



KELCE
COLLEGE OF BUSINESS

Pittsburg State University

CONTINUOUS IMPROVEMENT REVIEW:
2013 – 2018

Prepared for the
Association to Advance Collegiate Schools of Business

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Continuous Improvement Review: 2013 -2018

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PREFACE

A COLLEGE IN TRANSITION

The reaccreditation visit between October 14th and 16th 2018 will examine a college of business undergoing transition in a number of important ways. Most importantly, the college will only be two months into a significant realignment in its administrative structure. Due to a university-wide budget crisis and personnel issues, the Kelce College of Business acted upon an action item in its strategic plan and reorganized. A traditional academic department administrative-model was replaced with a “faculty of the whole” operating as an Undergraduate School of Business and a Graduate School of Business. Details concerning the events leading up to this dramatic change and how the new model will work are scattered throughout this report. However, due to the nature of the AACSB reaccreditation process, which is retrospective in its reporting requirements, this document presents most facts and events within the context of how the college was structured throughout the entire five-year accreditation cycle, 2013-14 through 2017-18. Processes and policies are described as they existed during this period, but it is acknowledged that many will necessarily need to be reworked to fit the new college structure. (For example, responsibilities that used to reside with Department Chairs will need to move to an Associate Dean.) This results in some awkward wording and phrasing at several points in the report.

The budget issues and distractions of the reorganization have not stopped the momentum of the college in its pursuit of new initiatives. These include the advent of a new Professional Online MBA in cooperation with an outside program management firm and the ongoing capital campaign for a much-needed and long-delayed major renovation of the college’s physical facilities. The new online MBA is designed to generate revenue directly for the college – a first for Pittsburg State University. More than \$10 million has been donated, pledged, and identified toward the \$18.5 million needed for the building project. Current plans call for ground breaking in the Spring of 2020.

Throughout these and the other transitional and transformative initiatives described herein, 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 2018

I. Executive Summary: Innovation, Engagement, and Impact

Who We Are:

- Pittsburg State University (Pitt State) is a comprehensive regional public university enrolling approximately 7,000 students on its residential campus in rural southeast Kansas.
- Pitt State serves a predominately traditional undergraduate student body from southeast Kansas and the surrounding four state area.
- The Kelce College of Business is one of Pitt State's four colleges with a total enrollment of approximately 1,100 majors at the undergraduate and masters levels.
- In 2017-2018, the Kelce College celebrated its 40th anniversary as a college and 20th anniversary as an AACSB accredited member.
- The Kelce College confers degrees across seven undergraduate BBA majors and four MBA concentrations.
- The Kelce College diversifies its student body through a commitment to internationalization.
- Kelce faculty routinely offer study abroad opportunities in Korea, France, and Taiwan, and fully participate in Pitt State's general education program in Paraguay.
- The Kelce College is home to ten active student organizations, including the nationally prominent Enactus (formerly Students in Free Enterprise) team.
- Academic programs in the Kelce College of Business are regularly recognized in both regional and national rankings. In 2018:
 - The MBA program achieved a #3 ranking by *The Princeton Review* for "Most Family Friendly Business School."
 - *The Accounting Degree Review* ranked the college #6 in the nation for schools offering programs in forensic accounting.

How We Innovate:

Students and Learning

- 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:
 - 16 new courses and 7 course deletions
 - 82 revised courses (descriptions and content)
 - New BBA admission standards
 - Revised "Kelce Core" course requirements for all BBA majors
 - 1 BBA name of major change and 1 new undergraduate certificate
 - New Master of Professional Accountancy Degree (MPAcc) offered via a "4+1" format
 - 1 new MBA concentration
 - Revised MBA admission requirements
- 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 a dual MBA degree option in partnership with the La Rochelle Business School in France and is in negotiations with a second French business school in Montpelier.

Operations

- In response to pressing budget concerns, the college is implementing a sweeping administrative reorganization which goes into effect in FY19.
- The Kelce College is in the middle of a multi-year \$18.5 million capital campaign to raise funds to renovate and expand our physical facilities.

- The college recently entered into an agreement with Academic Partnerships, an Online Program Management firm, to deploy a Professional Online MBA program to adult learners in our service area.
- Through enhanced development efforts, the Kelce College has increased student scholarships by 15.3 percent over the past five years.

How We Engage:

- Twenty-seven percent of classroom time in undergraduate courses is spent with hands-on and experiential learning pedagogies. Forty-one percent of MBA course time is devoted to active learning teaching methods.
- The Kelce MBA Association regularly conducts major research projects for external constituents. Recent clients include the Pittsburg Area Chamber of Commerce, the City of Pittsburg, and the Pitt State Athletics Department.
- Approximately 20 percent of Kelce College students participate in student organizations and honor societies.
- The faculty has placed a renewed emphasis on experiential projects in the undergraduate capstone course.
- Students in the Kelce College enjoy small classes and individual attention not available at larger universities. The average course enrollment across the college is 30.
- The college partners with Wichita State University and the Pittsburg Area Chamber of Commerce to host an annual Economic Outlook program in Pittsburg.
- Kelce faculty members remain engaged in scholarship and are financially supported in the summer through the Youngman Notable Scholars program through earnings on an endowment.
- The Kelce Student Leadership Council advises the dean on expenditures from the instructional equipment fund which is generated from student fees.
- Faculty members in the Kelce College actively contribute their time and talent to professional and community organizations.
- The college places a strong emphasis on strengthening public relations to enhance the image of Kelce on campus and with the general public. The goal is to create a greater allegiance to the college.
- The Kelce College actively seeks to enhance its development efforts through friendship and fundraising activities.
- The Kelce Board of Advisors (KBOA) provides guidance to the college administration through regular semi-annual meetings.

How We Impact:

- The Kelce College faculty impact students not only in Pittsburg, Kansas, but across the globe through the production of widely adopted college textbooks and learning materials.
- Alumni of the Kelce College degree programs impact our primary service region and the global economy through a 93 percent placement rate immediately after graduation.
- Kelce College graduates impact the corporate world through their leadership. Outstanding alumni include former CEOs of Walmart and Bridgestone/Firestone.
- The college impacts business scholars throughout the world through two major academic journals that call Kelce home – *Journal of Managerial Issues* and *The American Economist*.
- Current Kelce College faculty members produced 75 peer-reviewed journal publications over the last five years.
- The scholarship produced in the college impact researchers around the world. Kelce participating faculty members have been cited by other researchers an average of 412 times over the past five years.
- The Kansas Board of Regents recently approved the establishment of a Business and Economic Research Center (BERC) to expand the college's economic development outreach activities.
- The college 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 college 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.

II. Situational Analysis

The University Context

Pittsburg State University (Pitt State) is a comprehensive regional university serving more than 7,000 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 20,000 residents. The institution, founded in 1903, has a rich history of continuing to expand and refine 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 Bachelor's, 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. Residents of neighboring counties in Missouri, Oklahoma, and Arkansas pay tuition at the in-state rate through the Gorilla Advantage program. This rate is also available to students from the Missouri side of the Kansas City metropolitan area. Residents of other counties in the three bordering states and Texas are offered a discounted rate of tuition through the Gorilla Edge program. In addition to students from these targeted areas, the high quality and affordability of Pitt State's academic programs attract students from across the country and from around the globe. Currently, students from 36 states and 43 nations are enrolled at Pitt State.

Students at Pitt State study on a traditional residential campus composed of 223 acres within the city limits of Pittsburg. The current student-to-faculty ratio is 18 to 1 and the average ACT score for entering students is 22. Most Pitt State students live in the city with nearly two-thirds living in either on-campus residence halls or off-campus apartments and homes in the surrounding neighborhoods. Pitt State has a small but vibrant Greek system with two percent of the students choosing to live in fraternity and sorority houses close to campus. A little more than a third of the students commute to school from the smaller towns and cities surrounding the City of Pittsburg.

The campus is almost evenly divided between male and female students. The racial profile reflects the surrounding region with more than 78 percent of students identifying themselves as White. Black and Hispanic students each represent about four percent of the student body. Pitt State's admissions policies are determined by the Kansas Board of Regents. Applicants are required to have a composite ACT score of 21 or greater, or rank in the top one third of their high school graduating class, or complete a pre-college curriculum with a grade point average of 2.0 or higher for state residents and 2.5 for out-of-state students. The one-year retention rate for full-time freshman is 74 percent and the six-year graduation rate is 51 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; and, the national championship in men's indoor track and field in 2018. As a member of the Mid-America Intercollegiate Athletic Association (MIAA), Pitt State sponsors men's teams in six sports and women's teams in five sports.

The College

During the 2017-18 academic year, the Kelce College of Business celebrated its 40th 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 seven majors and a comprehensive MBA degree program. In conjunction with its 40th birthday, the Kelce College also celebrated its 20th anniversary of initial accreditation by AACSB which was achieved in 1997-98.

The Kelce College of Business is the smallest of Pitt State's four colleges. In recent years, total enrollment has steadily hovered near the 1,100-student mark. This represents approximately one-seventh of the overall campus student population. Throughout 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). Each academic department was led by a faculty chair appointed by the dean with approval from the

Prominent Alumni:

Lee Scott: CEO of Walmart (Retired)

John Lampe: CEO of Bridgestone/Firestone (Retired)

John Lowe: Executive VP of ConocoPhillips (Retired)

Provost and Vice President for Academic Affairs. During the year of record, the college was comprised of 27 tenured or tenure-earning professors and five continuing instructors. The college normally hires an additional six or seven adjunct lecturers each semester to teach one or two courses each. The Kelce College faculty was supported by four professional staff positions during 2017-18, a Coordinator of Academic Advising, a Director of Development, an Instructional Support Consultant, and a Technical Support Consultant. The Coordinator of Academic Advising was a full-time position within the

college, but the two Support Consultants' positions are shared with the College of Education. The Director of Development is administratively housed in University Development and assigned to the college. The college is served by four Administrative Assistants who supervise a number of graduate assistants and work study students assigned to them.

Throughout this past accreditation cycle, daily operations of the college were overseen by the dean and an administrative council known as the Kelce Leadership Team (KLT) which was comprised of the dean, the three departmental chairs, and the Associate Dean/MBA director. This team is currently being reconstituted to reflect the new administrative organization of the college. 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.

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

A demographic profile of Kelce College students is provided in Table 2. The personal characteristics of Pitt State undergraduate business students generally mirror those of the campus as a whole. However, at the graduate level an important distinction is evident. For the past several years, a significant number of Kelce MBA students have been international in origin. This is a result of the university's aggressive recruitment in foreign markets. The administration's

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

	2013-14	2014-15	2015-16	2016-17	2017-18
BBA					
Accounting	235	210	189	168	155
Computer Information Systems	99	113	120	101	102
Economics*	16	18	11	15	32
Finance	84	105	116	134	114
International Business	57	62	54	48	44
Management	347	348	304	304	326
Marketing	171	179	210	219	241
Total Undergraduate	1,009	1,035	1,004	989	1,014
MBA**	103	101	62	75	91
Total College Enrollment	1,112	1,136	1,066	1,064	1,105

Source: Institutional Research and Planning, Tableau System. Data reflect 20th day counts for the Fall semester of each academic year.

*Name changed to "Business Economics" in Fall 2017.

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

Table 2: Demographic Profile of Kelce College of Business Students

Characteristic	BBA: Undergraduate	MBA: Graduate
Gender		
Female	35.33%	39.56%
Male	64.67%	60.44%
Age		
Mean Years	21.5	27.4
Ethnicity		
White	75.95%	70.33%
African American	5.06%	1.10%
Hispanic	4.83%	2.20%
Native American	0.69%	0.00%
Asian	0.81%	1.10%
Two or More Races	6.33%	3.30%
Non-Resident Alien	6.21%	21.98%
Resident Status		
Kansas	65.71%	48.35%
Out-of-State Domestic	28.08%	29.67%
International	6.21%	21.98%
Enrollment Status		
Full-Time	96.65%	69.23%
Part-Time	3.35%	30.77%
Class Standing		
Freshman	15.68%	
Sophomore	18.34%	
Junior	24.75%	
Senior	41.22%	

Source: Institutional Research and Planning, Tableau System. Data reflect enrollment at 20th day of 2017 Fall Semester.

efforts to increase the export of Pitt State's programs and to increase the diversity of the student body continue to attract large numbers of international students into the Kelce MBA program. Throughout all of its programs, the college embraces internationalization and routinely offers study abroad opportunities in Korea, France, Taiwan and China. Kelce faculty members also teach in Pitt State's general education program in Paraguay. In recognition of their scholarly activities in the international arena, three Kelce College Faculty members have served as Fulbright Scholars and one was chosen as a special instructional consultant for the USAID's Financial Development Project in Iraq.

The college is home to ten student organizations including clubs and honorary societies. The local chapter of Enactus (formerly Students in Free Enterprise – SIFE) has won numerous awards, including national championships, over the years for the quality and originality of its community service projects. The MBA Association actively engages in marketing and research studies in support of local economic development initiatives.

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

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

Recent Kelce College Top Ten Rankings:

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

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

2016: #2 Most Affordable MBA Programs, *Top Management Degrees*

Impacting Forces and Opportunities

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

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

Internal, Environmental and Competitive Forces. The Kelce College faces several significant challenges that are common to business schools across the country. Most importantly, state support for higher education in Kansas continues to fall. In fact, tuition and self-generated funds now exceed state appropriations for the universities governed by the Kansas Board of Regents. 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.

Enhancement Opportunities. Our strategic initiatives during the past five years have primarily focused on leveraging curriculum opportunities. A comprehensive review of our degree offerings resulted in the development of a new Master of Professional Accountancy (MPAcc) degree that will be offered in a 4+1 format for our BBA accounting majors preparing for the CPA exam. The Kelce College has also recently entered into a contractual relationship with an outside program management (OPM) firm to offer our MBA program online to placed-bound professionals in our service region – an untapped market for the college and university. A new MBA concentration in Human Resource Development was approved in the Spring of 2018. At the undergraduate level, numerous curriculum changes were instituted based on our strategic review of enhancement opportunities and AOL activities. Numerous new courses were developed and scores of additional courses were updated along with modifications to the Kelce Core. Specifics are detailed in a later section of this report.

Scope of Accreditation Review. The degree programs within the scope of the current Continuous Program review include the seven undergraduate BBA majors and the three concentrations (offered during the accreditation cycle) within the MBA. Table 3 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 workroom documentation.

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

Program	2013-14	2014-15	2015-16	2016-17	2017-18
BBA					
Accounting	54	46	43	54	39
Computer Information Systems	8	17	18	22	23
Economics*	6	5	2	2	8
Finance	17	18	30	41	28
International Business	9	5	6	12	9
Management	77	84	76	63	79
Marketing	21	28	34	32	37
Total Undergraduate	192	203	209	226	223
MBA					
General Administration	22	26	26	22	28
Accounting	14	20	12	3	4
International Business	11	10	3	2	5
Total Graduate	47	56	41	27	37
Overall College Total	239	259	250	253	260

Academic year data include graduates from Summer, Fall, and Spring academic terms.

*Name changed to "Business Economics" in Fall 2017.

III. Progress Update on Concerns from Previous Review

In the letter reaffirming the Kelce College's AACSB accreditation dated March 14, 2014, the college received five points of commendation and three points of concern:

1. The College should continue to refine its definitions for faculty qualifications in order to be consistent with and in support of its mission. The College should also identify specific target percentages for each category of faculty qualifications including the deployment percentages of CIS faculty. (Standard 15: Faculty Qualifications and Engagement)
2. The College should incorporate the concepts of impact, innovation, and engagement into its new strategic plan as it relates to the accomplishment of its vision, mission, and goals. Additional evaluation should be done on how the College will measure the assessment of impact. (Standard 1: Mission, Impact, and Innovation and Standard 2: Intellectual Contributions and Alignment with Mission)
3. The College has a mature and effective AOL program; however, further development is needed for its overall curriculum management plan and its linkage to the assurance of learning activities. (Standard 8: Curricula Management and Assurance of Learning)

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

Faculty Qualifications

Using historical reports generated by the college's Digital Measures Activity Insight database, the Kelce Leadership Team carefully studied the deployment of faculty across the various degree programs and over time. Based on this analysis, the following policy was approved by faculty vote and incorporated into the existing "Faculty Qualifications and Engagement Criteria" document:

"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 2018-19, 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%
Other:	0% to 10%"

Hiring and personnel decisions are now informed by this policy. Since adopting the policy, the college overall has consistently deployed faculty within these ranges. The college was within each target range during the year of record, 2018-2019: SA = 66.5%, PA = 7.1%, SP = 10.8%, IP = 14.1%, and Other = 1.4%. (See Table 15-1 included in Appendix A.)

Strategic Plan and Impact

Immediately following our last accreditation reaffirmation, the Kelce College initiated the completion of a new five-year strategic plan. The development of the plan was overseen by the college's standing Strategic Planning Committee and included significant involvement with college stakeholders including alumni, members of the college advisory board, and current students. The strategic plan is built around three pillars: Professionalism, Relevance, and

Kelce's 3 Strategic Pillars:

- Professionalism
- Relevance
- Growth

Growth. Each element of the plan was written with the attributes of innovation, engagement, and impact in mind and constructed in a manner that allows for objective assessment wherever possible. Details of the plan are discussed in the Section IV and the full plan is included in Appendix C. The plan was approved by the college's general faculty in August 2015. During the following year, Pitt State completed its university-wide strategic plan known as *Pathways to Prominence*. The timeline of the Kelce strategic plan was then modified in August 2017 to synchronize with the university's plan. As noted below, and elsewhere in this report, a number of major initiatives arising from the plan have been completed to-date or are underway.

Curricula Management and Assurance of Learning

To generate greater efficiencies and to reduce redundancy in our review of courses and curricula, the college merged two previous standing committees, the "Undergraduate Curriculum Committee" and the "Assurance of Learning Committee," forming the new "Curricula Management and Assurance of Learning Committee." The college bylaws were amended to ensure that all BBA majors and the college's Coordinator of Academic Advising are always represented on the committee. In addition, to facilitate greater communication with university-wide curriculum assessment and program review activity, the university's Director of Institutional Effectiveness was added to the committee as an ex-officio member.

The new committee structure was fully implemented by the 2016-17 academic year and has proven to be highly effective. With the oversight and approval processes no longer bouncing back and forth between two separate faculty committees, a significant number of major course revisions and curriculum changes were approved over the past two years. These changes are discussed in detail within Section VI of this report and a copy of the latest committee report with even greater detail is included in the Appendix.

IV. Strategic Management and Innovation

The current dean of the Kelce College, Dr. Paul W. Grimes, assumed his position in July 2011. Upon his arrival, Dean Grimes undertook a systematic review of college operations and programs and visited one-on-one with every faculty member in the college. Based on conclusions drawn from his review, and in consultation with the departmental chairs and faculty, Dean Grimes initiated a sequential long-range plan of action to prepare the college for the reaffirmation process and to lay the foundation for future growth and success. This plan included the following six major steps:

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


The first three steps in this long-range plan were implemented and completed prior to the last accreditation reaffirmation review in 2013-14. The college was one of the first ten AACSB schools to successfully complete reaccreditation under the 2013 Standards. As a consequence, steps #4 and #5 became the central focus for the college's strategic initiatives during this most recent accreditation cycle. A brief review of the college's mission and an overview of the primary activities associated with these two steps is provided in the next three sub-sections.

College Mission

The college's current Vision Statement, Mission Statement, and Guiding Values are shown below in Figure 1. These were developed after an extensive process, inclusive of both internal and external stakeholders, overseen by the college's standing Strategic Planning Committee prior to last reaccreditation visit and approved by the faculty in May of 2013. Thus, the college has operated under these principles throughout the entire past accreditation cycle.

Figure 1: Kelce College Vision Statement, Mission Statement and Guiding Values

Approved 05/08/13



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.

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

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 make up the Gorilla Advantage tuition territory. The communities in this geographic area share a common culture, heritage, and economic experience. As a business school, the Kelce College is committed to preparing students from this area as well as those who plan to make it their home. The needs of businesses and other employers of our primary service region 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. All business majors receive one-on-one advising from a faculty member in their major area of study after being admitted to the Kelce College at the start of their junior year.
- Diversity. Our primary service region is relatively homogeneous with respect to race. This is clearly reflected in the demographic profile of our undergraduate students shown 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 over the past two years, our success in the global market is evidenced by the significant number of Kelce students 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 around \$3,000 per term), the faculty pride themselves on their students' return on investment.
- Small Classes. Wherever possible, and within the scope of available resources, the Kelce College maintains relatively small classes for Kelce College Core and required upper division courses within the majors. Table 4, on the next page, 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 higher class sizes in lower division classes reflect the fact that accounting, computer information systems, economics, and management offer introductory courses as part of Pitt State's general education requirements.

Table 4: Average Class Size* by Course Code and Level for Academic Year 2017-18

Course Level	ACC	CIS	ECON	FIN	MGTMKT
Fall 2017					
100-200	39	30	49	--	38
300-600	25	19	24	31	38
800 - above	11	--	13	23	28
Spring 2018					
100-200	37	32	46	9	41
300-600	29	21	29	28	42
800 - above	12	--	--	10	23
Discipline Average:	26	26	32	20	35
College Average:	28				

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

-- Courses not offered at this level.

The Kelce College attempts to maintain course enrollments at levels that provide an inviting atmosphere and promote interaction and engagement between students and faculty. The 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. Fluctuations in enrollment from year to year result in hiring additional Supporting Faculty (adjunct lecturers) in order to offer additional sections of high-demand courses. It is recognized that any significant increases in student enrollment will require expansion of the participating faculty to maintain current course sizes, in addition to modernized classroom facilities.

Development and Implementation of Strategic Plan

Immediately following reaccreditation in Spring 2014, the Kelce College's Strategic Planning Committee (SPC) began an eighteen month process of developing a new strategic plan. As constituted by the current college bylaws, the SPC is composed of faculty representatives from each BBA major, members of the KLT, the KBOA chair, and one student each from the undergraduate and graduate student bodies. This group was chaired by the dean and met on a regular basis. As the plan developed, drafts were presented at regularly scheduled faculty meetings and input was routinely solicited from the general faculty and from members of the central university administration. After a series of iterations, the final plan was approved by a vote of the college faculty in August 2015. As noted above, the college plan was reaffirmed in 2017 when the timeline for implementation was synchronized with the university-wide *Pathways to Prominence* strategic plan.

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.

For each primary goal, several key objectives were identified with achievable action items enumerated to fulfill each objective and responsible parties identified. A copy of the complete strategic plan is included in Appendix C at the end of this report. Upon acceptance and approval of the strategic plan by the faculty, steps were immediately undertaken to put the plan into action. The dean and KLT determine the priority action items on an annual basis. At the opening faculty meeting in the fall, the dean presents which items will receive priority attention during the forthcoming academic year. Table 5 presents a list of those action items already completed or for which significant progress has been made to-date.

