives of the faculty, staff, students, alumni, and the Kelce Board of Advisors. The college operated under these principles throughout the 2018-2023 accreditation cycle.

Figure 2: Kelce College Vision Statement, Mission Statement and Guiding Values



KELCE
COLLEGE OF BUSINESS
Pittsburg State University

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.

This document served as the foundation for the development of the Kelce Strategic Plan (available through the *myAccreditation* portal and included in the Appendix) originally adopted in 2015 and then updated, revised, and synchronized with the Pitt State University Pathways to Prominence strategic plan in 2017 and again in 2021. (Note: Due to the announcement in 2021 of President Scott's retirement and temporary extension of the university's strategic plan, the central administration requested that the college extend and keep its plan synchronized with the university's plan until a new campus-wide strategic planning process was completed under new leadership.) The original and both subsequent revisions were approved by the General Faculty following the college bylaws (included in the Appendix). Following the arrival of new President Dan Shipp in the summer of 2022, the university began the process of developing and adopting a new university mission statement and strategic plan which will go into effect during the 2023-2024 academic year. Thus, the Kelce College is planning to sunset the current Vision Statement, Mission Statement, and Guiding Values and begin constructing a new mission and set of guiding principles in 2024. This will be immediately followed by the development of a new Kelce College strategic plan.

Mission Distinctiveness. The vision and mission statements emphasize the essence of the Kelce College's historical focus on teaching while incorporating selective elements to distinguish it from other business schools. Taken together, five 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 a vast majority of our students call home. 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. The needs of businesses and other employers of our primary service region inform our curriculum, outreach, and economic development activities.
- **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.
- **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 earlier 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. While it has become significantly more difficult since the pandemic, our success in the global market is evidence by the significant number of Kelce alumni who 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 the university's "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 less than \$4,000 per term), the faculty pride themselves on their students' return on investment.

Table 4: Average Class Size* by Course Code and Level for Academic Year 2022-23

Course Level	ACCTG	CIS	ECON	FIN	IB	MGT	MKTG
Fall 2022							
100-200	33	30	33	16	--	34	23
300-600	16	12	25	32	36	32	36
800 - above	12	--	5	37	42	24	30
Spring 2023							
100-200	36	34	29	27	--	35	--
300-600	18	15	26	28	14	34	34
800 - above	21	10	--	32	11	31	10
Discipline Average:	21	20	28	29	26	35	30
College Average:	28						

* Regularly scheduled courses only; no special projects, internships, etc.

-- Courses not offered at this level.

- 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. Above, Table 4 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 28. The relatively larger class enrollments 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 promote interaction and engagement between students and faculty. The current physical infrastructure of Kelce 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. The current plans for the Gorilla Rising project are designed to alleviate these long-standing problems.

Strategic Planning Goals, Initiatives, and Decision-Making. The college strategic plan is supported by three pillars which serve as the primary goals:

- 1. Professionalism:** The Kelce College of Business will promote a professional and collegial culture built upon a strong ethical foundation.
- 2. Relevance:** The Kelce College of Business will ensure its academic programs, faculty engagement activities, and outreach initiatives satisfy the current and foreseeable needs of its constituents.
- 3. Growth:** The Kelce College of Business will expand its resource base through strategic enrollment initiatives, development activities, and marketing campaigns.

Kelce’s 3 Strategic Pillars:

- Professionalism
- Relevance
- Growth

For each of these three over-arching goals, several key objectives were identified with achievable action items enumerated to fulfill each objective and responsible parties identified. Collectively, the objectives and accompanying action items represent the strategic initiatives the Kelce College has undertaken since the plan’s adoption. The plan serves as a roadmap for the college’s strategic initiatives.

The dean and KLT determine the priority action items and responsible parties on an annual basis. At the opening faculty meeting each fall semester, the dean presents which items will receive priority attention during the forthcoming academic year. The KLT monitors the progress of each initiative and the dean periodically prepares an annotation of each action item’s status. To keep the faculty and staff informed of progress, updated versions of the

complete annotated strategic plan are posted to the college’s official document website: <https://www.pittstate.edu/business/faculty/official-documents.html>

Table 5 below presents a list of selected sample action items already completed or for which significant progress has been made to-date. The status of the college’s progress on all of our action items can be found in the annotated version of the strategic plan included in the Appendix.

Table 5: Sample of Significant Outcomes to-date for Key Action Items from Kelce Strategic Plan

Item	Action Item Statement	Responsible Party	Status
1.1.1	Conduct assessment of physical facility needs, including benchmarking, to determine what instructional, collaboration, academic support, public outreach, and gathering spaces are required to meet college goals.	KLT, University Architect, Building Committee, Contracted Architects	Completed. All construction documents prepared. Bidding postponed from 2020 to 2022 due to Covid. Bids exceeded budget constraint. Shift to “Plan B” began under new President Dan Shipp. “Project: Gorilla Rising” now under development.
1.1.2	Engage alumni, employers, and all external stakeholders to secure the financial resources necessary to complete all phases of renovation and expansion of Kelce Hall - including architectural assessment and feasibility studies, construction, and equipping initiatives.	President, Dean, Development Officer, Foundation Office, KLT, Faculty	Realigned for new “Gorilla Rising” downtown location. Work is ongoing. \$6M+ in private funds raised. \$12.5M matching grant from State of Kansas Department of Commerce received in Spring 2023. Tax credits and additional pledges and partners identified.
1.2.1	Conduct faculty searches following professional standards established in the respective disciplines - including advertising, screening, and interviewing.	KLT, Faculty Search Committees	Ongoing. For all tenure earning positions, advertising and interviewing at appropriate national meetings following disciplinary norms.
1.2.2	Offer competitive salaries and compensation packages comparable with our established peer institutions.	Dean, University Administration	Ongoing. Current budget situation restricts opportunities to secure market-level funding for all faculty and staff positions. Limited salary adjustments for faculty were implemented campus-wide in 2022.
1.2.3	Effectively utilize existing Faculty Fellow endowments to reward and support highly productive faculty members.	Dean	Completed. Esch and Owings Faculty Fellow endowments now used to supplement KUSB Associate Dean’s and BERC Director’s salaries. Additional endowments needed to expand.
1.3.3	Evolve the Youngman Summer Research Grant program into a Youngman Scholars program that rewards maintenance of academic qualifications and annual scholarly productivity.	Dean with approval from President	Completed. Policy rewritten to reward faculty for maintaining their AACSB targeted qualification based on their position. Policy approved by President’s Council and implemented.
2.1.4	Address through curricular change the documented need to improve student skills in business communications, both written and oral.	KLT, Curriculum and Assurance of Learning Committee	Completed. New course “Business Professionalism” developed and approved. First offering Fall 2018. Required for all BBA degrees starting in 2020.

2.1.6	Review and update the curriculum of each existing degree program based on results from surveys, market analyses, and benchmarking of our peer schools.	KLT, Curriculum and Assurance of Learning Committee	Completed. Revisions to admission standards, Kelce Core and individual majors legislated and approved. Most degree changes in place starting Fall 2018. New certificates added; Insurance in 2018 and Professional Sales in 2020.
2.3.1	Expand working relationships with the university's Center for Innovation and Business Development and the Small Business Development Center.	KLT, College Faculty	Ongoing. Several sections of Business Strategy provided consulting services for SBDC clients. College began hosting SBDC Marketing Office in 2019.
2.3.2	Evolve current economic development activities (e.g., The Pittsburg Micropolitan Area Economic Report and the Economic Outlook Conference) into a formal Economic Development and Business Engagement Center.	KLT	Completed. Approval received in 2018 from KBOR for the establishment of the Business and Economic Research Center (BERC). Center is fully operational.
3.1.3	Conduct a feasibility analysis of reorganizing departments to capture economies of scale and scope, and to better equalize administrative oversight.	Dean, KLT, Provost, Kansas Board of Regents	Completed. Due to budget issues during 2017-18, reorganization fast-tracked to capture permanent savings. College's new administrative structure implemented during first semester of the current accreditation cycle.
3.4.2	Maintain and enrich relationships with key alumni and friends of the college.	Everyone	Ongoing. Many trips to visit alumni and presentations to civic and community groups by dean and others.
3.5.7	Maintain and expand outreach efforts to current students (e.g., fall and spring hotdog picnics) to cultivate a stronger affinity and allegiance to the Kelce College.	KLT, Faculty, Staff, Employers	Ongoing. Picnic tradition established and maintained each semester. Support received from employers. MBA bowling mixers held each semester.
3.5.8	Increase participation of Kelce student teams in regional and national competitions and conferences.	Faculty, KLT	Ongoing. The number of teams has increased annually – some with great success. Teams have participated in the National Community Bank Case Study Competition, Enactus Nationals, CFA Research Institute Challenge, KC Federal Reserve Bank Code-a-thon, Phi Beta Lambda State and National Competitions, Kansas State Entrepreneurship Challenge, Campus CEO Pitch Competition, and the Shocker New Venture Competition.

Risk Analysis and Remediation Plan. In response to the adoption of the 2020 AACSB Standards, the KLT undertook a systematic appraisal of the need for a college-wide evaluation of our systematic risks and remediation policy. The leadership group decided that the college's most apparent risks that could be effectively managed were those associated with the action items arising from within our strategic plan. A thorough review of the strategic plan revealed that these risks could be organized into the following categories:

Operational: Risks associated with potential impairment or interruptions to the normal functions and delivery of college services to students and/or internal and external constituents.

Financial: Risks linked with actions that may significantly damage the short-term financial situation and/or long-term fiscal stability of the college.

Reputational: Risks that carry the potential to erode the public's perception of the college as a provider of high-quality business education and community service.

A formal exercise was conducted to evaluate the risk for each of the strategic plan's 56 action items. First, each member of the KLT personally reviewed and placed each action item into one of the three risk categories and evaluated the potential likelihood of failure to achieve that item as Low, Medium, or High. The potential reward for successfully fulfilling each action item was then also rated using the Low, Medium, or High scale. Second, to capture the external and professional perspective of a group with a vested interest in the KCOB's prosperity, the Kelce Board of Advisors were asked to complete the same evaluation procedure. Next, the results were tabulated and compiled into a summary for evaluation and discussion. A remarkable degree of consistency was revealed for a majority of the action items. In those cases where divergent opinions were uncovered, the KLT debated the issues until a consensus opinion was achieved. The outcome of this process was then presented to the KBOA which accepted the final results. A copy of the strategic plan with the resulting risk analysis was distributed to the general faculty and can be found in the Appendix of this report and as an upload file in the *myAccreditation* portal.

Remediation steps for each combination of risk category and risk level were developed to ensure that in the event of failure to fulfill an action item, the proper responses are known and can be taken by the appropriate parties identified and associated with each action item. The resulting remediation policy was developed in consultation with the current chair of the KBOA who is the Chief Risk Officer for GNBANK. A copy of this policy is attached to the risk analysis document in the Appendix and also posted in the *myAccreditation* portal.

Following the remediation plan's systematic approach, the following are offered as examples of how High and Low risks respectively will be handled:

Goal 2: Relevance

Objective 2.1: Align all undergraduate and graduate programs with workforce expectations and regional employment trends.

Action Item: Systematically analyze regional employment data and conduct benchmarking of curricular offerings with peer schools.

Risk Assessment: Operational – High

Responsible Parties: KLT & KLC

Plan: Periodically monitor changes in workforce needs and take appropriate curricular revisions as landscape evolves

Goal 3: Growth

Objective 3.3: Implement recruitment activities to optimize enrollments relative to capacity.

Action Item: Establish and maintain a Kelce College presence at local college fairs and graduate school fairs.

Risk Assessment: Operational – Low

Responsible Parties: Director of Student Relations and Engagement & Student Recruitment and Retention Committee

Plan: Execute action item and monitor progress annually; take remedial steps as necessary

Societal Impact. The college leadership welcomed the inclusion of societal impact as part of the new 2020 AACSB business school standards. In response, Dean Grimes and the KLT appointed a Societal Impact Steering Committee in 2021 to review our past and ongoing service outreach activities, our faculty's intellectual contributions, and our curriculum to identify and categorize those areas where the college was making a difference. Based on their review, the Steering Committee recommended that the college faculty choose "*economic growth and development of the Pittsburg community and the surrounding region*" as the central focus for the college's directed efforts in societal impact. Committee members determined that the college had a significant comparative advantage in this area with respect to our human capital, that the Kelce college possessed a strong and positive reputation in regional economic

development work, and that by consciously focusing on economic development as our primary societal impact goal we could make stronger and more visible differences in the quality of life in Pittsburg and our primary service region going forward. Furthermore, various elements of economic development are present in both the university's and the college's mission statements and strategic planning documents. The steering committee's recommendation was presented and discussed at a general faculty meeting and adopted in 2022.

Perhaps the college's most visible work in economic development are undertaken through the auspices of the Kelce Business and Economic Research Center (BERC). The BERC was established and formally approved by the Kansas Board of Regents near the end of the last accreditation cycle. Led by Dr. Michael Davidsson, Professor of Economics, the BERC is responsible for producing and publishing the *Pittsburg Micropolitan Area Economic Report (PMAER)* on a quarterly basis and the annual *Pittsburg Micropolitan Area Economic Profile (PMAEP)*. These publications provide expert analysis and insights into current trends affecting business in the Pittsburg area and are supported by the 'Pittsburg Micropolitan Area Economic Data' website (<https://www.pittstate.edu/business/journals/economic-development>) where past issues may be downloaded and where visitors can access historical time series data for a wide variety of economic indicators. Direct links to this service are featured on both the City of Pittsburg and the Pittsburg Area Chamber of Commerce websites making the data available to both existing and prospective business managers and community leaders. The BERC fills an information void in our region by providing a snapshot of vital business and economic statistics needed by business decision-makers, non-profit organization leaders, and public officials. Financial support for the center's work is provided through a partnership with the City coordinated through the Chamber. This support allows hard copies of the *PMAER* and the *PMAEP* reports to be distributed to all business license holders in Crawford County. (Back copies of recent issues of the *PMAER* and *PMAEP* are available in the PRT's workroom.) Future plans include securing funding to expand the BERC to establish statewide outreach services to the other 15 micropolitan cities in Kansas. This is tentatively conceptualized as the Kansas Institute for Micropolitan Studies (KIMS).

A wide variety of additional activity within the college are directed to the community economic development goal. These diverse activities involve student learning experiences as well as outreach and service work by faculty, staff, and administrators. Some recent examples include:

- Accounting students provide free tax return preparation for members of the community as part of the college's VITA program (offered annually for many years).
- The Enactus student organization partners with Live Well Crawford County and Communities in Schools (example projects: community gardens and financial literacy in public schools).
- The college provide physical space and offices for the Small Business Development Center's statewide marketing outreach initiative.
- Members of the Economics Club partnered with Girard National Bank to compete in the Community Bank Case Study Competition.
- A number of faculty serve on boards and volunteer for community organizations including the Pittsburg Area Chamber of Commerce, the Community Foundation of Southeast Kansas, the Lord's Diner (soup kitchen), local credit unions, and the city's housing development board, among others.
- Faculty consult with local for-profit businesses to help them become and remain competitive and with local non-profit organizations to ensure their success.

The direct societal impact of all this work is hard to measure and quantify. However, to document that our work is contributing to the welfare and prosperity of our community and region, the college maintains a press scrapbook of major media reports (local newspapers and television) that feature and highlight the outcomes our students, faculty, and staff achieve in this area. A copy of this scrapbook which contains articles from this past accreditation cycle is available in the PRT's workroom.

Diversity and Inclusion. As noted earlier, Pitt State is located in a rural micropolitan community that is characterized by a relative homogeneous population primarily descended from European immigrants, many of whom located here to work in the mines. The KCOB student body continues to reflect this historical cultural context. The faculty and university administration have long recognized the benefits of diversifying the campus population. Historically, this was achieved through strong and successful initiatives to recruit international students to Pitt State. Since the late-1970s, the university has enrolled hundreds of international students each academic year from a wide

variety of countries. Many of these students were attracted to our business programs, both undergraduate and graduate. The International Business BBA and the MBA program attracted a significant number of foreign students each year. Along with every other institution of higher learning in the United States, Pitt State experienced a dramatic decline in international enrollment due to the pandemic beginning in 2020. This outcome was then exasperated by ongoing global politics which made it difficult for international students to obtain visas. Only recently has this trend begun to reverse in a significant way.

In light of recent trends, the KCOB continues to promote diversification through internationalization of the student body and works with the campus International Programs office to recruit both degree-seeking and exchange students to campus. Furthermore, the college offers dual MBA degree options in partnership with the La Rochelle and Montpelier Business Schools in France and the National Taipei University of Business in Taiwan. In addition, we have a 2+2+1 (Bachelor and Masters) degree completion agreement with Turin Polytechnic University in Uzbekistan, and multiple agreements with Seoul National University of Science and Technology in South Korea. Kelce faculty routinely participate in Pitt State's long-standing general education program offered in Asuncion, Paraguay, which has brought many students to the Pittsburg campus over the years. It is important to note that the college also supports study abroad opportunities for our domestic students to provide more global perspectives. These have included popular study trips to South Korea and a summer study camp with a sister institution in Taiwan.

In addition to our long-standing efforts at internationalization, during this accreditation cycle our most significant diversification efforts focused on the gender mix of the Kelce student body. In preparing our CIR for the last PRT visit in 2018, the college leadership discovered that only 35 percent of our undergraduate majors and only 39 percent of our MBA students were female. Given that nearly half of all business school graduates in the U.S. are women, the Kelce leadership made the decision to be more gender conscious and to work on raising the number of our female majors.

As new recruitment and retention efforts were developed to address the trend in falling university enrollment levels, the Kelce leadership made efforts to ensure that all college materials and events did not reflect traditional gender preferences and inherent gender biases. Special attention was given to encourage greater female participation in college outreach events – particularly with respect to those with a student recruitment focus. For example, current female student workers and graduate assistants were asked to represent the Kelce College at large student recruitment fairs such as the university's "Rumble in the Jungle" events during football weekends and to staff our information tables and booths during statewide Future Business Leaders of America (FBLA) high school competitions in Kansas and Missouri.

Under the leadership of Lynn Murray (Associate Dean for the Kelce Undergraduate School of Business, Outreach, and Engagement) and Holly Kent (Director of Student Relations and Engagement) the college developed a new organization, Women@Work, open to students and community members, to provide a networking forum for female students interested in pursuing professional business careers. Women@Work produces luncheons and workshops that provide personal interactions between current students and successful female business leaders from the local community and region. The success of these programs over the past three years has attracted financial support and donations from alumni allowing the organization to grow its membership and expand programming. In the Spring of the 2023, Women@Work was honored with the Horizon Award for best new campus organization presented by the Pitt State Student Government Association.

Although it is difficult to identify causality, our efforts appear to be making progress in moving the college to a more balanced gender mix. Over the past five years, the relative number of female undergraduate majors in the KCOB has risen from 35 percent to 39 percent. At the graduate level, women now comprise a full 48 percent of our MBA student body, up from 39 percent five years ago. The online modality of the Professional MBA program is responsible for much of this growth.

Financial Environment. As a public regional institution, Pitt State's academic mission relies on two primary sources of revenue – state appropriations and student tuition revenue. These funds are supplemented with private donations (through the Pittsburg State University Foundation) and self-generated revenues such as research grants and service contracts. The university employs a centralized financial structure whereby the KCOB receives an annual fiscal allocation that is based on past expenditures. It is important to note that the college budget is not directly tied to

performance, enrollment, or breadth of programing through a funding formula, however, these factors do influence the central administration’s budgeting decisions. During this past accreditation cycle, the university undertook a significant review of its budget with a critical focus on the return on investment for academic programs. The results of this analysis are intended to inform future resource allocations.

The overall college budget is comprised of allocations for various personnel and operational categories and overseen by the Dean’s Office. Major expenditures and those affecting the college as a whole are discussed and reviewed by the KLT. Following university protocols, the dean and associate deans have final signatory authority over most college accounts. Given that the Dean and KLT are accountable for both strategic planning and budgetary oversight, the two are implicitly coordinated through normal administrative actions.

Table 6 provides an overview of the college’s budget *expenditures* by major category of spending for each of the five fiscal years of the past accreditation cycle. Data from this table are referenced in the following paragraphs which describe how the college operated over this time frame. Note that the numbers represent spending from both university allocations and college earnings. Since the rollout of the online PMBA and the revenue sharing agreement with the central administration for this program in 2019 (as discussed below), college spending has been enhanced through these earnings. To date, most of these expenditures support personnel and investments in technology. *It is important to note that the table does not reflect our saved unspent earnings, donations, and operating allocations which currently stand at \$427,624, \$75,111, and \$345,932 respectively for a total of \$848,667 in college reserves.* (Note: For several years, the college was allowed to save its unspent Instructional Equipment Fee funds in anticipation of the major investment needed to equip our proposed new building. This is the primary source of the reserve operating allocations.)

Overall annual college expenditures rose by \$591,588 over the accreditation cycle (\$5,808,091 - \$5,213,503 = \$591,588) which represents an increase of 11.35 percent. Table 6 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

Table 6: Kelce College of Business Expenditures by Category

Category	2018-19	2019-20	2020-21	2021-22	2022-23
Personnel:					
Annual Salaries and Benefits	\$4,146,043	\$4,179,404	\$4,263,221	\$4,285,792	\$4,565,286
Overloads for Online MBA (PMBA)	45,000	114,860	115,860	124,980	113,570
Summer Salaries and Benefits*	244,465	257, 832	268,162	257,000	268,500
Youngman Notable Scholar Stipends	111,054	117,337	125,676	121,510	141,917
Graduate Assistant Salaries	77,000	77,000	77,000	77,000	77,000
Student Worker Salaries**	112,951	112,533	112,867	114,136	113,151
Operations:					
Other Operation Expenditures (OOE)	120,644	119,276	112,867	114,136	113,151
Out-of-State Travel (OST)	14,200	13,450	5,950	13,280	13,430
Instructional Equipment Fees***	17,846	17,846	17,846	17,846	0
Development Accounts	27,205	31,017	12,676	20,165	39,086
College Self-Generated Earnings****	11,330	36,930	44,770	44,660	55,725
Student Support:					
Scholarship Distributions	282,645	293,225	298,901	274,295	310,170
Student Course Fees Collected/Expended	3,120	6,580	6,060	8,020	7,980
Total Expenditures	\$5,213,503	\$5,367,290	\$5,468,265	\$5,477,960	\$5,805,091

* Includes university allocation and additional funding from Continuing Studies.

** Includes both Federal Work Study and university allocated funds.

*** Annual allocation reduced from \$71,382 in 2017-18. Phased out in 2022-23.

**** Includes online PMBA earnings and JMI subscription sales and copyright fees.

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 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 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 may also receive summer support for research activities through the Youngman Notable Scholars Program, named for the benefactors, Harold D. and Estella G. Youngman, who provided an endowment to support the college. The program is specifically designed to incentivize faculty to maintain their appropriate AACSB faculty qualification. For example, to receive a Youngman summer stipend, terminally-degreed tenure-track faculty must meet the college's Scholarly Academic (SA) standards during the previous year. All recipients of a Youngman Scholars stipend receive the same fixed percentage of their respective nine-month salary. The percentage is determined annually by the dean based upon the current earnings of the endowment fund. For 2023 the rate was 4.25 percent with a total expenditure exceeding \$140,000.

The Kelce Undergraduate School of Business and the Dean's Office receive the majority of the college's allocations for normal on-going expenses each year. (The Kelce Graduate School of Business and *The Journal of Managerial Issues* receive relatively small operating allocations.) These funds constitute what are known as the Other Operating Expenditures (OOE) accounts. Because OOE allocations often fall short of actual expenditures, normal operations are subsidized through our development accounts funded by private gifts and through earnings generated directly by the college (primarily through the online PMBA and *JMI*). Instructional equipment, including computers for the student laboratories and classrooms, were historically supported by student fees collected and distributed by the university, however, these allocations were reduced to one quarter of the previous level and then discontinued in response to budgetary pressures following the pandemic. Costs for computers and instructional technology must now be absorbed through other accounts.

The college receives university support for faculty travel through the annual allocation of Out-of-State Travel (OST) accounts. 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. Various college development accounts are also used to support faculty and staff travel. Thus, the annual OST allocations shown in Table 6 do not reflect the institution's total commitment to supporting faculty and staff development through travel.

One of the brightest spots in the Kelce College budget is the increase in funds available to support students through college-level scholarships. While the numbers have risen even while fluctuating over the past five years, looking back farther over the previous two accreditation cycles, college scholarships have grown from \$150,375 in 2008-09 to \$310,170 in 2022-23, an increase of 106.26 percent. These scholarships, both endowed and current, are supported by gifts through the Pittsburg State University Foundation. Recent scholarship campaigns undertaken by the Foundation have resulted in greater giving and the establishment of more scholarships. (It is important to note that these numbers represent only those scholarships controlled and awarded by the college – Kelce business majors receive additional scholarship support from the university and other units across campus (e.g. the Honors College).)

The historical Pitt State budgeting process in an era of declining state support and falling enrollments results in a severe lack of discretionary funds at the college level. Recognizing this, at the beginning of this accreditation cycle, the college leadership undertook the initiative to develop an online MBA program targeted toward mid-career professionals – a demographic previously overlooked by the university. Without access to campus resources to market and support a fully-online MBA, we contracted with Academic Partnerships (AP) to serve as our Online Program Manager (OPM) and negotiated a tuition revenue sharing agreement with the central administration. This was the first

such budgetary arrangement for Pitt State. All courses in the online program are taught as overload and faculty are incentivized to participate as stipends are tied to course enrollments. (Information and policies regarding the online program can be found in the supporting documents within the *myAccreditation* portal.)

The online Professional MBA enrolled its first students in January 2019 to great success. Due to the program's rapid growth, in 2020 we were named the number one MBA program in the State of Kansas by the *Wichita Business Journal*. We are currently enrolling between two and three hundred students each year in the PMBA. Earnings from the program have allowed us to expand our staffing and subsidize a number of college initiatives. We have hired both a Graduate Program Director and a Coordinator of Internships and Career Readiness from online program earnings. Also, two of our administrative staff positions were expanded to full-time after previous budget cuts had reduced them to part-time. Without the online program and the revenue it generates, the Kelce College would look very different today.

Strategic Initiatives. Our most important strategic initiative, with significant financial implications, involves resolving our decades-long problem with our physical facilities. The KCOB is challenged daily as it serves more than one thousand majors at the undergraduate and MBA levels through its current facilities. 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 Technology Services also occupies the building. As an aging structure, the building continues to suffer from several chronic maintenance issues, including a subsiding foundation and basement flooding (accompanied by associated odors), that have proven problematic to remedy.

Kelce classrooms are some of the most heavily utilized learning spaces on the Pitt State campus during normal semesters. However, Kelce classrooms are outmoded and do not offer the size, shape, and flexibility to easily implement active learning strategies and experiential pedagogies used in modern business education. More than a decade ago, 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:

- Poor arrangement and layout of classrooms
- 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 functional 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/or staff lounge

The result of these deficiencies is an extremely poor environment to offer a modern business curriculum. Students do not perceive the building as their academic home. They merely pass through 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, prior to the last accreditation cycle, the college rehabilitated spaces long occupied by the university bands, into student study space and two student organization offices. While this was a positive step, it was an extremely small one that did not relieve the overall infrastructure pressures.

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, opened new business buildings in recent years. In addition, several regional universities across our four-state area have also opened new buildings or in the planning stages. As these facilities come on line it becomes exceedingly more 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.

Fifteen years ago, the 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.

Ten years ago, the AACSB visitation team was presented with a new conceptual plan. This plan called for renovation and expansion of Kelce Hall on its current site. Even though a lead gift of \$3 million was received for the project, several major construction projects were prioritized by the university above the Kelce renovations – including a \$32 million Center for the Arts, a \$17 million new indoor track/event center, and an \$11 million expansion of the Student Center. As these projects came to fruition, Kelce moved up the list of university priorities and was the number one project listed in a major university capital campaign five years ago when the last AACSB visitation team arrived on campus. This team was presented with finalized renderings and construction documents for the planned renovation. The estimated cost of the project at that time was less than \$20 million.

Ultimately, the foundation did not reach its fundraising goal for the Kelce project before the end of the capital campaign. A total of about \$7 million in private dollars was given or pledged for the project. By 2020, a like amount of state “repair and renovation” dollars had been identified that could be allocated to the project and steps were taken to solicit construction bids. Days before the bidding process was scheduled to open, the campus shut down due to the COVID pandemic. Given the uncertainty of the situation, the university leadership pulled the project from the bidding queue.

The project was finally opened for bidding in the spring of 2022. Given supply chain issues and escalating inflation in the construction industry, the estimated final cost of about \$30 million for the project exceeded our budget constraint and no bids were accepted. At this point, the university experienced a change in leadership and our new president, Dr. Daniel Shipp, arrived on campus. After reviewing the history of the situation, he pledged to find a new “Plan B” to provide the college with suitable facilities.

Throughout the Fall of 2022, considerable work was completed by an administrative group that devised a plan to develop an “educational enterprise district” in downtown Pittsburg that would be anchored by a new KCOB building. This project, code named “Gorilla Rising,” also incorporates additional student housing through the renovation of a historic grand hotel and offers other university programs and centers space in the heart of the city's business district. During the Spring of 2023, the university received a \$12.5M competitive matching grant from the State of Kansas in support of the project and additional support is forthcoming from the city. Major donors are excited about the project and fundraising to complete what is expected to be a \$50M project. Construction of the new business building is expected to comprise about \$35M of this total. Additional details about the project are available in documents posted as supplemental and supporting files in the *myAccreditation* portal.

Given the nature of the matching state grant, the Gorilla Rising Project is on a fast track and President Shipp has set a goal of completion sometime within the year 2026. A conceptual rendering of the proposed new business building is shown in Figure 3 on the next page.

The construction of the planned new business building is listed as the top strategic initiative for the next accreditation cycle in AACSB required Table 2-1 found on the next page. The table includes six additional key initiatives in the areas of faculty hiring, public relations, instructional technology, scholarships, and salary structure enhancement.

Due to the ongoing shifts in enrollment, each faculty vacancy created by retirement or resignation is evaluated relative to our current and expected future needs by the KLT. As a result, some positions have been restructured from tenure earning to non-tenure earning and some positions have been reallocated across disciplines. To take full advantage of our future downtown location, the college is exploring options to offer new degree programs in entrepreneurship and supply chain management. The university's Block 22 facilities which house the Small Business Development Center, a maker space, and business incubation facilities will be across the street from our new location. Currently, Block 22

Figure 3. Architect’s Conceptual Rendering for Proposed New Kelce College of Business Building



AACSB Table 2-1: Strategic Initiatives and Expected Sources of Funds for the Next Accreditation Cycle

Strategic Initiative	Total Estimated Investment	Expected Source of Funds
Construction, furnishing, and equipping of new KCOB building as part of the downtown Gorilla Rising project	Approximately \$35,000,000 out of \$50,000,000 for the Gorilla Rising project	\$12,500,000 - State of Kansas Matching Grant \$7,000,000 - Private Funds raised to date \$10,000,000 Tax Credits \$6,000,000 Future Gifts and Pledges
Replacement of retiring and resigning faculty members; addition of expansion faculty positions for new programs in supply chain management and entrepreneurship	Approximately \$500,000 to \$1,000,000 over five years	Open faculty lines supplemented with PMBA earnings
Expansion of student scholarship awards	\$100,000 to \$250,000	Private gifts and pledges
Enhancement and growth of internship program	\$100,000 to \$150,000	College PMBA earnings
Life cycle replacement and upgrading of faculty and classroom computer hardware	\$50,000 to \$100,000 every three to four years	Private gifts and college earnings
Public relations and Kelce brand recognition, sponsorships, recruitment advertisements, etc.	\$5,000 to \$10,000 annually	Private gifts and college earnings
Enhancement of faculty and staff salaries to become competitive with regional peers	\$500,000 to \$750,000 ongoing	University allocations and college earnings

lacks academic programming to take full advantage of these resources. Our plan is to hire a full-time faculty member to expand our course offerings and develop a certificate in entrepreneurship which can be grown over time into an academic minor and eventually a full major. We plan to follow this same path in the area of supply chain management to support the growing number of local firms and operations in this industry. (For example, Pittsburg is home to Watco Industries, a world leader in the management of short-line railroads; FedEx has just opened a major distribution center in Pittsburg; and a new intermodal transportation facility is planned for a local industrial park.) Our intentions to move into these programmatic markets have the support of the central administration.

As part of the university's coordinated efforts to regrow enrollments, a major reform to our student scholarship policy is currently underway. This initiative will reform our undergraduate scholarships by replacing annual awards with four-year awards. Most scholarships at Pitt State are currently awarded on an annual basis, forcing students to reapply each year. This creates unnecessary paperwork, generates student uncertainty, and places Pitt State at a competitive disadvantage to our regional peers where students are often granted guaranteed four-year scholarships. Kelce will need to redouble our development efforts to enhance our scholarship endowments to generate the stream of earnings needed to support this new approach.

To take full advantage of our future downtown location, the KLT made the decision to invest PMBA earnings into development of a more formalized internship program to support local and regional employers. As noted elsewhere, this initiative is already underway with the hiring of a Coordinator of Internships and Career Readiness during the summer of 2023. Additional resources will be required as the program ramps up and expands.

The loss of our allocation from student fees to support instructional technology will force Kelce to budget replacement and enhancement purchases from college earnings. Our computers and equipment are on a three-to-five-year lifecycle replacement schedule. College earnings, primarily from the online PMBA program are sufficient to handle this recurring cost. Furthermore, in anticipation of equipping the new downtown building with the latest technology, the college has saved more than \$350,000 in unspent past university allocations that are earmarked for this purpose.

The college plans to continue its investment of self-generated earnings in advertising and public relations to promote the Kelce College brand. This initiative directly supports our strategic plan's growth goal and the university's efforts to enhance and expand student recruitment. We routinely work with Pitt State Intercollegiate Sports to run promotions at football and basketball games, and to place sponsorship signage at our baseball and softball fields. This year we will sponsor a Kelce Day at a men's and women's basketball double header and host business students in a special room at the arena. We also partner with AP, our OPM for the PMBA, to run full-page advertisements each year in the Kansas City Royals and Kansas City Chiefs programs and team yearbooks. These ads focus on the online program and provide us with name recognition in a key market for recruitment.

The most difficult strategic initiative in Table 2-1 is the enhancement of faculty and staff salaries. This will require significant new investments by the university in our human capital. Pitt State continues to lag behind its regional peers in salaries and it is difficult to attract and retain high quality faculty and staff. Recent analyses of the Kelce College faculty salary structure reveal that several hundred thousand dollars in budgeted salary lines are needed to move us closer to the university's targets. The faculty union's emphasis on across-the-board salary adjustments and the relatively lower teaching loads for business faculty pose significant challenges for rapid improvements in this area. However, the college leadership remains committed to work on improving the pay for Kelce faculty and staff.

Faculty Management. Oversight of the university's human resource policies as they apply to the Kelce College faculty and professional staff are overseen by the Dean, the two Associate Deans and the Faculty Chair. 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. Brief descriptions of the major operational functions are provided below.

Recruitment and Hiring. All decisions on filling vacant faculty positions are collectively determined by the Dean, Associate Deans, and Faculty chair in consultation with the other members of the KLT. This is usually done during a leadership retreat called specifically for this purpose. The relative needs of each degree program are carefully evaluated and considered within the context of our strategic plan and available budget to determine the allocation and

structure of the positions to be filled. Every hiring decision requires approval by the Provost and Vice President for Academic Affairs. Positions that are approved by the Provost are then filled following established university procedures. The recruitment and hiring process for faculty positions are overseen by a hiring committee formed within the respective discipline, but may include an outside constituent with special interest in the position being filled. 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, Zoom, or at professional conferences. Normally, 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 typically 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, reviews the feedback, and provides a recommendation to the faculty chair. The 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.

The college experienced some difficulties in hiring due to the tight academic labor market, particularly in Accounting and Computer Information Systems, with a few failed searches during this accreditation cycle. Our limited resources and the university's overall salary structure are deemed the primary issues along with our poor physical facilities. However, our most recent searches were successful in securing new tenure earning faculty in key areas and we were at full staff during the year of record.

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 (CTLT). The KLT recruits 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. 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 Evaluation. 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: Each January, faculty members complete an evaluation form and report their accomplishment for the previous twelve months. The report is based upon their personal goals set the year before and aligned with the college's goals. The completed evaluation form and any submitted evidence are reviewed and scored by the faculty member's supervisor with consultation from the dean. Faculty members are provided with written feedback and an evaluation rating of either Exceptional, Meritorious, Below Expectations, or Unsatisfactory in early March. By contract, those receiving an Exceptional rating are eligible for merit increases in salary according to a negotiated formula system. (In practice, merit increases are only \$200 added to an Exceptional faculty member's salary base.) 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.

Non-tenure earning faculty members (those holding "Instructional Professor" ranks) are not part of the KNEA bargaining unit and are thus not included in the formal performance evaluation policies. However, given their importance to our overall college mission, these full-time faculty members in the Kelce College are evaluated by the Faculty Chair each year following the same general guidelines for tenured faculty (this is *not* the norm across campus). The performance of all part-time faculty members (both "Adjunct Lecturers" and "Courtesy Professors") are evaluated annually by the Associate Dean for Kelce Undergraduate School of Business through a personal interview process conducted during the late spring of each academic year.

University Professional Staff (UPS) members without contracted teaching responsibilities are evaluated each year by their immediate supervisor using a system of goal setting and performance rating that is conducted through the university's Human Resource Services ERP system. Likewise, a parallel system exists for University Support Staff (USS - previously known as 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 KBOR, 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 extremely modest or non-existent. Though not a formal policy, the negotiated annual percentage increase for tenure-track faculty is normally applied to all continuing non-tenure track faculty and staff as well.

During the negotiations, the administration may also bargain 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. Due to budget limitations, this adjustment mechanism has not been funded on a regular basis and inequities remain a common element of the university's overall salary structure.

The Kelce College rewards outstanding faculty performance in teaching, scholarship, and service with monetary Faculty Awards each year (one award is given in each area). These competitive awards are \$500 each with the winners being determined by the KLT based on the results of the annual performance appraisal process. The Pitt State Foundation financially supports each of these awards.

Sufficiency of Faculty: Participating and Supporting Status. The job responsibilities and expectations for all instructional personnel are thoroughly explained to each faculty member at the time of initial hire. Departmental and college promotion and tenure guidelines are provided and discussed with all new tenure-earning faculty during the onboarding process and the accompanying university policies and procedures are the topics of one seminar in the New Faculty Orientation program.

Our AACSB faculty sufficiency criteria, as shown on the next page in Figure 4, 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. Each faculty member's designation is determined and documented annually during the performance appraisal process. In practice, most full-time faculty members in good standing currently meet the criteria and are classified as Participating Faculty. Most part-time Adjunct Lecturers are classified as Supporting Faculty. However, some Adjunct Lecturers and Courtesy Professors are classified as Participating due to their active and ongoing involvement with college functions outside of their classrooms. (Note: Courtesy Professors are university administrators and professionals who teach business courses for the college. For example, our university CFO holds an MBA and CPA and routinely teaches an accounting course, our University Registrar holds a master degree in International Business and often teaches a course in that area, etc.) Given our relatively rural location, the college's staffing practices are heavily weighted to hiring full-time faculty members as qualified part-time adjuncts are not readily available. This is true across the university as a whole. However, as budget pressures have increased in recent years, the relative number of our non-tenure earning positions has increased which over the long-run may produce difficulties in maintaining our Scholastic Academic hiring goals.

AACSB required Tables 3-1 for the most recently completed academic year are provided in the Appendix. Data from this table were used to create a summary of the reported faculty sufficiency and qualification ratios and is shown on the next page in Table 7. **As Table 7 indicates, each discipline exceeded the minimum AACSB target of 60 percent for Participating Faculty. Furthermore, the Kelce College exceeded the overall minimum standard target of 75 percent for Participating Faculty.** Across disciplines, the rate of Participating Faculty ranged from 70 percent in International Business to 100 percent in Business Economics and Business Law. Overall, 88.72 percent of the Kelce College Faculty, weighted by the number of courses taught, met Participating status during the year of record. **Thus, the Kelce College is in compliance with this aspect of AACSB Standard 3.**

Figure 4: Criteria for Participating and Supporting Faculty Status

<p>Participating Faculty Members</p> <p>Participating Faculty are those members of the College 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:</p> <ol style="list-style-type: none"> 1. Teaches six or more credit hours each academic year 2. Consistently maintains a college presence and keeps established office hours 3. Regularly participates at meetings of the College Faculty 4. Contributes to college governance and operations through participation in two or more of the following each year: <ul style="list-style-type: none"> - Service on disciplinary, college, or university committees/task forces - 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 - Active participation in student recruitment and retention initiatives <p>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.</p> <p>Faculty members holding administrative appointments and those teaching part-time due to approved course releases may be considered as Participating Faculty Members.</p> <p>Each full-time faculty member’s Participating status is evaluated each year by the Chair of the Faculty following the annual performance appraisal process. Achievement and annual maintenance of Participating status requires a minimum qualitative rating of “Meritorious” on Service Activities.</p>
<p>Supporting Faculty Members</p> <p>Supporting Faculty are those members of the College Faculty holding part-time appointments and whose sole 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 Faculty.</p>

Table 7: Summary of Faculty Sufficiency and Faculty Qualification Status by Discipline, 2022-2023

Discipline	Faculty Sufficiency Status			Faculty Qualification Status			
	Participating	Supporting	SA	PA	SP	IP	A
Accounting	98.25%	1.25%	65.30%	0.00%	0.00%	34.70%	0.00%
Business Economics	100.00%	0.00%	60.00%	20.00%	0.00%	20.00%	0.00%
Business Law	100.00%	0.00%	66.70%	33.30%	0.00%	0.00%	0.00%
Computer Information Systems	85.00%	15.00%	60.00%	0.00%	0.00%	35.00%	5.00%
Finance	95.20%	4.80%	70.60%	0.00%	0.00%	29.40%	0.00%
International Business	70.00%	30.00%	31.25%*	50.00%	0.00%	6.25%	12.50%*
Management	75.00%	25.00%	48.50%	1.29%	20.60%	25.75%	3.86%
Marketing	96.4%	3.60%	46.85%	25.00%	25.00%	0.00%	3.15%
Grand Total	88.72%	11.28	56.43%	9.65%	7.98%	23.28%	2.66%
AACSB Overall Target Ratios	Participating ≥ 75%		SA ≥ 40%		SA + PA + SP + IP ≥ 90%		
Kelce College Achieved Ratios	88.72%		56.43%		97.34%		

*Places International Business out of compliance with targeted ratios: SA = 32.25% < 40% and SA + PA + SP + IP = 87.5% < 90%

Deployment of Faculty: Qualification Status. As noted earlier, in 2021 the Kelce College revised its “Faculty Qualifications and Engagement Criteria” document to reflect the recommendations received from our previous CIR visit as well as to conform with the 2020 standards regarding predatory journals. The revisions were drafted by the KLT and revised based on faculty feedback. The revised document was approved by a unanimous vote of the Kelce General Faculty. The document defines the five categories of academic qualification – Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), Instructional Practitioners (IP), and Additional faculty (A). 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.

The appropriate classification of each faculty member is determined annually by the Faculty Chair during the annual performance appraisal process. Faculty members may convey which qualification category they believe is the most appropriate fit, however, the final determination is made by the Chair with consultation from the dean. The faculty member, the Chair, and the Dean, sign a form each year indicating the designated qualification category and a brief description for the basis of that category. AACSB Table 3-1 in the Appendix reports the results of this process for the most recently completed academic year.

The revisions to our faculty qualification policies also included updates to our target ranges for faculty deployment across each qualification category. These minor adjustments were based on feedback from the last PRT visit to ensure that our targets aligned with our college and university missions. Given our micropolitan location and our institution’s focus on student success, our goal is to maintain a faculty that is composed of a majority of SA-qualified instructors. Thus, our SA target is 55 to 70 percent. The university has a stated goal to limit part-time and adjunct instructors to approximately 30 percent. Thus, our SP and IP targets are 5 to 15 percent and 10 to 25 percent respectively. Table 8 below reflects our achieved ratios across the faculty qualification categories for the year of record. ***These data reflect that each self-imposed target was met and all are consistent with the AACSB standards’ thresholds.*** However, the SA ratio is at the very low end of the target range and the IP ratio is near its upper maximum. These findings will influence our hiring and deployment strategies over the next few years as we will seek to fill our ranks with more SA-qualified faculty members relative to IP-qualified instructors.

Table 7, on the previous page, summarizes the percentage of faculty members in each of the qualification categories broken out by major and weighted by student credit hours. ***As the table indicates, the Kelce College exceeded the minimum recommended thresholds overall and for all but one discipline during the year of record.*** The one exception is International Business where the number of SA faculty fell short of the target (31.25% vs. 40%) and the number of Additional faculty exceeded the target maximum (12.5% vs. 10%).

The failure of International Business to maintain the target ratio of qualified faculty can be traced to the retirement of the long-time program coordinator, and only dedicated full-time International Business faculty member, for this interdisciplinary program. Dr. Jay van Wyk, who formerly held SA status, completed a five-year phased retirement at the end of the 2021-22 academic year. Although we were able to replace this position with another SA-qualified faculty member, specific course assignments for the year of record, particularly at the graduate level, necessitated the deployment of faculty otherwise qualified to meet our schedule commitments. Furthermore, the International Business

Table 8: Kelce College’s Established Faculty Qualification Targets vs. Achievement, 2022-23

Qualification Status Category	Kelce College Target Range	Year of Record Percentage
Scholarly Academic (SA)	55% to 70%	56.43%
Practice Academic (PA)	5% to 15%	9.65%
Scholarly Practitioner (SP)	5% to 15%	7.98%
Instructional Practitioner (IP)	10% to 25%	23.28%
Additional (A)	0% to 10%	2.66%

BBA suffered significant enrollment declines during the pandemic and was targeted for program review by the university. After careful study of the situation, including a special faculty task force, the KLT concluded that resources devoted to maintaining the major could be redirected to areas with higher potential demand. At the end-of-year faculty meeting in May 2023, the KLT notified the faculty that they would bring a proposal to them in the Fall of 2023 to phase out the BBA in International Business, but maintain it as a minor for all our other BBA programs and as a concentration in Business Economics. Freed resources will be redeployed to explore programmatic offerings in entrepreneurship and supply chain management which are currently absent in our curriculum. (Note: Throughout the university's program review, and the normal AOL process described elsewhere in this report, no data came to light to indicate the quality of instruction in the International Program was deficient or yielded significantly different outcome relative to our other BBA programs. Our decision to recommend phasing out the program is one based on resource constraints.)

AACSB required Table 3-2 in the Appendix reports the Faculty Qualification ratios at the program level for the year of record. These data reveal that almost one-half of the faculty teaching in the BBA and MBA programs are SA-qualified. This number reaches more than 85 percent for our specialized MPAcc graduate program. Table 3-2 also shows that all of our programs individually employ less than 10 percent Additional faculty as instructors of record. ***Thus, the Kelce College met the target recommendations for faculty qualification status across our degree programs as outlined in AACSB Standard 3.***

Faculty Currency and Relevancy. There are several support mechanisms in place to encourage and develop high quality and relevant teaching. Among the most important are the Kelce College Faculty Development and Instructional Resources Committee and the Pitt State Center for Teaching, Learning, and Technology (CTLT).

- *Kelce Faculty Development and Instructional Resources Committee.* The Kelce Faculty Development and Instructional Resources Committee has the charge of coordinating faculty development opportunities throughout the College and hosting faculty colloquia on academic and scholarly topics. The Committee also provides faculty and administration with recommendations concerning the acquisition and deployment of instructional technology. In recent years, the committee has hosted colloquia covering topics such as Open Educational Resources, mobile classroom technologies, the use of flipped classroom techniques, updates to the CANVAS system, student retention and success, and the eLearning Academy.
- *Center for Teaching, Learning, and Technology.* Pitt State offers valuable teaching support with the services of the Center for Teaching, Learning, and Technology (CTLT). This university-wide center has offers nearly one hundred professional development seminars and workshops annually. A sampling of opportunities includes numerous sessions on various aspects of online teaching (motivated by the pandemic), instructional tutorials for Turnitin, CANVAS and Office 365, Respondus LockDown Browser and Monitor, among many others. The CTLT organizes an entire day of professional development presentations by and for Pitt State faculty prior to the start of each Fall semester. Professional Development Day also highlights an outside noted speaker on a current hot topic in instruction and pedagogy. Kelce College faculty members regularly volunteer to participate in this event and the regularly scheduled CTLT programs throughout each year.

To encourage faculty interactions with local business leaders, the Kelce College is a member of the Pittsburgh Area Chamber of Commerce and faculty are welcomed to participate in Chamber events, including the weekly coffees held at local businesses throughout the year. Numerous faculty members are actively engaged with the business community through various public service and economic development organizations in the local region.

Professional Staff and Support Services. Throughout this evaluation cycle, the nature and composition of our support staff has evolved due to university-wide initiatives and decisions. With respect to daily operational support, budget cuts in 2018 reduced two of the college's three administrative assistant positions to part-time. Beginning in 2020, these positions were restored to full-time using the college's online MBA earnings. Thus, the college is currently served by three full-time administrative assistants housed across the faculty office suits within our building. In addition, the Dean's Office is served by an Executive Administrative Assistant. Prior to the university's centralization of student advising, the college employed a Director of Academic Advising and Career Readiness. With the university's move to centralized advising, this position was reimagined as the college's Director of Student Relations and Engagement. As noted earlier, the college has recently hired a Coordinator for Internships and Career Readiness (also

paid out of online MBA earnings) to assist the director position in serving our students through the new Student Engagement and Support Center. (Our plan is to significantly ramp up our internship opportunities over the next accreditation cycle. During this cycle we averaged approximately 34 internships completed per academic year.)

Prior to the budget cuts noted above, the college shared a Technical Support Consultant and an Instructional Support Consultant with the College of Education (our next-door neighbor on campus). The Technical Support Consultant position, which maintained our faculty computers and college laboratories, was folded into university-wide pool of service technicians overseen by the university's office of Information Technology Services. The Instructional Support Consultant position, which previously oversaw classroom technology, the college's computer laboratories and supported faculty training, was reimagined as a support position primarily assisting on maintaining webpages for three colleges – Business, Education, and Arts and Sciences.

We are also served by a Director of Development for the Kelce College of Business. This position is administratively housed in the Pittsburg State University Foundation but works extensively with the Dean and leadership of the college on development and fundraising. Other support functions are also financially and administratively housed across centralized university offices serving the entire 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 employment survey of graduates.

It is important to note the college faculty and staff are supported by both graduate assistants and student employees. Each year, 12 to 14 graduate teaching and research assistantships are allocated to the college and filled by MBA and MPAcc students. These assistants work 20 hours per week with faculty members, administrators, and staff on a wide range of tasks both inside and outside of the classroom. In addition, as noted in the financial discussion earlier, the college expends more than \$100,000 annually on student employees. For the year of record, the college employed 23 student workers for up to 20 hours each week for the fall and spring semesters and 40 hours per week during the intersession break and summer terms. These students work in every office of the college and support the faculty and staff in daily operations. The graduate assistants and student employees are essential to the success and daily functioning of the college.

B. Learner Success

Student Completion. Table 9 on the following page reports the number and percentage of students enrolled and graduated from each of the eight undergraduate 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 Marketing and Accounting. The new Business Studies major is the smallest program having enrolled its first students in the Spring of 2023. Of the established majors, International Business has the lowest number of both students and graduates. Historically, about one-fifth of all enrolled Kelce students graduate each year.

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 30 hours of prescribed lower division work with an earned GPA of 2.25 on a 4-point scale. (Accounting and CIS majors are required to earn 2.50 for full admission.) Courses in this "pre-business" curriculum include English, speech, mathematics, statistics, as well as introductory courses in information systems, and accounting. Furthermore, pre-business students are encouraged to complete the university's two-course "Writing to Learn" requirement through their general education courses prior to admission to the Kelce College. The college is currently in the process of adjusting all undergraduate programs of study to adhere to the recently-mandated KBOR general education requirements.

Table 9: Distribution of Enrollment and Graduation across BBA Majors, 2022-2023

BBA Major	Enrollment Count*	Percent of Total	Graduation Count**	Percent of Total
Accounting	110	14.42%	27	21.43%
Business Economics	31	4.06%	7	5.56%
Business Studies***	8	1.05%	-	-
Computer Information Systems	67	8.78%	11	8.73%
Finance	105	13.76%	15	11.89%
International Business	18	2.36%	2	1.59%
Management	233	30.54%	46	36.51%
Marketing	191	25.03%	18	14.29%
College Total	763		126	

* Fall semester enrollment.

** Full academic year.

*** New program, first full semester's enrollment (Spring 2023).

Curricular Management. Two primary principles guide all of our curriculum decisions and AOL processes. First, the Kelce curriculum is owned, developed, and managed by the faculty: faculty participation is essential at each stage from conception to delivery. Second, all major curricular decisions are driven and informed by the Kelce College mission and strategic plan.

Prior to the administrative reorganization of the college, our curriculum management process was coordinated by the Curricula Management and Assurance of Learning (CAOL) Committee. Due to the reorganization, this committee was reconstituted as two committees – one for the Kelce Undergraduate School of Business, and one for the Kelce Graduate School of Business. These committees have five central tasks: (1) review proposals for curriculum changes proposed by faculty; (2) recommend curriculum changes to the General Faculty body; (3) design and coordinate the college's assurance of learning processes, evaluate the outcomes of these processes, and recommend improvements as warranted; (4) 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; and (5) ensure that the College's assurance of learning process is coordinated with university policies and is consistent with the intention of all accreditation standards.

Curricula management across the university is governed by a formal "legislation" process. All curriculum modification proposals are reviewed and approved by several entities across campus, culminating in a final review by the Pitt State Faculty Senate. Within this process, all new course and program proposals originate with the faculty and are reviewed by the respective disciplinary Program Coordinator, the appropriate Curricular Management and Assurance of Learning Committee, the college dean, the campus-wide General Education Committee (if applicable), the University Undergraduate Curriculum Committee, and the University Faculty Senate. Graduate level legislation moves through the University Graduate Council instead of the Faculty Senate. Requests for modifications and revisions can occur at any step in the process. New academic programs and significant changes to majors and minors are further reviewed, and approved (or denied), by the Kansas Board of Regents. In practice, major curricular changes require a significant investment of time and effort.

Curricular Revisions. Immediately prior to the start of the 2018-2023 accreditation cycle, the Kelce College completed a two-year review resulting in significant revisions to both its undergraduate and graduate curriculum. This process was initiated by the strategic plan's Objective 2.1: "Align all undergraduate and graduate programs with workforce expectations and regional employment trends." This objective includes six specific curricular action items (refer to the Annotated Strategic Plan in the Appendix for details). Much of this work was completed under the previous organizational structure of the college and was overseen by the single Curricular Management and Assurance of Learning committee. As a result of these efforts, the accreditation cycle began with a refreshed Kelce Core Curriculum at the undergraduate level and approval to offer the MBA online and to institute a 4+1 MPAcc program at the graduate level. (Refer to the 2018 CIR for details concerning the specific details of these initiatives.) The current

Kelce Core went into effect with the 2018-19 University Catalog, the first MPAcc students were admitted in the Fall of 2018, and the first PMBA online courses were offered in January of 2019. While implementation of these new offerings required significant attention, curricular revisions continued through the accreditation cycle. Highlights of these improvements include the following major items:

- **New BBA Major in Business Studies.** This program is a direct result of Action Item 2.1.5 of the strategic plan: “Develop a broad-based and flexible interdisciplinary undergraduate degree program for students with small business and entrepreneurial career aspirations.” Without resources to support a stand-alone major in entrepreneurship, the KLT proposed development of a “generalist” degree. After a college-wide discussion of the idea, consultation with the KBOA, and a student survey, an innovative model for the degree was constructed whereby students may “build their own business major” by **stacking** existing minors and certificates to create their own unique program of study. For example, a student interested in the financial services retail area could stack the Insurance Certificate with minors in Finance and Accounting. (The college offers ten minors and three certificates.) By choosing two or more minors or certificates which sum to a minimum of 21 unique credit hours, Kelce students earn a “Business Studies” BBA. (Transcripts will reflect their earned certificates and minors as well.) This allows students to specialize in those areas most important for their chosen entrepreneurial or small business path. The program received KBOR approval in Spring 2022 and the first students enrolled in 2022-2023.
- **New Undergraduate Minors in Finance and Management.** With the advent of the BBA in Business Studies, it was decided that each BBA major discipline should also offer a minor to provide students with more choice and flexibility. Finance and Management were the only major disciplines without an existing minor. Both minors were quickly developed by the faculty, proposed, and approved for first enrollments in 2022-2023.
- **New Certificate in Professional Sales and Sales Management.** A review of Gorillas for Hire, the job posting system managed by the Pitt State Career Services office revealed that at any one time, more than 200 separate sales positions were listed. Furthermore, placement data showed that a significant number of Pitt State graduates, from all majors across campus, begin their careers with some sales responsibilities. This certificate was created to provide students, from both inside and outside of Kelce, with the opportunity to obtain sales training in addition to supplement their major. One new course was created and the program received approval and became available in 2020. Associate Dean Lynn Murray is exploring membership in the University Sales Alliance to establish a center to promote and support the certificate program.
- **Recognition of the Business Economics BBA as a STEM Major.** International students who major in a federally-classified science, technology, engineering or mathematics field receive several visa preferences, including the ability to extend their stay in the U.S. to work. Even though many similar economics programs at other universities are considered STEM, our Business Economics major was classified by KBOR using the basic economics CIP code which placed it outside the STEM designation. Given the quantitative nature of the Business Economics curriculum, the faculty requested an evaluation by KBOR and the major was reclassified under an appropriate STEM code. This initiative was designed to assist in recruiting more international students to the program.
- **New MBA Emphases in Marketing and Health Care Administration.** In cooperation with our OPM, Academic Partnerships, we explored potential market opportunities to expand our PMBA applicant pool by offering additional areas of emphasis. Our circumstances and market analysis suggested that two areas, Marketing and Health Care Administration were strong candidates. New courses in these areas were developed by the faculty and legislated for inclusion in the University Catalog. Formal approval for the Marketing emphasis was granted in 2022 followed by approval for the Health Care Administration emphasis in 2023. These will roll out for our PMBA students this academic year. We are partnering with Freeman Health Systems, Community Health Center of Southeast Kansas, and other regional and local medical professionals in delivering and marketing the Health Care Administration program. (Pitt State alum and Freeman CEO, Paula Baker, will teach the first course offering of the program in Spring 2024.)

A number of future curricular revisions are being contemplated due to the planned move of our building to downtown Pittsburg. Specifically, President Shipp has suggested that we consider developing a Supply Chain Management program to support the growing needs in our area – Pittsburg is home to the one of the world’s largest

short-line railroad management firms (Watco, Industries), recently acquired a major FedEx distribution center, and has an intermodal local transportation hub planned for the industrial park. In addition, to leverage the facilities at Block 22, we are studying the feasibility of growing a true entrepreneurship major out of the Business Studies program. The administration feels that our relocation may result in additional resources through philanthropic gifts to support these programs.

An additional area we are currently exploring is in the area of Business Analytics. An ad hoc task force was created in the Spring of 2023 to survey our current offerings in this area which are scattered across a variety of courses in different disciplines. The task force will also review our existing quantitative courses and make recommendations for how we can leverage existing resources to fill this need. Discussions with the college advisory board resulted in a recommendation that we pursue adding “big data” and “data visualization” content into the curriculum.

It is important to note that all Pitt State undergraduate degree programs will be reviewed and modified during the 2023-2024 year to accommodate a new KBOR mandate concerning a common framework for general education requirements at each of the public universities and community colleges. The new rules reduce the number of required general education credits and ensure transferability between campuses. As a result, it is likely that the college will need to make minor changes in the BBA program of study to satisfy the new rules.

Technology. Instruction in the use of technology is woven throughout the curriculum. All Kelce College students receive elementary and intermediate training in modern software suites in two courses which are part of the college core curriculum – CIS 130 Computer Information Systems and CIS 420 Management Information Systems. The introductory CIS 130 course is heavily focused on the Microsoft Office suite with particular attention on the use of Excel. For the last several years, instructors of the CIS 420 course have integrated the use of SAP software throughout their syllabi. The college has made a significant investment in becoming an SAP University Alliances member. We host student access the SAP ERP system which is available through our campus network. The college routinely sends faculty members to the SAP Boot Camp Workshops each summer to keep them current with the latest revisions to the system.

Kelce College students also receive specialized technology training in their major disciplinary courses. For example, the college maintains a license for the Qualtrics online survey system which is used in our market research course among others. Various statistical software packages, such as SPSS and Minitab, are used in our quantitative courses and upper division applied field courses. As we pursue how to integrate and expand our business analytics coverage, additional investments in specialized software and support will need to be identified.

Historically, the college has maintained multiple computer laboratories for both instruction and general student use. Due to the ubiquity of student access to their own technology, this past year the decision was made to phase out open access labs and concentrate on maintaining classroom instructional and testing use for these labs. The university has recently phased out college funding for technological investments and future investments in hardware and software will need to come from other existing sources. As noted earlier, the college has “rolled over” and saved unspent allocations in anticipation of future needs and our planned move to a new facility downtown.

Major Curriculum Revision Achievements: One new undergraduate major, two new undergraduate minors, one new undergraduate certificate, one new undergraduate STEM degree designation, and two new MBA emphases.

Curriculum and Societal Impact. To determine the degree to which the college curriculum aligned with the AACSB vision of “Business for Good” and the new standards, a survey was conducted in 2020 asking faculty if and how their courses covered topics commonly associated with positive societal impacts. Results, summarized in Table 10 on the following page, indicated 45 course sections, across 38 separate courses and including at least one course from each discipline, promoted a positive societal impact. Of the 45 total sections, 32 covered it briefly, 9 covered it with emphasis, and 4 had a stated course objective regarding societal impact. Twenty-two sections assessed societal impact with discussion assignments, group projects, essays, exam questions, presentations, or quizzes/homework. Twelve of the 45 sections were lower-division courses and 33 were upper-division courses. Thus, 63 percent of all course sections included some coverage of societal impact and 49 percent included some form of assessment.

Table 10: Societal Impact Curriculum Survey Results

Level of Competency	# of Course Sections	Type of Assessment*	# of Course Sections
Listed as a course objective on syllabus	4	Quiz/Homework	12
Covered with emphasis	9	Exam questions	10
Briefly covered during course	32	Essay	4
Not covered at all	26	Group Project	2
		Presentation	1
		Discussion	5

* Courses may include multiple modes of assessment.

The teaching of topics focused on positive societal impact requires a strong ethical base. The Kelce curriculum includes a number of courses that specifically address business ethics from practical perspectives which support the “Business for Good” ethos. MGT 430 Legal & Social Environment of Business, in particular, focuses specifically on ethical dilemmas and problem solving. Other examples include FIN 326 Business Finance, which includes coverage of ethical and social responsibility and its relationship to maximizing shareholder wealth, ECON 430 Money and Banking which 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, MKTG 510 Consumer Behavior, which analyzes ethical decisions of both businesses and consumers, and MGT 690 Business Strategy, which includes coverage of ethical decision making and firm value. Furthermore, virtually all of the courses in accounting, both undergraduate and graduate, have a significant ethical component where students are exposed to the accepted ethical standards of the accounting and auditing professions.

Assurance of Learning Process. All elements of our AOL work are mission-focused and faculty-driven. The process begins with the development of learning competencies and proceeds to the development and utilization of assessment tools, analysis of the empirical results, determination of appropriate changes to course delivery or curricular design, followed by the implementation of these changes in the classroom. At this point, reassessment occurs to determine the efficacy of our actions and the “loop is closed.” These steps continue and repeat as progress is monitored over time. Our assessment data and actions are shared with the faculty college-wide and with various campus entities.

Procedural Structure and Faculty Engagement. Due to long-standing concerns about the complexity of our AOL process, at the beginning of the 2018-2023 accreditation cycle the KLT decided to restructure our efforts to align with our new college administrative structure. Thus, two “Curricular Management and Assurance of Learning Committees” were established – one for the Kelce Undergraduate School of Business and one for the Kelce Graduate School of Business. Both are standing committees with rotating faculty representation from each disciplinary area with members drawn from each major or emphasis area (please see the college’s Rules of Organization and Bylaws document in the Appendix for details). The committees also include ex-officio members such as the Director for Student Relations and Engagement (undergraduate committee) and the Director of Graduate Business Program (graduate committee). The two committees are charged with overseeing all issues concerning the management and assessment of curriculum within their respective school.

Both committees meet regularly throughout the academic year, keep open communications and coordinate actions when appropriate. For example, in response to the previous PRT’s recommendations, both committees determined and agreed on establishing common benchmarks for targeted achievement scores on learning objectives and on the use of at least two faculty assessors per objective to ensure inter-rater reliability. Collectively, the committees take steps to actively engage the college faculty in the AOL process. Some key examples of this include:

1. **Lunch and Learn Programming through the Faculty Development Committee.** Dr. Theresa Presley, the undergraduate committee chair during the 2019-2020 academic year, presented an overview of the new AACSB standards as they pertain to AOL. At this meeting faculty were surveyed regarding their opinions regarding the importance of student learning competencies. Data yielded from this survey were utilized

to develop new learning competencies for the 2018-2023 cycle. A faculty presentation is currently scheduled for Fall 2024 which will summarize the results presented in the accompanying AOL Report.

2. **AOL Updates at Faculty Meetings.** At the close of each semester faculty gather for a college-wide faculty meeting. The chair of both the undergraduate and graduate committees speak directly to fellow faculty members to provide all faculty with an update on the status of AOL efforts.
3. **Committee Membership Responsibilities.** Each committee representative is responsible for ensuring communications regarding AOL work within his or her discipline. Committee members are responsible for working with faculty who have courses selected for assessment within his or her discipline. In addition, undergraduate committee members are assigned to the AOL committee in three-year terms on a rotating basis, meaning that all eligible faculty will eventually serve on the committee.
4. **Curriculum Matrix.** The Undergraduate AOL and Curriculum Management Committee established a permanent procedure wherein all Kelce faculty, including full-time and adjunct faculty, will complete a survey regarding learning competencies taught in each Kelce course offered. Each faculty member completes a separate survey for each course taught within the Kelce College of Business. The surveys are used to create a curriculum matrix identifying what learning goals and competencies are taught in each Kelce course. Such matrix provides the AOL committee with essential data on which learning competencies are being taught and in what detail, as well as helping to identify courses to be utilized for assessment and potential curriculum revision.
5. **Canvas Community.** The undergraduate committee determined that a procedure was necessary to provide faculty with detailed information regarding the data that was obtained through the AOL process. After discussion, it was determined that the most efficient way to provide this data was to use set up a Canvas Community for all Kelce faculty. The committee posts all AOL data to Canvas (our campus-wide LMS) from assessments so that the detailed data and efforts can be viewed by the faculty at any time.

Established Competencies. At the beginning of the accreditation cycle, the newly constituted committees established new goals and learner objectives for each of our three degree programs – the BBA, MBA, and MPAcc. Based on our mission, curriculum maps, and a variety of surveys, the undergraduate committee set four competencies for the BBA, and the graduate committee set five competencies for the MBA and two for the MPAcc. These are:

BBA Learner Goals and Competencies

1. **Critical Thinking:** Students will be able to apply theories and methods to solve problems within their respective disciplines.
2. **Information Technology:** Graduates will be able to use current technologies to explore, analyze, and solve business problems.
3. **Teamwork:** Students will be able to work collaboratively to produce professional deliverables.
4. **Communication:** Students will show proficiency in written communication.

MBA Learner Goals and Competencies

1. **Teamwork:** Our graduates can work collaboratively in a diverse team to produce a professional deliverable.
2. **Problem Solving:** Our graduates can apply critical thinking skills to analyze and solve a business problem.
3. **Global Awareness:** Our graduates can analyze and integrate global factors relevant to a business situation.
4. **Ethical Decision-Making:** Our graduates will be able to apply and integrate ethical standards and behaviors to a business situation.
5. **Confident Leadership:** Our graduates will be able to apply and integrate leadership theories, methods, and behaviors to a business situation.

MPAcc Learner Goals and Competencies

1. **Research Skills:** Students will be able to conduct a thorough research process to determine accurate conclusions to questions of tax law.
2. **Communication Skills:** Students will be able to show proficiency in oral and written professional communications.

Specific learning dimensions and objectives for each competency were identified and used to construct rubrics to evaluate and assess a variety of student outcomes using both direct and indirect measures.

Assessment Calendar and Measures. Due to the administrative restructuring and decision to re-set our AOL efforts through the establishment of two new committees and the development of new goals and competencies, our previous AOL calendar was suspended during the 2018-2019 academic year while this was in progress. This work continued into the following year, and while some graduate assessments occurred in the fall of 2019, before any data collection work could be undertaken in the spring of 2020, the pandemic closed our campus and all instruction moved online. The decision was made to slide the new undergraduate calendar into the 2020-2021 academic year. Figures 5 and 6 illustrates the AOL schedule:

Figure 5: Schedule for Direct Classroom Learner Assessments

BBA	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024
Critical Thinking										
Information Technology										
Teamwork										
Communication										
MBA										
Teamwork										
Problem Solving										
Global Environment										
Ethical Decision-Making										
Confidence										
MPAcc										
Research Skills										
Communication Skills										
All										
Major Field Test										

Figure 6: Schedule of Indirect Measures of Learner Assessment

All	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024
Graduate Survey		*								
Alumni Survey		*								
Employer Survey		*								

* Cancelled due to COVID shutdown.