Table 5: 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. 90% Construction documents prepared. Ready for bidding process once funds have been fully identified.
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	Ongoing. Total funds identified to-date: \approx \$10M (\$4M+ in private pledges and \$6M in state Repair & Renovation funds). Total funds required: \approx \$18.5M
1.2.1	Conduct faculty searches following professional standards established in the respective disciplines - including advertising, screening, and interviewing.	KLT, Faculty Search Committees	Ongoing. 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. All faculty salaries now benchmarked against CUPA, KBOR Peers, and AACSB medians.
1.2.3	Effectively utilize existing Faculty Fellow endowments to reward and support highly productive faculty members.	Dean	Ongoing. Youngman and Esch Endowments supporting targeted faculty during summer.
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	Almost complete. Policy approved by President's Council and implemented. Process document in drafting stage.
1.5.1	Review and revise as necessary the Kelce College Code of Ethics.	Faculty Ad Hoc Task Force	Completed. Revisions developed and approved by college faculty vote.
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.	KLT, Curriculum and Assurance of Learning Committee	Completed. Results informed curriculum revisions approved during 2017-18.
2.1.2	Systematically analyze regional employment data and conduct benchmarking of curricular offerings with peer schools	KLT, Curriculum and Assurance of Learning Committee	Completed. Results informed curriculum revisions approved during 2017-18.
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.	Dean, KBOA	Ongoing. Core leadership group identified by KBOA. Invitations pending. Goal to hold first organizational meeting in Fall 2018.
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 courses and Kelce Core Curriculum changes approved during the 2017-18 academic year.
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 for each of the seven BBA majors and the MBA approved during the 2017-18 academic year.

2.2.2	Establish target levels of instructional staffing by faculty qualification categories as prescribed by the 2013 AACSB Standards.	KLT	Completed. Targets approved by college general faculty. (See Section III above for details.)
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 projects completed through courses and student organizations.
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 late Spring 2018 from KBOR for the establishment of the Business and Economic Research Center (BERC).
2.3.5	Partner with the College of Education to reinvigorate the Center for Economic Education.	Dean	Initiated. Preliminary negotiations delayed due to budget constraints.
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	Completed. Due to budget issues during 2017-18, reorganization fast-tracked to capture permanent savings.
3.4.1	Establish priorities and goals for the current capital campaign.	KLT, Development Officer, Foundation Office	Completed. Building is number one priority, followed by scholarships and faculty endowments.
3.4.2	Maintain and enrich relationships with key alumni and friends of the college.	Everyone	Ongoing. Improvement of public relations is key priority for the college.
3.5.2	Reinstitute the "Kelce Connections" semi-annual newsletter to alumni and friends	Associate Dean, Alumni Office	Completed. Publication resumed and distributed semi-annually both in hard copy and electronic versions.
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.
3.5.8	Increase participation of Kelce student teams in regional and national competitions and conferences.	KLT, Faculty	Ongoing. Number of competitions continue to rise. Team results have improved.

Curriculum Review and Revision

Concurrent with development and implementation of the college strategic plan, the second long-range step receiving special emphasis during this past accreditation cycle involved a comprehensive review and updating of the curriculum. This was undertaken using a decentralized approach – curriculum committees within each department oversaw the work for each undergraduate major within their administrative oversight, the MBA Program Committee reviewed and revised the graduate curriculum, and the Curriculum and Assurance of Learning Committee worked on issues related to the undergraduate core affecting all undergraduate majors as well as coordinated the paperwork of requesting approvals for all curriculum changes through the university's legislative process.

A significant number of important issues were addressed throughout the review which took two academic years to complete. (Although all major changes to the Kelce Core and the majors have been approved, there are still a few minor tweaks and clean-ups still needed that are currently in process.) Due to personnel constraints resulting from the university's current budget situation, some of the revisions will necessarily be phased-in as resources become available. Key elements of the curriculum revisions at the undergraduate level include adding a common introductory course for all majors, inclusion of a new business professionalism course to address communications and soft-skills, streamlined undergraduate college admission standards, creation of new course prefixes to identify our Management and Marketing courses (previously they shared a common and confusing prefix), updating scores of course descriptions across all disciplines and renaming our economics major "Business Economics." Additionally, with financial support from the Kansas Insurance Education Foundation, the college initiated new courses and received approval to offer a new Kansas Certificate in Insurance in cooperation with our sister KBOR institutions.

Two significant outcomes were achieved at the graduate level – approval of a new Professional Online MBA and the development of a new Master of Professional Accountancy (MPAcc) degree. Both of these follow innovative delivery modalities. The online MBA is targeted for place-bound business professionals within our service area and is the result of a business agreement with Academic Partnerships (AP), an outside program management firm. AP will invest in marketing the program, oversee recruitment and retention activities, and assist with student enrollment. While AP will also provide resources to support the development of the online courses, the college faculty own, maintain, and deliver the program’s curriculum.

Using the results of a market analysis provided by AP, the faculty revised the MBA admissions criteria and the curriculum (including the addition of a new concentration) to be more competitive with our regional peers. The agreement with AP was signed in January 2018 and steps are currently underway to align university processes with those needed to facilitate a fully online program. Marketing of the program will begin in Fall 2018 and the first cohort will enroll in Spring 2019. Very importantly for the college’s future, the online program has been designed to allow direct sharing of revenues between the university and the college. All online MBA courses will be taught as overload and the faculty compensated based on levels of enrollment.

Major Curriculum Revisions Include:

- New BBA admission standards
- Revised “Kelce Core” course requirements for all BBA majors
- 16 new courses and 7 course deletions
- 82 revised courses (descriptions and content)
- 1 BBA name of major change and 1 new undergraduate certificate
- Revised MBA entrance requirements
- New Professional Online MBA
- New MBA concentration (Human Resource Development)
- New 4+1 Master of Professional Accountancy (MPAcc) degree

The MPAcc is designed as an “accelerated 4+1” program to provide BBA accounting majors with an appropriate track to prepare for the CPA exam. Currently our students must take an additional 24 to 30 credit hours beyond their BBA course requirements to earn the 150 hours of college credit needed to sit for the CPA. Many such students choose a second major or multiple minors to reach this target, however, a sizeable number end up taking courses that do not add to their professional preparation or provide them with a comparative advantage in the job market. The MPAcc degree allows students to double-count 9 hours of credit during their senior year toward the new 30-hour master degree. Thus, within the same time frame it takes to earn 150 hours of credit, an accounting major can now earn both a bachelor and a master degree. The MPAcc was approved by KBOR during the Spring of 2018 and the first cohort begins in the Fall of 2019.

Collectively our curriculum revisions affect all Pitt State business majors, both at the undergraduate and graduate levels. They position the Kelce College to be more competitive relative to our peers and are responsive to the needs of local and regional employers. Furthermore, these curricular changes position us for much needed future enrollment growth. Section VI of this report provides additional details on the curriculum revision and new degree development processes. Appendix E contains the five-year Assurance of Learning Report which provides an overview of the assessment and evaluation work that informed and motivated the curriculum review process and outcomes.

Intellectual Contributions and Impact

Contributions and Alignment with Mission. Table 2-1 in Appendix A reports the five-year summary of intellectual contributions (ICs) produced by the Kelce College faculty. As seen in the table, the college generated a portfolio of ICs diversified across categories of research and types of products. Out of the total of 304 ICs, 22.1 percent represented basic or discovery scholarship, 23.3 percent were focused on teaching and learning, and 54.6 percent were applied in nature. This distribution aligns with the historical focus of the Kelce College and the overall mission of the university. Applied research and instructional scholarship are highly valued activities within the Pitt State culture. To ensure that this alignment is maintained over time, the college’s Strategic Planning Committee developed and approved a Research Mission Statement:

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 Pittsburgh State University.

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

Substantial Cross-Section of Participation. As seen in Table 2-1, virtually all Participating Faculty members produced ICs during the five-year period. For the college as whole, 93.9 percent of Participating Faculty engaged in the production of scholarship during the five-year accreditation cycle. When broken out by academic department, the percentage ranged from 81.8 percent in Accounting and Computer Information Systems to 100 percent in Economics, Finance and Banking, and in Management and Marketing. The high participation rate is 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. A significant cross-section of the faculty receive Youngman funding each year.

Table 2-2 in Appendix A reports the five-year summary of peer-reviewed journals (PRJs) for the Kelce College faculty, broken out by academic department. Counting articles authored by both Participating and Supporting Faculty members, between 2013 and 2018, the faculty authored 75 distinct PRJ articles. This rises to 90 counting coauthorships separately (as seen in Table 2-1). On a per capita basis, this is 2.81 articles for each full-time faculty member. Analysis of the table reveals that these publications appeared in 57 different journal titles. The data in Table 2-2 also reveals that the 11-member Department of Accounting and Computer Information Systems accounted for 21.33 percent of total distinct PRJ production, while the 9-member Department of Economics, Finance and Banking accounted for 26.67 percent, and the 12 members of the Department of Management and Marketing accounted for 52 percent. The distribution of PRJs across the departments reflects not only relative productivity and departmental size, but also the age/career stage profile of the respective faculty members.

Impact and Quality. To assess the impact and quality of the Kelce College's intellectual contributions, two primary sets of metrics were chosen. First, given the college's historical teaching focus and student-centered mission, the authoring of textbooks is a highly appropriate and valuable form of scholarship. Textbooks allow our faculty members to impact students far beyond the walls of Kelce Hall. As reflected in Table 2-1, 10 separate textbook editions were authored and published by Kelce College faculty members during the five year window. The adoption of a textbook by faculty members at peer and aspirational institutions is an indication of quality – from both pedagogical and scholarly content perspectives. We evaluated the impact of faculty-authored textbooks by compiling a list of “top-tier adopter” schools where Kelce-authored textbooks were used. The top-tier adopters were defined as prestigious institutions with highly-ranked business schools. Table 6 on the next page reports the results for five distinct titles published within the accreditation cycle.

The table reveals that Kelce faculty members are reaching business students at many major research universities across the country and around the world, including those at the highest level such as NYU and USC. In addition to the sample of schools reported here, the full adoption lists for the titles in the table include scores of schools with profiles more similar to Pitt State. Furthermore, each of the above titles continue to pass the “market test” of acceptance and currency as they are all distributed by major academic presses and most have sold multiple editions (running from the 5th edition to the 21st edition). Several of the books have been translated into other languages and sold overseas. It is also important to note that the textbook impact of Kelce faculty is spread across several disciplinary fields.

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

Kelce Author	Textbook Title	Edition	Publisher	Sample of Top-Adopters
Donald Baack (with Kenneth E. Clow)	<i>Integrated Advertising, Promotion, and Marketing Communications</i>	8 th , 2017	Prentice Hall, Pearson	Indiana University New York University Ohio State University University of South Carolina Vanderbilt University
Maeve Cummings (with Stephan Haag)	<i>Management Information Systems for the Information Age</i>	9 th , 2013	McGraw-Hill, Higher Education	New York University Purdue University Texas A&M University UCLA University of Southern California
Paul Grimes (with Charles Register and Ansel Sharp)	<i>Economics of Social Issues</i>	21 st , 2016	McGraw-Hill, Higher Education	Arizona State University University of Missouri Purdue University University of Massachusetts University of South Carolina
Eric Harris (with Barry Babin)	<i>CB</i> ⁸	5 th , 2017	South-Western, Cengage	Arizona State University Florida State University Michigan State University University of Iowa University of Washington
Eric Harris Donald Baack (with Daniel Baack)	<i>International Marketing</i>	1 st , 2013	Sage Publications	Glasgow University Northeastern University University of Bologna University of Texas-Dallas University of Wisconsin

*Current and previous editions.

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

As seen in the table, there is a wide variation in citation counts and indices scores across individuals, but the table also demonstrates that a substantial cross-section of the faculty is actively engaged in meaningful academic scholarship. The only faculty members with no citations are those holding Instructional Practitioner or Other qualifications and those junior faculty who have recently completed their doctorates or joined academia from professional practice. Over the past five years, the average Kelce faculty member holding Scholastic Academic qualification was cited 154 times by other researchers in their respective fields. The five-year mean h-index score for SA faculty members was 5 and the mean i10-

Table 7: Citation Indices for Kelce College Full-time Participating Faculty, Spring 2018

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 & Computer Information Systems</u>						
Rebecca Casey (SP)	0	0	0	0	0	0
Jae Choi (SA)	228	7	6	195	6	5
Maeve Cummings (SA)	1,190	8	7	435	4	2
Mary Jo Goedeke (PA)	0	0	0	0	0	0
David O'Bryan (SA)	710	12	14	352	8	6
Mary Polfer (SP)	0	0	0	0	0	0
Theresa Presley (SA)	143	4	3	134	4	3
Wei Sha (SA)	38	2	1	25	2	1
Dwight Strong (IP)	10	2	0	4	1	0
Gail Yarick (SA*)	0	0	0	0	0	0
Department Mean	231	3	3	115	3	2
<u>Economics, Finance & Banking</u>						
Alexander Binder (SA*)	0	0	0	0	0	0
Kevin Bracker (PA)	450	5	5	157	5	5
Bienvenido Cortes (SA)	73	5	3	42	4	2
Michael Davidsson (SA)	20	3	1	20	3	1
June Freund* (SA)	7	1	0	2	1	0
Paul Grimes (SA)	1,978	23	39	757	15	22
Anil Lal (SA)	307	7	6	148	5	5
Fang Lin (SA)	33	3	2	23	3	1
Michael McKinnis (SP)	9	2	0	9	2	0
Connie Shum (SA)	292	7	6	92	4	2
Department Mean	315	6	6	123	4	4
<u>Management & Marketing</u>						
Donald Baack (SA)	2,202	15	18	1146	13	14
Linden Dalecki (SA)	37	3	1	22	2	1
Arthur Fischer (SA)	135	4	2	36	3	1
Chris Fogliasso (SA)	302	8	8	131	5	4
Eric Harris (SA)	1,474	17	22	858	15	19
Stephen Horner (SA)	57	4	2	47	3	2
Choong Lee (SA)	750	15	17	267	10	10
Sang-Heui Lee (SA)	177	5	5	131	5	4
Kristen Maceli (SA)	42	4	1	33	4	1
Lynn Murray (SA)	45	3	1	29	3	1
Shipra Paul (IP)	0	0	0	0	0	0
Mary Wachter (SP)	35	2	1	11	2	1
Jay van Wyk (SA)	134	7	7	93	6	6
Department Mean	411	7	6	215	5	5
<u>College</u>						
Overall Mean	326	5	5	154	4	4
SA Mean	412	7	7	195	5	4
PA/IP/O Mean	7	1	0	3	1	0

Source: *Google Scholar*, May 2018.

* New Ph.D.

(SA) – Scholastic Academic Qualified

(PA) – Practice Academic Qualified

(SP) – Scholarly Practitioner Qualified

(IP) – Instructional Practitioner Qualified

(O) – Other Qualified

index scores were 4. The intellectual contributions by Kelce College faculty members are being used by other researchers and as demonstrated in Table 7, making a significant impact on other academic scholars.

It is important to note that the citation analysis for Kelce College faculty members reveals a dramatic improvement over the past five years. The mean number of career citations stood at 142 at the beginning of this last accreditation cycle rising to the 326 citations shown in Table 7. This is an increase of 130 percent. Likewise the five-year average number of citations rose from 80 to 154, an increase of 92.5 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. The increases are even more remarkable given several highly experienced researchers who retired during this accreditation period and were replaced with new inexperienced faculty members embarking on their first full-time academic appointments.

Mean Career Citations per Faculty Member:

Accounting and Computer Information Systems: 231
Economics, Finance and Banking: 315
Management and Marketing: 411
Kelce College Overall: 326
Only Scholastic Academic Faculty: 412

In addition to the impacts of academic research, 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* are routinely cited by local business leaders and city officials as influencing important economic and policy decisions. For example, a residential housing study significantly shifted the city's policies and helped attract a major new development through a city-university partnership. The City of Pittsburg has invested more than \$100,000 in support of our regional development activities over the accreditation period. The support received from the City of Pittsburg and the Pittsburg Area Chamber of Commerce was instrumental in the college's ability to recently secure approval for the establishment of the Business and Economic Research Center.

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 impacting students across the country through textbook publication, and significantly impacting other academic researchers through publication of valuable peer-reviewed journal articles.

Financial Strategies and Allocation of Resources

Institutional Structure. As a public regional institution, Pitt State's academic mission relies on two primary sources of revenue – state appropriations and student tuition revenue. This is supplemented with private donations and self-generated revenues such as research grants and service contracts. The university employs a centralized financial structure whereby the college 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 enrollment or breadth of programing through a funding formula.

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

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

Category	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel:					
Annual Salaries and Benefits	\$4,214,813	\$4,370,217	\$4,346,534	\$4,404,572	\$4,174,635
Summer Salaries and Benefits	242,370	213,860	256,050	245,455	216,526
Youngman Research Grant Stipends*	104,434	138,054	125,720	137,939	174,478
Graduate Assistant Salaries	70,000	70,000	70,000	77,000	77,000
Student Worker Salaries**	116,784	116,676	116,882	116,946	117,625
Operations:					
Other Operation Expenditures (OOE)	125,283	125,283	125,283	119,276	119,276
Out-of-State Travel (OST)	16,200	15,950	14,700	14,700	15,200
Instructional Equipment Fees***	71,382	71,382	71,382	71,382	71,382
Provost's End-of-Year Allocation	40,293	36,814	33,088	0	0
Development Accounts	19,464	18,388	38,787	37,593	31,165
Student Support:					
Scholarship Distributions	254,779	245,120	271,025	267,405	261,610
Total Expenditures	\$5,275,802	\$5,421,744	\$5,469,268	\$5,492,268	\$5,258,897

* Includes additional funding from Continuing Studies.

** Includes both Federal Work Study and state appropriated funds.

*** Beginning in 2016, unexpended student tech fees placed in roll-over account for new building project.

Table 8 above provides an overview of the college's budget expenditures by major category of spending for each of the past five fiscal years. Data from this table are referenced in the following sub-sections which describe how the college operated over this time frame and in the discussion of the college's administrative reorganization and current situational analysis which subsequently follows.

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

Faculty members may elect to teach during the summer terms at the rate of 10 percent of their nine-month salary per course. Summer schedules are limited based on student demand and courses are allocated to faculty based on departmental policies derived from provisions in the KNEA contract. In recent years, enrollments have been sufficient to support enough courses to satisfy teaching requests. Kelce College faculty members also have the opportunity to receive summer support for research activities. The college provides competitive research stipends from earnings on an endowment. This opportunity is known as the Youngman Notable Scholars Program, named for the benefactors, Harold D. and Estella G. Youngman, who provided the original gift. The program is designed to provide an incentive for full-time faculty to conduct summer research and maintain their AACSB faculty qualifications. 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 by the dean each year based upon the current earnings of the endowment. For 2018 the rate was 4.25 percent.

The Kelce College relies heavily on graduate assistants and student workers to provide office support and assistance to faculty members. Over the past five years, the college has experienced a slight increase in dollars available for both assistants and workers.

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

The college receives support for faculty travel through the allocation of Out-of-State Travel (OST) accounts. Various other sources of travel funding, which do not appear in the college budget, are available to Kelce College faculty members. Pitt State faculty members may apply for professional development funds to support research conference presentations and instructional workshops among other appropriate uses. These funds are centrally controlled by the Faculty Senate through the Faculty Affairs Committee and are competitive in nature on a first-come-first-served basis. Each department's and Dean's Office development accounts are also used to support faculty and staff travel. Thus, the annual OST allocations do not reflect the institution's total commitment to supporting faculty and staff development through travel.

Student Support. Perhaps the brightest spot on the Kelce College budget is the increase in funds available to support students through scholarships. While the numbers have fluctuated over the past five years, looking back farther over the past ten years, scholarships for business majors have grown from \$150,375 to \$261,610, an increase of 74 percent. These scholarships, both endowed and current, are supported by gifts through the Pittsburgh State University Foundation. Recent scholarship campaigns undertaken by the Foundation have resulted in greater giving and the establishment of more scholarships. In addition, five years ago a Major Gifts Officer position within the Foundation was restructured into a "Kelce College of Business Director of Development" position resulting in a greater emphasis on directed giving to the college. This has been a key to the success in moving our building expansion and renovation project forward.

Administrative Reorganization

Situational Analysis. The total operating funds expended by the Kelce College in 2017-2018 was \$5.26 million. This represents a decline of \$233,371, or 4.25%, from the previous fiscal year. As seen in Table 8 above, overall spending slowly grew for four years before this decline. However, the slow overall increases seen in the first four years is attributable to the significantly increased spending of private dollars from the college's endowments and development accounts. This increased reliance on private dollars is a direct result of the university's overall decline in revenues. State appropriations in support of higher education in Kansas fell dramatically over the past decade. The effect of this is exasperated by the falling enrollments Pitt State has experienced over the past three years. (At the time of this writing, university-wide enrollments are expected to be down again for the fourth straight year in 2018-19. Recall, however, that Kelce College enrollments are not down, but slightly up.)

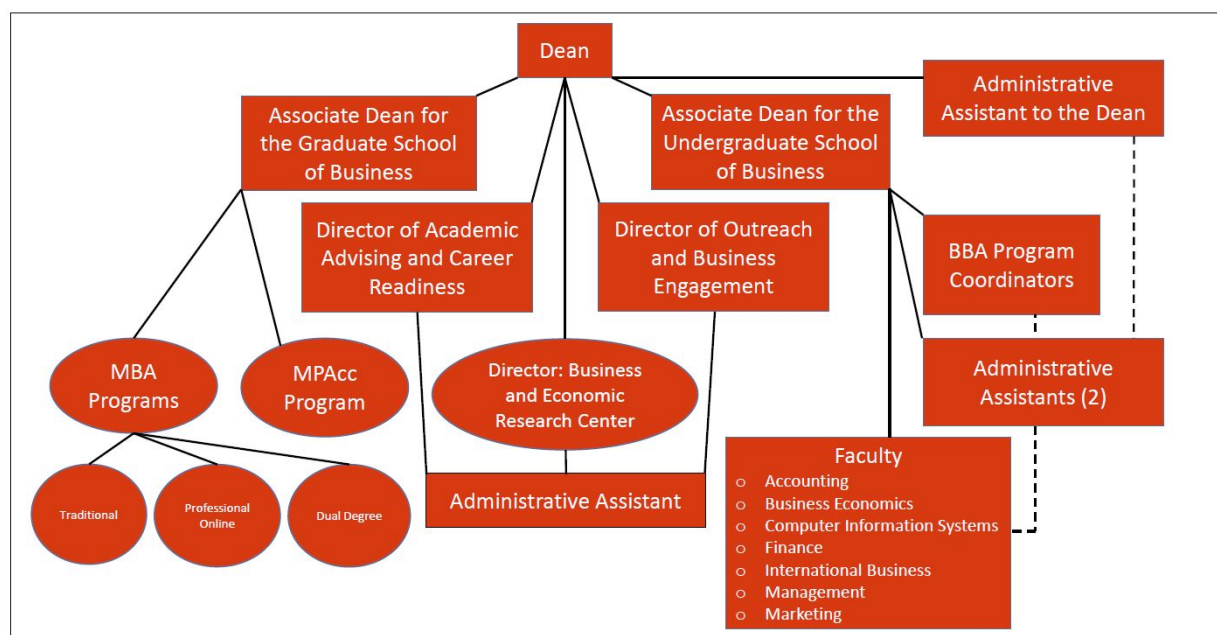
The college was required to return previously allocated dollars to the central administration during each of the past three years. These reductions were part of recurring campus-wide cuts whereby each division and unit were given target amounts to eliminate from their budgets. To achieve the required cuts, the college reduced a portion of its allocated operating budgets (at both the department and college levels) and permanently eliminated open faculty and staff positions. Between retirements, phased retirements, resignations, necessary terminations, and reductions in contract length, the college was fortunate enough to meet its obligated cuts without having to lay off any active employees. This

required strategic shuffling of personnel lines and opportunistic timing of reassignments. However, while no one in Kelce lost their job, nineteen employees across the university were laid off during late Spring 2018. The net effect on the college to-date is the loss of three full-time faculty positions, and a reduction in time for one administrative assistant position. As more than 80 percent of the college’s expenditures are tied up in salaries and benefits, it is likely that any future cuts will result in laying off personnel from filled positions.