The college uses a variety of direct and indirect measures to assess its student learning outcomes. Direct course-embedded measures, whether in the classroom or online, include case assignments, quiz or test questions, individual or group projects, and presentations. The ETS Major Field Test is also employed annually to evaluate overall graduating student performance across the disciplines and to benchmark Kelce student outcomes with peers and national norms. In addition, indirect measures including surveys of graduating students, alumni, and employers, are deployed every other year using the Qualtrics online survey platform.

Review of Major Outcomes, Actions Taken, and Loop Closure. Details concerning the structure, data collection, rubrics, curricular modifications, and loop closure activities associated with the AOL program for each degree program can be found in the undergraduate and graduate *AOL Reports* in the Appendix and through the *myAccreditation* system. The following summarizes the highlights of our work by program:

BBA

Direct Measures – In-class Assessments. The Undergraduate AOL and Curriculum Management Committee identified appropriate courses within the curriculum for each learning competency and worked with the relevant faculty members to determine suitable in-class assessments. The Committee reviewed the results from each initial in-class assessment for each learning competency using rubrics developed by the committee. Utilizing the results and setting a benchmark of 80% of students meeting or exceeding expected performance standards, the committee identified areas which needed improvement. The committee then worked with the faculty members to develop curriculum revisions which were then implemented in all sections of the course. These curriculum revisions were then detailed in a memorandum from each participating faculty member to the committee.

When determining which curriculum revisions would be made, the committee utilized the curriculum matrix to ensure that adequate curriculum revisions were made throughout the Kelce curriculum to address the identified deficiency. Therefore, curriculum revisions were made in the course that was originally assessed, and in some cases, also in other courses that support the learning competency. During this accreditation cycle, curriculum changes were made in each of the following courses as a result of the Kelce AOL program as seen in Figure 7:

Figure 7: Undergraduate Courses with Curricular Reform in Response to AOL Reviews

BBA Program		Curriculum Changes					
		MGT 210	MGT 320	CIS 420	MGT 420	MKTG 330	MGT 690
Learning Competencies	Critical Thinking						
	Information Technology						
	Teamwork						
	Communication						

Brief Summary of Curriculum Revisions

- **Critical Thinking** – Based on measured student performance, curriculum changes addressing student deficiencies were introduced both in MGT 420 Quantitative Decision Making as well as the prerequisite course MGT 320 Basic Quantitative Business Methods. Curriculum revisions included the addition of instructional materials, a detailed “weekly roadmap” for completing learning activities, as well as additional video materials and the availability of a tutor. The loop closing second assessment revealed that student outcomes improved in all but one learning objective. However, students overall failed to meet the 80 percent proficiency goal across each objective. The committee recommended additional curricular revisions to address these results. Furthermore, the committee will also explore broadening the focus of the critical thinking competency to capture dimensions beyond the highly specific linear programming focus of the objectives as currently written.
- **Information Technology** – Curriculum changes were introduced in the CIS 420 Management Information Systems course to include additional hands-on instruction and the development of additional video instructional materials which provided step-by-step procedural instruction. New course content was developed in partnership with SAP to maintain the currency of technical training. The second assessment loop closing assessment yielded extremely positive results. For example, the “Does Not Meet Expectations” rate fell from 38 percent to 14 percent while the “Exceeds Expectations” rate rose from 21 percent to 54 percent. The committee will continue to monitor to ensure these results are robust.
- **Teamwork** – Curriculum changes addressing student deficiencies were introduced both in MGT 210 Business Professionalism and well as MGT 690 Business Strategy. These curriculum revisions primarily focused on public speaking and group presentations. Students received additional practice on verbal and non-verbal skills such as eye contact through the utilization of “Big Interview” software, as well as additional practice presentations. The loop closing second assessment yielded mixed results, possibly due to changes in instructors and evaluators. The committee will reevaluate this competency after considering modifications to the rubric to ensure accurate measurement of performance.
- **Communication** – Due to the overwhelmingly positive assessment results no curriculum changes were recommended as a result of the AOL process. The committee will continue to monitor the results and decide if this competency has been met and should be replaced, or if the rubric and expectations should be significantly modified.

Direct Measures – Major Field Test. We deployed the MFT four times over the course of the accreditation cycle. Students enrolled in our senior capstone Business Strategy course took the MFT during the spring semester of each year except for 2019 when an ice storm precluded its administration. The results of the MFT were extremely positive. Kelce students consistently performed on par or above the national means. In only few instances were the scores slightly below the national benchmarks and in all such cases not statistically different. The MFT measures student knowledge and understanding across each BBA major and these findings indicate that Kelce seniors are learning the material expected within the respective disciplines. The committee found these overall results to be confirmatory and no recommendations for curricular revisions were based on these results.

Indirect Measures – Surveys and Other Input. During this accreditation cycle, our surveys transitioned from a paper-based to an electronic system using Qualtrics. In addition to formal surveys, our indirect measures also include verbal input derived from meeting between the KLT and the KBOA, and conversations with employers during job fairs and other events and with graduates during alumni events.

One major curricular revision resulted from indirect measures during this cycle. Based on discussions during KBOA meetings about the need for an entrepreneurship program the KLT took up the topic during a leadership retreat. As a result of the brainstorming and deliberations during this retreat, the KLT proposed the creation of a generalist degree that would allow students to tailor their own major after completing the Kelce Core Curriculum. Instead of the typical “General Business Administration” major found at other schools where students pick three or four courses from

two or three disciplines, the proposed “Business Studies” program would take advantage of our existing minors and certificates. By choosing at least two minors or certificates, which sum to a total of 21 or more unique credit hours, student can build their own program of study. This is advantageous for those students who desire to pursue entrepreneurial opportunities or work in small businesses whereby “wearing multiple hats” is advantageous. To determine the program’s feasibility, a formal survey was taken of all undeclared Pitt State students, discussions were held with the KBOA and alumni. Input from current employers of our graduates indicated that our minors and certificates provide valuable skills and that offering students the ability to stack them into customized majors offered market flexibility. Collectively, all of the results suggested that the program would be viable. The necessary curriculum legislation was prepared in 2021 and KBOR approval was granted in 2022.

Indirect Measures – Employment Reports. The ultimate indirect measure of student learning and the value of a Kelce degree is seen in the labor market. Over the past several years, the Kelce College has enjoyed remarkable job placement rates for graduates. According to the Pitt State Office of Career Services, more than 90 percent of surveyed BBA graduates were employed, or enrolled in graduate school, shortly after commencement during several years of the review period. Natural variations exist across time and majors, but the numbers have remained consistently high during the previous five years. Copies of the Career Services annual reports for the period are available in the PRT workroom documentation.

MBA

Direct Measures – In-class Assessments. The Graduate AOL and Curriculum Management Committee identified appropriate courses within the curriculum for each learning competency and worked with the relevant faculty members to determine suitable in-class assessments. The MBA AOL process was complicated by the various modalities in which the program was delivered. Technically, our MBA is considered by KBOR as **one** program; however, in practice we offer a 16-week campus-based “traditional” degree format with courses that rotate between semesters in face-to-face and online modalities, as well as the “Professional MBA” with course offered in an accelerated 7-week format exclusively online. Students are not allowed to migrate between the traditional and PMBA course offerings due to our contract with the OPM. Thus, there are three course formats; 16-week face-to-face, 16-week online, and 7-week online. *Given that our overall AOL process was truncated by the college’s administrative reorganization and interrupted by the pandemic shutdown, the committee was unable to cleanly assess each of our learning competencies consistently across all three course offering modalities.* The committee’s future plans include developing a new assessment calendar whereby each competency is evaluated across each of the course modalities. Given the rotation of the MBA course modalities within our schedules, this is likely to take multiple years to complete.

One MBA Core course was chosen for each of our five learning competencies. Initial assessments led to curricular reforms in four of the five courses as shown in Figure 8 below. These reforms were reassessed to determine their efficacy on student outcomes. Details are available in the full *Graduate AOL Report* Appendix with summaries provided below:

Figure 8: Graduate Courses with Curricular Reform in Response to AOL Reviews

MBA Program		Curriculum Changes				
		MKTG 839	MGT 826	IB 831	MGT 830	MGT 828
Learning Competencies	Teamwork					
	Problem Solving					
	Global Awareness					
	Ethical Decision-Making					
	Confident Leadership					

- **Teamwork** – This competency was assessed in the MBA Core MKTG 839 Marketing Strategy course using the learner outcomes of a major client-based research project. Multiple assessments were completed over four years in traditional MBA face-to-face sections. Dimensions of teamwork were collaboratively assessed by the instructor and the client to provide external validation. In the initial and each of the following assessments the 80 percent or higher proficiency was met. Thus, no curricular revisions were warranted in this case. Administrative difficulties were encountered when attempting to assess teamwork in the online PMBA sections. During the fall of 2019, the instructor deployed a commercial simulation product, *MarkStrat*, to test teambuilding skills for students located remotely from each other. The simulation involved exercises whereby students develop a team charter and agree to a work process before working through the project's steps. Performance measures should improve from the first to last round of the simulation. However, this was only observed for two of six teams. Due to a number of factors, both the instructor and students found the simulation unnecessarily complex, unrealistic, and frustrating therefore, it was determined that the simulation was misaligned with the course goals and our AOL process. No second-round assessment was conducted with *MarkStrat*. The instructor experimented with other ways of implementing an effective online team building exercise during the next couple of years and in Fall 2022, due to advances in technology and student comfort with working online, conducted a project with a live client which was well received by the students. Going forward, steps will be taken to develop assessment instruments that harmonize the online experience with the face-to-face version. Our AOL with respect to this competency for the online modality remains a work in progress.
- **Problem Solving** – This in-class assessment was based on student outcomes resulting from a forecasting project using real world data analyzed with a variety of statistical techniques using the Minitab software platform. Both traditional MBA and online PMBA cohorts completed a full AOL cycle. During the first assessment about 25% of traditional students and 10% of PMBA students did not meet expectations. Interventions included enhancement of lessons and more time spent on model application and interpretation of results. The second assessment results showed a marked improvement in student outcomes for both the traditional MBA and PMBA cohorts.
- **Global Awareness** – Strategies to evaluate this competency included outcomes from case studies and embedded test questions. Both traditional MBA and online PMBA cohorts completed a full AOL cycle and the traditional MBA assessments included both face-to-face and online course sections. Although sample sizes varied, the results across cohorts were found to be similar. Content areas with outcomes below expectations were clustered in dimensions related to globalization and human environment as well as trade theories and policies. Pedagogical revisions included the incorporation of the PESTEL (political, economic, social, technological, environment, and legal analysis) model to frame lessons and the incorporation of additional real-world examples using government agency websites. Loop closing second assessment results revealed some improvements but follow-up plans include incorporation of guest speakers and greater coverage of ongoing global events.
- **Ethical Decision-Making** – The various dimensions of ethical decision-making were assessed through the use of embedded multiple-choice test questions across sections. Again, both traditional MBA and online PMBA cohorts completed a full AOL cycle and the traditional MBA assessments included both face-to-face and online course sections. Traditional MBA students performed above expectations across both types of modalities over time. However, the initial outcomes for the PMBA students were below expectations in three areas, 1) analyzing problems using generally accepted ethics theories, 2) creating effective ethics policies, and 3) constructing successful ethics reporting mechanisms. To address these concerns, a number of revisions were incorporated into the accelerated online course – assigning a new textbook, significant revisions to lectures and PowerPoint presentations, providing more videos, additional case studies, and requirements for discussion posts. These revisions have been rolled out over time as multiple reassessments have taken place to evaluate the trend in student progress. Results indicate that the PMBA students are now performing much better on their tests.

- Confident Leadership** – This competency was assessed using the *Leadership Behavior Questionnaire* in our MGT 828 Leadership and Behavioral Management course. Initial and multiple follow-up assessments were completed for PMBA students, but only an initial assessment was completed for traditional MBA students as the second assessment for this cohort is still forthcoming. Using a variety of items, the survey scores students on both “task leadership skills” and “relationship leadership skills” – the results were then categorized as low, medium, and high. Initial results for both the PMBA and traditional MBA cohorts were strong, however, an instructor felt that the relationship leadership scores could be improved. Prior to the second and subsequent assessments for the PMBA modality, course revisions included the use of an additional text, new and revised recorded lectures with greater focus on emotional intelligence, the deployment of the 360° Refined test to identify strategies to increase specific leadership skills (including relationship management), as well as additional discussion board assignments and homework. The loop-closing second and third assessments showed strong improvements in the relationship leadership dimension of the learning competency.

Direct Measures – Major Field Test. The Educational Testing Service’s nationally normed graduate MFT is administered to our graduating MBA students in the capstone MGT 895 Strategic Management course. The MFT evaluates the competencies/proficiencies of graduate students across the key disciplinary fields of business (marketing, management, finance, accounting, and strategic integration). Results from the MFT are primarily used in adherence with Pitt State institutional degree program assessment policies and KBOR Program Review requirements. For AOL purposes, the MFT provides an opportunity to examine the relative efficacy of our two delivery modes for the MBA – traditional on-campus versus accelerated online. Comparison of student performance on the graduate MFT for these two cohorts and for the national norm are shown in Table 11 below for the most recent administrations of the test.

Several interesting results are revealed in the table. First, in 2022, both the traditional MBA and the online PMBA cohorts consistently scored above the national means, except in one instance – the PMBA students performed well below the national norm in the area of Finance. Second, in 2023, the PMBA means scores exceeded the traditional MBA across all fields except for Finance. Third, the traditional MBA means in 2023 are consistently below those found the year before in 2022 and also consistently below the national norm. Thus, the online PMBA results appear to be on par with the traditional MBA results except in the area of Finance. Furthermore, in one of the two years reported here, the online-only students actually showed greater proficiency than the traditional campus-based students. The relatively low scores for the traditional MBA students in 2023 are surprising given that our historical data are much closer to the national norms relative to those seen in 2022. Whether this is an anomaly of the test administration, or this particular cohort of students, will be explored as additional years of data are collected. Regardless, given the MFT results for the performance of online students in Finance, the committee will explore the possibility of adding a new learning competency in finance that ensure closer monitoring of this deficit.

Table 11: Graduate MFT Mean Score by Delivery Mode, 2022 and 2023

Assessment Area	Kelce Traditional MBA	Kelce Online PMBA	National Norm
<u>2022</u>			
Marketing	64	62	57.9
Management	53	53	54.5
Finance	40	26	35.1
Accounting	37	40	39.8
Strategic Integration	51	49	48.1
<u>2023</u>			
Marketing	52	63	57.8
Management	49	60	54.5
Finance	33	32	35.1
Accounting	33	39	39.8
Strategic Integration	41	52	48.1

Indirect Measures – Student Survey. Our student surveys, conducted using the Qualtrics platform, included both on-campus traditional MBA students and online PMBA students. Results from the traditional MBA student survey indicated: (1) a need for developing and improving information technology skills; this feedback supports the college’s current exploration in creating a new emphasis or certificate program in business analytics; and, (2) student demand for extracurricular learning opportunities such as internships and study abroad experiences; this finding supports the college’s recent hiring of our new Internship Coordinator.

Overall, the results from the online Professional MBA student survey showed higher satisfaction ratings on all academic areas and skill sets except for teamwork skills. This is consistent with our experienced difficulties and challenges in evaluating teamwork skill development within the online modality relative to the in-person classroom approach. The students were also very satisfied with the various operational aspects of the PMBA such as the GUS enrollment app, advising help, payment/cost, and webpage information. Although students were satisfied with the accelerated online modality and the use of academic coaches in classes, their relatively lower rating of teaching quality indicates the need to continue improving not only the course content and assessment methods but especially enhancing the interaction between instructor and students. The committee will use this feedback in designing future curricular revisions, particularly with regard to teamwork skill development in online courses.

Indirect Measures – Employer Survey. Although the response rate for the employer survey was extremely low, it provided valuable insights on what employers need and want from its workers and on how Kelce graduates/employees are rated by their employers. First, the three main skill sets that employers require are communication skills, critical thinking, and ability to work with others. This finding was corroborated by a second employer survey we recently conducted designed to gather opinions on the topic of business analytics. Leadership and ethical decision-making, which go hand-in-hand, are in fourth place, followed together by business professionalism and information technology. More important, in terms of overall satisfaction with student preparation in various learning areas, employers rated all areas/skill sets as “mostly satisfied” to “completely satisfied.” Finally, and very importantly, Kelce graduates are highly rated by employers compared to peers from other schools. Overall, the employer survey results support our choice of learner competencies and are consistent with our other modes of learner assessment.

MPAcc

Direct Measures – In-class Assessments. As noted elsewhere, the MPAcc is a 4+1 master’s degree program whereby students enter the program as senior undergraduate accounting majors allowing a set of courses to count toward the completion of their BBA and also toward the MPAcc. The program started in 2018-2019 and has enrolled only a handful of students each year. Enrollment averaged less than five students per year over the first five years of the program, which corresponds to the accreditation cycle. Given the extremely low enrollments, the committee postponed rolling out AOL work in hopes that larger numbers would materialize that would allow for significant and generalizable results. (Surveys of students during the development of the MPAcc projected enrollments near 20 per year. This did not materialize as the number of our undergraduate accounting majors followed the national trend and fell precipitously as shown earlier in Table 1.) MPAcc enrollment reached nine students during 2022 and the committee began assessment of the Research Skills competency. This is summarized below. The committee is working on the initial assessment of the Communication Skills during 2023-24 in ACCTG 814 Management Control Systems. Additionally, the committee will develop a survey strategy of recent graduates and their employers as a means to acquire indirect measures of student outcomes and assess the viability of the program. (Note: the KLT is currently evaluating the feasibility of changing the program’s format by moving from a 4+1 program to a standard master’s program offered online and open to all those holding an accounting bachelor’s degree.)

- **Research Skills** – Learner competency was assessed based on outcomes from completing a formal tax research project in the Spring of 2022. Student submissions were systematically assessed using a rubric covering six essential dimensions of research proficiency. The results of the initial assessment revealed that less than 80 percent of learners met or exceeded expectations in four of the six dimensions. Curricular revisions to address the deficiencies included enhancement of lectures with specific examples of good and bad issue statements, new discussion posting assignments to allow timely feedback prior to submission, more timely training on the use of electronic services used to locate authority documents, provision of model research results to serve as examples, and providing feedback on a newly required outline prior to final submission of the project. Furthermore, the

instructor will institute a formal peer review process whereby students will receive feedback from their classmates to improve their own work and learn how to evaluate others' research work. In the spring of 2023 the second assessment closed the loop with strong positive results. In five of the six dimensions, *all* students either met or exceeded expectations. In the sixth dimension, "Use of Authority," only 17 percent of the students were rated below expectations. Thus, the intervention was successful in raising student competency above the target 80 percent threshold.

- **Communication Skills** – Current work on this competency includes identifying which assignments and assessment techniques are most amenable to effectively evaluate learner communication skills in ACCTG 814 Management Control Systems. Timetables and rubrics will then be developed and deployed following standard procedures during academic year 2023-2024.

Indirect Measure: Colin Webber (MPAcc, 2021) received the prestigious Elijah Watt Sells Award in 2023 from the American Institute of CPAs for passing the CPA exam with one of the nation's highest scores on his first attempt.

Incentivization of High-Quality Teaching. In addition to the institutionalized administration of student evaluation of teaching instruments each semester, there are several support mechanisms in place to encourage, support, and develop high quality instruction. These support mechanisms include the Kelce Faculty Development and Instructional Resources Committee, the Pitt State Center for Teaching, Learning, and Technology (CTLT), a formalized professional development funding program, and the Pitt State New Faculty Orientation program.

Kelce Faculty Development and Instructional Resources Committee. The Kelce Faculty Development and Instructional Resources Committee has the charge of coordinating faculty development opportunities throughout the College and hosting faculty colloquia on academic and scholarly topics. This committee has hosted colloquia covering topics such as Open Educational Resources, classroom safety, updates on the Canvas CMS, student retention and success, international student services, and online course best practices.

Center for Teaching, Learning, and Technology. As described elsewhere in this report, the CTLT is a valuable campus resource providing workshops and training opportunities to all instructional staff at Pitt State. The Center served a leadership role in supporting faculty as they moved our courses online during the pandemic by offering an extensive array of programs covering online course design and pedagogy.

Kelce Faculty Affairs Professional Development Funding. Two primary sources of professional development funding are available for Kelce faculty. The first source is funding 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, such as equipment, supplies, professional memberships, publications, enrollment in higher education degree courses, and travel to professional meetings, conferences, or research assignments. 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 Pitt State Foundation accounts.

New Faculty Orientation. The Provost's Office and the CTLT also offers a university-wide "New Faculty Orientation" during each new faculty member's first academic year at Pitt State. This program focuses on familiarization with the university, with particular attention given to teaching skills, support, and development activities. New faculty members attend the monthly workshops along with their assigned mentor.

Kelce faculty members take pride in their student-centered approach to teaching. They invest in sharpening their instructional skills through professional development, learn the latest pedagogies and take the time to personally know their students. Table 12 on the next page reveals the results of a faculty survey on the array of classroom pedagogies employed by Kelce Faculty members. The findings reveal that regardless of degree program or modality of course, less than half of average class time is spent on traditional lectures. A significant amount of instruction is conducted using modern active learning and experiential learning teaching techniques. Depending on program and modality, these pedagogies are employed between about 30 to 40 percent of class time. These data document the Kelce faculty's commitment to quality instruction.

Table 12: Pedagogies Employed by Kelce College Faculty: Mean Percent of Course Time, 2023

Pedagogy	BBA Face to Face Courses	BBA Online/Hybrid Courses	MBA Face to Face Courses	MBA Online/Hybrid Courses
Traditional Lecture	49.85%	41.08%	49.29%	36.79%
Active and Experiential Activities:				
Cases/Student Discussion	9.51%	13.08%	13.29%	22.00%
Group/Team Project Work	12.66%	3.85%	12.86%	13.93%
Computer/Laboratory Work	7.50%	7.69%	2.86%	3.93%
Guest Lectures/Field Trips	3.07%	0.77%	0.43%	0.00%
Simulations and Games	2.35%	0.77%	0.00%	2.14%
Flipped Classroom	1.68%	7.17%	0.00%	2.14%
Quizzes/Tests/Assessments	13.38%	25.98%	21.29%	19.07%
Total	100%	100%	100%	100%

Source: Kelce College Faculty Survey, Spring 2023.

Student Support. During the 2018-2023 accreditation cycle, the Kelce Academic Advising Center served as a central location for undergraduate business student support. This center’s primary function was to provide traditional curriculum advising and course registration services for all business majors during their freshman and sophomore years (faculty advised our junior and seniors). However, the center also served key roles in our recruitment and admissions of both first-year students and community college transfer students, provided oversight of the Kelce College admissions process, oversaw administration of our interdisciplinary certificate programs, and provided career readiness services. As noted elsewhere in this report, the university has created a new centralized Student Success Center which in the Fall of 2023 assumes the advising function for entire campus and provides a wide array of student support services as well – from accommodations and tutoring to counseling. To replace the administrative functions lost with the closing of the Kelce Academic Advising Center and to serve the college-specific needs of our students, we have established a new Kelce Student Engagement and Support Center and hired a Director of Student Relations and Engagement and a Coordinator of Internships and Career Readiness to oversee its operations. Our new center personnel will serve as the college’s liaisons with the university’s centralized support center including the Career Services office. Our plan is to provide a more coordinated and focused approach to support our students’ needs and to extensively expand and professionalize our approach to internships and job placement.

The college participates in the university’s Early Alert system for undergraduate students who are at risk for poor course performance due to excess absences. Each semester faculty are encouraged to submit names through an electronic portal for follow-up and possible intervention by Student Success personnel. In addition, the university maintains a policy whereby undergraduate students earning a D or F at mid-semester are notified of their grade to incentivize behavioral changes. Students are encouraged to seek additional support and tutoring. Several Kelce majors, including Accounting and Computer Information Systems, hire seniors and graduate students to provide tutoring services for specific courses during each semester. Other academic support services are available across campus, including a university Writing Center in the library, which are utilized by business majors. Given the high percentage of first-generation college students enrolled at Pitt State and our on-going emphasis to regrow our enrollment through better retention rates, significant university resources are currently being invested in student support services.

C. *Thought Leadership, Engagement, and Societal Impact*

Intellectual Contributions. Table 8-1 in the Appendix 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 155 ICs, 34.8 percent represented 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 developed a Research Mission Statement and list of Guiding Values, approved by the faculty in 2013 and updated in 2021:

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 the Appendix.

As revealed in Table 8-1, a significant percentage of all Participating Faculty members are active scholars. For the college as whole, 77.8 percent of Participating Faculty engaged in the production of scholarship during the five-year accreditation cycle. When broken out by academic discipline, the percentage ranged from 50 percent in Business Law to 100 percent in Computer Information Systems, Finance, and International Business. The high participation rate is encouraged by and attributable in part to the Youngman Notable Scholars program (as described elsewhere in this report) which encourages and financially rewards faculty members for the creation of scholarly outputs and their maintenance of AACSB faculty qualification status. A significant cross-section of Participating Faculty members receives Youngman funding each summer.

On page 45, is shown Table 14 which follows the format of former AACSB Table 2-2, that reports the five-year summary of the peer-reviewed journals (PRJs) which published articles authored by Kelce College faculty members during the accreditation cycle. Between 2018 and 2023, the faculty collectively authored 62 distinct PRJ articles. On a per capita basis, this is approximately two articles for each full-time Participating faculty member. Analysis of the table reveals that these publications appeared in 39 different journal titles spread across all of our degree-granting disciplines as well as general business and higher education journals. The distribution of PRJs across the disciplines reflects not only the relative productivity, but also the age/career stage profile of the respective faculty members within the disciplines.

Impact and Quality. Our Research Mission statement and Guiding Values establishes our commitment to high quality scholarship that results in measurable impacts. To assess the impact and quality of the Kelce College's intellectual contributions, two sets of data were evaluated. First, we examined the impact of the faculty's traditional academic scholarship on the work of other researchers in their respective fields through quantitative citation analysis. Second, we examined the impact of faculty-authored textbooks through a qualitative evaluation of adoptions.

Journal-based Scholarship. The impact of our traditional journal-based academic scholarship was analyzed using a set of citation indices for each full-time Participating Kelce faculty member. The data were collected through *Google Scholar* profiles for each faculty member and the results are presented in Table 13 on the next page. 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 h-index and the i10-index for each participating faculty member along with the raw total citation counts over their career and over the previous five-year accreditation cycle.

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 full-time Participating faculty members with no citations are those holding Instructional Practitioner qualification. The mean number of citations for all full-time Participating faculty members was 196 over

Table 13: Citation Indices for Kelce College Full-time Participating Faculty, 2023

Faculty Member	Career			5-Year		
	Citations	<i>h</i> -index	<i>i10</i> -index	Citations	<i>h</i> -index	<i>i10</i> -index
<u>Accounting</u>						
Mary Jo Goedeke (SA)	19	2	1	19	2	1
David O'Bryan (SA)	1,533	15	20	662	8	8
Theresa Presley (SA)	541	7	6	392	6	6
David Weaver (IP)	0	0	0	0	0	0
Gail Yarick (SA)	3	1	0	3	1	0
Stephen Zornes (IP)	0	0	0	0	0	0
<u>Business Law</u>						
Chris Fogliasso (SA)	485	9	9	169	7	6
<u>Business Economics</u>						
Alexander Binder (SA)	12	2	0	11	2	0
Bienvenido Cortes (PA)	116	5	5	35	4	0
Michael Davidsson (PA)	43	3	2	24	2	1
Paul Grimes (SA)	3,053	27	48	861	15	18
Anil Lal (SA)	526	8	7	183	6	5
Michael McKinnis (IP)	16	2	1	8	1	0
<u>Computer Information Systems</u>						
Jae Choi (SA)	533	8	8	302	7	6
Maeve Cummings (SA)	1,767	12	14	367	6	6
Wei Sha (SA)	112	3	2	48	2	1
David Sikolia (SA)	226	5	1	175	5	1
Dwight Strong (IP)	10	2	0	4	1	0
<u>Finance</u>						
Kay Kim (SA*)	1	1	0	1	1	0
Connie Shum (SA)	424	9	8	103	3	2
Larry Woodward (SA)	25	2	2	7	1	0
<u>International Business</u>						
Hamid Khan (SA)	37	4	1	25	3	1
<u>Management</u>						
Donald Baack (SA)†	4,706	20	24	1,859	15	19
Stephen Horner (SA)	157	8	5	87	6	3
Choong Lee (SA)	1,164	17	21	302	9	9
Sang-Heui Lee (SA)	326	7	7	125	6	4
Young Nae (SA*)	196	7	7	165	7	6
Mary Judene Nance (SP)	0	0	0	0	0	0
Shipra Paul (IP)	0	0	0	0	0	0
<u>Marketing</u>						
Linden Dalecki (SA)	90	5	3	44	3	2
Kristen Maceli (SA)	112	5	5	58	4	2
Lynn Murray (PA)	72	2	2	25	2	1
Mary Kay Wachter (SP)	63	2	2	25	2	1
<u>College</u>						
Overall Mean	528	6	7	196	4	4
Overall Median	112	5	3	48	3	1

Source: *Google Scholar*, June 2023

* New Ph.D.

† Emeritus Professor

Table 14: Former AACSB Table 2-2

Kelce College of Business
Five-Year Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each
Date Range: 2018 - 2023

Peer and Editorial-Reviewed Journals	Number of Publications
AIS Transactions on Replication Research	1
Applied Economics	1
Applied Economics Letters	1
Asia Pacific Journal of Management	1
Baltic Journal of Management	1
College Student Journal	2
Economics and Business Journal: Inquiries and Perspectives	5
IUP Journal of Business Strategy	1
International Journal of Business and Finance Research	1
International Journal of Engineering Technologies and Management	1
International Journal of Innovation Management	1
International Journal of Management, Marketing, and Decision Sciences	1
International Review of Economics Education	2
Issues in Information Systems	11
Journal of Accounting Education	1
Journal of Business Case Studies	1
Journal of Business Strategy	1
Journal of Computer Information Systems	2
Journal of Cybersecurity Education, Research and Practice	1
Journal of Economics and Finance Education	1
Journal of Florida Studies	1
Journal of Forensic Accounting Research	3
Journal of Forensic and Investigative Accounting	1
Journal of Global Economy, Trade and International Business	1
Journal of Higher Education Theory and Practice	1
Journal of Managerial Issues	1
Journal of Modern Accounting and Auditing	3
Journal of Research in Business Education	1
Journal of Research in Marketing and Entrepreneurship	1
Journal of Risk and Financial Management	1
Journal of Sports Economics	1
Mountain Plains Journal of Business & Technology	1
New Accountant	1
Personnel Review	1
Service Business	1
The American Economist	3
The CPA Journal	1
The Leadership Quarterly	1
The Quarterly Review of Economics and Finance	1
Grand Total	62

the past five years while the average for SA qualified faculty members was 263 for this time period. Both the overall h-index and i10-index scores averaged 4. This number rises to 5 when only SA faculty members are considered. These statistics indicate that the intellectual contributions by Kelce College faculty members are being used by other researchers and making a significant impact on the work of other academic scholars. Furthermore, the citation analysis for Kelce faculty members reveals a dramatic improvement over time. The mean number of career citations stood at 142 in 2013 rising to 326 in 2018 at the start of the immediate past accreditation cycle. Today, the mean career citation count stands at 528. This is an increase of 272 percent over ten years and 62 percent over the past five years. Likewise, the five-year average number of citations rose from 80 in 2013, to 154 in 2018, to 196 in 2023; a ten-year increase of 145 percent and a five-year increase of 27 percent. Such significant increases are indicative of improvements in the quality of research production that is valued highly enough to be cited by other scholars.

Mean Career Citations per Faculty Member:

- Accounting: 349
- Business Economics: 624
- Business Law: 485
- Computer Information Systems: 530
- Finance: 150
- International Business: 37
- Management: 936
- Marketing: 84

- Kelce College Overall: 528

Campus Leaders in Research: A listing of the “Top 20 Researchers” at Pittsburg State University, as ranked by total citations compiled by *Google Scholar*, reveals that 12 of the 20 are current or emeriti Kelce faculty members.

Textbook-based scholarship. 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. 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. The top-tier adopters were defined as prestigious institutions with highly-ranked business schools. Table 15 on the following page reports the results for four distinct titles coauthored by Kelce faculty and disseminated by major publishers within the accreditation cycle. (It is important to note that several other Kelce faculty members are producers and users of Open Educational Resources (OER).)

The table reveals that Kelce faculty members are reaching business students at major research universities across the country and around the world, including those at the highest level such as Vanderbilt and Purdue. In addition to the selected 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. Furthermore, several of the books have been translated into other languages and are sold overseas. It is also important to note that the textbook impact of Kelce faculty is spread across several disciplinary fields.

Our mission statement defines the Kelce College as being a student-centered and teaching-focused institution supported by faculty scholarship. The 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 significantly impacting other academic researchers through publication of valuable peer-reviewed journal articles and impacting students across the country through textbook publication.

Table 15: Top-Adopters of Recently Published Kelce-Authored Textbooks*

Kelce Author	Textbook Title	Publisher	Sample of Top-Adopters
Donald Baack [†] (with Kenneth E. Clow)	<i>Integrated Advertising, Promotion, and Marketing Communications</i>	Prentice Hall, Pearson	Indiana University New York University Ohio State University University of South Carolina Vanderbilt University
Donald Baack [†] (with Eric Harris ^{††} and Daniel Baack)	<i>International Marketing</i>	Sage Publications	Glasgow University Northeastern University University of Bologna University of Texas-Dallas University of Wisconsin
Maeve Cummings (with Stephan Haag)	<i>Management Information Systems for the Information Age</i>	McGraw-Hill, Higher Education	New York University Purdue University Texas A&M University UCLA University of Southern California
Paul Grimes (with Charles Register)	<i>Economics of Social Issues</i>	McGraw-Hill, Higher Education	Arizona State University University of Missouri Purdue University University of Massachusetts University of South Carolina

*Current and previous editions.

[†]Emeritus Professor

^{††}Former faculty member

Societal Impact of Scholarship. In addition to the impacts of their academic research on other researchers, Kelce faculty significantly impact our local regional economy through applied scholarship and research. Most importantly, Kelce-produced publications such as the quarterly *Pittsburg Micropolitan Area Economic Report* and the annual *Economic Profile* (as described elsewhere in this report) are routinely cited by local business leaders and city officials as influencing important economic and policy decisions. For example, a residential housing study, based on BERC Director Michael Davidsson’s research, significantly shifted the city’s policies and helped attract a major new development through a city-university partnership. (By instigating a land swap deal with the university, the city opened up property for the construction of a new neighborhood immediately east of campus.) The City of Pittsburg has invested more than \$125,000 in support of our regional development activities over the accreditation period.

Both the *Pittsburg Micropolitan Area Economic Report* and the annual *Economic Profile* are extensively used by the Pittsburg Area Chamber of Commerce and the City of Pittsburg to support economic development of our city and region.

“We’ve partnered with Dr. Davidsson and the Kelce College of Business to provide research and data related to demographics, trends, forecasts and other business-related information. This effort has proven extremely valuable and has been well-received by our local business community . . . We also commonly use Dr. Davidsson’s research as we work with prospects interested in investing in our community. These prospects are impressed with the depth of the information provided, as this level of sophisticated economic research is not readily available in most communities of our size.”

Blake Benson, CCE
President, Pittsburg Area Chamber of Commerce
Economic Development Director, City of Pittsburg

The continuing support received from the City of Pittsburg and the Pittsburg Area Chamber of Commerce was instrumental in the college's ability to secure approval from KBOR for the establishment of the Business and Economic Research Center near the beginning of this accreditation cycle.

Non-research Societal Impact. The Kelce College students, faculty, and staff are actively involved in a variety of activities that positively impact our local community and region. A few example highlights include the following:

- **Pittsburg Community Garden** - The Enactus student organization took on the challenge to revitalize a community garden that originated in 2009 but had fallen into disuse. Recognizing that food insecurity remains a major concern in Pittsburg and Crawford County, the students learned gardening skills, set up weekly watering and weeding teams, and eventually harvested more than 450 pounds of fresh vegetables last year. The food was distributed through the Lord's Diner a local church-affiliated nonprofit with the mission of feeding the homeless and those in need. See: <https://www.pittstate.edu/gorillaconnection/2022/09/psu-student-group-plants-community-garden-to-help-those-who-are-food-insecure.html>
- **High School FBLA Regional Competition** - The Kelce College recently colonized a new chapter of Future Business Leaders of America – Collegiate chapter. The founding student members of this organization have been active not only interacting and competing with other FBLA-C chapters in the state, but also mentoring and working with local high school chapters. This cumulated during the spring of 2023 when the organization hosted the regional FBLA high school competition which brought 300 students to the Pitt State campus.
- **Nonprofit Board Memberships** – A number of Kelce College faculty and staff are actively engaged in supporting community and regional well-being and economic development through leadership on the boards of many nonprofit and public organizations. Among these include: The Community Foundation of Southeast Kansas, Elm Acres Foundation, Pittsburg Area Young Professionals, Kansas Teachers Community Credit Union, Tri-State Institute of Management Accountants, Kansas Business Hall of Fame, United Way of Southwest Missouri and Southeast Kansas, MOKAN Regional Partnership, Kansas Center for Entrepreneurship/Network Kansas, Webb City Schools Foundation, VetLinks, and the Crestwood Country Club.
- **Public Organization Board Memberships** - The Kelce faculty and staff also make a positive societal impact on our local and regional community through leadership roles on the boards of numerous public entities. These include: the Kansas International Trade Coordinating Committee, Project 17, the Pittsburg Public Library Board of Trustees, Joint City-University Planning Committee, City of Pittsburg Land Use Steering Committee, Pittsburg USD 250 Launch Program, and the City of Joplin School Board.

Project 17 Is an initiative launched by the state representatives of the seventeen counties comprising the Southeast Kansas region to stimulate economic growth and improve the quality of labor.

“Along many other projects, we created a networked database that allowed manufacturers in our region to advertise not only their products to one another, but also their manufacturing capabilities. For example, if a company in Pittsburg was buying a component from a Chinese firm, our database would enable this business to discover that a company in Fort Scott had the capability to produce the same part. This network stimulates economic growth by shifting purchases from overseas to area businesses, while encouraging new product development. . . . Playing a part in these activities, and helping to make this place I call home economically viable for future generations, has been one of the great privileges of my academic career.”

Michael McKinnis
Instructional Professor of Economics and
Project 17 Executive Committee Member

- **Volunteer Work** – A significant number of volunteer hours are donated by Kelce faculty and staff each year through their work with local, regional, and state affiliates of public service organizations. Among others, these include: United Way, Kiwanis, Rotary International, Salvation Army, Lord’s Diner, Leadership Kansas, and the Pittsburg Area Chamber of Commerce.
- **Consulting** – Members of the faculty routinely provide proprietary business consulting services to local enterprises. A few recent examples include clients such as: Hix Corporation, Apex Stages, General Machinery, Cottey College, T-Mobile of Pittsburg, Sugar Rush Treats, and Miners & Monroe Men’s Mercantile. Other faculty provide litigation support for local attorneys and services for property management firms.
- **Regional Outreach** – The Kelce College partners with Wichita State University and the Pittsburg Area Chamber of Commerce to host an annual Economic Outlook program in Pittsburg for Southeast Kansas regional business and community leaders. This event normally draws approximately 100 participants from across several counties to the Pitt State campus each year. The value of the program is reflected in the fact attendees are willing pay the \$100 ticket fee to participate.
- **International Outreach** – In addition to work in our local community, Kelce faculty members are involved in projects with global societal outreach. For example, during the accreditation cycle, Dean Grimes served as a co-PI on a major grant funded by the United States Agency for International Development (USAID) – *Youth Win through Economic Participation*. This project provided financial literacy and soft skills training programs for disadvantaged youth and young adults throughout the nation of Indonesia. In addition to providing strong positive learning results, longitudinal analysis revealed positive employment gains for program participants. These societal impacts are well-documented and quantified in two publications resulting from the project.

D. *Other*

Personnel Disclosure. During the annual faculty performance appraisal process this past spring, the Faculty Chair uncovered multiple instances of plagiarism in predatory journals committed by one of our senior faculty members. The ensuing investigation revealed that this behavior began several years ago and continued throughout the duration of the 2018-2023 accreditation cycle. This activity violated the Kelce College’s Research Guiding Values, our Faculty Qualifications policies, our university standards, as well as accepted norms within academia. When confronted with the evidence and the university’s academic integrity policies, the faculty member resigned his position. The plagiarized publications formerly identified as peer reviewed journal articles were removed from our PRJ counts included in this report’s narrative and tables and the data found in the Appendix.

This case has the potential to negatively impact the public perception of both the Kelce College of Business and Pittsburg State University. However, in the interest of openness and transparency, we feel it is important to disclose the situation to AACSB and the Peer Review Team. Professional advice and counsel are welcomed regarding how to mitigate potential damages and to continue our momentum moving forward.

Appendix

Exhibit 1

Faculty Qualifications and Faculty Sufficiency Criteria



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 2020 Standard #3.

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. Those who hold a non-tenure-earning rank of Assistant Instructional Professor, Associate Instructional Professor, or Instructional Professor and whose primary responsibilities are teaching and service are also considered members of the College General Faculty.”

Participating Faculty Members

Participating Faculty are those members of the College 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. Teaches six or more credit hours each academic year
2. Consistently maintains a college presence and keeps established office hours
3. Regularly participates at meetings of the College Faculty
4. Contributes to college governance and operations through participation in two or more of the following each year:
 - Service on disciplinary, college, or university committees/task forces
 - 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
 - Active participation in student recruitment and retention initiatives

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 part-time 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 Chair of the Faculty 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 Faculty holding part-time appointments and whose sole 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 Faculty.

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

Revised in response to adoption of 2020 Standards
January 21, 2022

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 3, 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	Master’s Degree plus Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral or Terminal degree	Scholarly Academics (SA)	Practice Academics (PA)

- **Scholarly Academics (SA)** sustain currency and relevance through academic scholarship and related activities. SA status is granted to faculty members who earned their doctoral or terminal 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, and 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 **Additional (A)** 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 Research Proficiency and Academic Engagement Proficiency criteria are used as the basis of judgment for determining if a faculty member meets the sustained engagement activity conditions necessary 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. Journals classified as predatory and exploitative by recognized external authorities are not considered to be peer-reviewed.) One textbook, published by a leading academic press with significant national or international distribution, may substitute for one peer-reviewed journal article.

Academic Engagement Proficiency. Over the previous five years, beyond the publication requirement noted above, Scholastic Academics must also demonstrate ongoing academic engagement activity as evidenced by the production of a minimum of two (2) additional 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 *two (2) different* engagement categories during the most recent five-year period. Acceptable categories of activities include:

1. Substantial consulting projects and activity
2. Active service on corporate or non-profit boards
3. Production and delivery of substantial professional development or executive education activities
4. Substantial consultation or research for economic development agencies or government entities
5. Regular maintenance or acquisition of professional certifications and/or licenses
6. Invited professional public speaking or peer reviewed presentations
7. Publication of intellectual contributions in practitioner-oriented journals and web-based outlets
8. Other appropriate professional activities and leadership roles involving direct interactions with the business community and/or other external organizations

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. When considering faculty members for Practice Academic status, deep engagement in a few selected activities is preferred to minimal engagement across multiple categories of activities.

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. Additional Faculty (A). Faculty members who do not meet the criteria for Scholastic Academic, Practice Academic, Scholarly Practitioner, or Instructional Practitioner are categorized as Additional faculty. To further the college mission, Additional faculty members are encouraged to acquire further academic preparation and/or conduct 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.

VIII. College Targets. The Kelce Leadership Team (KLT) will monitor the college-wide distribution of faculty across the five qualification and engagement categories. This distribution will be periodically evaluated relative to the college’s mission statement, strategic plan, and budget constraints. Prior to the start of each accreditation cycle, the KLT will set target ranges of faculty deployment across the qualification and engagement categories which are consistent with fulfilling the college’s mission, meeting the goals of its strategic plan, and surpassing the minimum thresholds required for AACSB reaffirmation. Hiring plans and personnel decisions during each cycle will be informed by these targets.

For the accreditation cycle ending with the fifth year of review in 2022-23 the following target ranges are set:

Scholarly Academic:	55% to 70%
Practice Academic:	5% to 15%
Scholarly Practitioner:	5% to 15%
Instructional Practitioner:	10% to 25%
Additional Faculty:	0% to 10%

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

Revision History:

Section VIII. – Added – August 18, 2016

Section II. – Edits regarding predatory journals – August 12, 2021

Section III. – Edits in response to visitation team’s recommendations – August 12, 2021

Appendix

Exhibit 2

AACSB Prescribed Tables

AACSB Table 2-1: Strategic Initiatives and Expected Sources of Funds for the Next Accreditation Cycle

Strategic Initiative	Total Estimated Investment	Expected Source of Funds
Construction, furnishing, and equipping of new KCOB building as part of the downtown Gorilla Rising project	Approximately \$35,000,000 out of \$50,000,000 for the Gorilla Rising project	\$12,500,000 - State of Kansas Matching Grant \$7,000,000 - Private Funds raised to date \$10,000,000 Tax Credits \$6,000,000 Future Gifts and Pledges
Replacement of retiring and resigning faculty members; addition of expansion faculty positions for new programs in supply chain management and entrepreneurship	Approximately \$500,000 to \$1,000,000 over five years	Open faculty lines supplemented with PMBA earnings
Expansion of student scholarship awards	\$100,000 to \$250,000	Private gifts and pledges
Enhancement and growth of internship program	\$100,000 to \$150,000	College PMBA earnings
Life cycle replacement and upgrading of faculty and classroom computer hardware	\$50,000 to \$100,000 every three to four years	Private gifts and college earnings
Public relations and Kelce brand recognition, sponsorships, recruitment advertisements, etc.	\$5,000 to \$10,000 annually	Private gifts and college earnings
Enhancement of faculty and staff salaries to become competitive with regional peers	\$500,000 to \$750,000 ongoing	University allocations and college earnings

AACSB TABLE 3-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING COURSES TAUGHT (RE: Standard 3)¹
Date Range: August 2022 - May 2023

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications with Respect to Percent of Time Devoted to Mission ⁵					
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²	Normal Professional Responsibilities ³	Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Additional (A) ⁴	Brief Description of Basis for Qualification
Accounting					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
BALL, DOUGLAS	Accounting	MBA, 1992		1	UT				12.5		MBA, CPA Continuing professional employment - CFO Corporate executive experience Professional service Board memberships
GOEDEKE, MARY	Accounting	JD, 2004 LLM, 2005	11		UT, MT, RES and SER	100					J.D. and L.L.M in Taxation 3 PRJs Multiple Professional Certifications Non-profit Board Service
O'BRYAN, DAVID	Accounting	Ph.D., 1992	8		UT, MT, RES and SER	100					PhD in field 4 PRJs 1 Conference Proceedings / 2 Paper Presentations Multiple Professional Certifications
PRESLEY, THERESA	Accounting	Ph.D., 2010	9		UT, MT, RES and SER	100					PhD in field 5 PRJs Conference presentations
WEAVER, DAVID	Accounting	MA, 2013	8		UT, MT, RES and SER				100		Masters in Field Professional Experience Professional Board Service Economic Development Activities
YARICK, GAIL	Accounting	Ph.D., 2017	8		UT, MT, RES and SER	100					PhD in field Professional Certification (CPA) 3 PRJs 2 Conference Presentation 4 Works in Progress
ZORNES, STEPHEN	Accounting	MBA, 2014	12		UT, MT, RES and SER				100		MBA-Accounting Professional Certification (CPA) Five plus years of professional experience Continued Professional Employment
Total Accounting			56	1		400 (65.3%)	0 (0.0%)	0 (0.0%)	212.5 (34.7%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (98.25%)			SA ≥ 40% guideline for AACSB met (65.3%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Business Law					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
BROOKSHER, JAMIE	Business Law/ Legal Environment	JD, 2007	5		UT, MT, RES and SER		50				J.D. in teaching field Professional license Continuing professional practice

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities ³	Faculty Qualifications with Respect to Percent of Time Devoted to Mission ⁵					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Additional (A) ⁴	
FOGLIASSO, CHRISTINE	Business Law/ Legal Environment	JD, 1979	3		UT, MT, RES and SER	100					J.D. 6 PRJs in past five years Conference proceeding in past five years 1 paper presentation in past five years (Note: Phased Retirement)
Total Business Law			8	0		100 (66.7%)	50 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (100.0%)			SA ≥ 40% guideline for AACSB met (66.7%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Computer Information Systems					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
CHOI, JAE	Computer or Management Information Systems	Ph.D., 2009	6		UT, MT, RES and SER	100					PhD in field 12 PRJs 1 Conference Presentation 5 Works in Progress
CUMMINGS, MAEVE	Computer or Management Information Systems	Ph.D., 1992	2		UT, MT, ADM, RES and SER					25	Ph.D. in field Peer Reviewed Journal Article Multiple textbook revisions and book chapters Professional conference proceedings (Note: Retired December 2022)
KUEFLER, JOHN	Computer or Management Information Systems	MBA, 2014		3	UT				37.5		MBA Continuing professional employment Multiple Professional certifications Professional service and presentations
NEWCOMB, DAVID ¹	Computer or Management Information Systems	MS, 1972		3	UT				37.5		Masters Full-time professional employment in industry more than five years Board Membership Certifications
SHA, WEI	Computer or Management Information Systems	Ph.D., 2005	9		UT, MT, RES and SER	100					PhD in field 2 PRJs 2 Conference Proceedings 5 Presentations
SIKOLIA, DAVID	Computer or Management Information Systems	Ph.D., 2013	8		UT, MT, RES and SER	100					PhD in field 2 PRJs 2 Works in Progress
STRONG, DWIGHT	Computer or Management Information Systems	MBA, 1995	9		UT and RES				100		Masters in field Certificate Business Consulting Non-Profit Advisory Board
Total Computer Information Systems			34	6		300 (60.0%)	0 (0.0%)	0 (0.0%)	175 (35.0%)	25 (5.0%)	
			P ≥ 60% guideline for AACSB met (85.0%)			SA ≥ 40% guideline for AACSB met (66.7%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Faculty Qualifications with Respect to Percent of Time Devoted to Mission ⁵						Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²	Normal Professional Responsibilities ³	Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Additional (A) ⁴	
Economics					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
BINDER, ALEXANDER	Economics/ Managerial Economics	Ph.D., 2016	6		UT, MT, ADM, RES and SER	100					PhD in field 4 PRJs in past five years 5 presentations
DAVIDSSON, MICHAEL	Economics/ Managerial Economics	Ph.D., 2012	7		UT, MT, RES and SER		100				Ph.D. in field Numerous authored professional publications Numerous professional services provided Consulting for Business and Non-profits
GRIMES, PAUL	Economics/ Managerial Economics	Ph.D., 1984	1		UT, MT, ADM, RES and SER	100					Ph.D. in field Multiple PRJs and other publications Multiple presentations Multiple Other ICs
LAL, ANIL	Economics/ Managerial Economics	Ph.D., 1995	8		UT, MT, RES and SER	100					PhD in field 2 PRJs in past five years 1 Conference paper presentation in past five years Multiple works in progress
MCKINNIS, MICHAEL	Economics/ Managerial Economics	MBA, 1998	8		UT, RES and SER				100		MBA Service on Non-profit Board Consulting for Businesses 2 Professional Certifications
Total Economics			30	0		300 (60.0%)	100 (20.0%)	0 (0.0%)	100 (20.0%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (100.0%)			SA ≥ 40% guideline for AACSB met (60.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Finance					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
KIM, KEUNYOUNG	Finance - incl Banking	Ph.D., 2021	6		UT, MT, RES and SER	100					New PhD in field 1 PRJ
SHUM, CONNIE	Finance - incl Banking	DBA, 1988	6		UT, MT, RES and SER	100					DBA in field 9 PRJs in last 5 years 4 Conference Proceedings / 3 Presentations 3 Professional Certifications
SWEEZY, KATIE	Finance - incl Banking	MS, 2009		1	UT				25		M.S. Continuing professional experience Professional service
WOODWARD, LAWRENCE	Finance - incl Banking	Ph.D., 1994	6		UT, MT, RES and SER	100					PhD in field 2 PRJs 1 Conference Presentation 2 Works in Progress

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Faculty Qualifications with Respect to Percent of Time Devoted to Mission ⁵						Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²	Normal Professional Responsibilities ³	Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Additional (A) ⁴	
WEAVER, DAVID	Finance - incl Banking	MA, 2013	2		UT, MT, RES and SER				100		Masters Professional Experience Professional Board Service Economic Development Activities
Total Finance			20	1		300 (70.6%)	0 (0.0%)	0 (0.0%)	125 (29.4.0%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (95.2%)			SA ≥ 40% guideline for AACSB met (70.6%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
International Business					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
CORTES, BIENVENIDO	International Business	Ph.D., 1987	2		UT, MT, ADM, RES and SER		100				Ph.D. in field Peer reviewed journal article Conference presentations Non-profit board member Public service projects Administrative duties
KHAN, ABDUL	International Business	Ph.D., 2018	5		UT, MT, RES and SER	62.5					4 PRJs 1 Conference Presentation
MOLITORIS, INNA	International Business	Ph.D., 2013		2	MT					25	Ph.D. in Leadership Book Chapter Eight Proceedings Multiple Conference Presentations
ROELFS, MELINDA	International Business	MBA, 1995		1	UT				12.5		Masters in International Business Continuing professional employment Professional service
Total International Business			7	3		62.5 (31.25%)	100 (50.0%)	0 (0.0%)	12.5 (6.25%)	25 (12.5%)	
			P ≥ 60% guideline for AACSB met (70.0%)			SA ≥ 40% guideline for AACSB not met (31.25%) SA + PA + SP + IP ≥ 90% guideline for AACSB not met (87.5%)					
Management					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
BAACK, DONALD	Management	Ph.D., 1987		1	UT	8.33					Ph.D. 2 PRJs Multiple Textbook revisions Multiple Presentations (Professor Emeritus)
CARDENAS, EMILIA	Management	MBA, 2019		1	UT				12.5		MBA Multiple certifications Continuing managerial employment (Note: Course taught in Paraguay)

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications with Respect to Percent of Time Devoted to Mission ⁵					
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²	Normal Professional Responsibilities ³	Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Additional (A) ⁴	Brief Description of Basis for Qualification
CLARK, DACIA	Management	MBA, 2017		1	UT				12.5		MBA Continuing managerial employment Multiple Certifications Professional service
CRAYS, TAMMY	Management	MBA, 2004		2	UT				25		MBA Continuing professional employment Professional service
DECKER, CHELSEY	Management	MS, 2021	2		UT, MT, ADM and SER					25	M.S. 2 years professional employment Pre-ABD Doctoral student
DELLASEGA, ANTHONY	Management	MBA, 1991		2	UT				25		MBA Executive professional experience Maintenance of professional certification Professional service
DREILING, LORI SCOTT	Management	MS, 2015		2	UT				25		MBA Continuing executive experience Professional service
HOGARD, DAVID	Management	MBA, 1995		1	UT, ADM and SER				12.5		MBA Continuing Professional Employment Professional Service Public service (City Council) Non-profit Board Member
HORNER, STEPHEN	Management	Ph.D., 2006	6		UT, MT, RES and SER	100					PhD in field 7 PRJs in past five years 5 conference paper presentations in past five years
JOHNSON, MARK ²	Management	EDD, 1993		1	UT and MT		12.5				Ed.D. in teaching field Book author Multiple Certifications Consulting Public Speaking Workshops and Professional Development Courses
KENT, HOLLY	Management	MBA, 2001	2		UT				25		MBA Continuing professional employment Non-profit Board Officer
LEE, CHOONG	Management	Ph.D., 1988	6		UT, MT, RES and SER	100					Ph.D. in field 3 PRJs Multiple Other Intellectual Contributions Advisor and Consultant (International)
LEE, SANG-HEUI	Management	Ph.D., 2010	6		UT, MT, RES and SER	100					PhD in field 2 PRJs 3 Paper Presentations PRJ Editor in Chief International outreach
LORIMER, BRIAN	Management	MBA, 2010		1	UT				12.5		MBA Continuing Professional Employment

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications with Respect to Percent of Time Devoted to Mission ⁵					
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²	Normal Professional Responsibilities ³	Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Additional (A) ⁴	Brief Description of Basis for Qualification
MACELI, KRISTEN	Management	Ph.D., 2008	4		UT, MT, RES and SER	50					Ph.D. 2 PRJs 2 Conference Proceedings / 9 Presentations 3 Works in Progress
NAE, EUN YOUNG	Management	Ph.D., 2022	6		UT, MT, RES and SER	100					New PhD in field 4 PRJs 1 Conference Presentation
NANCE, MARY	Management	MBA, 1993	5		UT, MT, RES and SER			50			MBA Professional Experience 1 Conference Presentation Multiple Professional Certifications
PATERNI, MELISSA	Management	MS, 2011	4		UT				50		M.B.A. CEO (President of Pittsco) Advancement, and engagement Community service
PAUL, SHIPRA	Management	MBA, 2000	8		UT, RES and SER			100			MBA, MS Economics Multiple Intellectual Contributions Pittsburg Metropolitan Area Economic Profile
SMETANA, JUDY ³	Management	Ph.D., 2006		1	MT	12.5					Ph.D. in field 4 PRJs Book Chapter Conference presentations
SWEZEY, KATIE	Management	MS, 2009		3	UT				25		M.S. Continuing professional experience Professional service
TREIBER, DUSTIN	Management	MBA, 2021		1	UT					12.5	MBA Continuing Professional Employment
WACHTER, MARY	Management	MBA, 1983	5		UT, RES and SER			50			MBA in field 1 PRJ Professional Certification 1 Conference Presentation
WEED, MELISSA	Management	MS, 2022		3	UT				37.5		M.S. in Management Entrepreneurship Certificate Business Owner & CEO
Total Management			54	18		470.83 (48.50%)	12.5 (1.29%)	200 (20.60%)	250 (25.75%)	37.5 (3.86%)	
			P ≥ 60% guideline for AACSB met (75.0%)			SA ≥ 40% guideline for AACSB met (48.5%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (96.1%)					
Marketing					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
KHAN, ABDUL	Marketing	Ph.D., 2018	2		UT, MT, RES and SER	37.5					4 PRJs 1 Conference Presentation

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities ³	Faculty Qualifications with Respect to Percent of Time Devoted to Mission ⁴					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Additional (A) ⁴	
DALECKI, LINDEN ⁴	Marketing	Ph.D., 2008	3		UT, MT, RES and SER	100					Ph.D. 2 PRJs 6 Other Intellectual Contributions Works in Progress (Book Chapters)
MACELI, KRISTEN	Marketing	Ph.D., 2008	4		UT, MT, RES and SER	50					Ph.D. 2 PRJs 2 Conference Proceedings / 9 Presentations 3 Works in Progress
MONSOUR, EIAN	Marketing	MBA, 2022		1	UT					12.5	MBA Candidate Graduate Teaching Assistant
MURRAY, LYNN	Marketing	Ph.D., 2007	7		UT, MT, ADM, RES and SER		100				Ph.D. in field 1 PRJ in last five years Presentations
NANCE, MARY	Marketing	MBA, 1993	6		UT, MT, RES and SER			50			MBA in field Professional Experience 1 Conference Presentation Multiple Professional Certifications
WACHTER, MARY	Marketing	MBA, 1983	5		UT, RES and SER			50			MBA in field 1 PRJ Professional Certification 1 Conference Presentation
Total Marketing			27	1		187.5(46.85%)	100 (25.0%)	100 (25.0%)	0 (0.0%)	12.5 (3.15%)	
			P ≥ 60% guideline for AACSB met (96.4%)			SA ≥ 40% guideline for AACSB met (46.85%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (96.85%)					
Grand Total			88.72%	11.28%		56.43(%)	9.65(%)	7.98(%)	23.28(%)	2.66(%)	
			P ≥ 75% guideline for AACSB met (88.72%)			SA ≥ 40% guideline for AACSB met (56.43%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (97.34%)					
Faculty Sufficiency Indicators ¹ :						Faculty Qualifications Indicators ¹ :					
Overall guideline: P/(P+S) ≥ 75% By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%						SA guideline: SA / (SA + PA + SP + IP + O) ≥ 40% SA + PA + SP + IP guideline: (SA + PA + SP + IP) / (SA + PA + SP + IP + O) ≥ 90%					

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standard 3. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.
2. The measure of "teaching productivity" must reflect the operations of the business school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications section of the table. Online courses should use the same teaching metric being used for in-person courses and the manner in which this is calculated should be described.
3. Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in non-credit executive education programs should not be listed in this table.

4. For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Additional (A). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may meet the school's criteria for more than one category (e.g. SA and PA), but must be listed in only one category. Doctoral students who have obtained ABD status are normally considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Additional" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.
 5. The "percent of time devoted to mission" reflects each faculty member's contributions to the school's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g. work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same "percent of time devoted to mission." A faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be reflected proportionally in each discipline and not be more than 100 percent. For part-time faculty the expected percentage is less than 100 percent and should reflect the amount of time devoted to the mission. If a school used a full-time equivalent (FTE) human resources system then the FTE may be a reasonable approximation for "percent of time devoted to mission." In the absence of an FTE system, the school should have a rational manner of assigning the percentage to part-time faculty that is agreed to by the Peer Review Team well in advance of the submission of the report.
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¹ NEWCOMB, DAVID

Note: In 2022-2023 had interdisciplinary responsibilities in College of Arts & Science ().

² JOHNSON, MARK

Note: In 2022-2023 had interdisciplinary responsibilities in College of Technology ().

³ SMETANA, JUDY

Note: In 2022-2023 had interdisciplinary responsibilities in College of Technology ().

⁴ DALECKI, LINDEN

Note: In 2022-2023, was on Sabbatical.

AACSB TABLE 3-2: Deployment of Faculty by Qualification Status in Support of Degree Programs for the Most Recently Completed Regular Academic Year

Date Range: August 2022 – May 2023

Faculty percent of teaching by program and degree level (measured by courses taught)						
Degree Program	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	Total %
Bachelors	49.07%	7.87%	11.11%	29.63%	2.31%	100%
MBA	48.94%	27.66%	8.51%	8.51%	6.38%	100%
Specialized Masters	85.71%	0%	0%	14.29%	0%	100%
Doctoral	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A

**Table 8-1 Intellectual Contributions
Date Range: 2018 - 2023**

Part A: Five-Year Summary of Intellectual Contributions

	Portfolio of Intellectual Contributions				Types of Intellectual Contributions				Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/ Application Scholarship	Teaching and Learning Scholarship	Total	Peer-reviewed journal articles	Additional peer- or editorial-reviewed intellectual contributions	All other intellectual contributions	Total	Percent of Participating Faculty Producing ICs	Percent of total Full Time Equivalent (FTE) faculty producing ICs
Accounting	0	4	7.25	11.25	6.25	3	2	11.25	66.7%	65.3%
Business Law	1.5	0.83	0.33	2.67	0.67	2	0	2.67	50.0%	50.0%
Computer Information Systems	17	13	1	31	14	12	5	31	100.0%	85.0%
Economics	5	24.5	10.25	39.75	14.75	4	21	39.75	80.0%	80.0%
Finance	9.5	4.33	0	13.83	2.33	8.5	3	13.83	100.0%	100.0%
International Business	0	3	1	4	0	3	1	4	100.0%	69.2%
Management	19.33	24.67	2.92	46.92	7.42	9.5	30	46.92	66.7%	62.5%
Marketing	1.67	3.67	0.25	5.58	1.58	4	0	5.58	75.0%	75.0%
Total	54	78	23	155	47	46	62	155	77.8%	72.0%

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

Provide a description of how the portfolio of intellectual contributions by faculty and by units within the school, where appropriate, align with mission, strategies, and expected outcomes.

Over this accreditation cycle, the college generated a portfolio of ICs diversified across categories of research and types of products. Out of the total of 155 ICs, 34.8 percent represented basic or discovery scholarship while 65.2 percent were focused on applied research or teaching and learning scholarship. 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 developed and approved a Research Mission Statement in 2013 and updated in 2021:

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 elsewhere in the Appendix.

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

Identify the qualitative and quantitative measures of quality used by the school and apply these measures to analyze and evaluate the portfolio of intellectual contributions.

Both qualitative and quantitative measures were employed to evaluate the quality of our portfolio of intellectual contributions. Given our research mission statement we focused on A) published peer reviewed journal articles, and, B) college textbooks authored by Kelce College faculty. The quality of these intellectual contributions is reflected in their use. For academic research, high quality scholarship is characterized by passing peer review, being accepted by leading journals, and then being read and used by other scholars. Using Google Scholar, we analyzed the extent to which each full-time faculty member's intellectual contributions were cited by other scholars over the accreditation cycle and over each faculty member's career. The quantitative results indicate that the research produced by the Kelce College meet the expected quality standards within academia. For instructional scholarship, we analyzed the set of universities that have adopted textbooks written by Kelce College faculty members. These qualitative results reveal that many peer and aspirational schools (including top-tier R1s) have judged these works worthy of use in their classrooms. See pages 43 through 47 in this report's narrative for details.

Part D: Impact of Intellectual Contributions

*(i) Analyze the impact of the portfolio of intellectual contributions on the theory, practice, and/or teaching of business, including qualitative and quantitative evidence.
(ii) Provide exemplars of the societal impact of the school's intellectual contributions.*

The impact of intellectual contributions cannot be separated from their quality; both the quantitative citation analysis and the qualitative adoption analysis discussed in Part C above address the impact of the Kelce College's intellectual contributions. Furthermore, it is important to note that citations are a key part of the overall academic research function. Citations show that research is not only being read, but used, by other scholars. Every researcher's work builds upon the works of those who come before – research can be thought of as a communal process and our faculty are contributing through works worthy of others' attention. With respect to the impact of our instructional scholarship through teaching, Kelce faculty are directly impacting students at each school where their textbooks are adopted. Thus, they are teaching well beyond the physical walls of our building. Again, see pages 43 through 47 for details.

In addition to the academic and instructional scholarship, our practical scholarship in the area of economic development has visible and meaningful impact on our local community. The publications produced by our Business and Economic Research Center are used by local and regional business leaders, entrepreneurs, and policymakers in our micropolitan area to make important economic decisions. Examples of these impacts and quotes from effected parties are included in the narrative of this report.

Appendix

Exhibit 3

College Strategic Plan

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.

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:

1. 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.
2. We honor and adhere to the concept of academic freedom and do not place limits or restrictions on the scope of scientific inquiry.
3. We conduct scholarship with respect for individuals, groups, and organizations by following the accepted practices of protecting the rights and privacy of human subjects.
4. We pursue financial integrity and maintain ethical standards in the conduct of our sponsored research and scholarship activities.
5. We seek to share and disseminate our scholarship through academically and professionally peer reviewed avenues including journals, books, and conferences.
6. We value the integrity and accountability of rigorous and thorough peer review and avoid disseminating our research through predatory journals and exploitative publishers.
7. 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.

Approved by the Kelce General Faculty
November 22, 2013

Revision History:

Guiding Value #6 Added – August 12, 2021

Annotated Strategic Plan with Risk Assessment
Progress on Action Items through Spring 2023
Risk Assessment* Completed – Fall 2021

Goal 1: Professionalism

The Kelce College of Business will promote a professional and collegial business culture built upon a strong ethical foundation.

Objectives:

1.1 Undertake and complete the renovation and expansion of Kelce Hall to accommodate the needs of students, faculty, staff, and external constituents.

<u>Action Items:</u>	<u>Status:</u>	<u>Risk Assessment:</u>
1. Conduct assessment of physical facility needs, including benchmarking, to determine what instructional, collaboration, academic support, public outreach, and gathering spaces are required to meet college goals.	<i>Completed & Reopened.</i> All construction documents prepared. Bidding postponed from 2020 to 2022 due to Covid. Bids exceeded budget constraint. Shift to “Plan B” began under new President Dan Shipp. “Project: Gorilla Rising” now under development.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
2. Engage alumni, employers, and all external stakeholders to secure the financial resources necessary to complete all phases of renovation and expansion of Kelce Hall - including architectural assessment and feasibility studies, construction, and equipping initiatives.	<i>Ongoing.</i> Realigned for new “Gorilla Rising” downtown location. Work is ongoing. \$6M+ in private funds raised. \$12.5M matching grant from State of Kansas Department of Commerce received in Spring 2023. Tax credits and additional pledges and partners identified.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

1.2 Deploy strategies to attract and retain highly-qualified faculty.

Action Items:

Status:

Risk Assessment:

<p>1. Conduct faculty searches following professional standards established in the respective disciplines - including advertising, screening, and interviewing.</p>	<p><i>Completed and ongoing.</i> For all tenure earning positions, advertising and interviewing at appropriate national meetings following disciplinary norms.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>
<p>2. Offer competitive salaries and compensation packages comparable with our established peer institutions.</p>	<p><i>Ongoing.</i> Current budget situation restricts opportunities to secure market-level funding for all faculty and staff positions. Limited salary adjustments for faculty were implemented campus-wide in 2022.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>
<p>3. Effectively utilize existing Faculty Fellow endowments to reward and support highly productive faculty members.</p>	<p><i>Completed.</i> Esch and Owings Faculty Fellow endowments now used to supplement KUSB Associate Dean’s and BERC Director’s salaries. Additional endowments needed to expand.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>
<p>4. Increase the number of endowments targeted for faculty support, including fellowships, professor-ships, and chairs.</p>	<p><i>In progress.</i> Faculty endowments included in last capital campaign. No significant contributions received to-date.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>

1.3 Create and implement incentives to reward and elevate excellence in teaching, scholarship, service and outreach.

<u>Action Items:</u>	<u>Status:</u>	<u>Risk Assessment:</u>
1. Develop and implement new promotion and tenure guidelines that define and promote academic excellence and quality at all ranks.	<i>Completed.</i> New college-wide promotion and tenure policy document approved by faculty in May 2019.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
2. Establish targets for the attainment of high-quality scholastic activity that enhance the recognition and reputation of the college.	<i>Planning stage.</i> See Action Item 2.5.1.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
3. Evolve the Youngman Summer Research Grant program into a Youngman Scholars program that rewards maintenance of academic qualifications and annual scholarly productivity.	<i>Completed.</i> Policy rewritten to reward faculty for maintaining their AACSB targeted qualification based on their position.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

1.4 Support professional development and training opportunities for faculty, University Support Staff, Graduate Assistants, and student workers.