To minimize the risk from anticipated future cuts, the KLT decided to make administrative reorganization a strategic priority during 2017-18. As shown earlier in Table 5, consideration of reorganization was included as an action item in the college’s strategic plan (Action Item 3.1.3). The KLT held a retreat where numerous possible organizational structures and their long-term financial implications were considered and studied. Alternative proposals for disbanding academic departments were presented at college-wide faculty meetings and the dean and associate dean met with each department separately about the issues involved. A formal proposal providing the details and discussing the personnel and financial consequences of reorganization was developed by the dean. The proposal is included in Appendix C of this report. Ultimately, the proposed new administrative structure was approved by the President’s Council and sent to KBOR in May 2018. The Board approved the new structure which goes into effect with the start of the academic year 2018-19. An organizational chart for the new administrative structure is shown below in Figure 2. The new model will save the college approximately \$125,000 to \$150,000 per year going forward.

The new organizational structure replaces the traditional academic department model with one featuring a “faculty of the whole.” The college will be divided into two schools – an “Undergraduate School of Business” and a “Graduate School of Business” both overseen by a separate associate dean. In the case of the Undergraduate School, the associate dean will also serve as the “Chair of the Faculty.” The structure is designed to place decisions concerning students and programs down to the lowest level possible. The BBA students will be served by a program coordinator for each of the seven majors; the degrees and curriculum will be overseen by the faculty in each disciplinary major. The new structure will require a complete rewrite of the college bylaws and reorganization of the college’s standing committee structure. Work on these will begin in the Fall of 2018 and personnel have already been appointed to the new administrative roles. It is fully anticipated that currently unforeseen issues will arise; however, the college and central administration are committed to make the new structure work given the financial difficulties that preceded its adoption.

Figure 2: New Organizational Chart for the Kelce College of Business as Approved for 2018-19



Financial Strategies and Future Initiatives. Table 9 summarizes the financial commitments for currently planned initiatives, both large and small. Targeted commitments include supporting faculty scholarship through the purchase of specialized software and the replacement of outdated computers and instructional equipment for both student and faculty use. (Note: requests for purchasing computers and equipment are currently being approved by the university on an “emergency only” basis.) To the extent possible under our current budget situation, current and future open faculty positions will be replaced to maintain the high quality of our instructional human resources. A part-time instructor in Management has been hired for 2018-19 and we have permission to search for a tenure-earning entry level assistant professor in Computer Information Systems. In recent years, tenure-earning faculty positions were downgraded to instructor-level lines or combined with other positions in order to meet market level salaries. Such actions are likely to continue but every effort will be undertaken to avoid endangering our faculty qualifications profile.

As noted elsewhere, the process of planning for a major renovation and expansion of Kelce Hall is well underway with \$10 million already identified for the \$18.5 million project. After hiring an architectural firm, during the past two years extensive programming and architectural planning was completed utilizing a Kelce Building Committee made up of faculty, staff, and students. On multiple occasions, a member of the KBOA graciously provided his corporate jet to allow members of this group to visit recently built business schools around the country. Meetings were held on a regular basis and we have reached the construction document stage of the process. The building project is one of the key focus points of the Foundation’s current capital campaign. A rendering of the renovated building is shown in Figure 3 and additional fund raising materials are included in the workroom materials. Successful completion of this project is the number one financial strategy and priority for the college going forward.

Table 9: Financial Strategies for Future Initiatives

Activity	Start Date	Total Cost	Projected Time Period	Source of Funds
Renovation and expansion of Kelce Hall.	Underway since 2015	\$18,500,000	Target date for ground-breaking: Spring 2020	New private gifts and state Repair & Renovation Funds.
Acquisition of licensed software to support faculty research and service projects.	Ongoing since 2015	\$6,500	Ongoing	Development accounts.
Public relations and Kelce brand recognition, sponsorships and advertisements	Ongoing since 2013	\$3,500 to \$10,000	Indefinite	Development accounts.
Replacement and updating of student laboratory and classroom computers and instructional equipment.	Continuous	\$70,000	Currently postponed due to budget reductions	Instructional Equipment Fees.
Replacement and upgrades to depreciated faculty office computers (Live expectancy of 3 to 4 years).	Continuous	\$30,000 - \$35,000	Currently postponed due to budget reductions	
Replacement of retiring and resigning faculty members. Consideration of on-going Executive-in-Residence	2018-19	\$25,000 - \$120,000	Annually	Open faculty lines; one tenure earning in CIS and one part-time in MGT
Installation of Beta Gamma Sigma Key in front plaza area near southeast entrance.	2020	\$10,000 - \$15,000	To be folded into the building renovation and expansion project.	Development accounts from new gifts.

Figure 3: Rendering of Renovated and Expanded Kelce College of Business Building



V. Participants – Students, Faculty, and Professional Staff

Students

In addition to the admissions standards established by the university, the Kelce College requires students to demonstrate mastery of important skills to prepare them for advanced study in business by successfully completing 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. These standards were recently approved and adopted by the faculty after benchmarking them against our regional peer competition. Details concerning the new Kelce College admission standards are discussed in Section VI of this report.

As noted in Section II, the long-term enrollment for the college has averaged approximately 1,100 students per year, including both undergraduates and MBAs. This is about 15 percent of the overall Pitt State student body. Historically, the distribution of undergraduate students across the BBA majors has remained relatively stable. Table 10 on the next page reports the number and percentage of students enrolled and graduated from each of the seven majors for the last completed academic year. As seen in the table, Management is the most popular BBA major among Kelce College undergraduates, followed by Marketing and Accounting. International Business and Economics are the smallest majors in terms of both enrollment and graduation. About one-fifth of all enrolled Kelce students graduate each year.

No major changes in the demographic distribution of our students have occurred since the last review. Based on the student characteristics discussed earlier and reported in Table 2, the typical Kelce College undergraduate is a 21 year old white male native of Kansas who is enrolled full-time. A significant percentage of business students receive financial aid. In recent academic years, seventy-three percent of Kelce College students received financial assistance compared to about seventy percent for the university as a whole. Given this and recent increases in tuition, efforts were undertaken to expand and extend the availability of private scholarship dollars. The total dollar amount of private scholarships awarded to Kelce College students increased by 74 percent over the past decade, as noted earlier. This is the most significant environmental change affecting students in recent years.

Table 10: Distribution of Enrollment and Graduation across BBA Majors, 2017-2018

BBA Major	Enrollment Count*	Percent of Total	Graduation Count**	Percent of Total
Accounting	155	15.29%	39	17.49%
Computer Information Systems	102	10.06%	23	10.31%
Economics	32	3.16%	8	3.59%
Finance	114	11.24%	28	12.56%
International Business	44	4.33%	9	4.04%
Management	326	32.15%	79	35.43%
Marketing	241	23.77%	37	16.58%
College Total	1,014		223	21.99%

* Fall semester enrollment.

** Full academic year.

Over the past several years, the Kelce College has enjoyed remarkable placement rates for graduates. According to the Pitt State Office of Career Services, more than 90 percent of surveyed BBA graduates were employed, or enrolled in graduate school shortly after commencement during each year of the review period. Natural variations exist across majors, but the numbers have remained consistently high during the previous five years. The annual numbers for MBA graduates were even higher. Copies of the Career Services annual reports for the period are available in the workroom documentation.

Management and Support of Faculty and Professional Staff

Note: The following subsections discuss the environmental context and institutional arrangements as they functioned during this past five-year accreditation cycle. As noted above, all policies and procedures are in a state of transition due to the recently enacted administrative reorganization of the college.

Faculty Management Policies. Throughout the past five years, oversight of the university's human resource policies as they applied to the Kelce College faculty and professional staff lay with the respective department chairs and the dean. This included the responsibility to ensure that all personnel decisions were made in accordance with the KNEA collective bargaining agreement, as well as Kansas Board of Regents policy and state and federal laws. A brief overview of major functions is provided below.

Recruitment and Hiring. During the review period, each decision to fill an open faculty position was made by the dean after consultation with the chairs. All of the dean's hiring decisions require approval by the Provost and Vice President for Academic Affairs. Each October, the dean must provide the Provost with a college-wide staffing plan for the next fiscal year, along with any anticipated personnel adjustments. Positions that are approved by the Provost are then filled following standard procedures. The recruitment and hiring process for faculty positions are overseen by a hiring committee formed within the respective discipline. All search committees receive training from the university's Equal Employment Opportunity officer prior to beginning the formal search. The committee is charged with reviewing the job description and preparing and placing a job advertisement. All tenure-track faculty searches are national in scope. Applications are screened and ranked by the committee prior to the preliminary interviews that are conducted either by phone or at professional conferences. Two or three finalists are invited to campus for in-person interviews. All relevant parties are asked to participate in the on-campus interviews which normally include classroom and research presentations.

Evaluation forms are completed by all those involved in the interview and collected by the committee. The hiring committee meets and provides a recommendation to the department chair. The department chair consults with the dean before making a final decision. The dean has signatory authority on asking the President to issue a formal letter of offer.

Mentoring. Pitt State has a formal mentoring program for all newly hired faculty members. The program is coordinated by the Provost's Office through the Center for Teaching, Learning, and Technology. 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 in each session. A financial incentive of \$500 in professional development funds is paid to each mentor participating in the program. Throughout the year, a wide variety of topics are covered by the program – these include general topics for academic success and quality teaching to very specific campus-centric issues such as how to secure travel funding and how to complete your annual performance appraisal. The seminars are conducted by relevant experts from across campus including senior faculty, administrators, and specialized staff.

Performance 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. Specific details on the faculty performance appraisal process can be found in Section IV.C. of the contract.) 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 in recent years have averaged only \$200.) Those receiving Unsatisfactory ratings for two consecutive years are eligible to be considered for dismissal with cause. (Formal procedures allowing for due process must occur following this trigger according to the contract.) The collective bargaining agreement also allows faculty members with the rank of Associate Professor or above who have maintained at least a Meritorious rating, and with the approval of their chair, to opt out of submitting an annual performance review and receive a Meritorious rating by default. This option may not be used in any two consecutive years.

Continuing non-tenure earning faculty members are not part of the KNEA bargaining unit, and therefore, are not subject to the same performance evaluation process. However, instructors and lecturers in the Kelce College are evaluated by their respective supervisor each year. Historically, each department chair reviewed the performance of non-tenure earning faculty using procedures developed within the department, including the use of Student Perception of Teaching Effectiveness reviews and personal consultations between the chair and faculty member. These reviews will be harmonized under the new college structure and become the responsibility of the Associate Dean for the Undergraduate School of Business.

University Professional Staff (UPS) members without teaching responsibilities are evaluated each year by their immediate supervisor using a system of goal setting and performance rating that is administered through the university's Human Resource Services office. Likewise, a parallel system exists for 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 instructors and staff as well – though this has not been the case over the past two years.

During the negotiations, the administration also bargains for a pool of money to be designated for “salary adjustments” for productive faculty members who lag behind the market or whose salaries are inverted with new hires in their respective fields. The college deans propose a list of adjustments for their units, and recipients must be approved by the Provost.

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

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

Participating Faculty Members

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

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

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

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

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

Supporting Faculty Members

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

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

Professional Staff and Support Services. During the past five years, the three academic departments and the Dean's Office were served by one full-time twelve-month Administrative Assistant each. In addition, the Kelce College of Business maintained four professional staff positions that provided services to students, faculty and administration. These positions included a Coordinator of Academic Advising, an Instructional Support Consultant, a Technical Support Consultant, and a Director of Development. All four of these positions are essential to the daily operations within the college and their activities directly and indirectly impacted the college's mission. A brief overview of each position is provided below.

- Coordinator of Academic Advising. Before they are formally admitted to the Kelce College, all undergraduate business majors are advised through the college's Office of Academic Advising. The Coordinator of Academic Advising is a full-time twelve month masters-level position. The Coordinator position is assisted by a staff of student workers who are trained by the Coordinator to assist the freshman, sophomores, and transfer students in registering for courses and satisfying university enrollment guidelines. Most importantly, students are advised in how to satisfy the Kelce College admission requirements and provided counsel about the different BBA majors. More than 500 students use the office's services during the course of one year. The Coordinator also assists in various recruitment and student orientation events and works directly with faculty members who assume the advising role once a student is admitted to the college. Upon admission to the college, each student is assigned a faculty advisor within their chosen BBA major. As part of the official job description, the Coordinator of Academic Advising also serves the role of sponsor for the Enactus student organization (formerly Students in Free Enterprise – SIFE). This has proven to be a successful model over the years and the group has won numerous regional championships and two national titles.
- Instructional Support Consultant. The Kelce College shared this position with the College of Education which is housed in Hughes Hall immediately next door to Kelce Hall. The Instructional Support Consultant ensured that the faculty and instructional staff were prepared to take full advantage of the instructional technologies in our classrooms and laboratories. In practice this meant providing training sessions on both software and hardware, working one-on-one with faculty members who needed assistance, and keeping oversight of installed instructional equipment. Also, the Instructional Support Consultant oversaw the daily operation and staffing for the open-access computer laboratories in Kelce Hall. The labs are staffed throughout the week with graduate assistants and student workers who reported to the Instructional Support Consultant. Due to the university budget situation, this position, and those like it in the other colleges, was eliminated by the central administration at the conclusion of academic year 2017-18. The instructional support responsibilities will now be provided university-wide by the Center for Teaching, Learning and Technology. The college will absorb responsibilities for staffing the student computer labs.
- Technical Support Consultant. This position was also shared with the College of Education. The Technical Support Consultant had oversight of the computer hardware and instructional equipment located within the building. The position was charged with ensuring that all computers and associated equipment remained operational and functional. This included the computers installed in all of the offices, classrooms, and laboratories. The Technical Support Consultant provided advice to the dean for the purchase of new hardware and maintained a schedule for replacing depreciated machines. Student workers were assigned to assist this position. The Technical Support Consultant worked closely with the university's Office of Information Services to remain compliant with university guidelines. At the conclusion of the 2017-18 academic year, this position was removed from the college by the central administration and reassigned to the university-wide Information Technology Services (ITS) office. All of the work previously performed by the college-level Technical Support Consultants will now be provided centrally by ITS.

- Director of Development for the College of Business. As noted earlier, the title of this position was changed from Major Gift Officer to Director of Development. Although the position is administratively housed within the Foundation and reports to the Executive Director of University Development, the position works closely with the dean to pursue gifts of financial resources in support of the Kelce College. The college's Director of Development holds a position on the KBOA and supports various outreach efforts to alumni and friends of the college who are in a position to support the college's mission. The position is responsible for maintaining personal contact with current donors and to identify and work with future donors in making gifts to the college. The Director of Development assists the college by identifying and engaging outstanding alumni to participate in the Executive-on-Campus program among other responsibilities. The success enjoyed to-date in the building renovation and expansion project is due in large part to this position.

Due to budget cuts, the college will begin the next accreditation cycle with only two of these four professional positions – advising and development. As part of the college's administrative reorganization, the advising position is being upgraded from a Coordinator to a Director and the responsibilities broadened to include aspects of career readiness. To compensate for the college's relative dearth of professional staff, a new Director of Outreach and Business Engagement position has been created to provide leadership in a number of areas such as, recruitment, retention, internships, marketing, and the provision of classroom-based public service projects. Details of this new administrative faculty position can be found in the reorganization proposal included in Appendix C of this report.

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

VI. Learning and Teaching

Curricula Management

As mentioned previously, a major focus of our curricula and assurance of learning activities during the review period addressed the previous peer review team's concern regarding the linkage between the curricula management and assurance of learning processes. Creating a new Curricula Management and Assurance of Learning (CAOL) Committee helped ensure that the processes influencing student learning would become seamless. The tasks of this new committee include: (1) review proposals for curriculum changes from all departments; (2) recommend curriculum changes to the Faculty and departments; (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.

These tasks, in conjunction with the pursuit of Step 5 of the dean's long-run plan, guided the activities of the newly formed committee during the review period. As such, the major focus of the committee was on thoroughly reviewing and managing the redesign of the Kelce College curriculum. The curriculum committees within each department oversaw the work for each undergraduate major within their administrative oversight. The college-wide CAOL Committee worked on issues related to the undergraduate core affecting all undergraduate majors and also coordinated the tasks associated with the university legislative process. Concurrently with this work the MBA Program Committee reviewed and revised the MBA curriculum.

Two primary principles guided all curriculum review and AOL processes. First, the Kelce curriculum is owned, developed, and managed by the faculty: faculty participation is essential at each stage. Second, all curricular decisions are driven and informed by the Kelce mission.

Curricula management across the university is governed by a formal “legislation” process. All curriculum modification proposals are reviewed and approved by several committee bodies 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 department curriculum committee(s), the Kelce CAOL Committee, the campus-wide General Education Committee (if applicable), the University Undergraduate Curriculum Committee, and the University Faculty Senate. Graduate level legislation moves through the MBA-Program Advisory Committee (M-PAC) and the University Graduate Council. New academic programs and significant changes to majors and minors are further reviewed, and approved (or denied), by the Kansas Board of Regents.

Curricula Content

The content of the Kelce curriculum is designed to prepare students to be successful in their chosen field. Courses within the college curriculum provide instruction in generally accepted sets of learning experiences across the major functional areas of business. The Kelce College offers a BBA degree with seven majors - Accounting, Computer Information Systems, Economics, Finance, International Business, Management, and Marketing. The MBA program has offered three concentration areas: General Administration, International Business, and Accounting. As discussed elsewhere in this report, the college recently legislated a Professional Online MBA and a new Master of Professional Accountancy (MPAcc) degree, in addition to adding a new concentration to the MBA: Human Resource Development. The content of the BBA and MBA degrees is described below and program guides for each major can be found in the workroom documentation. All significant revisions to the curriculum are detailed in a following section.

Kelce Core / Major Area Requirements. As described in Section V, undergraduate students meeting the Kelce College admission standards enter the college upon the successful completion of 30 semester hours that include courses in English composition, research writing, speech, algebra, elementary statistics, computer information systems, and financial accounting. Generally, students are admitted in their sophomore year; however, students are expected to have completed their general education courses as prescribed by the university prior to admission. Admission is required prior to enrollment in all upper level business courses numbered 300 or above with the exception of MGT 310 Business Statistics for students who have completed MATH 143 Elementary Statistics. All business students must then complete a set of common courses, the Kelce College Core (KCC), and a set of major course requirements. The KCC comprises the foundation of the BBA degree and provides the broad base of knowledge needed to support the major fields.

The revised KCC, which is presented in more detail in a later section, exposes students to an overview of the functional areas of business: Accounting, Economics, Management, Finance, Business Law, Management Information Systems, and Marketing. The curriculum affords students the opportunity to develop skills in written and oral communication, analytical thinking, ethical decision-making, teamwork and interpersonal relations, diversity and multiculturalism, reflective thinking, and the application of business knowledge to real world managerial problem solving. The KCC consists of 39 credit hours and culminates with MGT 690, Business Strategy, the Kelce capstone course. All BBA programs currently require completion of a minimum of 124 credit hours for graduation, and each major area requires a minimum of 18 hours (maximum of 30) towards these 124 hours.

Transfer credit policies. The Kelce College, in conjunction with the university, has a number of requirements regarding transfer courses. There are three requirements that must be met by all students transferring credit from other institutions. First, a minimum of 30 semester hours must be taken in residency at the university prior to graduation. Second, a two-year transfer student must complete a minimum of sixty credit hours at an accredited four-year institution, including Pitt State, prior to graduation. Third, students are limited to a maximum transfer of six semester hours completed at another institution that are taken during the last thirty hours prior to graduation. It is also the policy of the College that no upper division courses be transferred from a junior or community college.

Business courses that are taken from accredited four-year institutions are approved in one of two ways. First, the Kelce College has approved a predetermined list of courses from various institutions that are automatically accepted for credit. These courses are available on the university website, listed under “transfer equivalencies.” If a student seeks to transfer a course that is not listed in the pre-approved guide, they may petition for transfer credit. This petition originates in the Registrar’s Office.

Ethical Content. The Kelce Curriculum includes a number of courses that specifically address business ethics from practical perspectives. MGT 430 Legal & Social Environment of Business, in particular, focuses specifically on ethical dilemmas and problem solving. This course is used for assessment of ethical decision making, which encompasses a Kelce learning goal. Other examples include FIN 326 Business Finance, which includes coverage of ethical and social responsibility and its relationship to maximizing shareholder wealth, ECON 330 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 have a significant ethical component where students are exposed to the accepted ethical standards of the accounting and auditing professions.

MBA Core/Strategy Courses. The MBA program prepares advanced students for executive level leadership positions in business and public service. The entire program consists of a minimum of 30 credit hours. The core of the Kelce MBA is a set of 18 graduate hours in business decision-making and strategy. These courses include ACCTG 814 Management and Control Systems, MGT 826 Quantitative Business Analysis, MGT 828 Leadership and Behavioral Management, MGT 830 Business, Government and Society, MKTG 839 Marketing Strategy, and FIN 836 Financial Strategy. Students also take three electives and the capstone MGT 895 Strategic Management course. The MBA program, including its concentration areas, can be taken through traditional face-to-face classes, online, and hybrid courses. Starting in the Fall semester of 2016, Kelce faculty began offering half of the core MBA courses online with the other half taught through traditional face-to-face classes. The course delivery method for each course is alternated between the Spring and Fall semesters, thereby enabling students to earn the traditional MBA degree completely through one of three delivery modalities: face-to-face, online/ hybrid, or a mix of formats.

Assurance of Learning Processes

The Kelce Assurance of Learning (AOL) process is illustrated in Figure 4 on the next page. It is also discussed and described in more detail in Appendix E. All elements of our AOL work are mission driven. The processes begin with the development of learning goals and proceed to the development and implementation of assessment tools. Results and applicable changes to course delivery, design, and content are then reported to the CAOL for follow-up and review. Assessment data are also shared with various campus entities. Curricular updates are regularly shared with the Kelce Board of Advisors and the Strategic Planning Committee.