<u>Action Items:</u>	<u>Status:</u>	<u>Risk Assessment:</u>
1. Provide funds from college endowment earnings to support professional development activities for all college personnel.	<i>Completed.</i> Kelce Endowment used by the dean to annually support faculty travel. Made available to staff on an as needed basis.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
2. Explore collaborative opportunities with other campus units and regional peer institutions to produce development and research seminars.	<i>In Progress.</i> Initial discussions held with MSSU to develop a joint research seminar program. Initiative suspended due departure of MSSU dean.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

<p>3. Develop and promote an active college-wide professional development series of workshops and research colloquiums.</p>	<p><i>Ongoing.</i> Professional Development Committee offers workshops six times per year. Research colloquiums integrated into the series on an annual basis.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>
<p>4. Increase the number of faculty members holding nationally recognized professional certifications in their respective disciplines.</p>	<p><i>Ongoing.</i> Recent internal policy approved to financially support professional licenses and certifications in applied disciplines.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>

1.5 Develop a culture to ensure that faculty members adhere to the University’s mission, core values, policies, and contract obligations.

Action Items:

Status:

Risk Assessment:

<p>1. Review and revise as necessary the Kelce College Code of Ethics.</p>	<p><i>Completed.</i> Faculty task force reviewed and updated Code in 2018. Faculty members now sign Code of Ethics annually.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>
<p>2. Empanel a faculty and student task force to develop and implement a Kelce Student Academic Honesty and Integrity Policy.</p>	<p><i>Completed.</i> Student Leadership Council undertook project in 2020-2021. KCOB Student Oath endorsed by faculty in May 2021. Oath posted in each classroom in Fall 2022.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>

Goal 2: Relevance

The Kelce College of Business will ensure its academic programs, faculty engagement activities, and outreach initiatives satisfy the current and foreseeable needs of its constituents.

Objectives:

2.1 Align all undergraduate and graduate programs with workforce expectations and regional employment trends.

<u>Action Items:</u>	<u>Status:</u>	<u>Risk Assessment:</u>
1. Implement a survey strategy of stakeholders (e.g., alumni, employers, and potential employers) to determine the relevance of our curriculum for workplace success.	<i>Ongoing.</i> Surveys conducted on a rotating basis. Updated as needed. Recently migrated from paper-based to an electronic format using <i>Qualtrics</i> software system. Revisiting processes after Covid.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
2. Systematically analyze regional employment data and conduct benchmarking of curricular offerings with peer schools.	<i>Ongoing.</i> Benchmarking of peer and aspirant school's curriculums used to inform recent curriculum revisions.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
3. Develop a Young Alumni Advisory Board to provide feedback on curricular offerings, insight into current labor market trends, and mentoring opportunities to current students.	<i>In progress.</i> Several meetings held with young alumni groups – interest shown but no traction to date. Working with KBOA to move forward.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
4. Address through curricular change the documented need to improve student skills in business communications, both written and oral.	<i>Completed.</i> New course "Business Professionalism" developed and approved. First offering Fall 2018. Required for all BBA degrees starting in 2020.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

5. Develop a broad-based and flexible interdisciplinary undergraduate degree program for students with small business and entrepreneurial career aspirations.	<i>Completed.</i> Faculty approved development of an “generalist” BBA degree in 2021. Stackable Business Studies major approved by KBOR with first offering in Fall 2022.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
6. Review and update the curriculum of each existing degree program based on results from surveys, market analyses, and benchmarking of our peer schools.	<i>Ongoing.</i> Revisions to admission standards, Kelce Core and individual majors legislated and approved. Most degree changes in place starting Fall 2018. New certificates added; Insurance in 2018 and Professional Sales in 2020.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

2.2 Provide support for the attainment of excellence in the classroom.

Action Items:

Status:

Risk Assessment:

1. Pursue and establish a college-level differential tuition model that provides the resource base to consistently deliver academic programs of excellence.	<i>Planning stage.</i> In discussions to prepare proposal for college-level student fee or differential tuition – timing issues due to COVID derailed progress.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
2. Establish target levels of instructional staffing by faculty qualification categories as prescribed by AACSB Standards.	<i>Completed.</i> Targets for SA, PA, SP, IP and Other qualification categories approved by faculty vote in 2016. Reaffirmed for new AACSB standards adopted in 2020.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
3. Enhance monetary support for faculty attending pedagogical conferences to achieve teaching excellence.	<i>Ongoing.</i> Targeted faculty sent to teaching conferences and financially supported by dean’s office.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

4. Increase faculty participation in seminars provided by the Center for Teaching, Learning and Technology.	<i>Ongoing.</i> Invitations and reminders routinely distributed for CTLT events. Encourage participation in e-Learning Academy. 100% faculty participation in COVID transition workshops in 2020-2021.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
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2.3 Expand the college’s outreach activities through the development of centers and institutes that support our mission.

<u>Action Items:</u>	<u>Status:</u>	<u>Risk Assessment:</u>
1. Expand working relationships with the university’s Center for Innovation and Business Development and the Small Business Development Center.	<i>Ongoing.</i> Several sections of Business Strategy provided consulting services for SBDC clients. College began hosting SBDC state-wide Marketing Office in 2019.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
2. Evolve current economic development activities (e.g., <i>The Pittsburg Micropolitan Area Economic Report</i> and the Economic Outlook Conference) into a formal Economic Development and Business Engagement Center.	<i>Completed.</i> Approval received in 2018 from KBOR for the establishment of the Business and Economic Research Center (BERC). Center is fully operational. Satellite office opened in Block 22 in 2023.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
3. Develop a Center for Internal Auditing, Fraud Examination and Computer Security to provide outreach and engagement services in these areas of existing expertise.	<i>No action to-date.</i> Multiple turnovers with lead instructor. Currently credentialing tenured faculty member to assume role.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
4. Pursue and achieve designation as a National Center of Academic Excellence in Information Assurance/Cyber Defense.	<i>No action to-date.</i> Loss of faculty expertise due to retirements.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

5. Partner with the College of Education to reinvigorate the Center for Economic Education.	<i>In progress.</i> Preliminary talks taken with College of Education dean. Seeking resources.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
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2.4 Create incentives to support faculty outreach and engagement with the regional business community.

<u>Action Items:</u>	<u>Status:</u>	<u>Risk Assessment:</u>
1. Develop workload policies to provide course release or extra duty compensation for significant and on-going regional outreach and engagement.	<i>No action to-date.</i> Currently handled on an ad hoc case-by-case basis.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
2. Ensure that professional engagement activities are a central component of the annual faculty appraisal review process.	<i>In progress.</i> Faculty encouraged to set an engagement goal during annual review. May require revision to union contract to formalize.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

2.5 Create incentives to elevate the level and quality of faculty scholarship and engagement at the regional, national, and international levels.

<u>Action Items:</u>	<u>Status:</u>	<u>Risk Assessment:</u>
1. Establish lists of target journals, professional associations, and conferences for each disciplinary area that will enhance the recognition and reputation of the college.	<i>Planning Stage.</i> Preliminary discussions held by KLT. Purchase of Cabell's <i>Journalytics</i> and <i>Predatory Reports</i> in 2021.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
2. Increase the number of faculty members holding leadership roles with targeted journals, professional associations, and academic organizations.	<i>On-going.</i> No formal incentives identified yet. Encouragement and support always present by KLT.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

3. Through the Youngman Scholars Program (see 1.3.3 above), develop and institute financial incentives to publish in targeted journals and present at targeted conferences.	<i>No action to-date.</i> Preliminary discussions held by KLT.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
4. Tie the new promotion and tenure procedures (see 1.3.1 above), annual faculty performance appraisal reviews, and AACSB faculty qualification standards to the targeted lists of journals, associations, and conferences.	<i>No action to-date.</i> Due to reorganization, “departmental” deleted from plan. Will be replaced with “college” where appropriate.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

Goal 3: Growth

The Kelce College of Business will expand its resource base through strategic enrollment initiatives, development activities, and marketing campaigns.

Objectives:

3.1 Determine the College’s capacity to deliver programs within our current and future constraints.

Action Items:

Status:

Risk Assessment:

1. Analyze the historic and prospective availability of staffing, budget, and physical resources relative to the demand for college programs.	<i>Ongoing.</i> Included as part of decision-making for recent budget reductions. Additional work needed.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
2. Strategically manage course enrollment levels and class sizes to maximize resource efficiency.	<i>Ongoing.</i> Responsibility after reorganization assigned to Associate Deans and Program Coordinators.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
3. Conduct a feasibility analysis of reorganizing departments to capture economies of scale and scope, and to better equalize administrative oversight.	<i>Completed.</i> Administrative reorganization completed and approved by KBOR at end of Spring 2018. New structure in place beginning Fall 2018.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

3.2 Undertake market analyses to determine growth potential for existing and new programs.

Action Items:

Status:

Risk Assessment:

<p>1. Utilize surveys detailed in 2.1.1 above to identify target areas for development and expansion of curricular offerings.</p>	<p><i>Completed.</i> Data informed development of the Online Professional MBA, MPAcc, and the BBA in Business Studies. PMBA generating significant new discretionary income for the college.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>
<p>2. Explore cooperative degree and certificate programs with other units on campus.</p>	<p><i>Ongoing.</i> New MBA emphases in Human Resources and Health Care Administration are examples with College of Technology and School of Nursing respectively.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>

3.3 Implement recruitment activities to optimize enrollments relative to capacity.

Action Items:

Status:

Risk Assessment:

<p>1. Increase faculty participation in activities undertaken by the Office of Admissions (high school visits, college fairs, Pitt CARES, Rumble in the Jungle, etc.) to recruit students to the college.</p>	<p><i>Ongoing.</i> Coordination of college recruitment and retention programs to be coordinated by new Director of Student Relations and Engagement. Work needed to enhance campus visit experiences.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>
<p>2. Institute an effective replacement for the Opportunities in Business Day.</p>	<p><i>Ongoing.</i> Working with local FBLA high school chapters to host events. Producing Women@Work events for local high school students.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>

3. Establish and maintain a Kelce College presence at local college fairs and graduate school fairs.	<i>Ongoing.</i> Representatives sent to statewide fairs (e.g. FBLA) in Kansas and Missouri. New Center for Student Engagement and Support personnel will assist.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
4. Explore the creation of a Kelce Ambassador program to undertake recruitment activities.	<i>In Progress.</i> Initial discussions held with Student Leadership Council but derailed by COVID interruption. Need to restart process.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

3.4 Undertake strategic fundraising activities to support planned growth and expansion of physical facilities and endowments.

Action Items:

Status:

Risk Assessment:

1. Establish priorities and goals for the current capital campaign.	<i>Completed.</i> Kelce building project is the university's and the college's #1 priority.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
2. Maintain and enrich relationships with key alumni and friends of the college.	<i>Ongoing.</i> Many trips to visit alumni and presentations to civic and community groups by dean and others.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
3. Conduct a fundraising initiative with the college's international alumni.	<i>In progress.</i> Preliminary discussions with alumni and advancement offices have been undertaken. Hosted Gorilla Gathering in Seoul South Korea, Spring 2019. More work is needed to determine long-term strategy.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

3.5 Enhance marketing activities to promote and improve the image and professional reputation of the Kelce College brand.

<u>Action Items:</u>	<u>Status:</u>	<u>Risk Assessment:</u>
1. Explore viability of hiring a part-time staff member to oversee external relation initiatives.	<i>Revised and completed.</i> Reorganizations resulted in external relations assigned to Associate Dean of the Undergraduate School of Business.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
2. Reinstitute the “Kelce Connections” semi-annual newsletter to alumni and friends.	<i>Ongoing.</i> First issue was published in 2016 and continuing to-date.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
3. Further develop and expand the college’s social media presence.	<i>Ongoing.</i> Responsibility of the KUSB Associate Dean . Work delegated to GAs and coordinating with University Marketing and Communications.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
4. Increase faculty participation in providing college stories to University Relations for inclusion in media releases.	<i>Ongoing.</i> KLT routinely sends story ideas to University Marketing and Communications.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High
5. Increase college faculty participation in, and contribution to, major university initiatives and committees.	<i>Ongoing.</i> KLT worked with faculty senate and President’s Office to ensure proper representation for college after administrative restructuring and reorganization. Dean’s Office now maintaining annual list of all faculty university-wide service assignments.	Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High

<p>6. Diversify college career fairs to include employers seeking recruits from a broader array of business majors.</p>	<p><i>In progress.</i> College’s “Meet the Firms” event now open to Finance and Business Economic majors. COVID challenges constrained further expansion of fairs in 2020-2022.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>
<p>7. Maintain and expand outreach efforts to current students (e.g., fall and spring hotdog picnics) to cultivate a stronger affinity and allegiance to the Kelce College.</p>	<p><i>Ongoing.</i> Examples - Fall and Spring picnics have become a college tradition with large turn-outs. Experimented with receptions for employers during Career Expos. Recreational bowling mixers for MBAs and faculty held annually.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>
<p>8. Increase participation of Kelce student teams in regional and national competitions and conferences.</p>	<p><i>Ongoing.</i> The number of teams has increased annually – some with great success. Teams have participated in the National Community Bank Case Study Competition, Enactus Nationals, CFA Research Institute Challenge, KC Federal Reserve Bank Code-a-thon, Phi Beta Lambda State and National Competitions, Kansas State Entrepreneurship Challenge, Campus CEO Pitch Competition, and the Shocker New Venture Competition.</p>	<p>Risk Category: Op. Fin. Rep. Risk Level: Low Med. High Reward Level: Low Med. High</p>

***Categories of Risk:**

Operational. Risks associated with potential impairment or interruptions to the normal functions and delivery of college services to students and/or internal and external constituents.

Financial. Risks linked with actions that may significantly damage the short-term financial situation and/or long-term fiscal stability of the college.

Reputational. Risks that carry the potential to erode the public’s perception of the college as a provider of high-quality business education and community service.

Appendix

Exhibit 4

Risk Mitigation Plan

Kelce College of Business Risk Mitigation

Overview:

For each action item in the college's strategic plan, the nature and level of risk was determined. The primary parties responsible for the action item and associated risk were also identified. These and the plan to minimize and mitigate the risk for each action item are provided below for the following categories of risk:

Operational. Risks associated with potential impairment or interruptions to the normal functions and delivery of college services to students and/or internal and external constituents.

Financial. Risks linked with actions that may significantly damage the short-term financial situation and/or long-term fiscal stability of the college.

Reputational. Risks that carry the potential to erode the public's perception of the college as a provider of high-quality business education and community service.

Goal 1: Professionalism

Objective 1.1: Undertake and complete the renovation and expansion of Kelce Hall to accommodate the needs of students, faculty, staff, and external constituents.

Action item 1.1.1: Conduct assessment of physical facility needs, including benchmarking, to determine what instructional, collaboration, academic support, public outreach, and gathering spaces are required to meet college goals.

Risk assessment: Reputational – Low

Responsible parties: KLT & ad hoc Building Committee

Plan: Execute action item; monitor progress and update as needed

Action item 1.1.2: Engage alumni, employers, and all external stakeholders to secure the financial resources necessary to complete all phases of renovation and expansion of Kelce Hall - including architectural assessment and feasibility studies, construction, and equipping initiatives.

Risk assessment: Reputational – High

Responsible parties: Dean & College Development Director with support of all faculty and staff

Plan: Execute action item; monitor progress and take remedial steps as necessary

Objective 1.2: Deploy strategies to attract and retain highly-qualified faculty.

Action item 1.2.1: Conduct faculty searches following professional standards established in the respective disciplines - including advertising, screening, and interviewing.

Risk assessment: Operational – Medium

Responsible parties: Associate Deans and Faculty Chair

Plan: For each search, ensure all HRS policies are met; remediate any deviations from plan

Action item 1.2.2: Offer competitive salaries and compensation packages comparable with our established peer institutions.

Risk assessment: Financial – Medium

Responsible parties: Dean

Plan: Ensure proper management of faculty lines; monitor college salary structure annually; work with central administration to expand resource base; adjust advocacy in light of budget realities

Action item 1.2.3: Effectively utilize existing Faculty Fellow endowments to reward and support highly productive faculty members.

Risk assessment: Operational – Low

Responsible parties: Dean

Plan: Effectively manage and deploy college endowments to ensure efficient use of funds; monitor annually and adjust spending to meet current needs

Action item 1.2.4: Increase the number of endowments targeted for faculty support, including fellowships, professorships, and chairs.

Risk assessment: Reputational – Low

Responsible parties: Dean and College Development Director

Plan: Work with Pitt State Foundation to secure additional endowments in support of faculty; continue advocacy for establishment of faculty endowments across campus; monitor and adjust efforts based on progress

Objective 1.3: Create and implement incentives to reward and elevate excellence in teaching, scholarship, service and outreach.

Action item 1.3.1: Develop and implement new departmental promotion and tenure guidelines that define and promote academic excellence and quality at all ranks.

Risk assessment: Operational – Medium

Responsible parties: Development: all college tenure-earning faculty; Implementation: P&T Committee, Faculty Chair, and Dean

Plan: Ensure new P&T policy is followed annually and in accordance with Faculty Contract; remediate issues following established grievance policies

Action item 1.3.2: Establish targets for the attainment of high-quality scholastic activity that enhance the recognition and reputation of the college.

Risk assessment: Operational - High

Responsible parties: KLT & KLC

Plan: Develop policy and implement incentives for faculty; remediate instances of deviation from accepted academic standards following established university policies

Action item 1.3.3: Evolve the Youngman Summer Research Grant program into a Youngman Scholars program that rewards maintenance of academic qualifications and annual scholarly productivity.

Risk assessment: Operational - Medium

Responsible parties: KLT

Plan: Implement plan annually; ensure all funds expended following established procedures; remediate any deviations in spending according to established Foundation and business office policies

Objective 1.4: Support professional development and training opportunities for faculty, University Support Staff, Graduate Assistants, and student workers.

Action item 1.4.1: Provide funds from college and departmental endowment earnings to support professional development activities for all college personnel.

Risk assessment: Operational - Low

Responsible parties: Dean

Plan: Ensure all endowment earnings are spent in accordance with gift agreements; ensure all Foundation and business office policies are met; remediate any deviations accordingly

Action item 1.4.2: Explore collaborative opportunities with other campus units and regional peer institutions to produce development and research seminars.

Risk assessment: Reputational - Low

Responsible parties: Faculty Development Committee and KLT

Plan: Establish relationships and develop collaborative plans; implement plans; take appropriate PR efforts to publicize

Action item 1.4.3: Develop and promote an active college-wide professional development series of workshops and research colloquiums.

Risk assessment: Operational – Low

Responsible parties: Faculty Development Committee

Plan: Organize and host research presentations each semester; undertake recruitment to ensure widespread participation of faculty across all college disciplines

Action item 1.4.4: Increase the number of faculty members holding nationally recognized professional certifications in their respective disciplines.

Risk assessment: Reputational – Low

Responsible parties: KLT & KLC

Plan: Create incentives and financial support efforts to secure certifications; deploy college funds appropriately; ensure equity in distribution of support across all college disciplines

Objective 1.5: Develop a culture to ensure that faculty members adhere to the University's mission, core values, policies, and contract obligations.

Action item 1.5.1: Review and revise as necessary the Kelce College Code of Ethics.

Risk assessment: Reputational – Low

Responsible parties: Review: ad hoc Ethics Review Committee Implementation: KLT

Plan: Distribute revised ethics statements and post in public space; ensure adherence to policy and follow established university guidelines to remedy behavioral deviations from the code

Action item 1.5.2: Empanel a faculty and student task force to develop and implement a Kelce Student Academic Honesty and Integrity Policy.

Risk assessment: Reputational – Low

Responsible parties: KLT and Kelce Student Leadership Council

Plan: Distributed and posted new student honesty oath in all classrooms; asked faculty to incorporate into course syllabi; going forward, remediate violations of oath following university's academic honesty policies

Goal 2: Relevance

Objective 2.1: Align all undergraduate and graduate programs with workforce expectations and regional employment trends.

Action item 2.1.1: Implement a survey strategy of stakeholders (e.g., alumni, employers, and potential employers) to determine the relevance of our curriculum for workplace success.

Risk assessment: Operational – High

Responsible parties: KLT

Plan: Develop survey instruments and appropriate schedule; implement according to schedule; analyze results and take appropriate steps in accordance with results

Action item 2.1.2: Systematically analyze regional employment data and conduct benchmarking of curricular offerings with peer schools.

Risk assessment: Operational – High

Responsible parties: KLT, KLC

Plan: Develop an ad hoc task force and monitor on regular basis; based on results, make appropriate recommendations to curriculum committees

Action item 2.1.3: Develop a Young Alumni Advisory Board to provide feedback on curricular offerings, insight into current labor market trends, and mentoring opportunities to current students.

Risk assessment: Operational - Low

Responsible parties: KLT and KBOA

Plan: Identify and invite appropriate young alumni to form new group; work to establish bylaws; hold regular meetings; establish productive interactions with students; monitor progress

Action item 2.1.4: Address through curricular change the documented need to improve student skills in business communications, both written and oral.

Risk assessment: Operational - Medium

Responsible parties: Curriculum committees and all faculty

Plan: Business Professionalism course introduced and integrated into Kelce Core Curriculum; ensure proper staffing and adequate offerings to meet needs; monitor and assess student outcomes and revise content as needed

Action plan 2.1.5: Develop a broad-based and flexible interdisciplinary undergraduate degree program for students with small business and entrepreneurial career aspirations.

Risk assessment: Operational – Medium

Responsible parties: Curriculum committees and all faculty

Plan: BBA in Business Studies approved; expand minor and certificate opportunities for additional “stacking” options; monitor and assess student demand and outcomes; revise curriculum as needed

Action plan 2.1.6: Review and update the curriculum of each existing degree program based on results from surveys, market analyses, and benchmarking of our peer schools.

Risk assessment: Operational - Medium

Responsible parties: Curriculum committees and all faculty

Plan: Monitor student demand across all programs; assess student outcomes through AOL process and revise curriculum offerings as needed

Objective 2.2: Provide support for the attainment of excellence in the classroom.

Action item 2.2.1: Pursue and establish a college-level differential tuition model that provides the resource base to consistently deliver academic programs of excellence.

Risk assessment: Financial – High

Responsible parties: KLT

Plan: Work with university CFO to determine feasibility of differential tuition model; follow established tuition-setting policies to make recommendation

Action item 2.2.2: Establish target levels of instructional staffing by faculty qualification categories as prescribed by AACSB Standards.

Risk assessment: Operational – High

Responsible parties: KLT

Plan: Monitor and analyze current deployment of qualified faculty; evaluate results relative to AACSB established targets; set college targets appropriate to our mission and market

Action item 2.2.3: Enhance monetary support for faculty attending pedagogical conferences to achieve teaching excellence.

Risk assessment: Financial – Low

Responsible parties: Dean and Faculty Chair

Plan: Ensure that Dean's Office and university-distributed OST funds are made available for pedagogical conferences for all faculty; reallocate funds to remedy any deviations from policy

Action item 2.2.4: Increase faculty participation in seminars provided by the Center for Teaching, Learning and Technology.

Risk assessment: Operational - Low

Responsible parties: KLT

Plan: Actively encourage and incentivize participation in CTLT events; KLT encouraged to role model participation; monitor faculty participation rate

Objective 2.3: Expand the college's outreach activities through the development of centers and institutes that support our mission.

Action item 2.3.1: Expand working relationships with the university's Center for Innovation and Business Development and the Small Business Development Center.

Risk assessment: Operational - Low

Responsible parties: KLT and selected faculty members

Plan: Strengthen personal relationships and integrate SBDC projects into select courses, including capstone classes; publicize partnership and client outcomes; incentivize faculty to engage with centers

Action item 2.3.2: Evolve current economic development activities (e.g., *The Pittsburg Micropolitan Area Economic Report* and the Economic Outlook Conference) into a formal Economic Development and Business Engagement Center.

Risk assessment: Operational – Medium

Responsible parties: KLT and selected economics faculty members

Plan: Business and Economic Research Center (BERC) established; funding secured from City of Pittsburg; monitor and evaluate outcomes; seek long-term funding; work to establish and maintain a strong positive public relations presence in community and region

Action item 2.3.3: Develop a Center for Internal Auditing, Fraud Examination and Computer Security to provide outreach and engagement services in these areas of existing expertise.

Risk assessment: Operational – Low

Responsible parties: KLT and selected accounting faculty members

Plan: Secure resources; monitor progress; work toward developing formal proposal for KBOR consideration

Action items 2.3.4: Pursue and achieve designation as a National Center of Academic Excellence in Information Assurance/Cyber Defense.

Risk assessment: Reputational – Low

Responsible parties: KLT and selected CIS faculty members

Plan: Postponed due to loss of faculty expertise through retirements

Action item 2.3.5: Partner with the College of Education to reinvigorate the Center for Economic Education.

Risk assessment: Operational – Low

Responsible parties: Dean and select economics faculty members

Plan: Develop plan in coordination with COE dean; reestablish a degree track for secondary school business teachers; seek funding and board approval

Objective 2.4: Create incentives to support faculty outreach and engagement with the regional business community.

Action item 2.4.1: Develop workload policies to provide course release or extra duty compensation for significant and on-going regional outreach and engagement.

Risk assessment: Operational – Medium

Responsible parties: KLT and KLC

Plan: Benchmark possible policy options with peer schools; develop plan that ensures equity to faculty access with respect to teaching load choices; ensure that course offerings and schedules are not negatively impacted; monitor and adjust policy relative to outcomes achieved

Action item 2.4.2: Ensure that professional engagement activities are a central component of the annual faculty appraisal review process.

Risk assessment: Operational - Medium

Responsible parties: Faculty Chair

Plan: Ensure that an engagement activity is included as one of each faculty member's annual goals; evaluate and assess activity relative to goal each year; communicate expectations with each faculty member and reward accordingly

Objective 2.5: Create incentives to elevate the level and quality of faculty scholarship and engagement at the regional, national, and international levels.

Action item 2.5.1: Establish lists of target journals, professional associations, and conferences for each disciplinary area that will enhance the recognition and reputation of the college.

Risk assessment: Reputational – Medium

Responsible parties: KLT

Plan: Benchmark possible policy options with peer schools; develop a plan that provides appropriate incentives within our budget constraints; monitor outcomes and adjust policy accordingly

Action item 2.5.2: Increase the number of faculty members holding leadership roles with targeted journals, professional associations, and academic organizations.

Risk assessment: Reputational – Low

Responsible parties: KLT

Plan: Provide incentives and encouragement; monitor progress and reward high achievers

Action item 2.5.3: Through the Youngman Scholars Program (see 1.3.3 above), develop and institute financial incentives to publish in targeted journals and present at targeted conferences.

Risk assessment: Operational – Medium

Responsible parties: Dean

Plan: Benchmark possible policy options with peer schools; develop and implement plan; adjust according to observed outcomes

Action item 2.5.4: Tie the new departmental promotion and tenure procedures (see 1.3.1 above), annual faculty performance appraisal reviews, and AACSB faculty qualification standards to the targeted lists of journals, associations, and conferences.

Risk assessment: Operational – Medium

Responsible parties: KLT

Plan: Benchmark possible policy options with peer schools; develop and implement plan; adjust according to observed outcomes

Goal 3: Growth

Objective 3.1: Determine the College's capacity to deliver programs within our current and future constraints.

Action item 3.1.1: Analyze the historic and prospective availability of staffing, budget, and physical resources relative to the demand for college programs.

Risk assessment: Financial – High

Responsible parties: KLT

Plan: Effectively manage all human and physical resources within the college's control; monitor expenditures relative to return on investment; utilize discretionary funds to expand service capacity to students and other constituents; monitor risks and maintain an adequate budgetary reserve; annually evaluate level of college reserves

Action item 3.1.2: Strategically manage course enrollment levels and class sizes to maximize resource efficiency.

Risk assessment: Operational – High

Responsible parties: Faculty Chair and Associate Deans

Plan: Monitor and evaluate credit hour generation each semester; build course schedules to maximize utilization of available faculty resources and classroom spaces; adjust according to evolving demand for programs

Action item 3.1.3: Conduct a feasibility analysis of reorganizing departments to capture economies of scale and scope, and to better equalize administrative oversight.

Risk assessment: Operational – High

Responsible parties: KLT

Plan: Completed and implemented; monitor effectiveness of new administrative structure and adjust/respond to evolution of the overall university structure and policies

Objective 3.2: Undertake market analyses to determine growth potential for existing and new programs.

Action item 3.2.1: Utilize surveys detailed in 2.1.1 above to identify target areas for development and expansion of curricular offerings.

Risk assessment: Operational – Low

Responsible parties: KLT and Curriculum Committees

Plan: Evaluate results from market analyses relative to current curricular offerings to identify potential areas of expansion; evaluate potential risk of failure and develop plans accordingly; where warranted, seek approval for new offerings following established policies

Action item 3.2.2: Explore cooperative degree and certificate programs with other units on campus.

Risk assessment: Operational – Medium

Responsible parties: Associate Deans and Faculty Chair

Plan: Identify areas of potential mutual benefit; build relationships and explore options; evaluate risks of partnerships and plan accordingly; follow established policies to implement curricular changes

Objective 3.3: Implement recruitment activities to optimize enrollments relative to capacity.

Action item 3.3.1: Increase faculty participation in activities undertaken by the Office of Admissions (high school visits, college fairs, Pitt CARES, Rumble in the Jungle, etc.) to recruit students to the college.

Risk assessment: Operational – Medium

Responsible parties: Associate Deans, Faculty Chair, Director of Student Engagement and Support, Coordinator for Internships and Career Readiness

Plan: Encourage and incentivize participation; invest in marketing materials for the college and each degree program; monitor yields and adjust strategy accordingly

Action item 3.3.2: Institute an effective replacement for the Opportunities in Business Day.

Risk assessment: Operational – Low

Responsible parties: Director of Student Engagement and Support, Coordinator for Internships and Career Readiness, and Student Recruitment and Retention Committee

Plan: Benchmark against peer and competitive business schools; build personal relationships with local high school personnel; develop and prototype alternative program approaches; implement and monitor success; adjust according to results

Action item 3.3.3: Establish and maintain a Kelce College presence at local college fairs and graduate school fairs.

Risk assessment: Operational - Low

Responsible parties: Director of Student Relations and Engagement, Coordinator for Internships and Career Readiness, and Student Recruitment and Retention Committee

Plan: execute action item and monitor potential risks annually

Action item 3.3.4: Explore the creation of a Kelce Ambassador program to undertake recruitment activities.

Risk assessment: Operational – Low

Responsible parties: Director of Student Relations and Engagement, Coordinator for Internships and Career Readiness, and Student Recruitment and Retention Committee

Plan: Benchmark against peer and competitive business schools; evaluate benefits vs. costs; make recommendation and implement if warranted; monitor and assess effectiveness

Objective 3.4: Undertake strategic fundraising activities to support planned growth and expansion of physical facilities and endowments.

Action item 3.4.1: Establish priorities and goals for the current capital campaign.

Risk assessment: Financial - High

Responsible parties: All faculty

Plan: Capital campaign completed; building fund target not met

Action item 3.4.2: Maintain and enrich relationships with key alumni and friends of the college.

Risk assessment: Financial – High

Responsible parties: KLT and College Development Director

Plan: Continue participation in alumni and public events; continue investments in public relations and media opportunities; maintain active personal visitation schedule; actively work to identify and visit potential new donors to the college; annually monitor progress and adjust attention to maximize long-term returns

Action item 3.4.3: Conduct a fundraising initiative with the college’s international alumni.

Risk assessment: Financial – Low

Responsible parties: All faculty

Plan: Encourage faculty visiting or teaching abroad to hold college-level Gorilla Gathering events for alumni; work with alumni office to identify specific international alums to visit; devise communication process for staying in touch with international alums; attempt a direct marketing campaign

Objective 3.5: Enhance marketing activities to promote and improve the image and professional reputation of the Kelce College brand.

Action item 3.5.1: Explore viability of hiring a part-time staff member to oversee external relation initiatives.

Risk assessment: Operational – Medium

Responsible parties: Associate Dean for the Undergraduate School of Business

Plan: Reorganization placed these responsibilities with the Associate Dean for the Undergraduate School of Business

Action item 3.5.2: Reinststitute the “Kelce Connections” semi-annual newsletter to alumni and friends.

Risk assessment: Reputational – Low

Responsible parties: Associate Dean for the Undergraduate School of Business

Plan: Ongoing; currently revisiting operational mechanics of producing and distributing our newsletter

Action item 3.5.3: Further develop and expand the college’s social media presence.

Risk assessment: Reputational – High

Responsible parties: Associate Dean for the Undergraduate School of Business

Plan: Social media presence managed by graduate assistants and student employees overseen by the associate dean; potential risks of postings constantly monitored and evaluated; remedial actions taken when necessary

Action item 3.5.4: Increase faculty participation in providing college stories to University Relations for inclusion in media releases.

Risk assessment: Reputational – Low

Responsible parties: All

Plan: Reminders to submit news regularly given at faculty meetings and included in emails;

Action item 3.5.5: Increase college faculty participation in, and contribution to, major university initiatives and committees.

Risk assessment: Reputational – Medium

Responsible parties: Dean and Faculty Chair

Plan: Encourage and incentivize, where possible, participation in events at the university level; ensure that university-level committee assignments are appropriate to each faculty member's interests and expertise; reward faculty for positive contributions; assess and monitor risks of "poor fits" with respect to committee assignments and make changes whenever necessary

Action item 3.5.6: Diversify college career fairs to include employers seeking recruits from a broader array of business majors.

Risk assessment: Operational – Low

Responsible parties: Director of Student Relations and Engagement and Coordinator for Internships and Career Readiness

Plan: Monitor employer participation at college career events; work with Career Services office to ensure a broad array of industries and professions; encourage and incentivize student participation; conduct post-surveys of participating employers to better understand their needs and expectations

Action item 3.5.7: Maintain and expand outreach efforts to current students (e.g., fall and spring hotdog picnics) to cultivate a stronger affinity and allegiance to the Kelce College.

Risk assessment: Reputational – Low

Responsible parties: Associate Dean for the Undergraduate School of Business and Director of Student Relations and Engagement

Plan: Strengthen outreach and support efforts; provide adequate funding to provide engagement activities with value; invest in promotional items for students; continually assess and monitor risk of student events throughout planning and implementation

Action item 3.5.8: Increase participation of Kelce student teams in regional and national competitions and conferences.

Risk assessment: Reputational – Medium

Responsible parties: All faculty advisors to student organizations

Plan: Encourage and incentivize participation; support travel with dedicated funding; support student fundraising activities; publicize team successes; monitor risks of travel and take appropriate steps when necessary

Appendix

Exhibit 5

Assurance of Learning Reports 2018-2023

5.A: Undergraduate AOL Report

5.B: Graduate AOL Report



Undergraduate AOL Report

AACSB Accreditation Cycle
Academic Years 2018-2023

I. Undergraduate Assurance of Learning Process

A. Introduction

During the Fall 2018-Spring 2023 AACSB Accreditation cycle, the Undergraduate Kelce Assurance of Learning (AOL) process underwent a complete reevaluation and overhaul. The goal of the AOL committee was to build an entirely new assurance of learning program, establish measurable learning competencies, and develop substantive assessments to evaluate and improve the effectiveness of the Kelce College of Business (KCOB) teaching methods to ensure that student learning goals and competencies consistent with the mission statement are achieved.

1. Mission Statement

The overhaul process started with a review of the mission statement to consider what learning competencies students should expect to have by the time of graduation. The mission statement of the Kelce College of Business:

“The Kelce College of Business prepares future business professionals with a student-focused environment by empowering students from diverse backgrounds to succeed within the global business community.”

Given that the assurance of learning is a faculty driven process, the committee, made of a representative cross-section of faculty disciplines, considered how this mission statement impacted learning competencies and how the committee could best ensure that students graduating from the KCOB can become “future business professionals” as well as “successful within the global business community.” While many competencies are important for success, the Kelce faculty determined the most important areas to ensure the goals of KCOB are Critical Thinking, Information Technology, Teamwork, and Communication.

2. Curriculum Map

Important to evaluating the effectiveness and pinpointing the existence of any deficiencies within the Kelce curriculum is a thorough review of learning competencies taught within the curriculum. The committee conducted its review of the curriculum by building a curriculum matrix showing what competencies are taught in which Kelce courses and at what depth. This map was created based on the responses to faculty

surveys. Each faculty member completed a single survey questionnaire for each course taught within KCOB over a two-year period. The results were mapped and reviewed by the committee. The survey form and the full curriculum map are attached as Appendix A.

After completion, the committee reviewed this curriculum map to determine where the selected learning competencies were taught within the curriculum and to identify courses appropriate for assessing these competencies. An abbreviated course matrix identifying which courses in the Kelce Core teach one of the four stated learning goals, as well as a map of courses identified for assessment, is provided below. (Kelce Core courses are taken by all business students regardless of major.)

		Kelce Core													
		ACCTG 201	ACCTG 202	CS-420	FIN 326	MGT 101	MGT 210	MGT 310	MGT 320	MGT 330	MGT 420	MGT 430	MGT 690	MKTG 330	ECON 300# Elective
Learning Goals	Communication		□	◇	◇			●					□	□	
	Teamwork	□	□	□		◇	◇	□	□				□	◇	
	Information Technology	◇	●	●		□	◇	●			□		◇	◇	
	Critical/Analytical Thinking	□	●	□	□	□	◇	●	□		□	◇	□	◇	

Briefly Covered
 Covered with Emphasis
 Listed as a Course Objective
 Assessed

3. Direct Measures

a. Measurable Learning Competencies

Based upon the four learning goals, the committee established learning competencies to use for assessment within each area. The following learning competencies were established:

5. **Critical Thinking:** Students will be able to apply theories and methods to solve problems within their respective disciplines.
6. **Information Technology:** Graduates will be able to use current technologies to explore, analyze, and solve business problems.
7. **Teamwork:** Students will be able to work collaboratively to produce professional deliverables.
8. **Communication:** Students will show proficiency in written communication.

b. Majors Field Test

In addition to in-course direct assessments regarding the learning competencies, the committee also utilized the Majors Field Test (MFT), as another direct measure to generally assess the quality of student learning within KCOB. The MFT was administered each spring. Details regarding student performance on this measure are discussed in section II.E. below.

4. Indirect Measures

Adopted prior to the 2018-2023 accreditation cycle, the Kelce College Strategic Plan included an action item to explore the development of a multidisciplinary general business degree to support students interested in pursuing careers in small business or entrepreneurship (Action Item 2.1.5). Current Pittsburg State University students were surveyed to gauge interest in this proposed degree. The results of the survey were positive and discussed more thoroughly below.

To capture the perspectives of external stakeholders, the committee also decided to collect indirect measures for stakeholders, including graduates and employers using surveys. The surveys were designed to determine what curricular changes the stakeholders believed could be of benefit to Kelce graduates.

5. Assessments Timeline

Our planned timeline for assessments was thrown into disarray by the impact of the COVID-19 pandemic on campus. The committee was concerned that assessment outcomes would be rendered unreliable due to the changing and unpredictable modalities of courses across time. Due to these circumstances, in some instances first and second assessments were conducted in classes taught via different delivery modalities. While this situation was suboptimal for ensuring consistent administration and results, it was unavoidable. The committee determined that even if the environment for assessment was suboptimal in some cases, that delaying assessments would have a negative impact on student learning and experience. The timing of assessments and the feasibility of ensuring similar modalities were used for repeat assessments was considered and accommodations were made, when possible, to ensure similar modalities throughout assessments. The committee determined that indirect assessments should be measured once every other year, beginning with Spring 2022.

Table I.A.3.a.: Direct Measures, Learning Competencies, Schedule for Assessment.

	FA 2018	SP 2019	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024
Critical Thinking												
Information Technology												
Teamwork												
Communication												

Table I.A.3.b.: Indirect Measures, Schedule for Assessment¹

	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024	FA 2024	SP 2025	FA 2025	SP 2026
Graduate Survey										
Employer Survey										

II. Direct Measures

A. Critical Thinking

1. Evaluation Method

The Committee chose to assess the Critical Thinking learning competency in MGT 420 Quantitative Decision Making. This course was selected because critical thinking is a stated course objective for the course as well as the fact that the course is a Kelce Core class, which means that it is a required course for each student seeking to obtain a degree from KCOB. Typically, there are two to three sections of MGT 420 taught each fall and spring semester, each taught by two different instructors. The committee worked with the instructors to develop a rubric with measurable learning objectives and to identify areas within the curriculum which may be improved. The test questions utilized to assess student performance are attached as Appendix B.

The assessment was administered in all three offered sections during the semesters of assessment. The modality of this course was impacted by the COVID-19 pandemic. In years prior to Spring 2020, this course was offered in a completely in-person format. In fall 2020, the semester for assessment the course was changed to completely online. Since fall of 2020, the course has remained online. In spring of 2022, for the second assessment, this course was offered in three sections, two online and one hybrid.²

The course instructors worked together to develop common multiple-choice questions to be implemented within existing exams in each course which would assess the learning objectives as detailed in the rubric. The data was collected and compiled for the committee by each instructor.

2. Assessment 1: Critical Thinking, Fall 2020

a. Rubric Results: 86 students evaluated.

After administration of the assessment, the student performance data were compiled into the rubric for the committee to review. The results indicated that a significant number of students failed to meet expectations for each learning objective. These results ranged from 20.9%-37.2% student failure depending on the objective.

¹ Data obtained regarding the Employer Survey is provided in the Graduate AOL report.

² Hybrid modality is defined as at least one class in person and more than 50% of the course presented online.

Table II.A.2. Critical Thinking, Fall 2020 – Student Assessment Results

<u>Critical Thinking: Exam</u>	Rating		
	Does Not Meet Expectations (score below 70%)	Meets Expectations (score 70% - 84%)	Exceeds Expectations (score above 85%)
Students can translate the verbal statement of a problem into a linear programming statement. (to be assessed with question: I)	20.9%	30.2%	48.9%
Students can graph lines showing feasible area with linear programming and identify the optimal solution. (to be assessed with question II)	37.2%	26.7%	36.0%
Students can interpret linear programming solution with computer output. (to be assessed with question III)	30.2%	26.7%	43.0%
Students can make evidence-based decisions. (to be assessed with question IV)	27.9%	25.6%	46.5%

b. Curriculum Changes

The committee determined, given the results, that the curriculum supporting the critical thinking learning competency should be augmented for additional support for each learning objective. Course instructors presented a memorandum detailing a summary of curriculum changes to the committee detailing specific improvement efforts. Such improvements included additional teaching units in the instant course, as well as in MGT 320 Basic Quantitative Business Methods, a prerequisite for MGT 420. More detailed instructional materials were created by instructors for use in both MGT 420 and MGT 320. Additional details regarding specific curriculum changes are attached as Appendix C.

3. Assessment 2/Loop Closure: Critical Thinking, Spring 2022

a. Rubric Results: 94 students from 3 sections of MGT 420 were evaluated.

After administration of the assessment, the student performance data were compiled into the rubric for the committee to review. The results show that students made improvements in all but one objective. The most significant improvement occurred in the objective where students are expected to be able to graph lines showing feasible area with linear programming, with the failure rate falling from 37.2% in the first assessment to 27.7% in the second assessment. One area that saw a slight increase in failure rate (from 20.9% to 23.4%) was in the students' ability to translate a verbal statement into a linear programming statement. Student assessment data for the assessment are attached as Appendix D.

Table II.A.3. Critical Thinking, Spring 2022 – Second Assessment Results

<u>Critical Thinking: Exam</u>	Ratings		
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Students can translate the verbal statement of a problem into a linear programming statement	23.4%	30.9%	45.7%
Students can graph lines showing feasible area with linear programming.	27.7%	29.8%	42.6%
Students can interpret linear programming solution with computer output.	25.5%	37.2%	37.2%
Students can make evidence-based decisions.	25.5%	28.7%	45.7%

b. Evaluation of Changes

The results of the second assessment for this course are generally positive, however, still fall below the 80% benchmark for student proficiency. The students’ demonstrating the ability to graph lines showing feasible area with linear programming improved from 62.8% to 74.5% and students able to demonstrate the ability to interpret a linear programming solution increased from 69.8% to 74.5%. Student performance on the other two dimensions of this learning competency was persistently low. Students able to translate a verbal statement into a linear programming statement decreased from 79.1% to 76.6% and students demonstrating the ability to make evidence-based decisions modestly increased from 72.1% to 74.5%. The committee recommended additional curriculum changes to further address each of these four dimensions of critical thinking as well as future reassessment. The committee will continue to follow the planned timeline for reassessment.

B. Information Technology

1. Evaluation Method

The committee decided to evaluate the Information Technology competency within CIS 420 Management Information Systems. This course is taught each fall and spring semester in three course sections. Each section is taught by the same instructor. The instructor worked with the committee to develop a rubric and underlying assessment to evaluate the information technology learning competency.

As of Spring 2020 and before, CIS 420 was offered in a completely face to face format. The COVID-19 pandemic caused this course to be offered fully online on a limited-time basis for the Fall 2020 and Spring 2021 semesters. The committee was aware that this course would return to fully in person after the pandemic. Accordingly, the committee determined that delaying assessment until the course returned to its expected fully in-person format would yield the best data for improvement of student performance. This course was evaluated in Fall 2021 and Fall 2022. All sections were offered as in-person.

The assessment developed was task-based and required students to use a computer programming language to develop a program, analyze data, and perform operations. The assessment was conducted across two exams administered in all three CIS 420 sections. Student exams were administered on a take-home basis due to the time required to complete each task assigned. Each student completed the same questions. The instructor evaluated student results.

2. Assessment 1: Technology, Fall 2021

a. Rubric Results – 47 students evaluated.

The first assessment for the information technology learning competency was completed in Fall 2021. The results of the information technology assessment were that most students were performing reasonably well on the performance of operations within the business process management tools objective, however some deficiencies were observed with respect to the first two objectives, involving analyzing business data and conducting information technology systems development. In these categories, students failed to meet expectations at a rate of 38.3% and 36.18%, respectively. Therefore, the committee and the instructor identified these as areas for curriculum improvement. Detailed data reports regarding all assessments of student performance for this learning competency are attached as Appendix E.

Table II.B.2. Technology, Fall 2021 – Student Assessment Results

Information Technology; Exam	Ratings		
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Objective 1: Students will analyze business data using data science tools (Q1)	38.3%	40.43%	21.27%
Objective 2: Students will conduct IT system development (Q2)	36.18%	12.76%	51.06%
Objective 3: Students will perform operations with business process management tools (Q3)	10.64%	59.57%	29.78%

b. Curriculum Changes

The instructor noted that this class was the subject of a complete curriculum overhaul in the last few years, however additional curriculum changes are already planned due to the adoption of new tools which are yet to be implemented in the course. To address the deficiencies identified above, the instructor developed additional instructional materials and learning activities. The instructor prepared video clips utilizing Microsoft Access in addition to face to face demonstration. These additional materials are an improvement over live demonstration because students can review the videos multiple times and until the procedure is fully understood. The instructor also added additional “hands on” training using computer lab activities for topics related to system development and data analytics. In addition to these curriculum changes, the instructor is currently developing new course content in partnership with SAP, bringing state of the art analytical tools to the classroom. Such content was implemented into the CIS 420 classroom in the fall of 2022 and reflected in student reassessment obtained during that semester. A detailed summary of curriculum changes is attached as Appendix F.

3. Assessment 2/Loop Closure: Information Technology, Fall 2022

a. Rubric Results – 50 students evaluated.

Information Technology: Exam	Ratings		
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Objective 1: Students will analyze business data using data science tools (Q1)	14%	32%	54%
Objective 2: Students will conduct IT system development (Q2)	18%	12%	70%
Objective 3: Students will perform operations with business process management tools (Q3)	6%	44%	50%

b. Evaluation of Curriculum Changes

Student performance after implementation of the curriculum changes was outstanding. Students failing to meet expectations for objective 1 of the Learning Competency fell from 38.3% to 14% and for objective 2 fell 36.18% to 18%. Importantly, the results brought student competency on these measures above the 80% threshold identifying further curriculum changes. Due to the success of the measure, it is suggested that for the next AOL iteration that a new aspect of student performance in critical thinking be measured. Such new measurement should be determined upon the creation of a new curriculum matrix.

C. Teamwork

1. Evaluation Method

The established learning competency for teamwork is “Students will be able to work collaboratively to produce professional deliverables.” The committee determined that to adequately assess the effectiveness of the Kelce curriculum, this competency needed to be broken out into two separate assessments. Specifically, the committee determined that there were two dimensions to this learning competency: 1) the ability of the students to work together, and 2) the ability of the students to collaboratively produce professional deliverables.

The course identified for assessment of the teamwork competency is MGT 690 Business Strategy. This course is a capstone course required of all business majors in the student’s final, or near final, semester. This course utilizes a large group project during which students create and present an oral presentation. Such presentations were completed and submitted by video.

The course is offered in three course sections each fall and spring semester. The course sections are taught by two instructors. Prior to Spring 2020, this course was offered only in an in-person format. The Covid-19 pandemic caused this course to change modality to Hyflex³ in the Fall 2020, Spring 2021, and Fall 2021 semesters. The course returned to the typical in-person instruction modality in Fall 2022. This course was assessed in the Fall 2020 during which two sections were offered as Hyflex and one section was offered in person. It was reassessed in Fall 2021, again with two sections in Hyflex format and one in-person. And it was reassessed again in Fall 2022, when all three sections were presented in-person.

The instructors worked with the committee to develop a rubric to assess student ability to work together on a team and to produce professional deliverables, in this case, an oral presentation. The “work collaboratively” dimension was assessed by student survey. The “professional deliverables” dimension was assessed directly by the instructors. Each team’s submission was evaluated by both instructors. The instructor’s data was averaged and totaled to determine how many students met or did not meet instructor expectations.

2. Assessment 1: Teamwork: Professional Deliverables

The first dimension of the teamwork assessment, regarding the students’ ability to produce “professional deliverables” was initially assessed in fall of 2020. This assessment was conducted through the evaluation of a team oral presentation. The rubric was developed with extensive involvement of both course instructors and the faculty on the Undergraduate AOL and Curriculum Management Committee. The oral presentation was submitted through video recording which allowed each of the two instructors to evaluate each student.

a. Rubric Results – Teamwork: Professional Deliverables 47 students evaluated.

³ Hyflex courses are delivered fully online either synchronously during the scheduled class time or asynchronously via a recording in Canvas. The class is split into smaller groups by the instructor and required to attend on-campus sessions as assigned.

Professional Deliverable: Oral Presentation		Ratings		
Performance Dimensions:		Below Expectations	Meets Expectations	Exceeds Expectations
		Significantly Below Professional Level	Approaching Professional Level	Professional Level
Non-verbal skills	Eye Contact: Student is able to present the project while making effective eye contact with the audience.	43.6%	30.9%	25.5%
	Posture: Student is able to stand up straight and moves hands appropriately for emphasis.	36.2%	38.3%	25.5%
	Appearance: Student's physical appearance and attire are appropriately professional.	24.5%	50.0%	25.5%
Oral Skills	Elocution: Student uses a clear vocal tone and rhythm, so that all audience members can hear presentation.	6.4%	69.1%	24.5%
	Pronunciation: Student pronounces mostly everything clearly and correctly.	6.4%	69.1%	24.5%
Presentation	Visual: Student uses visual aid showing effort. Visual aid improves overall presentation.	36.2%	48.9%	14.9%
Content	Organization: Student presents information in a logical, interesting sequence which audience can easily follow.	11.7%	68.1%	20.2%
	Subject Knowledge: Student demonstrates full knowledge and can answer and elaborate on most/all questions asked.	14.9%	67.0%	18.1%
	Substance: Student makes recommendations based upon adequate evidence, analysis, and reasonable conclusions.	19.1%	58.5%	22.3%

b. Evaluation of Assessment Results

The results of the professional deliverables assessment yielded significant findings regarding certain performance goals. While students performed well generally on oral skills, and organization, and subject knowledge, 80% or greater performing at or above expectations in these areas, students did have deficiencies in non-verbal skills as well as presenting substantive analysis and conclusions. In these areas, the 19.1% -43.6% of students failed to meet expectations. The areas of Eye Contact, Posture, Appearance, and Visual Presentation were identified as areas for curriculum improvement. Detailed assessment data reports for all professional deliverables assessments are attached as Appendix G.

c. Curriculum Changes

The committee determined that to yield the best student performance results, it would be most beneficial to improve curriculum for these performance goals throughout Kelce's undergraduate curriculum. In addition to changes to be implemented in MGT 690 Business Strategy, the committee contacted and worked with the instructors for MGT 210 Business Professionalism. Business Professionalism is taught each fall and

spring semester, in 3-4 sections. Instructors for this course vary by semester. The committee worked with current instructors for this course to review the MGT 690 assessment results. The instructors worked together to implement a common curriculum to be presented to students in courses beginning in Fall 2021. In addition, instructors for MGT 690 worked together to develop common curriculum changes to implement in their courses, to be implemented by Fall 2021. The committee determined that the re-assessment should be completed in Fall 2021 in MGT 690. While doing so will capture the results of any improvements in student performance which were due to the curriculum improvements implemented in MGT 690, such student results would not reflect any curriculum changes implemented in MGT 210, as it is a sophomore level course and students taking the modified course would not be eligible to take MGT 690 Business Professionalism. The committee determined that the MGT 690 assessment should be repeated for this reason in Fall 2022.

i. MGT 210 Curriculum Changes

Instructors of MGT 210 determined that each section would utilize “Big Interview” software to conduct a mock interview. This would be a graded assessment in which students would receive feedback on the non-verbal performance objectives, such as eye contact and professional appearance. Each MGT 210 section instituted a required group presentation, graded according to a common rubric. In addition, the courses adopted a common curriculum covering public speaking, delivering business presentations, and communicating with technology. Additional information regarding curriculum changes is attached as Appendix H.

ii. MGT 690 Curriculum Changes

Curriculum changes introduced in MGT 690 included the addition of a unit on best practices for professional video presentation. Additional written instructional materials were also provided to students detailing guidelines for best practices as well. The instructor’s summary of curriculum revisions specific to MGT 690 is attached as Appendix I.

3. Assessment 2/Loop Closure: Teamwork: Professional Deliverables

a. Rubric Results

The results of the second assessment for the professional deliverables dimension of the teamwork assessment were mixed. It is important to note that this first reassessment only captured the changes in student performance since the implementation of curriculum changes within the MGT 690 class, and not curriculum changes implemented in pre-requisite courses. Notwithstanding that fact, the results of the second assessment indicated that performance on non-verbal skills improved but remained stubbornly below established performance benchmarks.

Student eye-contact improved from 43.6% below expectations to 30% below expectations in the second assessment. Posture improved from 36.2% to 21% of students below expectations. Students presenting a professional appearance declined from 24.5% to 28% failing to meet expectations. The use of visual aids

during the presentation also declined, going from 36.2% below expectations to 44%. Lastly, students' ability to make substantive recommendations based on adequate evidence and analysis improved modestly from 19.1% to 17% below expectations.

Table II.C.3.b. Teamwork, Assessment 2 – Student Performance Results

Professional Deliverable: Oral Presentation		Ratings		
Performance Dimensions:		Below Expectations	Meets Expectations	Exceeds Expectations
		Significantly Below Professional Level	Approaching Professional Level	Professional Level
Non-verbal skills	Eye Contact: Student is able to present the project while making effective eye contact with the audience.	30%	54%	16%
	Posture: Student is able to stand up straight and moves hands appropriately for emphasis.	21%	59%	20%
	Appearance: Student's physical appearance and attire are appropriately professional.	28%	49%	23%
Oral Skills	Elocution: Student uses a clear vocal tone and rhythm, so that all audience members can hear presentation.	13%	70%	17%
	Pronunciation: Student pronounces mostly everything clearly and correctly.	09%	75%	16%
Presentation	Visual: Student uses visual aid showing effort. Visual aid improves overall presentation.	44%	47%	09%
Content	Organization: Student presents information in a logical, interesting sequence which the audience can easily follow.	18%	68%	13%
	Subject Knowledge: Student demonstrates full knowledge and can answer and elaborate on most/all questions asked.	24%	61%	15%
	Substance: Student makes recommendations based upon adequate evidence, analysis, and reasonable conclusions.	17%	67%	15%

b. Evaluation of Curriculum Changes

The second assessment of the teamwork competency indicated some improvement, but the results were not completely successful. The committee recommended that faculty review the implementation of the previously agreed curriculum changes and develop new curriculum changes to further improve student results within the MGT 690 course. It is important to note that because some curriculum changes were made in a sophomore level course that these improvements would not yet be reflected in student results, as students enrolled in MGT 690 in the Fall of 2021 would not have taken MGT 210 after curriculum changes were implemented. Future testing in MGT 690 would capture benefits from the MGT 210 curriculum changes and might yield improved scores. The assessment will be administered again, when students enrolled in that course have taken the MGT 210 Business Professionalism course. Due to the number of semesters necessary to complete course work in MGT 210 and then become enrolled in MGT 690, this assessment cannot fully

capture improvements in student performance until the Fall 2023 semester. However, some students from the revised MGT 210 course could enroll in MGT 690 in advance of that date.

4. Assessment 3/Loop Closure 2: Teamwork: Professional Deliverables

a. Rubric Results

Professional Deliverable: Oral Presentation		Ratings		
Performance Dimensions:		Below Expectations	Meets Expectations	Exceeds Expectations
		Significantly Below Professional Level	Approaching Professional Level	Professional Level
Non-verbal skills	Eye Contact: Student is able to present the project while making effective eye contact with the audience.	41.6%	40.4%	18%
	Posture: Student is able to stand up straight and moves hands appropriately for emphasis.	36.5%	47.2%	16.9%
	Appearance: Student's physical appearance and attire are appropriately professional.	62.9%	16.9%	20.2%
Oral Skills	Elocution: Student uses a clear vocal tone and rhythm, so that all audience members can hear presentation.	10.1%	70.8%	19.1%
	Pronunciation: Student pronounces mostly everything clearly and correctly.	7.9%	74.2%	18%
Presentation	Visual: Student uses visual aid showing effort. Visual aid improves overall presentation.	12.4%	66.3%	21.3%
Content	Organization: Student presents information in a logical, interesting sequence which the audience can easily follow.	5.6%	71.9%	22.5%
	Subject Knowledge: Student demonstrates full knowledge and can answer and elaborate on most/all questions asked.	14.6%	55.1%	30.3%
	Substance: Student makes recommendations based upon adequate evidence, analysis, and reasonable conclusions.	15.7%	62.9%	21.3%

b. Evaluation

The results of the second reassessment of the professional deliverables portion of the teamwork assessment were mixed. This assessment was conducted primarily to capture the curriculum changes introduced in the MGT 210 Business Professionalism course, to the extent those changes can be captured.

The data yielded in this reassessment is impacted by the fact that the assessment was administered as a live in-person presentation. Instructors advise that in prior administrations of this assessment, the assignment was for an oral presentation which was pre-recorded by the student. As those assessments were submitted during 2020 and 2021, the impact of COVID-19 was to force what would normally be an in-person presentation into a pre-recorded presentation. Assessing instructors opined that students would have performed more poorly in a live in-person presentation rather than on a recorded presentation, because a recorded presentation can be re-recorded, for example.

The data indicates that in the problem dimensions of Eye Contact, Posture, and Appearance remained essentially the same as compared to student performance in fall of 2020 and declined as compared to student performance in fall 2021. Most notably, the percentage of students falling below expectations regarding appearance was 24.5% and 38% in 2020 and 2021, respectively. That percentage increased to a significant 62.9% in 2022. The assessing instructors advised that this was largely due to instructor error in effectively implementing guidance to students in two sections of the course.

On a brighter note, the visual dimension of this assessment showed substantial improvement. In the fall of 2020, the number of students failing to meet expectations was 36.2%. That number was reduced to 12.4% in the fall of 2022. Instructors note anecdotally that the general quality of the visual materials submitted by teams for the fall 2022 class was clearly substantially improved from prior semesters of the course. This is significant in that this is the first administration of the reassessment which would effectively capture the curriculum changes in both the MGT 210 Business Professionalism and MGT 690 Business Strategy courses which were designed to improve those visual aids.

The committee, upon reviewing the data provided from the second reassessment continues to identify the non-verbal skills portion of student performance as an issue needing additional curriculum development and recommends further development of assessments related to this learning competency.

c. Curriculum Changes

Curriculum changes to address deficiencies identified by the second reassessment of the professional deliverables dimension are currently under development. The chair of the AOL and Curriculum Management Committee met with faculty teaching the MGT 690 course on June 1, 2023. The meeting reviewed the results of the prior three assessments and discussed strategies to improve student performance. Faculty were asked to work together to develop specific and uniform curriculum changes to implement in all sections of the course. The committee awaits the final version of these curriculum updates but expects such curriculum changes to be implemented in all courses by the Fall 2023 semester.

5. Assessment 1: Teamwork: Peer Review

a. Rubric Results – 47 student responses.

Teamwork: Peer Review	Ratings		
	Below Expectations	Meets Expectations	Exceeds Expectations
Participation	3%	20%	77%
Task Commitment	2%	17%	81%
Cooperation	4%	17%	79%
Respect	4.50%	16.50%	79%
Leadership	4.50%	19%	76%
Effort	2%	21%	77%
Attitude	4.50%	18%	77%
Problem Solving	2%	23%	75%
Total of 47 Assessment Responses			

b. Evaluation of peer review

The assessment results for the teamwork dimension were overwhelmingly positive. This part of the teamwork assessment was completed by using student surveys. It was noted that in every single teamwork area assessed, 95% of the students met or exceeded expectations. Due to these extremely positive results, the committee decided that none of these areas would be selected for curriculum change. Rather, the committee determined that the student survey should be re-administered in a later semester to test the robustness of this finding. The student survey was re-administered in Fall 2022. Detailed student survey data reports for teamwork peer review assessments are attached as Appendix J.

6. Assessment 2 – Teamwork – Fall 2022

a. Rubric Results – 92 students evaluated.

Teamwork: Peer Review	Ratings		
	Below Expectations	Meets Expectations	Exceeds Expectations
Participation	14%	37%	49%
Task Commitment	11%	37%	52%
Cooperation	14%	33%	53%
Respect	3%	47%	51%
Leadership	18%	34%	48%
Effort	16%	37%	47%
Attitude	4%	46%	51%
Problem Solving	10%	43%	47%
Total of 79 Assessment Responses			

b. Evaluation of Assessment

The results from the second administration of the Teamwork peer review survey were not as overwhelmingly positive as the first survey conducted. However, in every single dimension of the survey students met the 80% threshold established for student performance. The committee did not recommend reassessment for the peer review. The committee recommended that the Teamwork competency be assessed using different metrics in the upcoming AOL cycle. Such new metric would be best established after completion of a new curriculum matrix which will be completed in academic year 2023-2024.

D. Communication

1. Evaluation Method

The Communication learning competency was evaluated through MKTG 330 Principles of Marketing. MKTG 330 is a Kelce Core class, and therefore required of all business majors.

MKTG 330 was offered in 3 sections during the fall of 2021, at the time of the assessment. This course is generally offered as an in-person course; however, it is occasionally offered online. This course was assessed in Fall of 2021 during which it was offered in 3 sections all of which were in person. It was reassessed in Spring 2023, during this semester it was offered in two online sections and one in-person section.

The AOL committee worked with the instructors of MKTG 330 to develop a common rubric and the instructors worked together to develop a common assessment to measure the students’ performance with respect to the communication learning competency. The assessment tool developed was in the form of a written paper. Each instructor graded submissions from his or her own class and the results were submitted to the committee for review. A more detailed version of the rubric designed to assess the communication learning competency is attached as Appendix K.

2. Assessment 1

a. Rubric Results – 109 students evaluated.

The results of the communication assessment were very positive. The results indicated that students were meeting expectations in every aspect of the communication learning competency. In each of the 5 dimensions: Focus, Development, Organization, Style, and Language Use and Mechanics, 94% or more of students met or exceeded expectations. Detailed student data reports for all communication assessments are attached as Appendix L.

<u>Communication: Written</u>	Ratings			
Performance Dimensions:	Withdraw	Below Expectations	Meets Expectations	Exceeds Expectations
	No submission	Significantly Below Professional Level	Approaching Professional Level	Professional Level
Focus	2.2%	2.2%	47.5%	48.2%
Development	2.2%	3.6%	48.9%	45.3%
Organization	2.2%	.7%	33.1%	64.0%
Style	2.2%	3.6%	36.0%	58.3%
Language Use and Mechanics	2.2%	2.9%	34.5%	60.4%

b. Curriculum Changes

Given the overwhelmingly positive results, the committee declined to make specific curriculum changes at this time. The committee decided to re-administer the assessment in the spring of 2023 to test the robustness of this finding.

3. Assessment 2

a. Rubric Results

<u>Communication: Written</u>	Ratings			
Performance Dimensions:	Withdrew	Below Expectations	Meets Expectations	Exceeds Expectations
	No submission	Significantly Below Professional Level	Approaching Professional Level	Professional Level
Focus	6.3%	4.2%	25.0%	64.6%
Development	6.3%	11.5%	25.0%	57.3%
Organization	6.3%	1.0%	24.0%	68.8%
Style	6.3%	2.1%	34.4%	57.3%
Language Use and Mechanics	6.3%	5.2%	40.6%	47.9%

b. Evaluation of Curriculum Changes

The results of the re-assessment for the communication learning competency remained high in the second assessment. The results were not as overwhelmingly positive as the first assessment but remained well above the 80% benchmark for student performance.

Evaluation of this second assessment was modified. Because of the departure of a faculty person teaching this course, the sections were taught by one instructor. The AOL committee tries to ensure that each subjective assessment is completed with two or more evaluators. In this case, a second marketing faculty member provided a second assessment of submissions. The results were averaged.

The instructor noted that generally, the submissions from this second assessment, despite the contrary indication from the results, were of substantially higher quality than the prior semester. The discrepancy in results is likely related to a difference in the application of the rubric between the instructor in the initial assessment and the second marketing professor brought in to evaluate the second assessment. The instructor opined that this improvement may be related to the use of artificial intelligence to assist in creating the submission. This is an issue which will need to be considered in any future assessments of this learning competency.

The committee recommended a reevaluation of this competency, and to consider modification of the competency, or the rubric to ensure accurate measures of student performance.

E. MFT

1. The Educational Testing Service’s Majors Field Test is administered in the spring semester of each academic year for students enrolled in the capstone MGT 690 Business Strategy course. Thus, students from all Kelce majors are represented in our sample. The test provides measures of student proficiency/competency across a standard array of business disciplines which can be used for benchmarking against nationally established norms.

2. MFT Results Spring 2018- Spring 2022⁴

Historical Tables of MFT Results by Tested Discipline:

Spring 2018 – 117 students tested.

Assessment Indicator Number	Assessment Indicator Title	Institution Mean % Correct	National Mean % Correct
1	Accounting	45	43.1
2	Economics	44	40.1
3	Management	67	61.1
4	Quantitative Business Analysis	39	34.0
5	Finance	49	43.1
6	Marketing	54	50.4
7	Legal and Social Environment	50	46.8
8	Information Systems	56	51.4
9	International Issues	45	39.5

⁴ Data for 2019 is unavailable. The Undergraduate MFT was not administered that term due to the hazardous conditions for travel caused by an ice storm on the scheduled exam date.

Spring 2020 – 88 students tested.

Assessment Indicator Number	Assessment Indicator Title	Institution Mean % Correct	National Mean % Correct
1	Accounting	44	43.1
2	Economics	43	40.1
3	Management	67	61.1
4	Quantitative Business Analysis	35	34.0
5	Finance	45	43.1
6	Marketing	54	50.4
7	Legal and Social Environment	49	46.8
8	Information Systems	51	51.4
9	International Issues	41	39.5

Spring 2021 – 80 students tested.

Assessment Indicator Number	Assessment Indicator Title	Institution Mean % Correct	National Mean % Correct
1	Accounting	45	43.1
2	Economics	40	40.1
3	Management	63	61.1
4	Quantitative Business Analysis	34	34.0
5	Finance	46	43.1
6	Marketing	52	50.4
7	Legal and Social Environment	45	46.8
8	Information Systems	51	51.4
9	International Issues	41	39.5

Spring 2022- 87 students tested.

Assessment Indicator Number	Assessment Indicator Title	Institution Mean % Correct	National Mean % Correct
1	Accounting	43	41.2
2	Economics	51	50.5
3	Management	61	57.0
4	Quantitative Business Analysis	35	34.0
5	Finance	45	41.4
6	Marketing	54	52.0
7	Legal and Social Environment	59	50.8
8	Information Systems	42	40.5
9	International Issues	47	44.6

3. MFT Recommended Curriculum Changes/Evaluation

The results of the MFT scores are substantially positive across disciplines and time. Kelce Business students consistently perform on par or above students tested nationally regarding substantive business knowledge. In some cases, student performance was substantially above national averages. There were years in which students fell slightly below national averages, but these results were generally within one percentage point of the national average and did not continue year to year.