Learning Goals. There are four learning goals for the BBA program and four learning goals for the MBA program. These goals were developed and approved by the Kelce College faculty. These goals are as follows:

BBA Learning Goals:

- (1) Our graduates will be effective communicators.
Objective 1: Our graduates will be able to effectively write on a business subject in a professional manner.
Objective 2: Our graduates will be able to effectively prepare and deliver an oral presentation on a business issue in a professional manner.
- (2) Our graduates will be able to identify and analyze ethical issues.
Objective 1: Our graduates will be able to identify ethical issues and formulate potential resolutions.
- (3) Our graduates will be able to think analytically and to be effective problem-solvers.
Objective 1: Our graduates will be able to analyze information and demonstrate effective problem-solving skills.

Figure 4: The Kelce College Assurance of Learning Process



- (4) Our graduates will have an understanding of accounting, economics, finance, information systems, management, marketing, and the global nature of business.
Objective 1: Our graduates will exhibit proficiencies in accounting, economics, finance, information systems, management, marketing, and the global nature of business.
Objective 2: Our graduates will exhibit proficiencies in his/her major field.

MBA Learning Goals:

- (1) Our graduates will be effective communicators.
Objective 1: Our graduates will be able to demonstrate effective writing skills.
Objective 2: Our graduates will be able to demonstrate effective oral communication skills.
- (2) Our graduates will be able to analyze factors that influence the organization.
Objective 1: Our graduates will be able to understand the role of strategic analysis in business
- (3) Our graduates will have an understanding of effective leadership skills.
Objective 1: Our graduates will understand how to effectively lead a team.

- (5) Our graduates will have an understanding of the following subjects:
- Objective 1:* Ethical responsibilities in organizations and society.
 - Objective 2:* Legal responsibilities in organizations and society.
 - Objective 3:* Financial theories, analysis, and reporting and markets.
 - Objective 4:* Creation of value through the integrated production and distribution of goods, services and information.
 - Objective 5:* Quantitative business analysis as it supports decision-making processes.
 - Objective 6:* Domestic and global economic environments.
 - Objective 7:* Accounting controls and how they are integrated in a system of management controls.

Mission Appropriateness. The Kelce mission statement states that the college will empower students to succeed within the global business community. The faculty collectively believes that the personal abilities enumerated in the learning goals are those essential traits necessary for professional success in today's global marketplace. As such, the achievement of learning goals enables the college to fulfill its mission.

Assessment and AOL Tools. The Kelce College employs both direct and indirect measures to assess its programs and to assure student learning. The AOL tools center around both classroom and external assessment. These tools are summarized below:

(1) Classroom assessment. Classroom assessment is performed using course projects, presentations, papers, and other activities (including course-embedded testing) to assess the extent to which learning goals are achieved. Details for each of these techniques are available in Appendix E.

(2) Major Field Test. The Kelce College has utilized the Major Field Test (MFT) from Education Testing Services (ETS) for many years. The advantages of this nationally-normed standardized test are its abilities to evaluate the performance of students against external measures and to enable comparisons longitudinally over time.

(3) Stakeholder Surveys. The Kelce College employs four indirect AOL measures. These include surveys of employers, alumni, graduating seniors, and MBA students. The surveys are administered annually, generally on a rotating basis. Most surveys are administered online using the *Qualtrics* survey software platform, though senior and MBA student surveys are currently pencil and paper surveys that are administered in our capstone courses, Business Strategy (BBA) and Strategic Management (MBA).

AOL Schedule. Each learning goal in the Kelce College was assessed multiple times over the previous five years ensuring that the assessment loop (e.g., assess - analyze - action - assess) was closed multiple times for each learning goal. The coordination of these activities lies within the charge of the CAOL committee; however, it is the faculty member who oversees the assessment of each goal relating to their particular course, with the exception of the MFT administration and the indirect assessment surveys. These activities are the responsibility of the Chair of the CAOL committee. The AOL schedule for the BBA program is presented in Table 11 on the next page with the MBA schedule likewise reported in Table 12.

Overview of Assurance of Learning Results

Major Field Test

- For two of the last three years, including the year of record, MFT results for all Kelce majors were above the national average on each indicator. Many indicators have exceeded the national average over the past five years.
- For each year assessed, at least three indicators exceeded the “national mean plus standard deviation” mark.
- Accounting, Information Systems, and Finance majors exceeded the “national mean plus standard deviation” mark for their areas each of the last five years.

Table 11: Kelce BBA Assurance of Learning Schedule

Goal / Objective	Content	Course	Tool	SP 14	FA 14	SP 15	FA 15	SP 16	FA 16	SP 17	FA 17	SP 18
1.1	Written Communication	MGT 690	Case Study	✓	✓	✓	✓	✓	✓	✓	✓	
1.2	Oral Communication	MGT 690	Oral Presentation	✓	✓	✓	✓	✓			✓	✓
2.1	Ethics	MGT 430	Essay	✓		✓			✓		✓	
3.1	Analysis/ Problem Solving	MGT 690	Case Study		✓				✓	✓	✓	✓
4.1 Business Proficiencies	Finance	FIN 326	Project MFT exam	✓ ✓		✓ ✓		✓ ✓		✓ ✓		✓
	Information Systems	CIS 420	Project MFT exam	✓	✓	✓ ✓	✓	✓ ✓		✓ ✓		✓
	Management	MFT	MFT	✓		✓		✓		✓		✓
	Marketing	MKTG 330	Paper MFT exam	✓	✓	✓		✓ ✓	✓	✓ ✓	✓	✓
	Accounting	ACCTG 420	Project MFT exam	✓		✓		✓	✓	✓	✓	✓
	Global Issues	IB 330	Paper MFT exam	✓		✓		✓		✓		✓
	Economics	MFT	MFT exam	✓		✓		✓		✓		✓
4.2	All areas	MGT 690	MFT exam	✓		✓		✓		✓		✓

Table 12: Kelce MBA Assurance of Learning Schedule

Goal/ Objective	Content	Course	Tool	14-15	15-16	16-17	17-18
1.1	Written Communication	MGT 801	External Evaluation, student & employer survey	✓		✓	✓
1.2	Oral Communication	MGT 831	Oral Presentation	✓	✓	✓	
2.1	Strategic Plan	MGT 895	Project and MFT exam	✓	✓	✓	✓
3.1	Leadership	MGT 828	Paper	✓	✓	✓	✓
4.1	Ethics	MGT 830	Embedded Questions		✓	✓	✓
4.2	Legal Responsibility	MGT 830	Embedded Questions		✓	✓	✓
4.3	Finance	FIN 836	Project/MFT exam	✓	✓	✓	✓
4.4	Marketing/Value	MGT 839	Project/ MFT exam	✓	✓	✓	✓
4.5	Quantitative Analysis	MGMKT 826	Project	✓		✓	✓
4.6	Domestic /Global	MGMKT 831	Paper	✓	✓	✓	✓
4.7	Accounting Controls	ACCTG 814	Project / MFT exam	✓	✓	✓	✓

Course-Embedded Assessment

- While student performance was consistently strong across most indicators, noteworthy improvements were evident in presentation and communication skills, due in part to an increased focus on these skills in MGT 690, Business Strategy. However, the faculty still believe that further improvements can be made.
- Marked improvements in student performance across three objectives in particular (Finance, Accounting, and International Business) may be traced to increased focus on specific issues in these courses. Student performance on the MFT in these areas also improved over the review period as a result.
- The increased focus on SWOT analysis in MGT 690 Business Strategy resulted in a general improvement in student problem solving skills.
- After disappointing results in Marketing for Spring 2014 in both course embedded and MFT assessments, this indicator improved over the past four years due, in part, to increased attention to marketing mix, segmentation, and formal marketing plans in MKTG 330 Principles of Marketing.

Indirect measures

- Indirect measures, including surveys of employers and students, revealed that communication skills and ethical decision-making remain top priorities and that these groups rate these issues relatively strong regarding Kelce graduates. These findings further highlight the need for the newly legislated MGT 210 Business Professionalism course.
- While employer ratings have been positive, two indicators (“How well do Kelce graduates compare to other business school graduates?” and “How well does Kelce prepare graduates to be productive, competent professionals?”) continue to show room for improvement (means = 5.5 and 5.8 on a 7-point scale) lending additional support for the MGT 210 Business Professionalism course.
- MBA students have rated the areas of environmental and ethical issues most strongly, reflecting a focus on these areas in MGMKT 830 Business, Government, and Society.

Outcomes and Results by Degree Program. While the findings detailed above are viewed positively, several opportunities for curriculum improvement emerged from the analysis of AOL results throughout the 2014-2018 period. A summary of the major results is presented in Table 13 on the next page. Additional details are found in the five-year AOL report included in Appendix E.

In addition to providing valuable input into the AOL process, the findings above also helped inform the Kelce curriculum review process and contributed to the successful completion of Step 5 of the college’s long-run plan. The many curricular revisions that occurred during the review period are detailed in the following subsections.

Curricula Revisions. The AOL process detailed above, along with the departmental and graduate program review of Kelce academic programs, ultimately resulted in significant revisions being made in several areas, including: the KCC, a degree name change (Business Economics), course design, content, and description revisions, new course offerings, the addition of a certificate program, a new Masters degree program (MPAcc), an online professional MBA, a new MBA concentration (HRD), a new MBA Dual Degree Program Emphasis, and new BBA and MBA admission requirements. As stated previously, these changes ultimately affect all Kelce business students and help position the college for future growth and continued academic development.

Table 13: Summary of Improvement Needs Identified by the AOL Process, 2014-2018

Student Learning Improvement Needed:	Addressed in:
BBA: Write effectively on a business subject in a professional manner. <i>(Issue: Students have continued to display some difficulty in writing about strategic issues and presenting information in a SWOT format. Particular issues found in grammatical usage, including tense, as well as basic business writing)</i>	MGT 690; newly legislated Business Professionalism course
BBA: Effectively prepare and deliver an oral presentation on a business issue in a professional manner. <i>(Issue: Improvement still necessary in delivery, gestures, eye contact, posture, professionalism)</i>	MGT 690; Business Professionalism course
BBA: Analyze information and demonstrate effective problem solving skills. <i>(Issue: Students exhibit difficulty with conceptualizing external versus internal characteristics of threats and opportunities.)</i>	MGT 690
BBA: Identify ethical issues and formulate potential resolutions. <i>(Issue: Improvements need to be made in students' ability to apply ethical frameworks to ethical dilemmas.)</i>	MGT 430
BBA: Proficiencies in finance. <i>(Issue: Learning could be improved in time value of money, stock pricing, and applying the security market line.)</i>	FIN 326
BBA: Proficiencies in accounting. <i>(Issue: Student learning pertaining to closing temporary accounts continues to be an issue.)</i>	ACCTG 420
BBA: Proficiencies in marketing. <i>(Issue: Positive results have generally been found for proficiencies in marketing, however, student improvement is necessary in identifying and understanding the various components of a marketing plan.)</i>	MKTG 330
BBA: Proficiencies in information systems. <i>(Issue: Student performance in this area remains relatively strong, but additional attention is needed for utilizing databases in managerial decision making)</i>	CIS 420
MBA: Analyzing strategic influences on the organization. <i>(Issue: Making valid inferences from financial analyses, developing historical narrative strategically, and applying resource-based view of the firm could all be improved.)</i>	MGMKT 895
MBA: Ethical responsibilities. <i>(Issue: Students need increased focus on how ethical reasoning applies to the challenges faced daily by managers and employees.)</i>	MGMKT 830
MBA: Legal & Ethical responsibilities. <i>(Issue: Student understanding of antitrust and regulation needs improvement)</i>	MGMKT 830
MBA: Financial theories, analysis, reporting and markets. <i>(Issue: Deficiencies remain in student learning pertaining to changes in value, risk evaluation, financial recommendations, and overall format of write-up pertaining to financials.)</i>	FIN 836

Revisions to Kelce Core. Modifications to the KCC resulted in a key curriculum revision affecting s all undergraduate Kelce majors. After a lengthy review of the curriculum and assessment results it was determined that an introductory course that provides an overview of the various business disciplines would be an appropriate addition to the Core. Simultaneously, we decided that one course, Operations Management, is most appropriately suited solely for Management majors. As such, we to removed MGT 510 Operations Management from the KCC and add MGT 101 Introduction to Business. It is important to note that there have never been Kelce learning goals relating to Operations Management, and the Kelce faculty believed that the addition of the Introduction to Business course will allow Kelce majors to be exposed to the functional areas of business earlier in their academic careers, affording them the opportunity to make better decisions on the particular major that they wish to pursue. The college has offered an Introduction to Business course for decades; however, it was not legislatively allowed to be counted toward any of our college major degree programs. The curriculum review revealed that not only is an introductory course to a discipline common across Pitt State programs (e.g., Introduction to the Visual Arts, Introductory Chemistry), but it is also common in business curricula throughout the world. The changes, comparing the new KCC to the old, are presented in Table 14 at the top of the next page. The required credit hours in the KCC remains at 39.

Table 14: Kelce College Core Revisions

Previous Kelce College Core			Revised Kelce College Core		
Prefix	Course	Hours	Prefix	Course	Hours
ACCTG 201	Financial Accounting	3	MGT 101	Intro. to Business	3
ACCTG 202	Managerial Accounting	3	ACCTG 201	Financial Accounting	3
MGT 310	Business Statistics	3	ACCTG 202	Managerial Accounting	3
MGT 230	Basic Quantitative Business Methods	3	MGT 310	Business Statistics	3
FIN 326	Business Finance	3	MGT 320	Basic Quantitative Business Methods	3
MKTG 330	Principles of Marketing	3	FIN 326	Business Finance	3
MGT 330	Management & Organizational Behavior	3	MKTG 330	Principles of Marketing	3
MGT 430	Legal & Social Environment of Business	3	MGT 330	Management & Organizational Behavior	3
CIS 420	Management Information Systems	3	MGT 430	Legal & Social Environment of Business	3
MGT 420	Quantitative Decision Making`	3	CIS 420	Management Information Systems	3
MGT 510	Operations Management	3	MGT 420	Quantitative Decision Making`	3
MGT 690	Business Strategy	3	MGT 690	Business Strategy	3
ECON	Economics elective	3	ECON	Economics elective	3
Total		39 hrs.	Total		39 hrs.

Degree name change. As part of the curriculum review process in the Department of Economics, Finance, and Banking, the faculty decided to change the name of the economics major from “Economics” to “Business Economics” to more accurately express the content of the degree program. This decision related both to the curriculum and its connection to the KCC, given that all Economics majors are required to complete the KCC as part of the degree program. This change also allows the major to better reflect the true nature of the degree and to signal to both prospective students and employers that the major is rooted in the broader field of business and not in the arts and sciences.

Course Design, Content, and Description Revisions. The curriculum review process resulted in a grand total of 16 new courses, 7 course deletions, and 82 course revisions. These revisions occurred across all major areas in the College as well as within both the BBA and MBA degrees. These revisions ultimately took two years to complete due to Pitt State’s formalized program and course legislation processes. Space limitations preclude a full discussion of these changes in the CIR report; however, all changes may be found in Appendix E’s *Assurance of Learning Report: 2013-2018*.

New Course Development. A notable addition to the Kelce College curriculum is MGT 210 – Business Professionalism, debuting in Fall 2018. This course builds upon and extends the typical topics covered in a business communications course to include professional etiquette and behavior and personal career development. The need for this course was evident based on feedback from employers and alumni obtained during our AOL and assessment work (see Appendix E). Our long-term plans are to include this new course in the Kelce Core after the university completes its ongoing planned overhaul of General Education requirements (slated for introduction in 2019).

New Certificate Program. The Kansas Insurance Certificate was legislated during the 2017-2018 academic year. This new certification program was initiated by the Finance faculty upon recommendation from the Kansas Insurance Education Foundation and the Kansas Insurance Commissioner's Office. It is offered through a consortium of universities within the State of Kansas system. While this is formally a consortium program wherein students have the option to take courses from any of the Regents universities, students may take all required courses within the Kelce College. The purpose is to better prepare students to enter the field of insurance and to fill a growing need for employment in this industry in Kansas.

New Master Degree Program in Accounting. The newly legislated Master of Professional Accountancy degree (MPAcc) is as an accelerated "4+1" program that provides BBA accounting majors with an appropriate track to prepare for the CPA exam. The Accounting faculty, during their curriculum review, recognized that Accounting students have had to enroll in 24 to 30 hours beyond their BBA course requirements in order to earn the 150 hours of college credit needed to take the CPA exam. To earn these hours many students end up enrolling in courses, or adding second majors, that do not add value to the pursuit of their professional goals. The MPAcc degree allows students to double-count 9 hours of credit during their senior year toward the new 30-hour master degree. These students may now earn their BBA degree, an MPAcc degree, and sit for the CPA exam in the same time frame that it would have previously taken to earn the 150 hours of credit. The degree program was approved by KBOR during the Spring of 2018 and the first cohort will begin in the Fall of 2018.

New Professional Online MBA Modality. Pitt State recently signed a contract with Academic Partnerships, an online program management firm, to help us develop and launch a 100% online Professional MBA. The target of this initiative is place-bound business professionals who seek to further their business education in an online format. Online courses will be offered for 7-week sessions, twice during a regular semester, with five starts per year. The Professional MBA is designed for full-time working professionals with at least three years of managerial experience. The curriculum remains the same but the Professional MBA option offers a different modality. Curricular and program changes were approved this year which streamlines the Kelce MBA (30 credit hours) and makes it more attractive and competitive. The results of a market analysis provided by AP, led to the revision of our admission requirements and curriculum (including the addition of the HRD concentration). The focus of these changes was to enable the program to become more competitive with regional peers and aid in the success of the new online degree option.

New MBA Concentration – Human Resource Development. The new MBA emphasis in Human Resource Development is a result of the AP online Professional MBA initiative plus collaboration with the College of Technology's HRD program. Three HRD courses are offered as electives for the new emphasis: HRD 706 Strategies in development of HR, HRD 796 HRD foundations and applications, and HRD 852 Organizational change/development. This new emphasis received final approval during Spring 2018. This new emphasis applies to both the traditional on-campus MBA and the new AP-supported Professional MBA.

MBA Dual Degree Program – La Rochelle Business School. A dual degree program was legislated in 2015 to provide Kelce students the opportunity to earn masters degrees (MBA and MiM) from both Pittsburg State University and La Rochelle Business School (AACSB) in France. Upon completion of 25 required Kelce MBA credits, Pitt State MBA students who are accepted into this program travel to La Rochelle for a Fall semester in Europe. This experience is

generally followed by a European Internship. Likewise, in exchange, La Rochelle students spend an academic semester in Kelce. (This program had to overcome significant regulatory obstacles, including approval by the Governor of the State of Kansas, before being implemented.)

Other MBA Revisions. In addition to the changes detailed above, the following revisions were made to the MBA: The total number of core hours required for the degree was reduced from 34 to 30; the MGT 801 MBA Experience course was deleted from the required core; MGT 831 International Business was taken out of the core and reassigned as an elective for the MBA in General Administration, Accounting, and HRD concentrations, the MBA course prefixes were changed to be consistent with the new undergraduate prefixes (MGT, MKTG, IB), and separate internship courses were legislated for Management and Marketing-focused internships.

Revised Kelce College Admission Requirements. In conjunction with the curriculum and AOL review, the College also reexamined the undergraduate and graduate-level admission requirement standards. Following a change to undergraduate admission requirements in 2013-2014 it became apparent that the standards were impeding students from transitioning into Kelce seamlessly, and that specific course requirements were creating a bottleneck of students in certain areas. More importantly, there were several problems with transfer students who had sufficient hours earned, but who lacked the specific courses necessary for admission. This was a serious issue given the articulation agreements that the university has with several other institutions. Issues were generally found in Managerial Accounting (standards ACCT 202), Introduction to Microeconomics (ECON 200), and Introduction to Macroeconomics (ECON 201) and the decision was made to drop these course requirements from the admission standards. The new admission requirements were approved by the faculty and went into effect in January 2017.

The revised admission requirements are as follows:

Students desiring admission into the Kelce College of Business must meet the following requirements:

1. Completion of 30 semester hours applicable to the degree
2. Achieve at least a 2.5 overall cumulative GPA for Accounting and CIS majors.
3. Achieve at least a 2.25 overall cumulative GPA for Economics, Finance, International Business, Management, and Marketing majors.
4. Complete the following courses with a grade no lower than a C:
 - English Composition, ENGL 101 or ENGL 190; 3 hours
 - Introduction to Research Writing, ENGL 299 or ENGL 190; 3 hours
 - Speech Communications, COMM 207; 3 hours
 - College Algebra, MATH 110 or 113 or higher level Math; 3 hours
 - Elementary Statistics, MATH 143; 3 hours
 - Computer Information Systems, CIS 130; 3 hours
 - Financial Accounting, ACCTG 201; 3 hours

Admission is required prior to enrollment in all upper level business courses numbered 300 or above with the exception of MGT 310 Business Statistics for students who have completed MATH 143 Elementary Statistics.

Revised MBA Admission Requirements. Following the last peer review team visit in 2013-2014, the M-PAC revised admission requirements for the MBA program. These changes occurred prior to the official Kelce curriculum review.

Previously, the requirements for MBA program admission included: (1) An undergraduate degree from an accredited college or university; (2) a minimum Graduate Management Admission Test (GMAT) score of 400; and (3) a minimum of 1050 points based on the formula: 200 times the overall undergraduate grade point average (GPA) plus the GMAT score or at least 1100 points based on the formula: 200 times the upper division undergraduate GPA plus the

GMAT score. Applicants who had at least 950 total points based on the GMAT score and the undergraduate GPA or at least 1000 points based on the GMAT score and the junior/senior GPA could petition the MBA Admissions Committee for probationary admission to the program. The evaluation of such petitions were based on the factors such as work experience, educational background, personal and/or professional references, personal interviews and other data which the student could provide to show evidence of high promise in the program. A student whose native language was not English was required to submit a minimum TOEFL score of 550. Seniors at Pitt State could apply for admission to the MBA program. They were allowed to take graduate work and receive graduate credit if they were in their final semester of undergraduate work. In addition, the following requirements had to be met: (a) overall grade point average (GPA) of at least 3.25; (b) minimum GMAT score of 400. A student whose native language is not English was required to submit a minimum TOEFL score of 550 on the paper-based exam or 213 on the computer-based exam or be completing a baccalaureate degree at Pitt State.

The revised MBA admissions requirements now include four distinct tracks. A student may apply via one of the four tracks. All international applicants are required to have a minimum TOEFL score of 550 (or 213 computer-based test or 79 on internet-based test) or an IELTS overall band score of 6.5 with no band score below 5.5. The admission tracks are as follows:

(1) Traditional - This track is designed for applicants who have a business or non-business undergraduate degree from an accredited university. International applicants are required to submit their undergraduate documents for a course-by-course evaluation to a credentialing agency such as World Education Services (WES), Educational Credentials Evaluators (ECE), or National Association of State Boards of Accountancy (NASBA) (for accounting applicants). A GMAT score (or GRE equivalent) of 450 or higher is also required. Applicants must meet a minimum of 1050 points based on the formula: 200 times overall undergraduate GPA plus the GMAT (of 450 or higher).