The AOL and Curriculum Management Committee determined that data relating to the MFT should be shared with Kelce faculty. In particular, the granular data regarding performance on specific dimensions should be made available to faculty teaching in those areas so that any deficiencies can be addressed by faculty in their courses.

III. Indirect Measures

A. Data related to General Business Studies Degree

1. Student Survey Results

Over the past twenty years, the KCOB offered seven majors within its BBA program. Each major reflected a distinct discipline, and no general business degree was available. The Kelce Strategic Plan called for an exploration of a general business degree to benefit students interested in pursuing careers in small business and entrepreneurship – career paths which are not siloed by disciplinary boundaries but require the “wearing of multiple hats” for success. The outcome of a strategic planning retreat in 2020-2021 resulted in a proposal to create a general business degree whereby students could tailor their own major by combining existing minors or certificates. Thus, students could structure a program of study to meet their specific individual needs by choosing those areas that match their career aspirations. No new courses or faculty resources would be required to offer this new degree labeled “Business Studies.”

In Fall 2021, every Pittsburg State University student enrolled in the Gorilla Gateway course⁵ was surveyed about his or her opinions concerning the potential of creating the proposed new Business Studies BBA. The survey provided a brief overview of the proposed Business Studies major and described how stacking existing minors and certificates would provide students with the option to tailor a multidisciplinary degree to meet their own individual career goals. Students were asked the following question: “How appealing do you find this idea of combining minors and certificates together to create your own interdisciplinary major?” Using a four-point Likert scale, 50 percent responded “very appealing” and another 45 percent responded “somewhat appealing.” Only five percent of those responding found the idea “very unappealing” or “somewhat unappealing.” Thus, 95 percent of those completing the survey expressed a positive personal interest in the Business Studies major (Figures 1 & 2). The results were similar when the respondents were

⁵ Gorilla Gateway is a course (2 hours) specifically developed to help students better understand their surroundings and the services provided at PSU as well as develop essential life-long skills such as financial literacy, information and digital literacy, self-management, professional development, and leadership initiative.

asked how they thought other students would view the program – 92.5 percent believed other students would find the proposed Business Studies major appealing.

Anecdotally, the Business Studies degree is attractive to students for several reasons including:

- a. The program allows students to customize their education to fit their career plans.
- b. Sometimes students may be uncertain of their future career path and need to flexibility to explore alternative study opportunities.
- c. Today’s work environment requires greater flexibility and adaptability than in the past. Breadth of knowledge is as essential as depth of knowledge to navigate an upward career path.

Figure III.A.1.a.: Survey Responses from Declared Business Majors

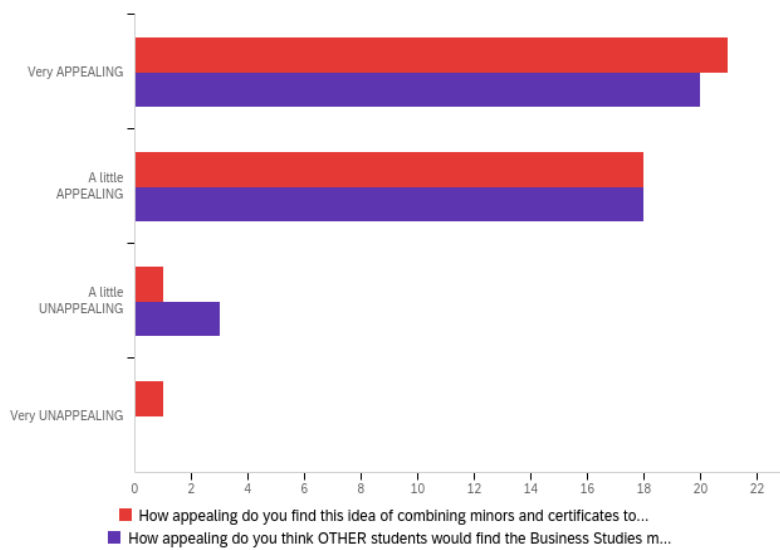
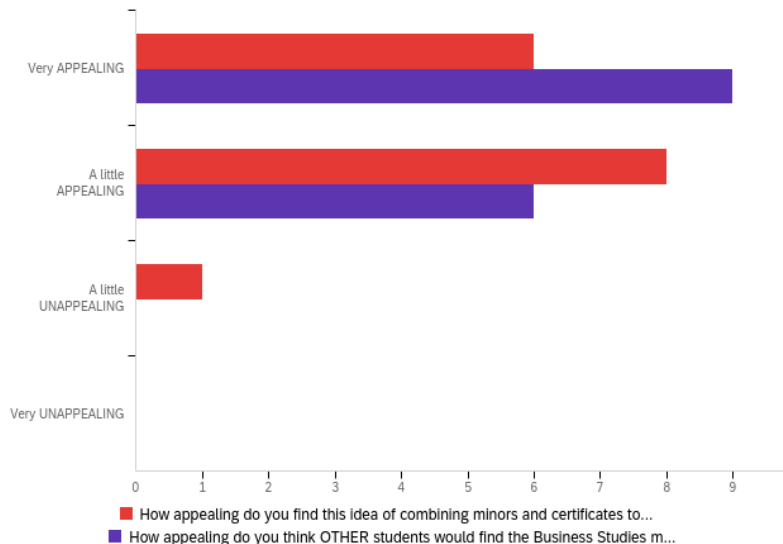


Figure III.A.1.b.: Survey Responses from Undeclared Students



The survey results and anecdotal evidence clearly indicated that new students with a desire to major in business found the proposed Business Studies major an option worthy of their consideration. The ability to individualize a program of study is an attractive idea for many students at the beginning of their college experience. The committee believes these findings indicate that the program will be successful and provide a new avenue for student recruitment.

2. Curriculum Recommendations

The freshman survey clearly indicated a strong demand for the BBA degree in Business Studies. Kelce faculty quickly developed a program proposal. The 120-credit hour program requires students to select a combination of at least two disciplinary minors and/or certificate course sequence offered by the Kelce College of Business, in addition to those required in Pitt State Pathway (general education) and Kelce Core. The minors and certificates must comprise at least 21 unique upper-division credit hours. The novel idea behind the new program is to allow students to “stack” existing minors and certificate and hereby build a customized interdisciplinary major to suit their career goals.

At the time of the proposal, Kelce offered the following minors and certificate programs:

Disciplinary Minors: Accounting, Business Economics, Computing, Fraud Examination, Internal Auditing, Marketing, and International Business

Certificate Programs: Internal Auditing, Professional Sales & Sales Management, Kansas Insurance Certificate

To ensure students have the ability to mix and match minors and certificates across any of the disciplinary areas of study offered by Kelce, two new minors (Finance and Management) were also created.

The Business Studies program was legislated through the Pitt State curriculum approval process and approved by the Kansas Board of Regents in the Spring of 2022. The first students were enrolled in the Fall semester of 2023. As a major without a traditional disciplinary home, the Director of Student Relations and Engagement will oversee the program and formally serve as the Business Studies Program Director.

B. Undergraduate Graduating Senior Survey

In Spring 2022, the Undergraduate AOL and Curriculum Management Committee surveyed under-graduate graduating seniors through their capstone course (MGT 690 Business Strategy) regarding their Kelce College experience, as well as about their post-graduation plans. The questionnaire can be found in Appendix M.

The committee received 62 completed surveys from the graduating class and every Kelce major is represented. Among those, about 55% respondents were male and 44% were female. Almost 94% of them were 20 – 24 years old. The sample’s demographics appeared to be representative of the overall Pitt State undergraduate student body.

One of the survey questions the committee paid close attention to is whether students were able to develop key learning competencies the college focuses on, namely communication skills, teamwork skills, IT skills, and critical thinking skills. Using a seven-point Likert scale with 1 being poor and 7 being excellent, students' self-reported ratings are displayed in Tables III.B.1.a-b.

Table III.B.1.a.

	Communication	Teamwork	Critical Thinking	IT
1 – poor	3.2%	3.3%	3.2%	8.1%
2	0%	1.7%	0%	6.5%
3	8.1%	10.0%	8.1%	14.5%
4	8.1%	15.0%	9.7%	21.0%
5	27.4%	21.7%	19.4%	25.8%
6	19.4%	15.0%	21.0%	4.9%
7 – excellent	33.87%	33.3%	38.7%	19.4%
Average Score (out of 7)	5.5	5.3	5.6	4.4

To identify potential areas for curriculum development, students were asked if there are specific skills or learning areas that Kelce could add or improve upon within its curriculum that would benefit future graduates. Among the responses, here are the heavily mentioned areas that Kelce could focus on in the near future:

- Real world experiences in terms of more case studies and hands-on opportunities.
- Specific software and coding language used heavily in the industry including Tableau, SQL, Excel, R, and Alteryx.
- Basic graphic design training for marketing majors.

Finally, students were asked to rate their Kelce experience in various aspects on a seven-point Likert scale (1 – poor; 7 – excellent). The committee found students are satisfied with the overall experience, but there are certainly areas to improve.

Table III.B.1.b.

	Interaction between students and faculty	Teaching Quality	Academic Advising	Student Organizations
1 – poor	4.9%	3.3%	8.2%	9.8%
2	0%	1.7%	4.9%	3.3%
3	3.3%	6.7%	1.6%	9.8%
4	14.8%	16.7%	13.1%	18.0%
5	19.7%	21.7%	19.7%	19.7%
6	26.2%	31.7%	13.1%	18.0%
7 – excellent	31.2%	18.3%	39.3%	21.3%
Average Score (out of 7)	5.5	5.2	5.3	4.7

IV. Faculty Engagement

- A. In accordance with KCOB's effort to reinvigorate its AOL process, existing faculty engagement efforts were continued, and additional efforts were undertaken to increase faculty involvement in the AOL process.

6. Previously Existing Faculty Engagement Efforts

- a. AOL and Curriculum Management Committees. The AOL process is divided into two committees, undergraduate and graduate. The Undergraduate and Graduate AOL and Curriculum Management Committees are each comprised of one representative from each of the Kelce BBA majors. Each major's representative is responsible for assisting with communication regarding AOL efforts within his or her discipline. Such committee member is responsible for working with faculty who have courses selected for assessment within his or her discipline. Committee members are assigned to the AOL committee in three-year terms on a rotating basis, meaning that all faculty will eventually serve on the Undergraduate AOL and Curriculum Management Committee.
- b. Lunch and Learn programming through the Faculty Development Committee. Dr. Theresa Presley, AOL committee chair during the 2019-2020 academic year gave a presentation on Kelce AOL topics on September 18, 2018. At this meeting faculty were surveyed regarding their opinions regarding the importance of student learning competencies. Data yielded during that faculty presentation was utilized when developing the learning competencies for the 2018-2023 AOL cycle. Another faculty presentation occurred as part of the FDC's workshop series in Fall 2024 which summarized the efforts for the previous and upcoming AOL cycles.
- c. AOL updates at faculty meetings. At the close of each semester faculty gather for a college-wide faculty meeting. The chairs of each of the undergraduate and graduate committees speak directly to fellow faculty members to provide all faculty with an update on the status of AOL efforts.

2. New Faculty Engagement Efforts

- a. Curriculum Matrix. The Undergraduate AOL and Curriculum Management Committee established a permanent procedure wherein all Kelce faculty, including full-time and adjunct faculty, complete a survey regarding learning competencies taught in each Kelce course offered. Each faculty member completes a separate survey for each course taught within the Kelce College of Business. The surveys are used to create a curriculum matrix identifying what learning goals and competencies are taught in each Kelce course. Such matrix provides the AOL committee with essential data on which learning competencies are being taught and in what detail, as well as helping to identify courses to be utilized for assessment and potential curriculum revision.

- b. Canvas Community. The undergraduate committee determined that a procedure was necessary to provide faculty with detailed information regarding the data that was obtained through the AOL process. After discussion, it was determined that the most efficient way to provide this data was to set up a Canvas Community for all Kelce faculty. The committee posts all AOL data from assessments so that the detailed data and efforts can be viewed by the faculty at any time.

Undergraduate AOL Report

APPDENDICES

Artifacts from each of the AOL assessment activities described in this report can be found in the electronic appendices located here:

<https://pittstate.edu/business/faculty/aol-2023-appendices.html>



Assurance of Learning Report 2018-2013 Kelce Graduate School of Business

Overview

The Kelce Graduate School of Business offers two graduate programs: (1) the Master of Business Administration (MBA) degree program, and (2) the Master of Professional Accountancy (MPAcc) degree program. The MBA is provided in two formats or modalities to accommodate the needs and diverse characteristics of graduate students. The original, traditional semester-based and state-supported MBA program has been offered since 1975 and is currently taught in face-to-face, online or hybrid classes. The fully online modality, called the Professional MBA (PMBA), was launched in January 2019 and is designed for place-bound distance students. This program is facilitated with an external program management firm, Academic Partnerships (AP), which provides marketing, recruitment, and enrollment management support. The contract with AP is a revenue-sharing agreement and the Kelce College receives a share of the university's overall earnings. Ours is the first, and currently only, agreement of this type on the Pitt State campus. Kelce faculty who volunteer to teach PMBA courses receive overload compensation. Regardless of the traditional or fully online modality, the MBA program follows the same curriculum designed and overseen by the graduate business faculty. The traditional semester-based MBA can be completed by students in three semesters on average. The fully online PMBA is an accelerated program that is offered in 7-week sessions (two sessions in the regular semester and one summer session) and can be completed over one calendar year.

The Master of Professional Accountancy (MPAcc) is a 4+1 program that provides undergraduate accounting majors the opportunity to complete the 150 credit hours required to sit for the CPA examination. Students are admitted to the MPAcc as seniors and a select number of courses double count toward the requirements for both their BBA and the MPAcc. Given its unique format, the MPAcc program is open only to Pitt State accounting majors. It was launched in the fall 2018, the beginning of the current accreditation cycle.

The graduate Assurance of Learning (AOL) process is coordinated by the Associate Dean for the Kelce Graduate School of Business and the Director of the Kelce Graduate Programs who both work together with the Graduate AOL and Curricula Management Committee (GAOLCM) to assess each graduate student learning objective at least twice during the five-year accreditation cycle. The GAOLCM consists of full-time faculty teaching in the program (with the Graduate

Associate Dean, Kelce Director of Graduate Programs, and one external faculty member serving as ex-officio) and meets regularly to discuss learning goals and objectives, assessment tools, results, and areas for improvement.

Chairmanship/leadership of the GAOLCM has changed several times due to administrative reorganization, retirements, and changes and adjustments related to the COVID-19 pandemic (2020-22). After attending an AACSB AOL, the Graduate Associate Dean worked with the committee to review and revise the student learning goals, objectives, and assessment methods as well as managed the collection of assessment data. Regarding the MPAcc program, given that the program started in fall 2018 and that the number of accounting students entering the program since its launch was very low, assessment measures, specifically surveys, were not feasible. Nevertheless, the accounting faculty identified two learning goals and objectives: communication skills and research skills. Results for the MPAcc were collected and analyzed over this past year, and additional assessment work is planned.

Master of Business Administration (MBA) Program

The graduate faculty of the Kelce College of Business identified the following five goals and learning competencies based on the college’s mission, the existing MBA curriculum, and results from surveys of graduating MBA students, alumni, and employers.

MBA Learning Goals and Objectives

Goal Statement	Learning Competency
1. Teamwork: Our graduates will be constructive team players.	Our graduates can work collaboratively in a diverse team to produce a professional deliverable.
2. Problem Solving: Our graduates will be effective problem-solvers.	Our graduates can apply critical thinking skills to analyze and solve a business problem.
3. Global Awareness: Our graduates will be knowledgeable about business issues in a global environment.	Our graduates can analyze and integrate global factors relevant to a business situation.
4. Ethical Decision-Making: Our graduates will be ethical decision-makers.	Our graduates will be able to apply and integrate ethical standards and behaviors to a business situation.
5. Confident Leadership: Our graduates will be confident leaders.	Our graduates will be able to apply and integrate leadership theories, methods, and behaviors to a business situation.

MBA AOL Map and Schedule

The following table shows the relevant courses and timeline of gathering direct in-class assessment data on various direct measures related to each MBA learning competency. It shows the specific courses where each learning competency is assessed using a variety of methods including case assignments, embedded test questions, surveys, and simulation. The student outcomes are evaluated using faculty-developed rubrics. Based on the rubrics, the Kelce College of Business and specifically the college’s undergraduate and graduate AOL committees have determined that the acceptable score for each learning competency is 80%. Moreover, more than one faculty member (or external party) is involved in the application and assessment of direct measures so as to ensure rater reliability. The purpose of the assessment of learning (AOL) process is to collect student results pertaining to each learning competency, implementing curricular action or changes when deemed necessary, and then remeasuring the impact of the actions (“closing the loop”). Each MBA student learning competency was assessed multiple times over the past five-year period and applied to the different teaching modalities (face-to-face versus online). The student learning objectives are assessed separately for the traditional program and the fully online modality to assure that the quality of instruction and outcomes are similar. However, due to course scheduling, COVID-19 interruptions, and other external factors, not all competencies were measured across the two formats within the traditional semester-based program and therefore, not all have direct comparisons in the PMBA assessments. (Note: Students are not allowed to take courses across the traditional MBA program and the PMBA program. Thus, MBA students take all of their coursework in either the 16-week format *or* the 7-week accelerated format – not a combination of the two.)

AOL Map and Schedule – MBA

Learning Competency	Course	Tool(s)	2019-2020	2020-2021	2021-2022	2022-2023
Teamwork: Our graduates can work collaboratively in a diverse team to produce a professional deliverable.	MKTG 839 (Marketing Strategy)	Project	WF19 (PMBA)	SP21 (MBA)	SP22 (MBA)	WF22 (PMBA) SP23 (MBA)
Problem Solving: Our graduates can apply critical thinking skills to analyze and solve a business problem.	MGT 826 (Quantitative Business Analysis)	Project, problems			SP22 (MBA); SP22 (PMBA)	WF22 (MBA); WF22 (PMBA)
Global Awareness: Our graduates can analyze and integrate	IB 831 (International Business)	Cases, embedded test questions		WF20 (MBA)	WF21 (MBA);	WF22 (PMBA)

global factors relevant to a business situation.					WF21 (PMBA)	
Ethical Decision-Making: Our graduates will be able to apply and integrate ethical standards and behaviors to a business situation.	MGT 830 (Business, Government and Society)	Embedded test questions	WF19; SP19 (PMBA)	WF20; SP21 (PMBA)	WF21; SP22 (PMBA)	WF22 (PMBA)
Competent Leadership: Our graduates will be able to apply and integrate leadership theories, methods, and behaviors to a business situation.	MGT 828 (Leadership and Behavioral Management)	Survey, Questionnaire			SUM22 (PMBA)	WF22 (MBA); WF22 (PMBA); SP23 (PMBA)

MBA AOL Outcomes

MBA Goal 1: Teamwork

Learning Competency: Our graduates can work collaboratively in a diverse team to produce a professional deliverable.

Assessment Tool: Team project in MKTG 839 Marketing Strategy.

GOAL STATEMENT	TOOL(S)	TERM
1. Our graduates will be constructive team players.	Team project in MKTG 839 using a client-based project in MBA courses and a simulation product called MarkStrat in PMBA courses.	SP19; SP21;SP22;SP23
FINDING	ACTION	RESULTS
Face-to-Face: (Spring 2019 through Spring 2023) This competency was assessed using the learner outcomes of a major client-based research project. Multiple assessments were completed over four years in traditional MBA face-to-face sections. Dimensions of teamwork were collaboratively assessed by the instructor and the client to provide external validation.	In the initial assessment and in each of the following assessments the 80 percent or higher proficiency was met. Thus, no curricular revisions were warranted in this case.	No curricular changes warranted for face-to-face modality.

<p>Online: (Spring 2019 and Fall 2022)</p> <p>MarkStrat, a commercial simulation product, was used in Spring 2019 (online PMBA marketing class) to test its usefulness in developing teaming skills in an online environment. Students were assigned to teams for the simulation. The teams were not competing against each other in the simulation. An early assignment was the development of the team charter, aimed at getting students to agree on work process. Ideally, with effective teaming, performance improves. This did not happen – only two of the six teams saw improved performance (data in Appendix Exhibit #1) from the first round to the last round. The process of using the simulation was complex and frustrating and did not lend itself to achievement of goal nor did the content of the simulation align with the content of the course. There were few mechanisms for students to confer easily nor was there structure in developing team processes.</p> <p>Issues:</p> <ul style="list-style-type: none"> • Lack of team development opportunities • Lack of organized communication space • Misalignment with course goals and objectives • Less authentic context with a simulation than with a live client. 	<p>In Fall 2022, online teaming was again attempted. This time, the attempt was aimed at replicating as closely as possible the teaming efforts that occur in the face-to-face courses. New technologies available in our LMS as well as the increased comfort and acceptance of working together online allowed for the use of a live client with a deliverable. The primary goal here was to see more extensive communication within the team. Students were asked about the usefulness of the various methods – only a small number of students found the methods not helpful (data below). Although the discussion boards need work, students did use them to discuss the project.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Team Development – directed work provides for development of team norms and working styles. This included worksheets (individual and group) that walked learners through the process of team formation. • Team communication – team-specific space and discussion boards were used to increase communication within the team. • Alignment with course goals – the new process allowed for a live client to be used. This aligns with the face-to-face version of the course. • Authenticity – the project, working with a live client, was seen as more meaningful as opposed to a simulation, which students often view as inauthentic. 	<p>Future Direction</p> <p>Many of the online issues were in the instructor’s implementation of the elements and are easily addressed. The focus on the next iteration will be on evaluating student learning more deeply.</p>
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MBA Goal 2: Problem Solving

Learning Competency: Our graduates can apply critical thinking skills to analyze and solve a business problem.

Assessment Tool: Project and problems in MGT 826 Quantitative Business Analysis.

GOAL	TOOL(S)	TERM
Our graduates will be effective problem-solvers.	Project and problems in MGT 826 Quantitative Business Analysis.	SP22 (MBA); WF22 (MBA); SP22 (PMBA); WF22 (PMBA)
FINDING	ACTION	RESULTS
<p>Traditional: The traditional semester-based MGT 826 (WF22) uses a statistical project, which requires students to analyze real-world data and forecast the future with a forecasting model chosen to answer five questions. Each student uses the Minitab statistical software package to answer questions based on the computer output obtained from the model used. For Spring 2022, about 25% of the students did not meet expectations (see Exhibit #2 in Appendix).</p> <p>Online PMBA: Similarly, for the fully online Professional MBA modality, another instructor assessed the learning goal using problems, assignments, and a statistical software package. Scores for approximately 10% of the students in spring 2022 were below expectations, mainly in the areas of model application and interpretation of results. (See Exhibit #2 in Appendix)</p>	<p>For the follow-up semester, more time and emphasis were placed on helping students with model development and interpretation of results.</p> <p>For the follow-up semester, more time and emphasis were placed on helping students with model development and interpretation of results.</p>	<p>Results showed a marked and significant improvement in student outcomes for WF2022 (see Exhibit #2 in Appendix) for the traditional MBA students.</p> <p>Results showed a marked and significant improvement in student outcomes for WF2022 (see Exhibit #2 in Appendix) for the online PMBA students.</p>

MBA Goal 3: Global Awareness

Learning Competency: Our graduates can analyze and integrate global factors relevant to a business situation.

Assessment Tool: Cases and embedded test questions in IB 831 International Business.

GOAL	TOOL(S)	TERM
Our graduates will be knowledgeable about business issues in a global environment.	Cases and embedded test questions in IB 831 International Business.	WF20 (MBA); WF21 (MBA); WF21 (PMBA); WF22 (PMBA)
FINDING	ACTION	RESULTS
<p>Traditional (Face-to-Face and Online): The MBA program learning objective on globalization has three dimensions: globalization or human environment; trade basics and policies; global markets and entry. Two instructors served as assessors for the traditional and online modalities. The tools used were case assignments with rubrics (for traditional MBA) as well as embedded test questions (for traditional MBA and fully online PMBA). Sample sizes are much smaller for the traditional MBA than those for the fully online PMBA classes.</p> <p>Results indicated that students in the traditional semester-based MBA performed below expectations in the dimensions related to globalization and human environment as well as in trade theories and policies. This finding is consistent regardless of whether the class was face-to-face (using test questions) or online (using cases).</p> <p>Online PMBA: Although the online PMBA class sizes were larger, the assessment measures found similar deficiencies. See Exhibit #3 in Appendix for sample student measures.</p>	<p>For the following assessment periods, the instructors/assessors spent more time and resources focusing on the human environment (using the PESTEL – political, economic, social, technological, environment, and legal analysis), international trade theories and commercial policies and incorporated more current events and more real-world examples as well as utilized more government agency websites such as the U.S. Export-Import Bank, the U.S. Department of Commerce (federal and state-levels), and the small Business Administration.</p> <p>Same as above.</p>	<p>Although the results showed significant improvement in students’ understanding of the various dimensions of international business, the plan is to continue to improve lectures (ex., guest speakers), incorporate more current examples, and add more assessors.</p> <p>Same as above.</p>

MBA Goal 4: Ethical Decision-Making

Learning Competency: Our graduates will be able to apply and integrate ethical standards and behaviors to a business situation.

Assessment Tool: Embedded test questions in MGT 830 Business, Government, and Society.

GOAL	TOOL(S)	TERM
Our graduates will be ethical decision-makers.	Embedded test questions in MGT 830 Business, Government, and Society.	MBA (WF22 in-person; SP23 online) PMBA (WF19; SP20; WF20; SP21; WF21; SP22; WF22)
FINDING	ACTION	RESULTS
<p>The same instructor regularly taught the course, MGT 830 Business, Government & Society, for both the semester-based traditional MBA and the fully online PMBA modality. Embedded multiple choice test questions were used to assess various areas or dimensions of the learning objective dealing with ethical decision-making.</p> <p>Traditional(Face-to-Face and Online): For the traditional MBA, the instructor assessed twice: winter/fall 2022 and spring 2023. The WF22 class was in-person while the SP23 class was online. The finding from the assessment test questions show that the students performed above expectations in both types of modalities.</p> <p>PMBA: For its part, the fully online 7-week based Professional MBA was assessed over a more semesters (WF19 to WF22) to identify trends. The initial outcomes (for WF19) showed students performed below expectations in three areas: (1) analyzing ethical problems using generally accepted ethics theories; (2) creating effective ethics policies; (3) constructing successful ethics reporting mechanisms.</p>	<p>No curricular actions warranted based on results.</p> <p>To address the deficiencies, the instructor used newer edition of the textbook, updated lectures and PowerPoint slides, added more videos on topics such as ethics, global citizenship, and employment law, and assigned more case assignments and discussion posts.</p>	<p>Will continue to monitor going forward.</p> <p>PMBA students performed much better on their tests after remediation. See sample results in Exhibit #4 of Appendix.</p>

MBA Goal 5: Confident Leadership

Learning Competency: Our graduates will be able to apply and integrate leadership theories, methods, and behaviors to a business situation.

Assessment Tool: Survey or questionnaire in MGT 828 Leadership and Behavioral Management.

GOAL	TOOL(S)	TERM
Our graduates will be confident leaders.	Survey/questionnaire in MGT 828 Leadership and Behavioral Management.	SUM22 (PMBA);WF22 (MBA); WF22 (PMBA); SP23 (PMBA)
FINDING	ACTION	RESULTS
<p>The Leadership Behavior Questionnaire is designed to measure two major types of leadership behaviors: task and relationship. Task leadership refers to the degree in which a student is task directed toward others when in a leadership position. Relationship leadership is a measure of the degree to which a student makes followers feel comfortable with themselves, each other and the group itself.</p> <p>The results for both traditional MBA students and PMBA students were similar and indicated strong cores in both aspects of leadership behavior.</p> <p>Traditional and Online PMBA: After administering the Leadership Behavior Questionnaire, an instructor felt that the relationship leadership behavior could be improved even though the results were positive. The instructor employed an additional text for the subsequent sections.</p>	<p>For the Spring 2023 session, the instructor utilized <i>Leadership 2.0</i> by Travis Bradberry and Jean Greaves. Leadership 2.0 is a text focused on increasing core and adaptive leadership skills. Through recorded lectures and course assignments, the instructor focused heavily on the four components of Emotional Intelligence: self-awareness, self-management, social awareness, and relationship management. The personal and social competencies learned through EI are critically important for relational leadership. Students were required to complete the 360° Refined test which measures all 22 core and adaptive leadership skills. The survey also provides an analysis of each student’s score profile to determine which strategies they should focus on to increase certain leadership skills, relationship management being one of them. The class used the survey results in discussion board/homework assignments so that students could discuss how they planned to use said strategies to develop their leadership skills.</p>	<p>Results were strong, with marked improvement in the relationship leadership behavior dimension of the learning objective. See Exhibit #5 in Appendix.</p>

Comparing Student Outcomes: Traditional MBA vs. Online PMBA

The Graduate Assurance of Learning and Curricular Management Committee employed two direct methods to evaluate whether the student outcomes from the fully online modality (Professional MBA) are comparable to the semester-based traditional MBA – grade distributions and results from the Educational Testing Service’s Major Field Test (MFT).

Grade Distributions – Data from three required core MBA courses are shown below. The same course is taught by the same professor but in different modalities (face-to-face vs. fully online; semester vs. 7-week PMBA). The courses are MGT 828 (which assesses leadership), MGT 830 (assesses ethical decision-making), and MGT 895, the capstone integrative course.

Comparative Grade Distributions (Same instructor for same course in different modalities)

	F2F Class	Online Class (PMBA)	F2F Class	Online Class (PMBA)	F2F Class	Online Class (PMBA)
	MGT 828-01 (WF21)	MGT 828-60 (WF21)	MGT 830-01 (WF21)	MGT 830-65 (WF21)	MGT 895-01 (SP22)	MGT 895-65 (SP22)
Grade						
A	15 (79%)	33 (86.9%)	20 (95%)	51 (94.4%)	13 (76.5%)	24 (80%)
B	4 (21%)	4 (10.5%)	1 (5%)	2 (3.7%)	3 (17.6%)	5 (16.7%)
C				1 (1.9%)	1 (5.9%)	1 (3.3%)
D						
F		1 (2.6%)				
Class size	19	38	21	54	17	30

The instructor held all students, regardless of modality, to the same grading standards. The table reveals that the distribution of final grades of MBA students are very similar between modalities – there are no statistically significant differences apparent overall.

Major Field Test (MFT) – The MFT is a nationally normed standardized exam often used for bench-marking MBA student outcomes across peer and aspirational institutions. The MFT is administered to our graduating MBA students in the capstone course, MGT 895 Strategic Management. The MFT tests the competencies/proficiencies of students in the various fields of study (marketing, management, finance, accounting, and strategic integration) integral to all MBA programs.

For AOL purposes, the MFT provides an opportunity to examine the relative efficacy of our two delivery modes for the MBA – traditional on-campus versus accelerated online. Comparison of student performance on the graduate MFT for these two cohorts and for the national norm are shown in the table below for the most recent administrations of the test.

Graduate MFT Mean Score by Delivery Mode, 2022 and 2023

Assessment Area	Kelce Traditional MBA	Kelce Online PMBA	National Norm
<u>2022</u>			
Marketing	64	62	57.9
Management	53	53	54.5
Finance	40	26	35.1
Accounting	37	40	39.8
Strategic Integration	51	49	48.1
<u>2023</u>			
Marketing	52	63	57.8
Management	49	60	54.5
Finance	33	32	35.1
Accounting	33	39	39.8
Strategic Integration	41	52	48.1

Additional detailed data from these administrations of the MFT can be found in Exhibit 6 of the Appendix.

Several interesting results are revealed in the table. First, in 2022, both the traditional MBA and the online PMBA cohorts consistently scored above the national means, except in one instance – the PMBA students performed well below the national norm in the area of Finance. Second, in 2023, the PMBA means scores exceeded the traditional MBA across all fields except for Finance. Third, the traditional MBA means in 2023 are consistently below those found the year before in 2022 and also consistently below the national norm. Thus, the online PMBA results appear to be on par with the traditional MBA results except in the area of Finance. Furthermore, in one of the two years reported here, the online-only students actually showed greater proficiency than the traditional campus-based students. The relatively low scores for the traditional MBA students in 2023 are surprising given that our historical data are much closer to the national norms relative to those seen in 2022. Whether this is an anomaly of the test administration, or this particular cohort of students, will be explored as additional years of data are collected. Regardless, given the MFT results for the performance of online students in Finance, the committee will explore the possibility of adding a new learning competency in finance that ensure closer monitoring of this deficit.

Indirect Assessment Measures:

In previous accreditation cycles, the Kelce College of Business routinely surveyed graduating MBA students as well as employers to construct a broad-brush assessment of the overall program in terms of student experience and employer expectations. Several factors including college reorganization, committee leadership and membership changes as well as the pandemic effects on normal school operations contributed to the halt/delay of indirect assessment efforts. Steps were undertaken to restart the survey process during the 2022-2023 academic year. Below we briefly review the results of MBA Graduates Survey and the Employer Survey.

1. Survey of graduating MBA students (SP23)

MBA students taking the final capstone course (MGT 895 Strategic Management) in both the traditional MBA and the online PMBA were surveyed in spring 2023. Two separate MBA surveys (one for the traditional students and the other for online PMBA) were developed by the Graduate AOL Committee and the surveys were distributed via Qualtrics. There were 15 responses from the traditional MBA class and 10 in the online PMBA. Results from these graduating student surveys, Traditional and Online PMBA, are shown below.

Kelce MBA Student Survey: Traditional Program		
Scale: 1 = Very Poor 7 = Exceptional		
Assessment Year	2023	
Number of Respondents	15	
Please rate your satisfaction with Kelce COB regarding your growth and development in ...		
Communication skills	5.53	
Teamwork skills	5.43	
Critical thinking skills	5.57	
Information technology skills	4.53	
Business ethics	5.57	
Global business issues	5.50	
Political issues	4.79	
Economic Issues	5.43	
Legal/regulatory issues	5.07	
Environmental issues	4.86	
Diversity issues	5.21	
Desire to continue learning	5.36	
Overall personal development	5.67	

Please rate your satisfaction with the following aspects of your Kelce COB experience:		
Interaction between faculty and students	5.64	
Teaching modality (in-person, online, hybrid)	5.33	
Teaching quality	5.00	
Academic & career advising	5.27	
Student organizations	5.14	
Other activities (internship, study abroad, conferences/trips, etc.)	4.40	
How well did the Kelce College of Business prepare you for your career?		
Extremely well or very well	73% of respondents	

Kelce MBA Student Survey: PMBA Program		
Scale: 1 = Very Poor 7 = Exceptional		
Assessment Year	2023	
Number of Respondents	10	
Please rate your satisfaction with Kelce COB regarding your growth and development in ...		
Communication skills	5.70	
Teamwork skills	5.10	
Critical thinking skills	6.00	
Information technology skills	5.70	
Business ethics	6.10	
Business analytics skills	6.00	
Global business issues	5.60	
Political issues	5.30	
Economic Issues	5.90	
Legal/regulatory issues	5.70	
Environmental issues	5.20	
Diversity issues	5.90	
Desire to continue learning	6.20	
Overall personal development	6.00	
Please rate your satisfaction with the following aspects of your Kelce COB experience:		
Interaction between faculty and students	5.50	
Teaching quality	4.70	
Online teaching modality	6.20	
Webpage information	5.90	
Online enrollment GUS App	6.10	
Advising on admission, enrollment, candidacy, etc.	6.30	
Use of academic coaches	6.00	
Other issues (ex., payment, transfer credits, etc.)	6.60	
How well did the Kelce College of Business prepare you for your career?		
Extremely well or very well	70% of respondents	

Traditional MBA: The findings from the traditional MBA student survey indicate:

(1) The need for developing and improving information technology skills. This result reinforces the college's current exploration for developing a new emphasis in business analytics.