(2) Advanced Degree - Master's or doctoral degree holders from other accredited universities may apply without the GMAT/GRE requirement. Applicants must submit an essay discussing their backgrounds and the relevance of the MBA to their career goals, a current resume, and two letters of reference

(3) Executive - Qualified business professionals may apply without the GMAT/GRE requirement. Applicants must provide documented evidence of at least five years of significant managerial experience as well as an accredited undergraduate degree. In addition, applicants must submit an essay discussing their professional experiences and the relevance of the MBA to their career goals, a current resume, and two letters of reference.

(4) Recent Pitt State Graduate - The GMAT/GRE requirement is waived for recent business graduates of the Kelce College of Business subject to the following conditions: the applicant must have an overall undergraduate GPA of 3.25 and the degree must have been earned within the last two years prior to the admission decision. The GMAT/GRE waiver also applies to recent non-Kelce graduates with an undergraduate GPA of 3.25 or higher and a minor in business.

The Kelce College faculty believe that the curricular changes and revisions legislated during the review process not only allow the College to successfully fulfill the steps within the Strategic Plan, but more importantly, allow Kelce students to be better prepared for the global business community.

How High Quality Teaching is Encouraged, Supported, and Developed

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

- Teaching Effectiveness Surveys. Historically, student evaluations of teaching have been measured every semester via the Student Perceptions of Teaching Effectiveness (SPTE) instrument. Currently the university is in the process of moving to a new evaluation instrument that will replace the SPTE. Its implementation does not fall within the peer review period. It is scheduled for implementation beginning in Fall 2018. The use of a standardized instrument is specified in the KNEA contract. As per the agreement, faculty members who are in the probationary period of a tenure earning position are required to have student evaluation instruments administered in each course that is taught. Tenured faculty members have the option of administering evaluations in each course or in a subset of courses as agreed upon with the Associate Dean. The results of these evaluations are used as input into the annual faculty appraisal process.
- 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. During the review period, this committee has hosted colloquia covering topics such as Open Educational Resources, mobile classroom technologies, the use of YouTube videos as teaching instruments, updates on 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 offered nearly one hundred professional development seminars and workshops per year over the last review period. A sampling of opportunities during this period includes Getting Started with Turnitin, CANVAS and Office 365, Respondus LockDown Browser and Monitor, CANVAS Fundamentals, Learning Technologies at Pittsburg State, and Course Design in CANVAS. Kelce College faculty members regularly volunteer to participate in CTLT programs.
- 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. Applications for these funds are reviewed by the committee and are available on a first-come, first-served basis. The total pool of funds available each year is determined by the KNEA contract. In addition to the Faculty Affairs funds, the Kelce College Dean's Office also supports faculty development through various Pitt State Foundation accounts.
- Faculty Mentoring Program. The Kelce College also provide a new faculty mentoring program that is supported by the Provost's Office. This program ensures that new faculty members are afforded the opportunity to be guided through their early years in Kelce by a faculty mentor. The mentor guides the new faculty member throughout the probationary period with a focus on the three components of the assigned work load: teaching, scholarly activity, and service. Given the importance of teaching in the Kelce College, particular attention is given to the development of effective teaching skills. Mentors receive compensation in the form of \$500 in professional development funds. The mentor has historically worked closely with their Department Chair when providing guidance to their mentees, though support will now be found with the Associate Dean.
- New Faculty Orientation. The Provost's Office and the CTLT also offers a university-wide "New Faculty Orientation" series that runs the entirety of each new faculty member's first academic year at Pitt State. This program focuses on faculty 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.

Instructional Development across Diverse Delivery Modes. The Pitt State CTLT, in an effort to support the teaching and learning goals set forth in the university Strategic Plan, established an “eLearning Academy.” The purpose of this academy is to bring consistency to the process of online faculty development and the creation and delivery of online courses to assure quality online learning experiences. The CTLT participates in the national Quality Matters (QM) initiative. The aim of QM is to provide support and guidance to faculty as they design or redesign online courses. The QM method enables faculty access to a fully annotated rubric to ensure the highest quality of course design. Each spring, faculty across the university may apply to participate in the eLearning Academy by nominating a course to re-design to meet QM standards. Yearly cohorts participate in QM training, CTLT workshops, monthly meetings, and an internal peer-review process. A number of Kelce faculty have participated in the program and it will become more important as the new Professional Online MBA becomes operational.

VII. Academic and Professional Engagement

Student Engagement

Kelce College students remain engaged with both faculty and the business community throughout their academic careers in a variety of ways. In the classroom, students engage with faculty through a number of active and experiential learning activities. Below, Table 15 reports the average percent of course time faculty members spend during a normal semester working with students using different pedagogical approaches. Although the traditional lecture format remains the most common mode of instruction, active and experiential learning techniques comprise a significant portion of course time for both the BBA and MBA programs. BBA students spend nearly half of their course time engaged in a variety of non-traditional learning methods. As seen in the table, group and team work is the most common active learning pedagogy employed at the undergraduate level – nearly 14 percent of class time on average is spent in group learning situations. Active learning pedagogies are even more important at the graduate level. For MBA students, only 29 percent of their overall program’s course time is spent with traditional lectures. The most utilized active learning pedagogy in MBA courses is the case discussion method of instruction which takes up 26 percent of the class time on average. Clearly, based on the evidence presented here, Kelce College students are active participants in their education and not just passive receivers of information.

In addition to day-to-day classroom engagements, the Kelce College also offers students opportunities to acquire practical business experience through a wide variety of internship opportunities, experiential courses, and to interact with business leaders through the Executive on Campus (EOC) program as well as periodic special guest lectures. At least once per academic year, successful business executives have served two days each as an EOC visiting classes, meeting with

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

Pedagogy	BBA Program	MBA Program
Traditional Lecture	50.41%	29.00%
Active and Experiential Activities:		
Cases/Student Discussion	8.03%	26.00%
Group/Team Project Work	13.58%	14.00%
Computer Laboratory Work	5.47%	6.00%
Guest Lectures/Field Trips	1.16%	1.00%
Simulations and Games	3.06%	0.00%
Flipped Classroom	6.13%	16.50%
Quizzes/Tests/Assessments	12.16%	7.50%
Total	100%	100%

Source: Kelce College Faculty Survey, Spring 2018.

student groups, and presenting special lectures. Additionally, each semester the Pitt State Office of Alumni and Constituent Relations presents a number of special awards to distinguished and accomplished alumni – those award recipients who are Kelce graduates spend a day on campus where they visit with classes and student organizations. Students also have opportunities to interact with Kelce Board of Advisors members when they meet on campus. Board agendas routinely include presentations from student groups or classes to keep the board abreast of ongoing events and special projects. Board members have a history of graciously serving on presentation panels and financially sponsoring student-centered events – including the college’s “Welcome Back to School” fall picnic.

The college continues to make a concerted effort to increase the number of internship opportunities available for students. Table 16 below provides a brief breakdown of participation over the past five years for formalized internships and experiential courses in which Kelce students earned academic credit. Internships may be arranged either by the student individually or through the university’s Office of Career Services. Employers seeking to hire Kelce interns post their openings on the “Gorillas for Hire” system which is accessible to all college students. All internships include completion of a formal project/report and oversight by a faculty member. Interns are most often engaged in the local and regional economy including placements in the Kansas City metropolitan area, Northwest Arkansas, Wichita, and other locales. Recent employers of Kelce interns include: Walmart headquarters, Koch Industries, Fastenal, Cerner, ConAgra, and a host of others.

Between 2013 and 2017, the college Enactus team owned and operated a retail business located in downtown Pittsburg. The shop, Krimson Kultuur, sold art and gift items produced by small international businesses and local artisans. All international goods were produced and distributed using Fair Trade Certified practices. Profits went to support worthy causes through investments in local community outreach efforts. This major Enactus service project provided dozens of students with hands-on experiences in every aspect of starting up and running a business enterprise. Students who actively participated in the project were eligible to receive internship or experiential course credit. In 2017, the store moved to an online-only presence and then closed in 2018 so that Enactus could devote more time to new service projects.

Kelce students may also elect to engage in international learning experiences through several Study Abroad programs. Over the past five years, Kelce students have regularly traveled to Korea, Taiwan, and France on trips hosted and led by Kelce faculty members. Additionally, students may elect to travel internationally with programs offered by other units on campus or to arrange their own international experience through other educational organizations.

The most ambitious international student experience offered by the Kelce College is our dual degree graduate program with the LaRochelle Business School on the Normandy coast of France. Students in this program take courses at Pitt State and LaRochelle sequentially to earn both the American MBA and the European Master of Management degrees. Pitt State students spend at least one semester in residence at LaRochelle and have the opportunity to complete a paid internship in Europe as part of the program. The program includes an exchange component whereby French students spend a residency here and also earn the two degrees. In 2018, we entered into a second dual degree partnership with the Montpellier Business School near the Mediterranean coast in southeast France. Students will be able to enter this program during the next academic year.

Table 16: Formalized Student Experiential Learning Enrollments for Credit

Program:	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Internships/Experiential Courses	66	60	78	68	67
Study Abroad					
Korea	9	8	12	6	6
Taiwan	2	3	2	4	2
France	1	-	-	2	-
China	5	3	-	-	-
Ireland	-	-	-	4	-
Other (Individualized)	1	5	2	1	-

- Program not offered.

As noted elsewhere in this report, the college is home to ten active student organizations, including three honorary societies. Total membership across these groups currently stands above 200, or approximately 20 percent of our student population. More than 20 students are inducted into Beta Gamma Sigma each academic year. Several student organizations routinely engage with the business community either through speaker series, career planning panels, or service projects. Student organizations in the Accounting area average six outside speakers each semester. The most visible of the college-wide groups is Enactus, which undertakes significant community outreach to local small businesses and non-profit groups as part of their participation in national competitions. Each Enactus team member contributes time working on various community projects throughout the academic year. According to their 2017-2018 annual report, Pitt State Enactus students logged more than 3,200 community service hours through three major team projects. Based on their service projects, the team won their regional championship and competed at the Enactus National Exposition this year in Kansas City.

Kelce Student Organizations

Accounting and Computer Information Student Association
 Association of Certified Fraud Examiners Student Chapter
 Beta Alpha Psi (Accounting Honorary)
 Beta Gamma Sigma (Business Honorary)
 Enactus
 Finance Club
 Institute of Internal Auditors Student Chapter
 MBA Association
 Omicron Delta Epsilon (Economics Honorary)
 Marketing Association

This year, the Enactus students took on a significant international service project in Haiti. The students designed and installed a hydroponic gardening system at a Haitian orphanage. The vegetables produced are being used to feed the orphans with the surplus being sold in local markets to provide income for operations. The hydroponic system was designed by the students to be sustainable by not relying on electric power. Students traveled to Haiti to install the system and train the local orphanage workers. The uniqueness of their hydroponic system's design has allowed the students to start a patent application for their work.

A number of courses routinely interact with the local business community and non-profit groups through special projects. These type of engagements often occur in the BBA capstone Business Strategy course and in the MBA Strategic Management capstone. In these classes, instructors often partner with the university-based Small Business Development Center to conduct consulting projects for startup entrepreneurs and local small enterprises. In other courses and through student organizations, students have the opportunity to participate in field trips and plant tours. Recent field trip experiences include visits to the headquarters of Wal-Mart, ConocoPhillips, Koch Industries, Cerner, Leggett and Platt, BKD, and several other major corporations. Representatives from Fastenal, who routinely hire Kelce College graduates, have flown groups of students and faculty to its annual trade show in Indianapolis during the past several years.

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

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

Executive Education

The Kelce College has a limited history of experience with traditional executive education programs. This can be attributed to the rural nature of the region immediately surrounding the Pitt State campus. However, over the years,

the college has produced and delivered a number of educational programs targeted to executives and mid-level managers. Although these programs attracted an audience, they were not popular enough to generate a significant return on our investment in time and financial resources. The local pool of potential clients is not deep enough to sustain an on-going executive education program. The last attempt at executive education was a series of workshops in 2012 hosted in partnership with the university's Human Resource Services Office.

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

Faculty Engagement and Qualifications

Participating and Supporting Faculty. As defined by the Kelce College policy document (included in Appendix B), Participating Faculty members must be “actively and deeply engaged in college activities beyond their direct teaching responsibilities.” The document explicitly defines the types of activities and the level of engagement that are considered. In addition, all Participating Faculty members are expected to undertake at least one leadership role in college governance activities during each accreditation cycle and achieve a minimum qualitative performance rating of “Meritorious” on Service Activities during their yearly performance appraisal. Supporting Faculty members generally hold less than a full-time appointment and have responsibilities that are primarily instructional. Historically, faculty status was determined each year by the department chairs during the annual faculty performance evaluation process. This will now be undertaken by the Associate Dean for the Undergraduate School of Business in consultation with the KLT.

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

Table 15-2 in Appendix A reports the deployment of Participating and Supporting Faculty by type of qualification broken out by degree program for the year of record, 2017-18. As reflected in the table, the Kelce College maintained a highly qualified faculty during the academic year. In fact, when weighted by student credit hours, only 1.6 percent of instruction was undertaken by Other Qualified faculty during the year, and when weighted by number of

Table 17: Faculty Sufficiency by Major Discipline and Student Credit Hours; 2013-2018

Major Discipline*	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Accounting	89.8%	86.1%	81.9%	82.7%	81.8%
Computer Information Systems	81.1%	82.5%	79.6%	81.9%	85.3%
Economics	100%	100%	100%	100%	100%
Finance	100%	100%	100%	100%	100%
Management	79.5%	82.6%	83.3%	70.3%	71.9%
Marketing	100%	79.1%	83.2%	100%	100%
International Business	100%	100%	100%	100%	100%
Kelce College Overall**	88.7%	87.2%	86.8%	85.5%	86.2%

*Recommended guideline by discipline: $P/(P+S) \geq 60\%$

**Recommended overall guideline: $P/(P+S) \geq 75\%$

courses taught, that number rises to only 1.8 percent. Copies of Table 15-2 for each of the preceding four years of the accreditation cycle are available in the workroom documentation. Comparison of the data across the years reveals that the college has significantly reduced its overall utilization of Other-qualified faculty.

Academic Qualifications. During the Spring of 2013, the Kelce College adopted the “Faculty Qualifications and Engagement Criteria” document that is included in Appendix B. This document was originally drafted by the KLT and revised based on faculty feedback. It was approved by a unanimous vote of the Kelce General Faculty. The document defines the four categories of academic qualification – Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP). 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 by the faculty member’s supervisor (previously the department chair) during the annual performance appraisal process. Faculty members convey to their supervisor which qualification category they believe is the most appropriate fit, but the final determination is made by the supervisor in consultation with the dean. Table 15-1 in Appendix B reports the results of this process for the most recently completed academic year.

Table 15-1 shows the percentage of faculty members in each of the four qualification categories broken out by major discipline and the overall college weighted by student credit hours for the previous academic year, 2017-18. *As the table indicates, the Kelce College exceeded the minimum recommended thresholds overall and by disciplinary major for the year of record.*

Table 15-1 was also constructed for each of the five academic years during the accreditation cycle and are available in the workroom documentation materials. To provide a summary and overall picture of faculty qualifications over the past five years, Table 18 was compiled from these tables. *The Scholarly Academic (SA) ratio surpassed the recommended guideline in every year for every major, and, overall the college exceeded each of the three guideline ratios in every year of the accreditation cycle.* However, as seen in the table, the faculty qualification ratio fell below the recommended guideline in 8 of the 120 observations reported. Five of these instances occurred in the Computer Information Systems area and two were in Management.

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

Major Discipline	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Accounting	45.2	90.4	100	44.4	88.8	100	56.1	84.2	100	42.9	85.7	100	42.1	84.2	100
Computer Information Systems	69.6	69.6	71.7	71.4	71.4	78.5	65.3	65.3	73.4	48.0	48.0	72.0	65.1	65.1	90.7
Economics	71.4	71.4	100	71.4	71.4	100	85.7	100	100	85.7	100	100	85.7	100	100
Finance	100	100	100	100	100	100	100	100	100	66.7	100	100	66.7	100	100
Management	60.8	62.1	89.9	57.5	58.8	90.0	56.7	59.1	90.1	51.1	63.0	100	54.7	72.0	100
Marketing	100	100	100	84.4	84.8	100	86.4	86.4	100	100	100	100	100	100	100
International Business	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Kelce College Overall	69.8	78.1	92.9	66.7	74.9	93.4	71.1	76.9	93.1	62.9	79.0	95.5	66.5	84.4	98.5

A = % SA Minimum $\geq 40\%$

B = % (SA + PA + SP) Minimum $\geq 60\%$

C = % (SA + PA + SP + IP) Minimum $\geq 90\%$

All calculations represent % of total (SA + PA + SP + IP + O)

Italicized entries below respective threshold.

The staffing issues in Computer Information Systems date back prior to the current accreditation cycle when the old Computer Science department was disbanded and the CIS faculty were merged with the Accounting faculty to form a new department. As part of this process several faculty lines were moved to the College of Technology and the Kelce College has struggled to identify and hire both tenure-earning and adjunct CIS faculty members. The pool of available adjunct faculty members is relatively shallow given our rural location and our available salary lines for tenure-earning faculty lag behind our peers. However, using lapsed salaries from a phased retirement and an open line we have hired an IP-qualified part-time instructor for 2018-19 and have permission to search for a new assistant professor in CIS during the forthcoming academic year. We are optimistic that these personnel moves will result in a permanent solution to this nagging issue in CIS.

With respect to the two instances where the Management faculty fell below the (SA + PA + SP) recommended ratio – these occurred in consecutive academic years, 2014-15 and 2015-16, when senior SA-qualified faculty members retired or entered into phased retirement. Due to budget constraints, the two retiring faculty members were initially replaced with IP-qualified adjunct faculty members and one was later replaced with an ongoing full-time Executive in Residence (who subsequently returned to industry in 2017-18). Given the large number of credit hours picked up by the replacement faculty members, our (SA + PA + SP) temporarily fell below the recommended guideline. This issue has been corrected with schedule adjustments and reassignment of course loads. As seen in Table 18, the Management faculty has exceeded all qualification guidelines for the past two academic years.

In summary, the overall deployment of faculty within the Kelce College of Business meets the standards and expectations of the AACSB guidelines. When specific events led to slight deficiencies within a disciplinary major, steps were taken to remedy the situation in both the short-run and in the long-run.

VIII. Other

One of the over-riding issues facing the Kelce College is the current state of its physical infrastructure. The building poses many challenges and multiple aborted attempts at replacing it have taken place over the past two decades. As noted in several of the preceding sections, a new plan to renovate and expand the building is coming close to fruition. A \$3,000,000 donation by alumni John and Susan Lowe jump started the process two years ago and President Scott has pledged \$6,000,000 in Repair and Renovation funds to the project. In June 2018, the college received a \$1,000,000 grant from the Sunderland Foundation toward the undertaking. Numerous individuals, banks, and businesses have contributed smaller sums. As part of this past year's Faculty and Staff Campaign, held annually by the university's foundation, thirteen current and retired faculty members made pledges to name a faculty office. We are well on the way to achieving the \$18.5 million needed to break ground. Copies of the building plans and the most recent marketing materials for the building's capital campaign are available as part of the workroom materials. Given the amount of time and effort devoted to the project over this past accreditation cycle, it is important to understand why it is such a significant element of our future.

The Kelce College and Infrastructure for the Future

The college 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 Services also occupies the building. Currently, the Department of Music uses the auditorium for instrumental performance courses and band rehearsals which can disrupt business classes and meetings. As an aging structure, Kelce continues to suffer from several chronic maintenance issues, including basement flooding (and associated odors), that have proven problematic to remedy.

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

utilization study noted the following building deficiencies in Kelce Hall that need to be addressed through renovation and expansion:

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

The result of these deficiencies is an extremely poor environment to offer a modern business curriculum. Students do not perceive 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, in 2013-14 the college rehabilitated backstage areas, reacquired from the band, 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.

A decade ago, in 2008, 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. The new plan called for renovation and expansion of Kelce Hall on its current site. Several major construction projects were prioritized above the Kelce renovations – including a \$32 million Center for the Arts, an \$11 million new indoor track/event center, and a \$17 million expansion of the Student Center. As these projects came to fruition, Kelce moved up the list of university priorities and is now at the top of the list.

Key Features of Kelce Building Project:

Eleven modern classrooms and learning laboratories of varying size including a 200 seat lecture hall, large mediated classrooms and a tiered case room
A centralized atrium with public gathering spaces, stock ticker and coffee shop
Student Commons and eleven team rooms for group study
A common "Faculty Community" of offices
Private Academic Advising spaces, and offices for outreach centers
A boardroom, three conference rooms and a student organization center

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, recently opened new buildings housing their business schools. 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 will

become 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.

Although the Kelce building adequately met the needs of the college in the past, today it is a significant and major constraint limiting our future. The thousands of person-hours devoted to the planning and fundraising processes is an investment in that future. Once the final fundraising efforts are completed, the ground breaks on the future of the Kelce College of Business in the Spring of 2020.

IX. Consultative Review – Personnel Issues and New Initiatives

The college leadership requests consultative advice from the visiting team on three issues facing the college; public relations and personnel issues, the new professional online MBA, and administrative reorganization.

Public Relations and Personnel Issues

Our five-year accreditation cycle began and ended with significant personnel issues, both of which resulted in the termination of a college administrator. In both cases the Kelce College brand was negatively impacted due to the unethical and illegal actions of our employees. The cases received substantial coverage in the local and regional press and the stories were widely distributed nationally via internet-based media. While the two cases were very different in their natures, the negative public relations impact on the college is still felt and advice and counsel is sought regarding how to repair our damaged image and continue our momentum moving forward.

The first case involved our former MBA Director who recruited heavily in his native Nigeria. Pitt State maintains student exchange agreements with a number of universities there. In 2014, the MBA Director was caught falsifying student transcript records to show that students were eligible for these transfers. As a result, a sizeable number of Nigerian students were able to enroll in our MBA program over a number of years without paying any tuition to the university. Subsequently, the MBA Director collected “fees” from these students for the “service” he provided. The Director was charged with defrauding the university, ordered to pay restitution for the lost revenues, and served 18 months in federal prison.

The second case involved our former chair of the Accounting and Computer Information Systems department. Over Thanksgiving week in 2017 he was arrested on misdemeanor charges of stalking a local woman. As the law enforcement investigation unfolded he was arrested again, this time along with another department chair from the College of Technology, for felony invasion of privacy and distribution of images without personal consent. He was placed on leave while the university conducted its own internal investigation. Based on evidence collected by the university’s General Counsel concerning actions that took place on campus, the chair was terminated for cause at the conclusion of the Fall semester. He is currently awaiting trial.

These issues are reported here in the spirit of good faith transparency. Both cases were highly embarrassing for everyone at the university and particularly for those in the business college. After the first case, MBA applications and enrollments dropped dramatically and are only now beginning to reach former levels. Because the second case so recently happened it is difficult to determine its true impact. Our consistent message to the public is that the actions of these two individuals do not reflect the ethical standards of the institution and they are not an indication of systemic issues within the college. To the extent possible we have openly addressed questions from the public about each case and have continued with our ongoing marketing and public relations efforts. Helpful advice and recommendations are solicited.

Professional Online MBA

A number of converging factors led to the decision to contract with Academic Partnerships to develop and deliver an online MBA. These factors included the significant drop in MBA applications following the personnel issue described above, the need to reach non-traditional students in our primary service region, and the growing financial pressures on the university due to continuing overall enrollment declines. The services provided by AP allow us to “jump start” the online MBA – for a share of the revenues, AP will market the program and provide hands-on recruitment and retention services that we could not afford on our own. Perhaps most importantly, we negotiated an arrangement with

the university's central administration such that a share of the revenues generated by the online MBA will flow back to the Kelce College. This is the first experiment with this type of financial model at Pitt State and as such much is riding on the program's success.

We will market the online MBA to mid-career professionals looking to advance their careers. This is a market that Pitt State has virtually ignored to date. However, the college will also continue to offer our traditional on campus MBA for students seeking a residential experience. The curriculum is the same for both the traditional and online MBAs – the only difference is the modality of course delivery. Faculty electing to teach the online courses will do so as overload for extra duty compensation. Pay will be based on the number of students taught. Projected enrollments indicate that this model will be profitable once it is fully scaled up and operational.

The Professional Online MBA will be the first fully online program taught by the Kelce College. A number of senior faculty members are skeptical about its potential success and disdainful about distance education in general. Responses to calls for faculty participation in the program have been less than anticipated even though the compensation model is attractive. A few faculty members in other colleges have been highly critical of the college for contracting with an outside program management firm. Advice and counsel is sought with respect to strategies to encourage active participation of faculty and to engage others across campus to ensure the program's long-term success.

Administrative Reorganization

As noted in the Preface and throughout this report, the Kelce College is experiencing a period of significant transition. In order to respond to budget cutbacks and to position the college for future growth, during this past year of record the college leadership decided to act upon a key action item included in the college strategic plan – administrative reorganization. Prior to the most recent university budget crisis, the KLT's plan was to study reorganization after this current reaccreditation visit. Budget realities and personnel losses due to resignations, retirements and termination, forced the decision to be made early. As a result, the faculty did not have the luxury of taking a long time to study the various alternatives and to get used to the idea of new administrative arrangements. Thus, some faculty are naturally resistant to the new model and are anxious about its implementation.

Of most concern is the reluctance of faculty members to volunteer to fill the new role of "Program Coordinator" for the seven BBA disciplinary degrees. As originally envisioned, the PCs would be the primary point of contact between students and their chosen program of study. PCs would handle routine student issues, develop course schedules, and serve as lead advisor for upper division students. Some faculty think that the portfolio of the duties originally slated for the PCs are administrative in nature and more akin to a traditional chair's role and not a faculty service role (even though there was no budgetary authority or personnel supervisory duties assigned to PCs). The college conducted a very successful trial run with PCs instead of a chair throughout the 2017-18 year in Economics and Finance. However, other areas remain skeptical that this model will work for them. As a result, a faculty task force was appointed during the Summer of 2018 to bring forth a new PC proposal for implementation this Fall. The results of this task force and the final model to be implemented will be reported out during the visit. Advice and counsel is sought on the matter of reorganization and transitioning the administrative structure of a college on a campus with a strong faculty governance heritage.

Appendix A

AACSB Prescribed Tables for Year of Record

Table 2-1 Intellectual Contributions*

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	Peer-Reviewed Journals	Peer-Reviewed Academic/ Professional Meeting Proceedings	Peer-Reviewed Academic/ Professional Meeting Presentations	Competitive Research Awards Received	Text-books	Case Studies	Other Teaching Materials	Professional Practice Standards, or Public Policy	Other IC Type	Percent of Participating Faculty Producing ICs	Percent of total Full Time Equivalent (FTE) faculty producing ICs
Accounting and Computer Information Systems	13	34	19	17	17	23	0	0	0	0	2	7	81.8%	69.8%
Economics, Finance and Banking	9	73	26	23	9	35	4	2	0	0	2	33	100.0%	100.0%
Management and Marketing	45	59	26	50	11	34	7	8	0	0	0	20	100.0%	86.2%
Grand Total	67	166	71	90	37	92	11	10	0	0	4	60	93.9%	84.3%

* Each Kelce authorship and coauthorship counted separately (duplicative count). Includes only publications produced by faculty on staff during the academic year of record, 2017-18.

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

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

See pages 16 through 19 of CIR report for detailed discussion of alignment, outcomes and strategies for production of high quality scholarship.

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

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

See pages 16 through 19 of CIR report for qualitative descriptions. Metrics are provided in Tables 6 and 7 on pages 17 and 18. Five-year Curriculum Vitae for faculty provided in workroom documentation.

Part D: Impact of Intellectual Contributions

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

See pages 16 through 19 of CIR report for discussion of impact. Metrics are provided in Tables 6 and 7 on pages 17 and 18. Impact statements from each faculty member included in the 5-year Curriculum Vitae available in workroom documentation.

Table 2-2
Five-Year Summary of Peer Reviewed Journals and Number of Publications* in Each

Peer Reviewed Journals	Number of Publications
Accounting and Computer Information Systems	
ACM Transactions on Management Information Systems	1
Information Management and Computer Security	1
Information and Management	1
International Journal of Intelligent Information Processing	1
Issues In Information Systems	1
Issues in Accounting Education	2
Issues in Information Systems	4
Journal of Computer Information Systems	1
Journal of Information Technology Management	1
Journal of Management History	1
Journal of Managerial Issues	1
Journal of the International Academy for Case Studies	1
Total Accounting and Computer Information Systems	16
Economics, Finance and Banking	
Asia Pacific Business Review	1
International Journal of Business and Economics Perspectives	1
International Journal of Business and Finance Research	2
International Tax Journal	1
Journal of Business and Educational Leadership	1
Journal of Euromarketing	1
Journal of Financial Education	3
Journal of Industrial Business and Economics Research	1
Journal of International Taxation	1
Journal of Mathematics Science and Technology Education	1

Journal of Socio-Economics	1
Mustang Journal of Management and Marketing	1
Singapore Economic Review	1
The Journal of Regional Analysis and Policy	1
The American Economist	3
Total Economics, Finance and Banking	20
Management and Marketing	
Academy of Marketing Studies Journal	1
Academy of Strategic Management Journal	2
Business Journal for Entrepreneurs	1
Economics & Business Journal: Inquiries and Perspectives	1
Ethics & Critical Thinking Journal	1
Excel International Journal of Multidisciplinary Management Studies	1
Franklin Business & Law Journal	2
Franklin Business Journal	1
Galaxy International Interdisciplinary Research Journal	1
Insights to a Changing World	2
International Journal of Sustainable Economy	1
Journal of Business Case Studies	2
Journal of Business Strategies	1
Journal of International Business Research and Practice	1
Journal of International Management Studies	1
Journal of Marketing Theory & Practice	1
Journal of Research in Marketing and Entrepreneurship	1
Journal of Services Marketing	2
Journal of Strategic and International Studies	1
Leadership & Organizational Management Journal	3
Marketing Management Journal	1

Great Plains Economic and Business Journal (NEBA)	2
Psychology & Marketing	1
Reforma	1
Regional Business Review	2
Service Business	1
The Midwest Quarterly	1
Zenith International Journal of Multidisciplinary Research	3
Total Management and Marketing	39
Kelce College of Business Grand Total	75

* Non-duplicative count - articles with two or more Kelce coauthors only counted once. Includes only publications produced by faculty on staff during academic year of record, 2017-18.

**AACSB Table 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL
ACADEMIC YEAR (RE: Standards 5 and 15): STUDENT CREDIT HOURS
Date Range: September 1, 2017 – June 1, 2018**

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Standard 5)		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Standard 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Accounting											
CASEY, REBECCA	August 22, 1994	MBA, 1995	1322 sch		UT and SER			100			MBA degree plus CPA certification. 1 PRJ in previous five years. 2 other publications in trade magazines in past five years. Completion of CEUs toward CPA. Teaching workshop presentations
DAWSON, STACEY	Jan. 15, 2016	MBA, 2009		150 sch	UT				37.5		MBA in Accounting; Continued experience in accountancy (> 5 years significant experience), SAP/FICO/HRIS, Blackline Systems reconciliation software, Kronos payroll experience.
EICHENBERGER JULIE	August 15, 2013	MBA, 2009		288 sch	UT				25		MBA degree, 20+ years professional experience, continued employment, Vice President of Finance - FSCC, Director of Finance, Mercy Hospital, Significant impact with FEMA disaster recovery for Mercy Hospital

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Standard 5)		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Standard 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
GOEDEKE, MARY	August 23, 1996	JD, 2004 and LL.M., 2005	474 sch		UT		100				J.D. and LL.M. in Taxation 2007-2016 Practicing Attorney Crawford County Bar Association Board Member / Former President - Big Brothers Big Sisters Board Member - Child Exchange and Visitation Center Board Member - Legal Aid Advisory Board
O'BRYAN, DAVID	August 15, 1986	PhD, 1992	398 sch		UT, MT, RES and SER	100					Ph.D. in Accounting 4 PRJs published in past five years 1 book chapter published in past five years
POLFER, MARY	August 21, 2006	MBA, 1971	810 sch		UT and SER			100			M.B.A degree plus CPA certification 1 PRJ published in past five years Completion of CEUs toward CPA
PRESLEY, THERESA	August 10, 2015	PhD, 2010	399 sch		UT, MT, RES and SER	100					Ph.D. in Accounting 5 PRJs published in past five years 3 conference proceedings published in past five years
SHEWMAKE, JENNIFER	August 15, 2014	MBA, 2005		222 sch	UT				25		MBA in Accounting; Continued experience in accountancy (> 5 years significant experience), CPA certification (AICPA / IIA Member)
SISSECK, SARAH	August 15, 2015	MBA, 2004		234 sch	UT				25		MBA in Accounting; Continued experience in accountancy (> 5 years significant experience), CPA / CIA

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Standard 5)		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Standard 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
YARICK, GAIL	August 26, 2003	PhD, 2017	624 sch		UT, MT, RES and SER	100					Ph.D. completed (Aug. 29, 2017) CPA certification 1 PRJ published in past five years 1 other journal article and Completion of CEUs toward CPA
Total Accounting			4027 sch	894 sch		300 (42.1%)	100 (14.0%)	200 (28.1%)	112.5 (15.7%)	0 (0%)	
			>= 60% requirement for P for AACSB met (81.8%)			Minimum SA: >= 40% requirement for AACSB met (42.1%)					
						Minimum SA + PA + SP: >= 60% requirement for AACSB not met (84.2%)					
						Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100.0%)					
Computer Information Systems											
CHOI, JAE	August 13, 2012	PhD, 2009	225 sch		UT, RES and SER	100					Ph.D. in Management Information Systems 12 PRJs in past five years 4 conference proceedings in past five years 1 other publication in trade magazine in past five years

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Standard 5)		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Standard 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
CUMMINGS, MAEVE	June 7, 1982	PhD, 1992	660 sch		UT, RES and SER	100					Ph.D. in MIS 1 PRJ published in past five years 1 textbook published/revised in past five years 2 conference proceedings published in past five years 1 book chapter published
KUEFLER, JOHN	Sept. 10, 2009	MBA, 2014		99 sch					37.5		Master's Degree; substantial professional experience in computer information systems / mobile technologies; two professional certifications
NEWCOMB, DAVID	August 16, 1984	Ed.S, 1976		381 sch						50	Ed.S. and Master's degree; numerous years of college level teaching experience.
ROSEN, PETER	May 18, 2014	PhD, 2005	267 sch		UT, ADM, RES and SER	50					Ph.D. in Management Information Systems 2 PRJs in previous five years 4 conference proceedings in previous five years
SHA, WEI	Jan. 15, 1997	PhD, 2005	597 sch		UT, RES and SER	100					Ph.D. in Management Information Systems 2 PRJ published in past five years 6 conference proceedings published in past five years
STRONG, DWIGHT	Jan. 12, 1998	MBA, 1995	1050 sch		UT and SER				100		MBA Professional and Teaching Activities Reviewer for Quality Matters Passed 3 of 4 exams for Microsoft Office Specialist Master certification

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Standard 5)		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Standard 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Total Computer Information Systems			2799 sch	480 sch		350 (65.1%)	0 (0%)	0 (0%)	137.5 (25.6%)	50 (9.3%)	
			>= 60% requirement for P for AACSB met (85.3%)			Minimum SA: >= 40% requirement for AACSB met (65.1 %)					
						Minimum SA + PA + SP: >= 60% requirement for AACSB met (65.1%)					
						Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (90.7)					
Economics											
BINDER, ALEXANDER	August 15, 2016	PhD, 2016	537 sch		UT and RES	100					New PhD in field (2016) 1 PRJ in past five years 2 presentations, 1 book review
CORTES, BIENVENIDO	August 21, 1986	PhD, 1987	211 sch		MT, ADM and RES	100					PhD in field 4 PRJs in past five years 4 conference proceedings, 8 conference presentations, 4 other

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Standard 5)		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Standard 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
DAVIDSSON, MICHAEL	August 12, 2013	PhD, 2012	561 sch		UT, MT, RES and SER	100					PhD in field 2 PRJs in past five years 2 conference proceedings, 10 conference presentations, 12 other
FREUND, JUNE	August 23, 1979	PhD, 2015	861 sch		UT, MT and RES	100					New PhD in field (2015) Multiple presentations
GRIMES, PAUL	June 13, 2011	PhD, 1984	351 sch		UT, ADM, RES and SER	100					PhD in field 3 PRJs, 1 textbook, multiple others Multiple conference presentations and grants
LAL, ANIL	August 22, 1995	PhD, 1995	873 sch		UT and RES	100					PhD in field 4 PRJs 1 conference proceedings, 1 book review, 4 conference presentations, 1 other
MCKINNIS, MICHAEL	Jan. 25, 1995	MBA, 1998	1302 sch		UT			100			MBA, CFM, CMA 1 PRJ, 3 conference proceedings, 7 conference presentations, 1 other, maintenance of professional credentials, board member service
Total Economics			4696 sch	0 sch		600 (85.7%)	0 (0%)	100 (14.3%)	0 (0)	0 (0%)	
			>= 60% requirement for P for AACSB met (100%)			Minimum SA: >= 40% requirement for AACSB met (85.7%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100%)					

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Standard 5)		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Standard 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
Finance											
BRACKER, KEVIN	August 22, 1995	PhD, 1995	513 sch		UT, MT and ADM		100				PhD in field 1 PRJ 7 conference presentations, one book review Professional engagement: CFA Institute Research Challenge Faculty Mentor (5 years); Internal Reviewer for Online Courses (9 courses reviewed -- 3 as chair of review team over 3 years) Professional Development Material - - 16 finance YouTube videos developed with over 573,000 views across multiple countries
LIN, FANG	August 10, 2015	PhD, 2015	636 sch		UT and RES	100					New PhD in field (2015) PRJs 4 presentations
SHUM, CONNIE	August 18, 1994	DBA, 1988	534 sch		UT and RES	100					DBA in field 8 PRJs 7 conference proceedings, 11 conference presentations
Total Finance			1683 sch	0 sch		200 (66.7%)	100 (33.3%)	0 (0%)	0 (0%)	0 (0%)	

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Standard 5)		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Standard 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
			>= 60% requirement for P for AACSB met (100%)			Minimum SA: >= 40% requirement for AACSB met (66.7%)					
						Minimum SA + PA + SP: >= 60% requirement for AACSB met (100%)					
						Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100%)					
Management											
BAACK, DONALD	June 6, 1988	PhD, 1987	846 sch		UT	100					Ph.D in field Multiple textbook revisions 9 PRJs since 2015
BINDER, ZACHARIAH	August 15, 2016	MS, 2005		60 sch	UT				12.5		Master's in statistics; continuing employment and community engagement.
BROOKSHER, JAMIE	August 15, 2016	JD, 2007		153 sch	UT and MT		12.5				JD and continuing employment in field; law license; President Public Library Board; Member of Mt. Carmel Foundation, VP – Crawford County Bar Association, Member – Pittsburg Area Young Professional Board
DELLASEGA, ANTHONY	Dec. 7, 1992	MBA, 1991		471 sch	UT				50		MBA and continuing employment; community engagement (Statewide Kansas Small Business Development Center Advisory

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Standard 5)		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Standard 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
											Board, Statewide Kansas Center for Entrepreneurship Advisory Board, Statewide Start-Up Kansas Loan Committee, Statewide Kansas Multiplier Fund Loan Committee, Member of Pittsburg, Kansas YMCA Board of Directors, Pittsburg, Kansas YMCA Endowment Board, Our Lady of Lourdes Finance Council)
ELNICKI, SARAH	Oct. 5, 2005	JD, 2009		271 sch	UT		25				JD, licensed in two states; continued employment; CLE maintenance; President of Crawford County Bar Association
FISCHER, ARTHUR ¹	June 18, 1988	PhD, 1987	0 sch		UT	0					Textbook (2013) 2 PRJs (2013, 2015)
FOGLIASSO, CHRISTINE	August 23, 1979	JD, 1979	993 sch		UT	100					9 PRJs - 1-2016; 2-2015; 2-2014; 4-2013 Maintenance of license and bar membership
HORNER, STEPHEN	August 13, 2012	PhD, 2006	438 sch		UT and MT	100					2 published PRJs (2015, 2016); 3 PRJs accepted
HUFFMAN, CYNTHIA	August 18, 1994	PhD. 1994		108 sch	UT	12.5					Ph.D. in Math, 9 PRJs in last five years, multiple conference presentations

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Standard 5)		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Standard 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
ISON, JOHN	August 14, 2003	MBA, 1999		298 sch	UT				25		MBA, significant managerial experience and advancement, continued professional employment in business and sustained activities
LEE, CHOONG	August 1, 1989	PhD, 1988	591 sch		UT and MT	100					Scholarly book published (2016) 6 PRJs (1-2015; 3-2014; 2-2013)
LEE, SANG-HEUI	August 17, 2010	PhD, 2010	861 sch		UT	100					5 PRJs (2-2017; 3-2015); 9 conference presentations
NANCE, MARY	Oct. 18, 1986	MBA, 1993		327 sch	UT				62.5		M.B.A., significant managerial experience and advancement, continued professional business ownership in field and sustained activities
PATERNI, MELISSA	Jan. 19, 2006	MS, 2011		255 sch	UT				25		M.B.A., significant professional experience (President of Pitsco), advancement, and engagement.
PAUL, SHIPRA	August 20, 1996	MBA, 2000	972 sch		UT				100		MBA, professional and teaching experience; participation in economic development activities
ROGERS, MELISA	Jan. 11, 2013	PhD, 2012		279 sch	UT		25				Ph.D. in teaching field, SHRM – SCP certification, substantial consulting projects, multiple professional development activities

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Standard 5)		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Standard 15)					Brief Description of Basis for Qualification	
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)		
WACHTER, MARY	August 20, 1986	MBA, 1983	1011 sch		UT			100			1 PRJ in 2015 Wharton certification in Analytics, 2016	
Total Management			5712 sch	2222 sch		512.5 (54.7%)	62.5 (6.7%)	100 (10.6%)	262.5 (28%)	0 (0%)		
			>= 60% requirement for P for AACSB met (71.9%)			Minimum SA: >= 40% requirement for AACSB met (54.7%)						
						Minimum SA + PA + SP: >= 60% requirement for AACSB met (72%)						
						Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100%)						
Marketing												
DALECKI, LINDEN	August 19, 2008	PhD, 2008	1005 sch		UT	100					Ph.D in field Book chapter 3 PRJs	
HARRIS, ERIC	August 22, 1994	PhD, 2001	819 sch		UT and MT	100					Multiple textbook revisions New textbook 3 PRJs (2013, 2014, 2017)	
MACELI, KRISTEN	August 21, 2000	PhD, 2008	789 sch		UT and MT	100					3 PRJs published (2017, 2014, 2013) 2 PRJs accepted	

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Standard 5)		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Standard 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
MURRAY, LYNN	Jan. 9, 2001	PhD, 2007	619 sch		UT, MT, ADM and RES	100					2 publications 2 conference presentations community engagement
Total Marketing			3232 sch	0 sch		400 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	
			>= 60% requirement for P for AACSB met (100%)			Minimum SA: >= 40% requirement for AACSB met (100%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100%)					
International Business											
VAN WYK, JACOBUS	August 15, 2006	PhD, 2006	318 sch		UT and MT	100					Terminal degree in field 4 PRJs (2017, 3-2015)
Total International Business			318 sch	0 sch		100 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Standard 5)		Normal Professional Responsibilities	Percent of Time Devoted to Mission for Each Faculty Qualification Group (Standard 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	
			>= 60% requirement for P for AACSB met (100%)			Minimum SA: >= 40% requirement for AACSB met (100%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (100%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (100%)					
Kelce College All Disciplines and Programs											
Kelce College Grand Totals			22467 sch	3596 sch		2462.5 (66.5%)	262.5 (7.1%)	400 (10.8%)	525 (14.1%)	50.0 (1.4%)	
			>= 75% requirement for P for AACSB met (86.2%)			Minimum SA: >= 40% requirement for AACSB met (66.5%) Minimum SA + PA + SP: >= 60% requirement for AACSB met (84.4%) Minimum SA + PA + SP + IP: >= 90% requirement for AACSB met (98.5%)					
Faculty Sufficiency Indicators: <ul style="list-style-type: none">Overall: P/(P+S) >= 75%By discipline, location, delivery mode, or program: P/(P+S) >= 60%						Faculty Qualification Indicators: <ul style="list-style-type: none">Minimum SA: (SA)/(SA + PA + SP + IP + O) >= 40%Minimum SA + PA + SP: (SA + PA + SP)/(SA + PA + SP + IP + O) >= 60%Minimum SA + PA + SP + IP: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) >= 90%					

**AACSB TABLE 15-2: DEPLOYMENT OF FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED
NORMAL ACADEMIC YEAR USING *CREDIT HOURS***

Date Range: September 1, 2017 - June 1, 2018

	Percent of teaching by degree program (measured by credit hours)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelors	56.28%	5.38%	17.98%	18.75%	1.62%	100%
MBA	91.24%	8.76%	0%	0%	0%	100%

**AACSB TABLE 15-2: DEPLOYMENT OF FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED
NORMAL ACADEMIC YEAR USING *COURSES TAUGHT***

Date Range: September 1, 2017 - June 1, 2018

	Percent of teaching by degree program (measured by courses taught)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelors	58.26%	5.87%	13.90%	20.18%	1.79%	100%
MBA	91.3%	8.70%	0%	0%	0%	100%

Appendix B

Kelce Accreditation Standards Implementation Documents

PARTICIPATING AND SUPPORTING FACULTY

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

The Kelce College of Business Faculty

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

Participating Faculty Members

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

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

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

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

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

Supporting Faculty Members

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

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

FACULTY QUALIFICATIONS AND ENGAGEMENT CRITERIA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Research Proficiency. Over the previous five years, Scholastic Academics must publish a minimum of two (2) peer-reviewed research articles in widely recognized academic journals relevant to the mission of the Kelce College of Business. (Acceptable academic journals include those indexed by leading bibliographic sources, are frequently cited, and are readily available to researchers through major academic libraries and the internet. Normally, conference proceedings, non-peer-reviewed journals, and vanity press titles are not acceptable for this criterion.) One textbook, published by a leading academic press with significant national or international distribution, may substitute for one journal article.