(2) There is student demand for extracurricular learning opportunities such as internships and more study abroad programs. This was not a surprising result and it confirms the college's decision to invest in hiring an Internship Coordinator. This new position was filled in the summer of 2023.

Online PMBA: Overall, the results from the Professional MBA student survey showed higher satisfaction ratings on all academic areas and skill sets except for teamwork skills. This is consistent with the in-class assessment finding on teamwork and indicates the difficulty and challenge of evaluating this learning goal using the online modality relative to the in-person classroom approach. The students were also very satisfied with the various operational aspects of the PMBA such as the GUS enrollment app, advising help, payment/cost, and webpage information. Although students were satisfied with the accelerated online modality and the use of academic coaches in classes, their low rating of teaching quality indicates the need to continue improving not only the course content and assessment methods but especially enhancing the interaction between instructor and students.

2. Employer surveys

Although the response rate for the employer survey was very low (due in part to technical difficulties with the initial distribution of the survey link), it provides valuable insights on what employers need and want from its workers and on how Kelce graduates/employees are rated by their employers.

The results indicate a few important facts. First, the three main skill sets that employers require are communication skills, critical thinking, and ability to work with others. This finding is supported by a second survey of employers designed to gather opinions on the topic of business analytics. Leadership and ethical decision-making, which go hand-in-hand, are in fourth place, followed together by business professionalism and information technology. More important, in terms of overall satisfaction with student preparation in various learning areas, employers rated all areas/skill sets with mostly to completely satisfied. Finally, Kelce graduates are highly rated by employers compared to peers from other schools.

The summary results from the two employer surveys are shown on the following pages.

Kelce Employer Survey		
Assessment year	2023	
Number of respondents	6	
Please rank the following student skills or learning areas in order of their value and use in your company:		
Communication skills (written & oral presentation)	1.17	
Critical thinking/problem-solving skills	2	
Teamwork skills	3.67	
Information technology skills	6.5	
Global awareness & international business knowledge	8.33	
Business analytics/data analysis skills	7.67	
Ethical awareness & decision-making	4.83	
Initiative & leadership skills	4.5	
Business professionalism	6.33	
Satisfaction with preparation in: (1=Completely dissatisfied to 7=Completely satisfied)		
Communication skills	6.5	
Teamwork skills	6.83	
Critical thinking skills	6.67	
Information technology skills	6.83	
Business ethics	6.5	
Global business issues	6	
Political issues	6.17	
Economic issues	6.33	
Legal/regulatory issues	6	
Environmental issues	6.17	
Diversity issues	6.5	
Business analytics	6.33	
Leadership & initiative	6.5	
Business professionalism	6.5	
Desire to continue learning	6.5	
How well do Kelce graduates compare to other graduates from other schools or programs? (1=Not well at all, 5=Extremely well)		
	4.33	
How well does the Kelce College of Business prepare students to become competent and productive professionals? (1=Not well at all, 5=Extremely well)		
	4.5	

Kelce Employer Business Analytics Survey		
Assessment year	2023	
Number of respondents	8	
Please rank the following student skills or learning areas in order of their value and use in your company:		
Communication skills (written & oral presentation)	1.63	
Critical thinking/problem-solving skills	1.88	
Teamwork skills	3.25	
Information technology skills	4.75	
Global awareness & international business knowledge	6.13	
Business analytics/data analysis skills	4.5	
Other skills	5.88	
How important is data analysis and/or its various forms in your company? (1 = Not at all important; 5 = Extremely important)		
Use and management of data	3.88	
Financial data analytics	3.5	
Accounting analytics	2.5	
Marketing/consumer analytics	3.25	
Economic analysis & forecasting	3.25	
Other types of data analysis	2.33	
Please indicate the relevance and value to your company of the Kelce College of Business developing any of the following academic projects: (1=Not at all important, 5=Extremely important)		
Certificate in business analytics	2.38	
Minor in business analytics	2.38	
Major in business analytics	2.88	
MBA emphasis in business analytics	2.63	

Master of Professional Accountancy (MPAcc)

Program Overview

The Master of Professional Accountancy (MPAcc) is a 4+1 program that provides undergraduate accounting majors the opportunity to complete the 150 credit hours required to sit for the CPA examination. This program is open only to Kelce College of Business accounting majors. It was launched in the fall 2018. The number of students enrolled and the number of MPAcc graduates since its inception are shown in the table below:

	18WF	19SP	19WF	20SP	20WF	21SP	21WF	22SP	22WF	23SP
Enrollment	2	3	4	4	5	3	4	8	9	6
Graduates	0	1	1	1	2	2	0	4	4	5

While there are a variety of factors that may explain the small number of students the program is currently attracting, the limited number of MPAcc students create a significant challenge for formal AOL assessments within the program. Prior to 2022, the extremely small sample sizes would not have produced generalizable results. Formal assessment began in 2022 when more than five students were enrolled in the program at the same time.

MPAcc Learning Goals and Objectives

Two primary learning competencies were developed for the MPAcc program:

1. **Research Skills:** Students will be able to conduct a thorough research process to determine accurate conclusions to questions of tax law.
2. **Communication Skills:** Students will be able to show proficiency in oral and written professional communications.

Specific learning dimensions and objectives for each competency were identified and used to construct rubrics to evaluate and assess a variety of student outcomes using both direct and indirect measures.

Research skills are evaluated in ACCTG 812 (Tax Research) using a major in-class project and communication skills will be assessed in ACCTG 814 (Management Control Systems). Aside from direct measures, the Graduate AOL and the accounting faculty are moving forward with other plans such as a formal survey of MPAcc graduates as well as a detailed evaluation of the curricula relative to the recent reforms in the structure of the CPA exam.

MPAcc AOL Map and Schedule

Direct assessments of student outcomes follow the schedule:

MPAcc	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022	SP 2023	FA 2023	SP 2024
Research Skills										
Communication Skills										

MPAcc AOL Outcomes

MPAcc Goal 1: Research Skills

Learning Competency: Students will be able to conduct a thorough research process to determine accurate conclusions to questions of tax law.

An assessment of student performance regarding the student's competency in completing a major tax research project was conducted in ACCTG 812 Tax Research during the Spring 2022 semester. Student submissions were assessed following a rubric shown in Exhibit #7 of the Appendix.

The initial results indicated that fewer than 80% of students were either meeting or exceeding expectations in four dimensions of the rubric. These areas were: Issue Identification, Locate Relevant Authority, Use of Authority, and Conclusions. These dimensions were identified for curriculum modification to improve student performance in these areas. See Exhibit #8 of the Appendix for detailed results.

The instructor for the course implemented curriculum improvements in the tax research course to address these dimensions of the learning competency for the Spring 2023 semester, at which time a reassessment of student performance was performed.

Summary of Curriculum Changes:

Issue Identification

This course includes multiple research projects which are submitted throughout the course. Additional lecture instruction, with examples of good and bad issue drafting will be provided to students prior to the submission of their first research assignment. Further, a discussion post will be introduced in which students will post proposed issue statements prior to submission of research assignments will be posted. Students will

receive peer feedback as well as instructor feedback on all students proposed issue statements.

Locate Relevant Authority

This course includes the use of the professional research services, including Thomson Reuters Checkpoint and Bloomberg BNA. Additional software training will begin at the beginning of the course, which will aid students in locating forms of authority as well as utilizing secondary sources which will aid in locating substantial authority for taking a position on a tax return.

In addition, within certain course research projects, the students will be required to submit an outline of their research results prior to the final assignment submission. Such outline shall contain a summary of authority the student intends to use in the final submission. The student will receive direct feedback from the instructor regarding the relevancy and sufficiency of the authority cited by the student prior to final submission of practice research assignments.

Use of Authority

When presenting authority, it should be presented in a logical order and should use direct quotes from primary sources of law. Such quotes should be concise but thorough. In order to support student ability to select appropriate quotation sections, research outline assignments will require students to provide the exact quotations the student intends to use. The instructor will provide feedback on the thoroughness of the quote and ways to shorten the quote for maximum impact and efficiency. Guidance will be provided for when a paraphrase may be used. Guidance will include how to logically progress through authority.

After a research assignment is submitted, the instructor will provide a “model” research result to students for the research question they were presented. The example will provide insight on different ways of utilizing and organizing authority to improve clarity and readability when communicating research findings.

Conclusions

The ability of the students to support research conclusions is directly related to being able to identify the issues and locate and use authority effectively. All curriculum changes summarized will support this dimension of the rubric.

Instructor will provide specific feedback to students regarding the statement of effective conclusions. The instructor will also provide additional lecture material discussing how to conduct a thorough research process which will ensure adequate and thorough research results. Specifically, the lecture will discuss how to identify elements and how

to align the taxpayer's fact situation with the law to ensure the legal requirements for the tax item are met.

Additional Curriculum Changes

The instructor will add an additional course assignment which will be a peer-review of a completed research assignment. After completion of one of the currently present final course research assignments, the instructor will provide feedback to the student on all aspects of the submission, including the areas identified for improvement in this memorandum. Subsequent to these recommendations, the student will be placed in a peer-review group and will review the corrected submissions of other students and will make comments as to the issues identified, the authority utilized, and the sufficiency of the research process which yielded the conclusion. The peer-reviewers will be required to submit a summary of their peer review comments on other student submissions as well as a re-drafted version of the prior research submission. The second draft shall incorporate the comments of the instructor and the peer-reviewers. The goal of this exercise is to prompt the students to submit research results, and improve their identification and use of sources, as well as to ensure the research findings are based on substantial authority.

Follow-Up/Closing the Loop Results:

In the spring of 2023 the second assessment closed the loop with strong positive results. In five of the six dimensions, *all* students either met or exceeded expectations. In the sixth dimension, "Use of Authority," only 17 percent of the students were rated below expectations. Thus, the intervention was successful in raising student competency above the target 80 percent threshold. See Exhibit #9 in the Appendix for details.

MPAcc Goal 2: Communication Skills

Current work on this competency includes identifying which assignments and assessment techniques are most amenable to effectively evaluate learner communication skills in ACCTG 814 Management Control Systems. Timetables and rubrics will then be developed and deployed following standard procedures during academic year 2023-2024.

Indirect Overall Observation

As evidence of the overall quality of the MPAcc program, it is important to note that one of our early graduates, Colin Webber (MPAcc, 2021), received the prestigious Elijah Watt Sells Award in 2023 from the American Institute of CPAs for passing the CPA exam with one of the nation's highest scores on his first attempt.

Graduate AOL Appendix

Artifacts from the Graduate AOL assessment activities described in this report can be found in the electronic appendix located here:

<https://pittstate.edu/business/faculty/aol-2023-appendicies.html>

Appendix

Exhibit 6

College Governance Documents



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

Originally 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 with a tenure-earning academic rank of 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 a non-tenure-earning rank of Assistant Instructional Professor, Associate Instructional Professor, or Instructional Professor and whose primary responsibilities are teaching and service are also considered members of the College General Faculty. 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 Lecturer appointments or Courtesy Professor appointments less than .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 700-level and 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 student 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.
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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.
- 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 Associate Dean 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. All minutes will be archived and available to the faculty through the university's website.
- 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 graduate programs 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. Program Coordinators Council
2. Undergraduate Curricula Management and Assurance of Learning Committee
3. Graduate Curricula Management and Assurance of Learning Committee
4. Strategic Planning Committee
5. Faculty Development and Instructional Resources Committee
6. Student Recruitment and Retention Committee
7. Student Reinstatement Committee
8. College Academic Honors Committee
9. College Faculty Promotion Committee
10. Part-time Lecturers Committee

In addition to the named College Standing Committees, the Dean may appoint ad hoc task forces and 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 the Kelce Leadership Council 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 by the faculty.
- B. Membership of each College Standing Committee shall be appropriately representative of the College's 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 with the start of the fall semester.
- E. No faculty member shall serve more than two consecutive full terms on any given College Standing Committee without a special exception granted by the Dean.

- 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. The Kelce Leadership Team shall appoint replacements in case of vacancies.
 - 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 organize and convene within two class weeks of the beginning of each fall semester. Those committees with elected chairs must provide notification of the chair's election to the Dean's Office after the first meeting.
 - I. The Dean's Office will publish and maintain a current College Standing Committee membership list which will be posted to the College's webpages.
 - J. Ad hoc committees may be created by the Dean and Kelce Leadership Team 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. Program Coordinators Council

1. Membership will consist of the Faculty Chair and the Program Coordinators of the various undergraduate degree programs within the College – Accounting, Business Economics, Business Studies, Computer Information Systems, Finance, , Management, and Marketing. Program Coordinators (PC) serve as the primary facilitator in providing services and support for students studying within their respective discipline and to represent their major's interests within the governance structure of the College. The Faculty Chair will serve as chair of the Program Coordinators Council (PCC).
2. Program Coordinators are appointed by the Faculty Chair and approved by the Dean. Specific expectations and compensation for those serving as Program Coordinators are outlined in the College's "Program Coordinators Responsibilities and Duties" document.
3. The PCC shall coordinate course scheduling and ensure proper implementation of college and university policies relating to students and programs of study.
4. At least once each month during the academic year, the Program Coordinators Council will meet jointly with the Kelce Leadership Team to consider issues and policies affecting the daily operations of the College. Collectively, the PCC and KLT will be known as the Kelce Leadership Council (KLC).

B. Undergraduate Curricula Management and Assurance of Learning Committee

1. Membership will consist of one Faculty representative from each of the undergraduate degree programs – Accounting, Business Economics, Computer Information Systems, Finance, , Management, and Marketing. An additional member of the committee, drawn from the faculty or College professional staff at large will serve as representative of the Business Studies degree program and will be appointed by the Kelce Leadership Team. The Associate Dean for the Graduate School of Business, Research, and Assessment, and the Director of Student Relations and Engagement shall serve as permanent ex-officio members of the committee.
2. Faculty in each degree program may choose to provide an alternate for those instances when the regular member cannot attend a meeting of the committee.
3. The committee chair, appointed by the KLT, shall also serve as the College’s representative to the University Curriculum Committee.
4. This committee shall review proposals for curriculum changes from all disciplines within the College and make recommendations for action to the Faculty, the KLT, and the University Curriculum Committee. The committee may also recommend curriculum changes to the Faculty, which then will decide if those changes should be pursued for further action.
5. Curriculum recommendations to the committee from the faculty must have received formal prior approval by a majority vote of the faculty within the relevant disciplinary program(s). Dissenting opinions from any faculty member(s) may be presented concurrently with proposals upon prior notification to the chair of the committee.
6. This committee will also design and coordinate the College’s undergraduate assurance of learning processes, evaluate the outcomes of these processes, and recommend improvements to the Faculty as warranted.
7. During each fall semester, the committee will provide the KLT and the General Faculty with a summary analysis of assessment results, recommendations, and implemented improvements.
8. The committee shall ensure that the undergraduate curriculum remains current and relevant, is consistent with the College mission, and is in accordance with all Kansas Board of Regents policies, university policies, and accreditation guidelines. The committee shall also ensure that the College’s undergraduate assurance of learning process is coordinated with university assessment policies and procedures and is consistent with the intention of all accreditation standards.

C. Graduate Curricula Management and Assurance of Learning Committee

1. Membership will consist of one Graduate Faculty representative from the core disciplines of the MBA and MPAcc programs - Accounting, Finance, Management, and Marketing. An additional member of the committee, drawn from the faculty at large, and who will serve as committee chair, will be appointed by the Kelce Leadership Team. One ex-officio member will be appointed from each non-core discipline, either inside or outside of the College, that offers a concentration or emphasis area within the MBA program. The Associate Dean for the Kelce Graduate School of Business, Research, and Assessment, and, the Director of Graduate Business Programs will serve as a permanent ex-officio members of the committee.
2. Each represented discipline may choose to provide an alternate for those instances when the regular member cannot attend a meeting of the committee.
3. The committee's primary function is to oversee the curriculum of the MBA and MPAcc programs, to provide continuing evaluation of the programs' outcomes, to recommend and oversee policy relating to the administration of the programs, and to provide advice and recommendations for consideration and action by the College Graduate Faculty, the KLT, the Associate Dean for the Kelce Graduate School of Business, Research, and Assessment, the university Graduate Council, and the Pittsburg State University Graduate Office.
4. This committee will also design and coordinate the College's assurance of learning processes for the graduate programs, evaluate the outcomes of these processes, and recommend improvements to the College Graduate Faculty as warranted.
5. During each fall semester, the committee will provide the KLT and the College Graduate Faculty with a summary analysis of assessment results, recommendations, and implemented improvements.
6. The committee shall ensure that the curriculum in each graduate program remains current and relevant, is consistent with the College mission, and is in accordance with all Kansas Board of Regents policies, university policies, and accreditation guidelines. The committee shall also ensure that the College's graduate assurance of learning process is coordinated with university assessment 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 the members of the Kelce Leadership Team, one representative from the College General Faculty, one representative from the College Graduate Faculty, and the Chair of the Kelce Board of Advisors (or his/her designee). This core committee will oversee the college-level planning procedures dictated by university policy. Supplemental committee membership shall include the current president of the Kelce Student Leadership Council and the president of the MBA Student Association. 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 Dean of the Kelce College of Business will serve as chair of the Strategic Planning Committee.
3. 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 Faculty.
4. 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.
5. Specific charges to the committee may be made by the Dean in response to university-wide initiatives.

E. Faculty Development and Instructional Resources Committee

1. This committee shall consist of at least three Faculty members drawn at large from across the College and will elect its chair. The Coordinator of Internships and Career Readiness shall serve as a permanent ex-officio member 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 Kelce College.
4. The committee will ensure that the faculty development efforts and the instructional technology infrastructure plans of the Kelce College are consistent with university expectations and accreditation standards.

F. Student Recruitment and Retention Committee

1. This committee shall consist of at least three Faculty members, drawn at large from across the College, plus the Associate Dean of the Undergraduate School of Business, Outreach, and Business Engagement who will serve as chair. The Coordinator of Internships and Career Readiness shall serve as a permanent ex-officio member of the committee.
2. This committee is charged with devising, planning, and producing initiatives to grow the enrollment of the College's undergraduate and graduate programs in a sustainable way. The committee will coordinate its work with the offices of the university's Enrollment Management and Student Success unit.
3. The committee will oversee the design and production of the College's promotional recruitment materials and coordinate the College's participation in university-wide recruitment events. The committee will also initiate and oversee activities to retain current business students who are at risk of dropping out. The committee is responsible for making recommendations to the Faculty and Kelce Leadership Team regarding policies and procedures that affect College enrollment.
4. The committee will ensure that all recruitment and retention efforts of the Kelce College are consistent with university expectations and accreditation standards.

G. Student Reinstatement Committee

1. This committee shall consist of at least three Faculty members drawn at large from across the College and will elect its chair. The Associate Dean of the Undergraduate School of Business, Outreach, and Business Engagement shall serve as a permanent ex-officio member of the committee.
2. This committee shall consider and decide upon student petitions for reinstatement to the College following the policies and procedures established by the 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.

H. College Academic Honors Committee

1. In harmony with Faculty Senate guidelines, this committee is comprised of one Faculty member selected from each major within the Kelce Undergraduate School of Business. The committee will elect its chair who 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.

I. College Faculty Promotion Committee

1. Membership of this committee is comprised of one senior ranking Faculty member from each disciplinary major within the College. In accordance with university policies and the Unit Contract, 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 committee recommendations will be based on the standards for rank established within the relevant college guidelines document.
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.

J. Part-Time Lecturers Committee

1. This committee's membership is limited to Adjunct Lecturers holding academic appointments in the College of .5 FTE or less. One Lecturer from each degree-granting discipline and support area which hires Lecturers shall be appointed by the KLT to serve. At least one member will be drawn from the part-time Graduate Faculty.
2. The committee will meet at least once each semester with the Associate Dean for the Kelce Undergraduate School of Business, Outreach, and Engagement and the Associate Dean for the Kelce Graduate School of Business, Research, and Assessment to provide advice and counsel concerning any and all matters pertaining to part-time faculty.

3. Committee recommendations may be brought forward by the Associate Deans for consideration by the Kelce Leadership Team and/or at any scheduled meeting of the Kelce General Faculty.
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ARTICLE VIII

Kelce Leadership Team

- A. The Kelce Leadership Team (KLT) shall be comprised of the Dean, the Associate Dean for the Kelce Undergraduate School of Business, Outreach, and Engagement, the Associate Dean for the Kelce Graduate School of Business, Research, and Assessment, the Faculty Chair, the Director of Student Relations and Engagement, and the Director of Graduate Business Programs. The Dean will serve as chair of the team.
 - B. To facilitate communication and to coordinate decisions and policies related to curriculum and other matters concerning the daily operations of the college, the KLT will meet at least once each month with the Program Coordinators Council (PCC). Collectively, the KLT and PCC will be known as the Kelce Leadership Council (KLC).
 - C. The Dean's Administrative Specialist will serve as recording secretary for all KLT and KLC meetings. Minutes of the meetings, excluding privileged personnel discussions, shall be public documents and archived on the university's website.
 - D. 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.
 - E. The KLT shall oversee the adherence to the College's Rules of Organization and Bylaws as put forth in this document.
 - F. 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).
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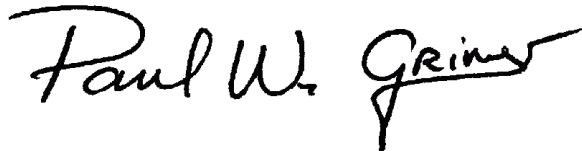
ARTICLE IX

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.
 - G. A copy of any proposed amendment(s) must be given to the Faculty by the Dean at least seven class days prior to the date of the meeting at which the proposed amendment(s) is(are) to be voted upon.
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Approved by vote of the Kelce General Faculty and accepted by:



Dean, Kelce College of Business

Date: 12/12/12

Revision History:

Article VII. B. - MBA Program Committee, Approved 01/16/15 (obsolete/reorganization)
Article VIII. A. - Kelce Leadership Team, Approved 05/02/16 (obsolete/reorganization)
Article VII. A. - Curricula Management and Assurance of Learning Committee, Approved 08/18/16 (obsolete/regorganization)
Articles V. through VIII. - To reflect administrative reorganization and resulting committee structures, Approved 02/22/19
Article V. and VII. H. - Corrected to align with Unit Agreement's definition of Promotion Committee, Approved 05/06/19
Article VII. I. - Addition of the Part-time Lecturers Committee, Approved 01/22/21
Article I through Article VII. - Alignment of document's wording with new academic and administrative position titles; establishment of the Program Coordinators Committee and the Kelce Leadership Council, Approved 08/18/22
Articles V. through VIII. - To reflect administrative reorganization and resulting committee structures, Approved 8/18/22



**COLLEGE STANDING COMMITTEES
& OTHER ASSIGNMENTS: 2022-2023**

Undergraduate Curricula Management and Assurance of Learning Committee

Mary Jo Goedeke, Chair (2024)
Anil Lal (2023)
Kay Kim (2023)
Jae Choi (2024)
Mary Wachter (2025)
Shipra Paul (2025)
David Hogard (Ex-Officio)
Din Cortes (Ex-Officio)

Graduate Curricula Management and Assurance of Learning Committee

Gail Yarick, Chair (2024)
Lynn Murray (2023)
Choong Lee (2023)
Mary Judene Nance, Chair (2025)
Larry Woodward (2025)
Hamid Khan (Ex-Officio)
Judy Smetana (Ex-Officio)
Din Cortes (Ex-Officio)
Chelsey Decker (Ex-Officio)

Strategic Planning Committee

Paul Grimes, Chair (Ongoing)
Din Cortes (Ongoing)
Lynn Murray (Ongoing)
Alex Binder (Ongoing)
Chelsey Decker (Ongoing)
David Hogard (Ongoing)
Stephen Horner (2024)
David Sikolia (2025)
Nancy George (KBOA Chair)
TBD (KSLC President)
Kinley Walden (MBAA President)

Faculty Development and Instructional Resources

Sang Lee, Chair (2024)
Dwight Strong (2023)
Connie Shum (2025)
Young Nae (2025)
David Hogard (Ex-Officio)

Student Recruitment and Retention Committee

Lynn Murray, Chair (2024)
Alex Binder (2023)
Mary Wachter (2024)
Kristen Macelli (2025)
David Weaver (2025)

College Academic Honors Committee

Connie Shum, Chair (2024)
Sang Lee (2023)
Wei Sha (2023)
Anil Lal (2024)
Steve Zornes (2024)
Linden Dalecki (2025)
Hamid Khan (2025)

Student Reinstatement Committee

David O'Bryan, Chair (2025)
Jamie Brooksher (2023)
Theresa Presley (2024)
Mike McKinnis (2025)
David Hogard (Ex-Officio)

Consolidated P&T Committee

(The KUSB P&T Committee and the Kelce College of Business Promotion Committee)

Maeve Cummings (CIS), Chair
Chris Fogliasso (MGT)
Mary Jo Goedeke (ACC)
Anil Lal (ECON)
Kristen Maceli (MKT)
Connie Shum (FIN)

Part-Time Lecturers Committee

LaDonna Flynn (ACC & MGT) (2023)
David Newcomb (CIS) (2024)
Lisa Paterni (MGT) (2025)
Melinda Roelfs (IB) (2025)

Program Coordinators Council

Accounting – Mary Jo Goedeke
Business Studies – David Hogard
Computer Information Systems – Maeve Cummings
Economics – Anil Lal
Finance – Larry Woodward
International Business – Hamid Khan
Management – Sang Lee
Marketing – Mary Judene Nance

OTHER:

Economic Development Task Force

Michael Davidsson, Chair
Paul Grimes
Steve Horner
Lynn Murray

Faculty Senate Representatives

Gail Yarick (at large)
Kristen Maceli
David Weaver

Graduate Council Representatives

Alex Binder
Anil Lal
Sang Lee
Theresa Presley

Note: Full terms are for three academic years. (Date) indicates last year of current term.

(As of 10/11/22)



KELCE
COLLEGE OF BUSINESS

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 target number of active members shall be thirty (30) exclusive of any ex-officio or emeritus members. Prospective members should have substantive industry experience and expertise to help advance the purpose and objectives of the Kelce Board of Advisors. At least two board positions are to be filled by Kelce College graduates who completed their degrees in the previous ten years.
- B. Nomination and Appointment:
 - 1. 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 and a majority of the members of the existing board of advisors, after consultation with the Kelce College faculty and appropriate university officials.

2. 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 standing Membership/Nominating Committee of the Kelce Board of Advisors. The Membership/Nominating Committee will 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 Dean or board chairperson to the university president for appointment.
 3. 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.
 4. Board membership shall not be limited to graduates of Pittsburg State University nor to residents of the State of Kansas.
- C. Emeritus status membership is considered when members of the Kelce Board of Advisors are no longer active with meetings and/or committees, but have served the board with excellence and distinction and wish to remain associated with the board. The Executive Committee will nominate members for Emeritus status, which the Board must approve by majority vote.
- D. Terms:
- Members are initially appointed to a three-year term. If a member has not participated actively with functions of the Kelce Board of Advisors during his or her initial membership term as determined by the Executive Committee, he or she will not be reappointed and membership will cease. If a member has participated actively during the initial membership term, then he or she will be automatically re-appointed to an indefinite term.
- Members filling the positions reserved for Kelce graduates of the previous ten years are also appointed to a three-year term. After their three year term has expired, the Membership/Nominating Committee may recommend their nomination to an indefinite term if a vacancy on the board exists.
- The Board will accept a member's resignation or retirement upon the member's request. Inactive members may be encouraged to increase participation in supporting board activities, or to retire from the board.
- Emeritus status membership described under Section II. C. of these bylaws may be considered for members retiring from the Kelce Board of Advisors.
- E. 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 Membership/Nominating Committee will attempt to limit having individuals who, in their judgment, represent the same or similar business, industry, or professional group, to no more than 25% of the board's membership positions.

F. 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.

G. 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 unexplained absences from meetings or not participating in other board activities in two successive years 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. Officers:

The board, through the Membership/Nominating Committee, shall select its own officers to include a chairperson and a vice chairperson each to be elected periodically by the board from among its regular voting appointed members.

- B. Non-Voting Members:
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.
 4. 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.
- C. The board shall meet at least two times each academic year. The agenda shall be set by the Dean and chairperson and include committee reports. Members may suggest topics in advance or during the meeting.
- D. Minutes of the regular meetings of the board of advisors shall be published and made available to the faculty and board membership.
- E. 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. A member of Kelce Administration/Faculty/Staff will be assigned to each committee by the Dean to work with the Chair on scheduling meetings, agenda topics, and leading the meetings. The goal is to help integrate efforts between Kelce staff and the Kelce Board of Advisors committees.
 2. The Board shall be organized into the following four (4) standing committees: Executive, Membership/Nominating, Development/ Endowment, and Career Readiness. 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 Board of Advisors, 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 nominees (with the board's advice) for membership to the Kelce College Board of Advisors and membership to the board's various standing committees. The committee will also nominate the chairperson and vice chairperson of the board when a vacancy occurs. Committee members will assist in developing interest among business executives and others interested in business education activities for prospective

board membership. The committee will recommend ways and means of recognizing and thanking the members for their service. The college Dean will serve as a continuing advisory member of the committee.

- 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 advisory member of the committee.
 - d. The Career Readiness Committee will support the Kelce College's efforts to prepare graduates for employment in their chosen business fields. The committee will provide counsel and participate in career days, seminars, industry tours and visits, class presentations, Women@Work, or other initiatives to help graduates develop their knowledge base and experience required for their chosen career.
3. Each board advisor 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.
- a. During new member on-boarding, the Dean or a representative from the Membership/Nominating Committee will describe committee opportunities for the new member to participate.
 - b. Committee chairpersons should be prepared to call special meetings or conduct business by email as necessary to complete the vital work of the board in a timely manner.

V. AMENDMENTS

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.

Appendix

Exhibit 7

COVID-19 Addendum

Kelce College of Business: COVID-19 Response and Experience

Our response to the COVID-19 pandemic began with the university's announcement in March 2020 that not only would Spring Break start early and extend for an additional week but also that all classes after spring break were to move fully online. Faculty and their graduate assistants used the break time to facilitate the transition.

We initially expected that classes would soon return to face-to-face mode. Much of the response at this point was driven by university directives which focused primarily on supporting students and faculty in the transition or course delivery. With a few exceptions all university personnel shifted to work-from-home mode. One major adjustment included the decision to extend the last date for dropping a course. Later, students were given the option to move a course to pass/fail grading or to maintain the normal grading schema. Students had until finals week to make this choice for each class.

As the Spring 2020 dragged on, it became apparent that we were not going to return to in-person classes for the term. This led to decisions to postpone or modify some of our planned AOL assessment activities in favor of focusing on ensuring the smoothest transition for students and faculty that we could manage. (Given the unexpected switch in instructional modalities and interruptions in course delivery for most classes, it was concluded that some assessment data would be measured with significant error and may not be reliable for analysis.)

Eventually, focus shifted to begin planning for Fall 2020. Two parallel planning processes were implemented – one at the university level and one at each college level. An ad hoc university committee, composed of faculty and staff from across the campus, developed university-wide policies and processes. Transparency and communication were paramount in this endeavor – a focused COVID-19 webpage was developed and updated regularly with links prominently displayed on the university website as well as on the learning management system (Canvas). Additionally, this committee determined the various modes and their definitions of course delivery modality (hybrid, online, face-to-face).

In addition to the university committee, a college committee was formed that met regularly (weekly) in late spring and through the summer to determine the college's response. Comprised of program coordinators (one of whom served on the university committee) and three administrators (the two associate deans and director of outreach and engagement), the overall focus of this group was keeping students and faculty safe through encouraging social distancing. We focused primarily on classrooms and hallway traffic management. Here are some specific actions:

- Classrooms and labs: capacity in classrooms was reduced to ensure the recommended 6-foot social distancing.
- Masking was required of all.
- Two classrooms were deemed unsuitable for classes due to their small size and limited ability to meet distancing requirements. One shifted to storage for unused seats, one became a graduate assistant office.
- Entrances & Stairwells: designated one-way entrances, exits, and stairwells.
- Hallways:
 - Removed obstructions such as benches, recycling bins, and newspaper stands.
 - Created a "road" in each hallway by putting yellow "no passing" tape down the middle of the hallway to limit travel on the right side of the hallway in each direction.
 - Posted highly visible signs in all classrooms, hallways, and restrooms to encourage social distancing and safer personal behaviors.
- Plexiglass shields were placed on each classroom lectern and on all public-facing desks in office suites.
- Disinfectant spray, hand sanitizer, and sanitizing wipes were provided in each classroom and office.
- Picnic tables were placed outside the building and students were encouraged to wait outside.

- Personal Protection Equipment, primarily in the form of masks, were provided by both the university and the college. The college purchased and distributed approximately five hundred Kelce-branded face coverings.
- Contingency plans in case of an outbreak

These efforts proved successful: while there were COVID cases, approximately two-thirds of classes in Kelce had some face-to-face component during the next academic year. Faculty were incredibly responsive and creative to ensure this – many essentially teaching the same class twice weekly. During the 2020-2021 academic year, faculty adhered to university-imposed rules regarding the mandatory reporting of COVID cases to a centralized office that coordinated health care options for our students. Students with COVID were given excused absences and faculty were expected to provide reasonable accommodations for those who fell ill. No significant issues were encountered within the college concerning these policies.

The central administration used some of the federal COVID relief allocations to the university to incentivize professional development opportunities for the faculty. The Center for Teaching Learning and Technology contracted with a major national provider of training programs to deliver a series of workshops on effective online teaching practices. Faculty members could choose two workshops to complete from a broad range of specific topics. A one-thousand-dollar stipend was paid for each workshop completed successfully. This initiative significantly enhanced the online skills of many Kelce faculty members who had not taught online prior to the pandemic.

Our experience during the pandemic closely mirrored that of other regional universities in the Midwest. We adapted to the changing environment and found ways to get our jobs done under trying circumstances. The faculty pulled together and adjusted and kept their students' best interests in the forefront. The lasting legacy of our experience is that everyone is much more comfortable and effective teaching online.