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

1. Peer-reviewed or invited conference presentation*
2. Publication of a conference proceedings paper*
3. Publication of an original article in a non-peer-reviewed journal or periodical
4. Publication of an original article in an edited volume published by an academic press
5. Publication or revision of a textbook
6. Publication of an authored or edited volume published by an academic press
7. Publication of original research in an open source, non-peer-reviewed, electronic journal
8. Publication of a business case study by an academic press
9. Service as an editor, associate editor or editorial board member of an established academic journal or periodical

10. Publication of a book review in an academic or practitioners' journal
11. Receipt of a peer-reviewed funded grant that supports the Kelce College of Business
12. Receipt or renewal of a professional certification that enhances the classroom and research
13. Service as a major officer for an academic association or scholarly organization
14. Production of other scholastic or creative works that further the mission of the college and are validated by the Kelce Leadership Team

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

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

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

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

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

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

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

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

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

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

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

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

1. Publication of a research article in a peer-reviewed academic journal
2. Peer-reviewed or invited conference presentation*
3. Publication of a conference proceedings paper*
4. Publication of an original article in a non-peer-reviewed journal or periodical
5. Publication of an original article in an edited volume published by an academic press
6. Publication or revision of a textbook
7. Publication of an authored or edited volume published by an academic press
8. Publication of original research in an open source, non-peer-reviewed, electronic journal

9. Publication of a business case study by an academic press
10. Service as an editor, associate editor, or editorial board member of an established academic journal or periodical
11. Publication of a book review in an academic or practitioners' journal
12. Receipt of a peer-reviewed funded grant that supports the Kelce College of Business
13. Receipt or renewal of a professional certification that enhances the classroom and research
14. Service as a major officer for an academic association or scholarly organization
15. Production of other scholastic or creative works that further the mission of the college and are validated by the Kelce Leadership Team

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

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

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

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

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

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

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

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

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

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

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

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

VII. Implementation. The appropriate qualification and engagement category for all Kelce College of Business faculty members will be determined each spring semester. Faculty members will convey to their department chair the category they wish to be assigned. Final determination of the appropriate category will be made by the department chair in consultation with the dean and validated by the Kelce Leadership Team. Annual performance reviews, current curriculum vitae, and other appropriate documentation provided by faculty members may be used in making a classification determination. Newly hired faculty members will be classified at the time of employment. Faculty qualification status will be valid for the forthcoming academic year or until such time as a new qualification status is determined.

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 2018-19, 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%
Other:	0% to 10%

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

Revision History:

Section VIII. – Added – August 18, 2016

Appendix C

Mission and Strategic Planning Documents



Vision Statement:

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

Mission Statement:

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

Guiding Values:

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

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

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

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

We believe in cultivating a diverse and multicultural learning environment.

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

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

**Research Mission:**

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

Guiding Values:

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 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

**Strategic Plan
FY 2016 through FY 2022**

The Pittsburg State University Kelce College of Business will institute a five-year strategic plan informed by its mission statement and guiding values. The plan is constructed on the following Three Pillars:

1. Professionalism
2. Relevance
3. Growth

These Three Pillars serve as our primary goals and are defined as follows:

Goal 1: Professionalism

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

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.

Goal 3: Growth

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

For each primary goal, several key objectives are identified with achievable action items enumerated to fulfill each objective.

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.

Action Items:

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.
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.

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

Action Items:

1. Conduct faculty searches following professional standards established in the respective disciplines - including advertising, screening, and interviewing.
2. Offer competitive salaries and compensation packages comparable with our established peer institutions.
3. Effectively utilize existing Faculty Fellow endowments to reward and support highly productive faculty members.
4. Increase the number of endowments targeted for faculty support, including fellowships, professorships, and chairs.

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

Action Items:

1. Develop and implement new departmental promotion and tenure guidelines that define and promote academic excellence and quality at all ranks.
2. Establish targets for the attainment of high quality scholastic activity that enhance the recognition and reputation of the college.
3. Evolve the Youngman Summer Research Grant program into a Youngman Scholars program that rewards maintenance of academic qualifications and annual scholarly productivity.

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

Action Items:

1. Provide funds from college and departmental endowment earnings to support professional development activities for all college personnel.
2. Explore collaborative opportunities with other campus units and regional peer institutions to produce professional development and research seminars.
3. Develop and promote an active college-wide professional development series of workshops and research colloquiums.
4. Increase the number of faculty members holding nationally recognized professional certifications in their respective disciplines.

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

Action Items:

1. Review and revise as necessary the Kelce College Code of Ethics.
2. Empanel a faculty and student task force to develop and implement a Kelce Student Academic Honesty and Integrity Policy.

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.

Action Items:

1. Implement a survey strategy of stakeholders (e.g., alumni, employers, and potential employers) to determine the relevance of our curriculum for workplace success.
2. Systematically analyze regional employment data and conduct benchmarking of curricular offerings with peer schools.
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.
4. Address through curricular change the documented need to improve student skills in business communications, both written and oral.
5. Develop a broad-based and flexible interdisciplinary undergraduate degree program for students with small business and entrepreneurial career aspirations.
6. Review and update the curriculum of each existing degree program based on results from surveys, market analyses, and benchmarking of our peer schools.

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

Action Items:

1. Pursue and establish a college-level differential tuition model that provides the resource base to consistently deliver academic programs of excellence.
2. Establish target levels of instructional staffing by faculty qualification categories as prescribed by the 2013 AACSB Standards.

3. Enhance monetary support for faculty attending pedagogical conferences to achieve teaching excellence.
4. Increase faculty participation in seminars provided by the Center for Teaching, Learning and Technology.

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

Action Items:

1. Expand working relationships with the university's Center for Innovation and Business Development and the Small Business Development Center.
2. Evolve current economic development activities (e.g., The Pittsburgh Micropolitan Area Economic Report and the Economic Outlook Conference) into a formal Economic Development and Business Engagement Center.
3. Develop a Center for Internal Auditing, Fraud Examination and Computer Security to provide outreach and engagement services in these areas of existing expertise.
4. Pursue and achieve designation as a National Center of Academic Excellence in Information Assurance/Cyber Defense.
5. Partner with the College of Education to reinvigorate the Center for Economic Education.

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

Action Items:

1. Develop workload policies to provide course release or extra duty compensation for significant and on-going regional outreach and engagement.
2. Ensure that professional engagement activities are a central component of the annual faculty appraisal review process.

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

Action Items:

1. Establish lists of target journals, professional associations, and conferences for each disciplinary area that will enhance the recognition and reputation of the college.
2. Increase the number of faculty members holding leadership roles with targeted journals, professional associations, and academic organizations.
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.
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.

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:

1. Analyze the historic and prospective availability of staffing, budget, and physical resources relative to the demand for college programs.
2. Strategically manage course enrollment levels and class sizes to maximize resource efficiency.
3. Conduct a feasibility analysis of reorganizing departments to capture economies of scale and scope, and to better equalize administrative oversight.

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

Action Items:

1. Utilize surveys detailed in 2.1.1 above to identify target areas for development and expansion of curricular offerings.
2. Explore cooperative degree and certificate programs with other units on campus.

- 3.3 Implement recruitment activities to optimize enrollments relative to capacity.

Action Items:

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.
2. Institute an effective replacement for the Opportunities in Business Day.
3. Establish and maintain a Kelce College presence at local college fairs and graduate school fairs.
4. Explore the creation of a Kelce Ambassador program to undertake recruitment activities.

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

Action Items:

1. Establish priorities and goals for the current capital campaign.
2. Maintain and enrich relationships with key alumni and friends of the college.
3. Conduct a fundraising initiative with the college's international alumni.

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

Action Items:

1. Explore viability of hiring a part-time staff member to oversee external relation initiatives.
2. Reinstitute the “Kelce Connections” semi-annual newsletter to alumni and friends.
3. Further develop and expand the college’s social media presence.
4. Increase faculty participation in providing college stories to University Relations for inclusion in media releases.
5. Increase college faculty participation in, and contribution to, major university initiatives and committees.
6. Diversify college career fairs to include employers seeking recruits from a broader array of business majors.
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.
8. Increase participation of Kelce student teams in regional and national competitions and conferences.

Approved:

Kelce General Faculty
August 13, 2015

Reaffirmed and Synchronized with University’s Strategic Plan
August 17, 2017

To: Lynette J. Olson, Provost and Vice President of Academic Affairs
President Steven A. Scott, President
The Kansas Board of Regents

From: Paul W. Grimes, Dean, Gladys A. Kelce College of Business

Re: Reorganization of the Kelce College of Business

Date: April 11, 2018

As Dean, I hereby respectfully request permission to reorganize the administrative structure of the Kelce College of Business (KCOB). This request is motivated by a number of factors and is designed to create greater efficiencies and lead to long-term cost savings. Below I briefly describe our current structure, present the reasons and justifications for this request, and provide an outline for the proposed new structure. Supporting documents, including a new organizational chart, are attached.

The Current Structure

Over the past five years, the KCOB has enrolled an average of approximately 1,000 business majors annually. Of these students, about 900 are undergraduates pursuing BBA degrees across our seven distinct disciplinary majors, and, about 100 are enrolled in our interdisciplinary MBA graduate program. Overall enrollment has been remarkably consistent despite fluctuations across the college's majors and falling enrollments across the university. (Fall 2013 KCOB enrollment was 1,009 while Fall 2018 enrollment was 1,014.) The KCOB graduates approximately 250 students each year.

Currently, the KCOB is organized following the traditional academic model. The college is overseen by an academic dean assisted by one associate dean who also serves as the MBA program director. Both of these administrators are signed to 12-month contracts. The faculty are divided into three departments, each being "blended" across disciplines and responsible for more than one BBA major. These departments are, Accounting and Computer Information Systems (ACIS), Economics, Finance and Banking (EF&B), and Management and Marketing (M&M). There are 32 full-time faculty members spread unevenly across the three departments; 27 are tenured or tenure-earning faculty members and five are full-time non-tenure earning faculty members. Each of these faculty members is on a nine-month appointment. The three departments hire a number of adjunct instructors each semester who each teach one or two introductory or specialized courses per year. Historically, each of the departments have been overseen by a departmental chair holding a 12-month contract, and serving at the pleasure of the president.

The KCOB has limited support staff. Each department currently has one full-time administrative assistant (two holding 12-month contracts and one with a 10-month appointment). The dean and associate dean share one full-time 12-month administrative assistant. The college also has one 12-month professional staff member serving as the coordinator for our Academic Advising Center which advises freshman, sophomore, and new transfer students. The KCOB currently shares two technicians (one instructional and one equipment) with the College of Education. All other support services are provided by university offices outside the KCOB (e.g., Office of Development, Career Services, and the Center for Teaching, Learning and Technology, etc.) The KCOB hires approximately 14 graduate student assistants each year and a similar number of student workers spread across the departments, computer labs, and support offices.

The Need to Reorganize

The decision to reorganize the KCOB's administrative structure has not been made in haste. Following our last AACSB reaccreditation in academic year 2013-2014, the college developed a new strategic plan which included a primary goal of long-term growth. To position the college for future growth, the plan sets an objective to deliver our academic programs within our current and future constraints. Action Item 3.1.3 states, "Conduct a feasibility analysis of reorganizing departments to capture economies of scale and scope, and to better equalize administrative oversight." Numerous discussions about reorganization have occurred within and between the college administration and the college faculty since the adoption of the strategic plan.

Prior to the current academic year, the Kelce Leadership Team (KLT) planned to work on reorganization following our next AACSB reaccreditation visit in the fall of 2018. However, given the severity of this year's requested budget reductions, the KLT decided the college needed to move sooner. A mini-retreat was held by the KLT prior to the start of this semester and a general outline of a reorganized structure was developed. The plan significantly reduces administrative expenditures by eliminating the traditional departmental structure and combining all college faculty into a "school." Instead of three traditional department chairs (with 12-month contracts), the faculty will be overseen by one associate dean (with a 10-month contract) with student and curriculum responsibilities delegated to faculty Program Coordinators for each of the seven BBA majors. The reorganization also eliminates the perceived inequities of three departments with significantly different numbers of faculty and students. ACIS has 11 full-time faculty serving about 250 majors, EF&B has eight full-time faculty serving about 150 majors, while M&M has 13 faculty serving more than 500 majors. (Note, however, that the General Education and service course production of the smaller departments place their credit hour generation per faculty member much closer to par with that in the larger department.)

As described below, the creation of Program Coordinators for each undergraduate major pushes curriculum and student services closer to the student level and places faculty members closer to issues that arise within their respective majors. Because each of the KCOB's current departments are blended, half of the college's faculty and students are served by a Chair in a different discipline. Under the proposed arrangement, each faculty member and all students will have a Program Coordinator in their own discipline to handle teaching related services and oversee curriculum.

The plan also calls for the expansion of the current associate dean's position to reflect the recent addition of the Master of Professional Accountancy (MPAcc) degree and the upcoming rollout of the online Professional MBA. Furthermore, the plan restructures and expands the current roles of the

Coordinator of Academic Advising and Director of Research and Business Engagement. The expanded job scope of these positions will enhance student services and create greater efficiencies. Lastly, the proposal incorporates the creation of a Business and Economic Research Center (BERC) to formalize and expand the regional economic development work already taking place in the college. This center will produce the quarterly *Pittsburg Micropolitan Area Economic Report* and annual *Economic Profile* for our community with financial support from the City of Pittsburg. The BERC will also seek out funded projects and support events to further economic growth in our region.

The Proposed Structure

The proposed reorganization results in an administrative structure that is diagrammatically outlined on the attached chart. The key feature is the elimination of departments and the creation of two schools (one to oversee undergraduate programs and the faculty and one to oversee the graduate programs) and the Program Directors. Each box on the chart is explained below:

- The College Dean position (12-month administrative) will oversee two associate deans and three directors (Advising, Outreach, and BERC).
- The current “Associate Dean and MBA Director” becomes the “Associate Dean for the Graduate School of Business” (12-month administrative) with additional responsibilities for the new MPAcc degree and the new online Professional MBA program. This position will only manage and oversee adjunct faculty members hired to teach graduate courses. (See job description for details.)
- Three Department Chairs (12-month administrative) are eliminated and replaced with the new “Associate Dean for the Undergraduate School of Business” (10-month administrative). This position oversees all faculty members including the BBA Program Coordinators. (See job description for details.)
- The current “Director for Research and Business Engagement” position (10-month faculty) becomes the new “Director of Outreach and Business Engagement” (10-month faculty) with expanded responsibilities including student recruitment and retention. (See job description for details.)
- The current “Coordinator of Academic Advising” (12-month professional staff) becomes the new “Director of Academic Advising and Career Readiness” (12-month professional staff) with expanded responsibilities to coordinate with the Office of Career Services in the provision of services for KCOB graduating students. This position will continue to serve as Enactus advisor. (See job description for details.)
- Pending approval for the establishment of the Business and Economic Research Center, one faculty member (9-month faculty) will have half-time service responsibilities as “Director” of the center. (See job description for details.)

- Creation of seven Program Coordinator service roles for full-time faculty members (9-month faculty). Annual stipends for this extra service (\$2,500) will be paid during the summer following each academic year from the Youngman Endowment. Program Coordinators will serve fixed and staggered terms. (See job description for details.)
- Faculty: The direct line supervisor for all full time 9-month faculty will be the new Associate Dean for the Undergraduate school of Business. Faculty will be organized according the seven disciplines that offer BBA majors; Accounting, Business Economics, Computer Information Systems, Finance, International Business, Management, and Marketing. Each disciplinary group will choose a Program Coordinator.
- Administrative Assistants: The administrative assistant in the dean's office (12-month University Support Staff) will continue to serve the KCOB Dean and the new Associate Dean for the Graduate School of Business; Two current departmental administrative assistants (one 12-month and one 10-month University Support Staff) will now support the Associate Dean for the Undergraduate School of Business and 32 full-time faculty members; One administrative assistant (12-month University Support Staff) will serve the three director positions (Advising, Outreach, and BERC).
- Kelce Leadership Team: The KLT will initially consist of the Dean, the Associate Dean for the Graduate School of Business, the Associate Dean for the Undergraduate School of Business, the Director of Outreach and Business Engagement, and the Director of Academic Advising and Career Readiness. One of the first tasks of the KLT will be to rewrite the College Bylaws and other governance documents that establish the KCOB's committee structure and policy rules. That process may lead to modifications as to which positions are represented in the makeup of the KLT.

Numerous steps will need to be taken to merge departmental accounts into school accounts and to realign assignment of faculty to the proper discipline with the new Undergraduate School of Business. Initial steps have been taken to identify these tasks. Once final approval is given for the college reorganization, the necessary systematic modifications will begin. The desire is to have the new administrative structure in place by the start of FY19.

The KCOB leadership and faculty recognize that the reorganization will create new challenges with respect to University committee memberships and faculty governance representation through Faculty Senate. However, we believe workable solutions can be found for these and other currently unforeseen consequences of reorganization.

Lastly, the plans for renovation and expansion of our physical facilities incorporates architectural design elements that are conducive to the proposed new organizational structure. (Form will follow function!)

Thank you for your consideration.

Kelce Reorganization: New Brief Job Descriptions (Primary Purpose)

1) “Associate Dean for the Graduate School of Business” from “Associate Dean and MBA Director”

The Associate Dean for the Graduate School of Business is responsible for administering all graduate programs in the Kelce College of Business. This includes the Master of Business Administration (MBA) and the Masters of Professional Accounting (MPAcc) across all delivery modalities including face-to-face, online, and hybrid. This position serves as the chief academic officer for these degrees as well as any graduate certificate programs offered by the College. The Associate Dean maintains primary responsibility for all day-to-day processes involving graduate students and operations of graduate programs. The Associate Dean provides leadership for the graduate faculty and is responsible for the academic, personnel, and financial affairs of the Graduate School of Business to ensure that the activities of the School meet the College and University missions and goals. This administrative position assists the Dean of the Kelce College of Business and serves on the College’s leadership team.

2) “Associate Dean for the Undergraduate School of Business” from “Department Chair”

The Associate Dean for the Undergraduate School of Business is responsible for administering all undergraduate programs in the Kelce College of Business. This includes the Bachelor of Business Administration (BBA) degrees offered in Accounting, Business Economics, Computer Information Systems, Finance, International Business, Management, and Marketing. This position serves as the chief academic officer for these degrees as well as any undergraduate or professional certificate programs offered by the College. The Associate Dean maintains primary responsibility for all day-to-day processes involving undergraduate students and operations of undergraduate programs. The Associate Dean provides leadership for the faculty and is responsible for the academic, personnel, and financial affairs of the Undergraduate School of Business to ensure that the activities of the School meet the College and University missions and goals. This administrative position assists the Dean of the Kelce College of Business and serves on the College’s leadership team.

3) “Director of Academic Advising and Career Readiness” from “Academic Advising Coordinator and Advisor for Enactus”

This professional staff position oversees the development and implementation of programs and services to promote the academic and professional success of undergraduate students throughout their programs of study in the Kelce College of Business. Primary responsibilities include academic advisement to prepare first-year and second-year students for meeting the college’s admission standards, overseeing retention activities, and assisting transfer students entering the college. This position also works closely with the university’s Office of Career Services to develop and deliver programs and services to assist students preparing for internships or graduation into the professional world of work. As the advisor for Enactus (also known as the Sam Walton Fellow) this position assists

the student organization in planning, implementing, and executing outreach projects, and mentors the organization's teams in regional, national, and international competitions and events. The Director assists the Dean of the Kelce College of Business and serves on the College's leadership team.

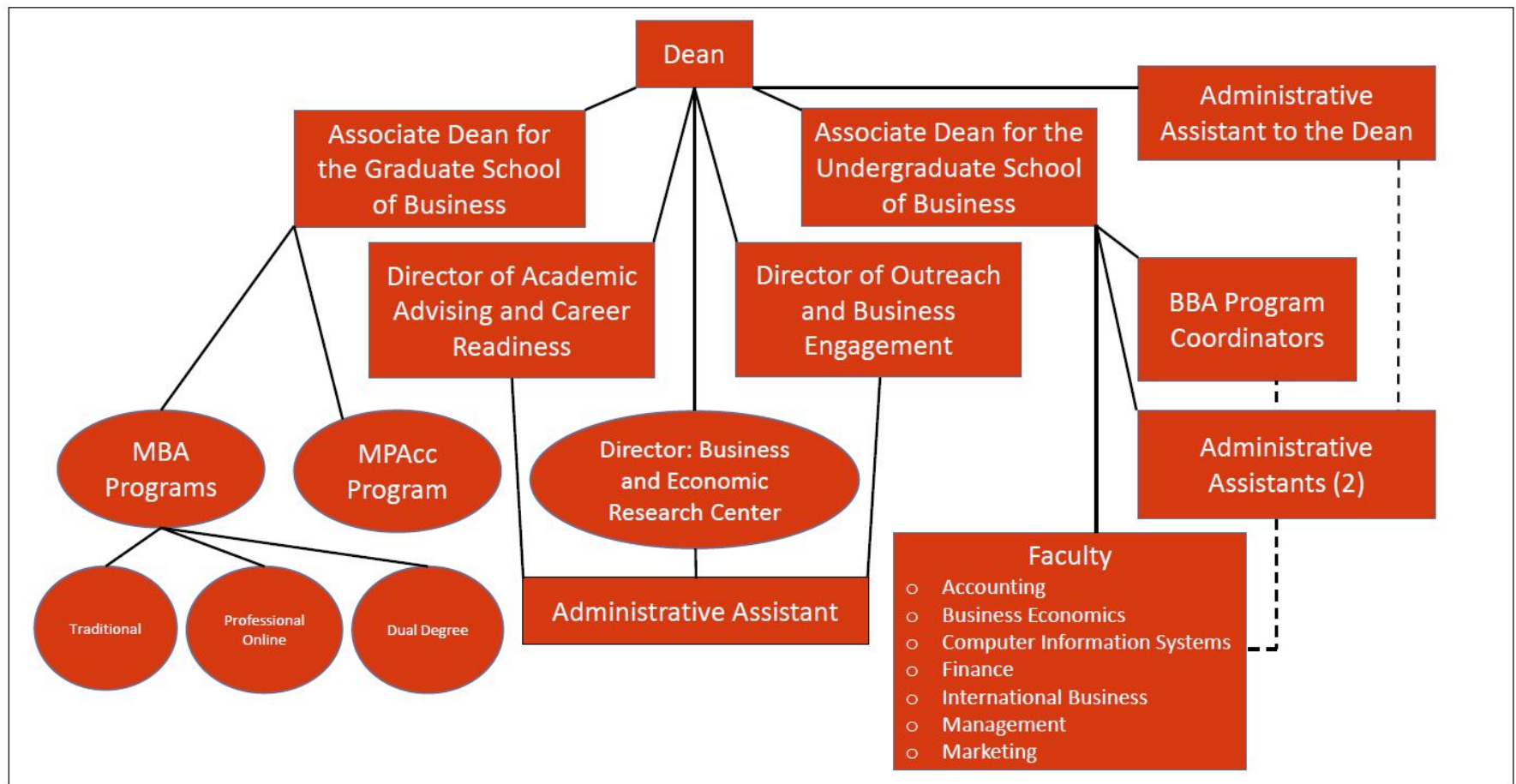
4) "Director of Outreach and Business Engagement" from "College Director of Research and Engagement"

The Director of Outreach and Business Engagement oversees and leads the activities supporting the external outreach and business engagement goals of the Kelce College of Business. Specific responsibilities include: promotion of the college's academic programs to external constituents including prospective students and business partners; promotion and supervision of the college's student internship program; leadership of enrollment management initiatives to grow and diversify the college's student body; management and delivery of professional development programs and certificates for external constituents; solicitation and coordination of business consulting projects for students in capstone (and other) courses; and, service as a liaison between College faculty members and University units engaged in external outreach activities. The Director assists the Dean of the Kelce College of Business and serves on the College's leadership team. This is a 10-month faculty position and the Director will hold faculty rank with responsibilities for teaching, service and scholarship as outlined below or as determined by the Dean.

5) "Director of the Business and Economic Research Center" – NEW

This position oversees and manages the Business and Economic Research Center (BERC) within the Kelce College of Business. The BERC's primary goal is to provide timely and valuable economic information to assist and grow businesses within the University's service region. Specific responsibilities of the position include production of the quarterly *Pittsburg Micropolitan Area Economic Report* and the annual *Economic Profile*. The Director oversees the production and maintenance of the BERC's web-based database of economic and business statistics. The Director also undertakes contracted economic impact studies and other research activities for local and prospective businesses, regional municipalities, economic development organizations, and other external entities. This position is responsible for generating BERC operating funds through contracts and grants with external constituents. The Director will also work with Kelce faculty members to become engaged in Center activities and to help them solicit external research funding. This is a 9-month faculty position and the Director will hold faculty rank with responsibilities for teaching, service and scholarship as outlined below or as determined by the Dean.

New Organizational Chart: Approved by Kansas Board of Regents, May 2018



Appendix D

Kelce College Governance Documents

Rules of Organization and Bylaws

Gladys A. Kelce College of Business

Approved by the General Faculty – Last Revision 08/18/16

PREAMBLE

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

ARTICLE I

Definition of the Faculty

- A. The College General Faculty shall consist of those persons who hold an appointment in the College to an academic rank of Lecturer, Instructor, Assistant Professor, Associate Professor, Professor, or University Professor and whose responsibilities include instruction, research, service, and/or academic administration within the College. Those who hold an academic or administrative appointment of at least .5 FTE have full voting privileges. Members of the Faculty maintain their voting privileges while on Sabbatical or other university-approved leaves of absence. Those holding adjunct appointments or appointments less 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 800-level courses shall be included in the reporting of graduate faculty qualifications and intellectual contributions.
-

ARTICLE II

Objectives of the Faculty

- A. The Faculty will participate in establishing the academic goals and objectives for the College, fulfilling and maintaining all accreditation standards and procedures, and applying the individual and collective powers of its membership toward these ends.
 - B. The Faculty will coordinate all interdisciplinary programs and policies of the College with the other colleges and academic units of Pittsburg State University for the general welfare of the institution as a whole.
-

ARTICLE III

Faculty Oversight

- A. The Faculty and appropriate committees will manage established educational processes to ensure high quality and continuous improvement of degree programs. The Faculty shall vote in formally convened meetings and transmit to the Dean its recommendations concerning such general educational policy matters as:
 - 1. Requirements for admission to the College
 - 2. Requirements and enforcement for students' maintenance in good standing
 - 3. Subject matter, courses, and curricula that pertain to the College's Core Curriculum and graduation requirements
 - 4. Adding or deleting academic degrees administered by the College

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

- B. The Faculty shall address all other academic and operational matters referred to it by the Dean, appropriate College committees, and members of the Faculty.
- C. The Faculty shall vote in college-wide Faculty meetings and transmit the recommendations to the Dean. When a formal meeting is deemed unnecessary by the Dean, a vote of the Faculty may be conducted electronically (e.g. email, web-based vote).
- D. Faculty on sabbatical, official leave, or other approved absence may leave a written and signed voting proxy with another Faculty member.

ARTICLE IV

Convening and Conduct of Faculty Meetings

- A. Regular Faculty meetings may be called by the Dean of the College during the Fall and Spring semesters of each academic year. A minimum of one regular meeting will be held each semester. All calls for a regular Faculty meeting will be conveyed by written notice or email to members of the Faculty no less than 14 days prior to the time set for the meeting.
- B. Agenda items for a regular Faculty meeting may be suggested by any member of the Faculty and included on the agenda if submitted to the Dean within three class days of the original call. The agenda prepared by the Dean shall be distributed to the Faculty at least three class days prior to the meeting.
- C. The Dean of the College shall call a special meeting of the faculty upon receipt of a petition signed by at least five members of the faculty of the College requesting the meeting and indicating proposed items of business. The special meeting shall be called within ten class days of the filing of such a petition. The meeting shall be held within 14 class days of the call.
- D. Emergency meetings of the Faculty to address crisis situations may be called by the Dean or by a majority vote of the Kelce Leadership Team without a 14-day notice.
- E. The Dean shall be the presiding officer of all meetings of the Faculty and the Dean's administrative assistant or other designee shall be the recording secretary. In the event that the Dean is unable to preside, the department chair present holding the most years of service to the college shall oversee the meeting.
- F. A quorum shall consist of a simple majority of the Faculty holding voting rights.
- G. In the absence of any special rules which the Faculty may adopt, *Roberts Rules of Order* (most recent edition) shall govern the conduct of all Faculty meetings.
- H. The recording secretary will make the minutes of all Faculty meetings available within 10 days following a meeting. The recording secretary shall establish and maintain a complete file of the meeting minutes together with reports and presentation materials distributed in writing.
- I. When possible, voting shall be conducted in person during Faculty meetings. However, at the discretion of the Dean, the Faculty is authorized to conduct votes electronically at a later date unless at least one faculty member objects.

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

Committee Structure

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

1. Curricula Management and Assurance of Learning Committee
2. MBA Program Committee
3. Strategic Planning Committee
4. Faculty Development and Instructional Resources Committee
5. Student Reinstatement Committee
6. College Academic Honors Committee
7. Faculty Promotion Committee

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

ARTICLE VI

Committee Formation and Organization

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

- A. Faculty members are appointed to College Standing Committees by their department chair with an effort made to match Faculty interests and talents with committee assignments. The Faculty Promotion Committee is an exception to this procedure as university policy requires all its members to be elected.
- B. Membership of each College Standing Committee shall be appropriately representative of the College's departments, degree programs, and academic disciplines. Specific representation within each committee is reflected in Article VII below.
- C. Each member appointed, or elected, to a College Standing Committee shall serve a term of three years, unless fulfilling an unexpired term. Terms will be staggered across members.

- D. Committee memberships will be announced prior to the start of each fall semester. The term of office for all College Standing Committees shall begin immediately following the first college-wide Faculty meeting of the fall semester.
 - E. No faculty member shall serve more than two consecutive full terms on any given College Standing Committee.
 - F. If a committee member has two consecutive unexcused absences from committee meetings, the committee chair may ask the Dean to replace that committee member. All vacancies shall be filled by the appropriate department head.
 - G. The chair of each College Standing Committee is responsible for presenting progress reports at each Regular Faculty meeting or when requested by the Dean.
 - H. Each College Standing Committee shall convene within two class weeks of the beginning of each fall semester to elect a committee chair. Notification of the chair's election shall be reported to the Dean's Office.
 - I. The Dean's Office will publish and maintain a current College Standing Committee membership list.
 - J. Ad hoc committees may be created by the Dean as needed and eliminated once their specific task or charge is completed. The structure of ad hoc committees is flexible and members may be appointed, elected, or volunteered.
-

ARTICLE VII

Committee Membership and Responsibilities

- A. Curricula Management and Assurance of Learning Committee
 - 1. Membership will consist of the Chairs of each department, the MBA Director, and one Faculty representative from each of the undergraduate degree programs – Accounting, Computer Information Systems, Economics, Finance, International Business, Management, and Marketing. The Academic Advising Coordinator shall serve as permanent ex-officio members of the committee.
 - 2. 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 elected chair of the committee shall serve as the College's representative to the University undergraduate committee.

4. This committee shall review proposals for curriculum changes from all departments of the college and make recommendations for action to the Faculty, the Dean, and the University Curriculum Committee. The committee may also recommend curriculum changes to the Faculty and departments, which then will decide if those changes should be proposed for further action.
5. Curriculum recommendations to the committee from departments must have received formal prior approval by a majority vote of the departmental Faculty. Dissenting opinions from departmental faculty may be presented concurrently with proposals upon prior notification to the chair of the committee.
6. This committee will also design and coordinate the college's 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 Dean and the Faculty with a summary analysis of assessment results, recommendations, and implemented improvements.
8. The committee shall ensure that the curriculum remains current and relevant, is consistent with the College mission, and is in accordance with all university policies and accreditation guidelines. The committee shall also ensure that the College's assurance of learning process is coordinated with university policies and procedures and is consistent with the intention of all accreditation standards.

B. MBA Program Committee

1. Membership will consist of the MBA Director and one Graduate Faculty representative from each of the college disciplinary areas – Accounting, Computer Information Systems, Economics, Finance, International Business, Management, and Marketing. Each department shall provide an alternate for those instances when the regular member cannot attend a meeting of the committee. The College Dean and current MBA Association President serve as a permanent ex-officio members of the committee. The committee chair shall be elected from one of the faculty representative positions.
2. The committee's function is to oversee the MBA curriculum, to provide continuing evaluation of the program, to recommend and oversee policy relating to the administration of the program, and to provide advice and recommendations for consideration and action by the College Graduate Faculty, the College Dean, the MBA program director, the university Graduate Council, and the Dean of Graduate and Continuing Studies.

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

C. Strategic Planning Committee

1. The core membership of this committee shall include one Faculty member selected from each degree granting program, the department chairs, the MBA Director, and the Dean. This core committee will oversee the annual planning procedures dictated by university policy. Supplemental committee membership shall include the College's Academic Advising Coordinator, the current president of the Student Leadership Council, the president of the MBA Student Association, and the chair of the Kelce Board of Advisors (or his/her designee). Additional supplemental members may be appointed by the Dean to ensure that all relevant stakeholders are represented. The core and supplemental members together shall oversee long-range planning consistent with accreditation guidelines.
2. The full committee will formally review the College's mission statement at least once every three years and make recommendations for modification. Final approval of the mission statement is determined by a majority vote of the college-wide Faculty.
3. The committee shall ensure that the College's strategic planning process is coordinated with university policies and procedures and consistent with the intention of all accreditation standards.
4. Specific charges to the committee shall be made by the Dean in consultation with the Kelce Leadership Team.

D. Faculty Development and Instructional Resources Committee

1. The membership of this committee shall consist of one Faculty member from each department within the College. The College's Instructional Support Consultant and Technical Support Consultant shall serve as ex-officio members of the committee.
2. This committee shall coordinate faculty development opportunities within the College, including hosting faculty colloquia on academic and scholarly topics, and providing the Faculty and administration with recommendations concerning the acquisition and deployment of instructional technology in classrooms, laboratories, and offices.

3. At the direction of the Dean, this committee will prepare long-range plans concerning the professional development and technology needs of the College.
4. The committee will ensure that the faculty development efforts and the instructional technology infrastructure plans of the College are consistent with university expectations and accreditation standards.

F. Student Reinstatement Committee

1. This committee shall consist of one faculty member selected from each department within the College. The College's Academic Advising Coordinator shall serve as a permanent ex officio member of the committee.
2. This committee shall decide upon student petitions for reinstatement to the College following the policies and procedures established by the College Faculty and consistent with university regulations. All petitions and recommendations pertaining to specific reinstatement cases shall be kept confidential. Appeals on individual cases for reinstatement shall follow the procedures established by the University Appeals Committee.
3. The committee will ensure that all reinstatement appeals are judged fairly and that decisions are consistent with promoting student success while upholding the academic standards of the College and University.

G. College Academic Honors Committee

1. In accordance with Faculty Senate guidelines, this committee is comprised of one Faculty member selected from each department within the College. The elected chair of this committee shall serve as the College's representative to the Faculty Senate Departmental Academic Honors Committee.
2. The responsibility of this committee is to develop and implement clearly-defined standards and guidelines for Departmental Academic Honors Projects within their disciplines and to review all student applications submitted to ensure quality and rigor of the projects proposed.
3. This committee will ensure that all university policies and procedures are followed by Faculty overseeing undergraduate Departmental Academic Honors Projects while maintaining the integrity of the program and the scholastic standards of the College.

H. Faculty Promotion Committee

1. Membership of this committee is comprised of one senior ranking Faculty member from each department within the College. In accordance with university policies and procedures, members are to be elected by the Faculty.
 2. This committee will receive and review applications for promotion in academic rank for Faculty members. Recommendations will be made and forwarded in accordance with established university policies and timelines. All recommendations will be based on the standards for rank established within the relevant *departmental* promotion and tenure guideline documents.
 3. This committee will ensure adherence of all university and bargaining unit policies and procedures relating to promotion in Faculty rank while promoting the academic standards and reputation of the College.
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ARTICLE VIII

Kelce Leadership Team

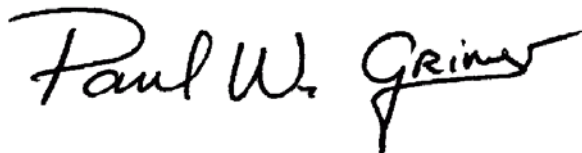
- A. The Kelce Leadership Team (KLT) shall be comprised of the Dean, the Associate Dean and MBA Director, the chairs of each department within the College, and the Coordinator of the Academic Advising Center. The Dean will serve as chair of the team.
 - B. The Dean's Administrative Specialist will serve as recording secretary for KLT meetings. Minutes of the meetings, excluding privileged personnel discussions, shall be public documents.
 - C. The KLT is responsible for the daily operation of the College and adherence to all relevant policies and procedures as set forth by the university and the Kansas Board of Regents.
 - D. The KLT shall oversee the adherence to the College's Rules of Organization and Bylaws as put forth in this document.
 - E. The KLT is charged with ensuring a high quality academic environment that is recognized through continuing accreditation by the Association for the Advancement of Collegiate Schools of Business (AACSB).
-

ARTICLE IX

Amendments to the Bylaws

- A. These bylaws shall be in effect after adoption by a simple majority vote of a quorum of the Faculty at a called Faculty meeting and approval by the Dean.
- B. The Dean shall periodically establish an ad hoc committee to review these bylaws and to make recommendations for improvement.
- C. Motions to amend these bylaws may occur at any called meeting of the Faculty at which a quorum is present. A simple majority vote is required for amendment, subject to the Dean's approval. Voting on amendments must be conducted within a formal meeting and not asynchronously via email or other electronic means.
- D. Amendments may be proposed by any duly constituted committee, the Dean, or at least five Faculty members holding voting rights.
- E. A copy of any proposed amendment(s) must be given to the Faculty by the Dean at least seven days prior to the date of the meeting at which the proposed amendment(s) is(are) to be voted upon.

Approved by vote of the 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

Article VIII. A. – Kelce Leadership Team, Approved 05/02/16

Article VII. A – Curricula Management and Assurance of Learning Committee, Approved 08/18/16



COLLEGE STANDING COMMITTEES 2017-2018

Curricula Management and Assurance of Learning Committee

David O'Bryan, ACIS-ACC (2019)
Mary Jo Goedeke, ACIS (2020)
Sang Lee, MGTMTKT-MGT (2018)
Jay van Wyk, MGTMTKT-IB (2019)
Eric Harris, MGTMTKT-MKT (2020)
June Freund, EFB-EC (2018)
Fang Lin, EFB-FIN (2020)
Peter Rosen, ACIS-Chair (Ongoing)
Kevin Bracker, FIN-Coordinator (Ongoing)
Lynn Murray, MGTMTKT (Ongoing)
Din Cortes, AD and MBA Director (Ongoing)
Suzanne Hurt, DO (Ex-Officio)

MBA Program Advisory Council

Theresa Presley, ACIS-ACC (2019)
Jae Choi, ACIS-IS (2020)
Jay van Wyk, MGTMTKT-IB (2019)
Steve Horner, MGTMTKT-MGT (2018)
Linden Dalecki, MGTMTKT-MKT (2019)
Anil Lal, EFB-EC (2020)
Kevin Bracker, EFB-FIN (2018)
Din Cortes, AD and MBA Director (Ex-Officio)
Paul Grimes, DO (Ex-Officio)

Student Reinstatement Committee

Mary Polfer, ACIS (2018)
Don Baack, MGTMTKT (2019)
Alex Binder, EFB (2020)
Suzanne Hurt, DO (Ongoing)

Economic Development Task Force

Michael Davidsson (Ongoing)
Mike McKinnis (Ongoing)
Eric Harris, MGTMTKT (Ongoing)

Faculty Senate Representatives

Gail Yarick - ACIS
Chris Fogliasso - MGTMTKT
Mike McKinnis - EF&B

Strategic Planning Committee

Core:

Dwight Strong, ACIS-CIS (2018)
David O'Bryan, ACIS-ACC (2019)
Choong Lee, MGTMTKT-MGT (2019)
Jay van Wyk, MGTMTKT-IB (2020)
Kristen Maceli, MGTMTKT-MKT (2020)
Mike McKinnis, EFB-EC (2018)
Fang Lin, EFB-FIN (2019)
Peter Rosen, ACIS (Ongoing)
Anil Lal, ECON (Ongoing)
Lynn Murray, MGTMTKT (Ongoing)
Paul Grimes, DO (Ongoing)-Chair

Supplemental:

Suzanne Hurt, DO (Ongoing)
KBOA Chair TBD (Ongoing)
MBA Student TBD (2017)
BBA Student TBD (2017)

Faculty Development and Instructional Resources

Mary Wachter, MGTMTKT (2020)
June Freund, EFB (2018)
Becky Casey, ACIS (2019)
Chris Fleury, DO (Ongoing)
Kylie Edgecomb, DO (Ongoing)

College Academic Honors Committee

Shipra Paul, MGTMTKT (2020)
Wei Sha, ACIS (2021)
Connie Shum, EFB (2019)

Faculty Promotion Committee

Connie Shum, EFB (2020)
Maeve Cummings, ACIS (2018)
Don Baack, MGTMTKT (2019)

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

(As of 08/09/17)

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

I. PURPOSES AND OBJECTIVES

- A. To consult and advise the faculty and administration of the Gladys A. Kelce College of Business on issues in business higher education. Particular emphasis will be paid to those issues concerning the Kelce College's mission and strategic plan, its academic programs and curricula, its instructional resources, and the recruitment and placement of its students.
- B. To serve as a liaison between faculty and the business community for the purpose of promoting understanding, cooperation, and mutual gain through such activities as consulting arrangements, involving faculty members in practical business problems, arranging for guest lecturers from industry and bringing students in direct contact with business executives and their ideas.
- C. To provide an opportunity for the exchange of points of view between the businessperson and the academician as they relate to business education and business research.
- D. To promote the objectives of the Kelce College through development activities and through advice relative to utilization of funds and resources gathered by such activities.

II. MEMBERSHIP

- A. Number: The maximum number of members shall be thirty (30) exclusive of any ex-officio members.
- B. Nomination and Appointment:
 - 1. Initial appointments to the Kelce College Board of Advisors under these articles of organization shall be made by the president of the university upon recommendation of the dean of the Kelce College after consultation with members of the previously constituted board of advisors, the Kelce College faculty, and appropriate university officials.
 - 2. All individuals who are members of the previously constituted Kelce College Board of Advisors as of the adoption date of these amendments shall be newly appointed members of this board.

3. Except as provided in II.B.1 and 2 above, the members of the board of advisors shall be nominated by a standing membership committee working in cooperation with the dean of the Kelce College. When nominations are required, the dean shall invite the Kelce College faculty and members of the board to submit names of prospective members to the nominating committee. The nominating committee will, from the names submitted and from names which the Nominating Committee may identify, recommend one individual for each open position. These recommendations will be considered by the board at its next regular meeting or via electronic communication when deemed appropriate by the dean. Approved nominees will be forwarded by the chairperson of the board to the president of the university for appointment.
4. Board membership shall not be limited to graduates of Pittsburg State University nor to residents of the State of Kansas.

C. Terms:

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

D. Representation:

1. Appointments shall be made so that members are as representative as possible of all departments and academic disciplines of the Kelce College.
2. Moreover, the nominating committee will attempt to avoid having as members of the board more than seven individuals who, in their judgment, represent the same industry, professional group or who represent a similar business or professional group.

E. Qualifications:

1. A strong belief in the private support of public higher education and enthusiasm for the Kelce College and Pittsburg State University.
2. High moral standing in the community.
3. Time to devote to the organization and leadership of the enterprise.
4. A sense of organization and an ability to persuade others to work for Pittsburg State University.
5. Willingness to set an example of generous support for the Kelce College and the university.

F. Participation:

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

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

III. MAJOR ACTIVITIES OF MEMBERS

- A. Assist in the attainment of the purposes and objectives of the program as set forth above.
- B. Lend endorsement to the program by having their names appear in official college and university publications when appropriate.
- C. Participate from time to time in presenting the needs and achievements of the Kelce College to prospective donors and other publics.
- D. Attend one or more board meetings each year and participate in the work of the committees as necessary.

IV. ORGANIZATION AND PROCEDURES

A. Voting:

1. The dean of the Kelce College shall be an ex-officio, non-voting member of the board of advisors.
2. The Kelce College director of development shall be an ex-officio, non-voting member of the board of advisors.
3. A member of the staff of the Kelce College shall be appointed by the dean to serve as secretary of the board as an ex-officio member without vote.

B. Officers:

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

C. Committees:

1. Much of the work of the Kelce College Board of Advisors occurs in the various committees. It is in committees that new programs are outlined and policy recommendations are formed for the consideration of the full board.
2. The Board shall be organized into the following four (4) standing committees: Executive, Membership/Nominating, Development/ Endowment, and Student Activities/Careers. The board shall also organize ad hoc committees as needed for the efficient operation of the board.

- a. The Executive Committee shall be composed of the chairperson and vice chairperson of the Kelce Advisory Board, the Kelce dean, and the previous chairperson and vice chairperson of the board (provided that the latter two are still members). The day-to-day functions and work of the board will be accomplished by the Executive Committee. It will establish or dissolve the various ad hoc committees of the board as may be necessary and will appoint members of the board to these committees. The Executive Committee will coordinate the work and activities of the individual committees, suggest programs, institute procedural and organizational changes, and formulate the agenda of the meetings of the board.
 - b. The Membership/Nominating Committee will select (with the board's advice), nominate and renominate the membership of the Kelce College Board of Advisors and membership to the various standing committees of the board. The committee will nominate the chairperson and vice chairperson of the board. Committee members will assist in developing interest among business executives and others interested in business education activities in joining the board. The committee will recommend ways and means of recognizing and thanking the members for their service.
 - c. The Development/Endowment Committee will coordinate, direct and participate in all fundraising activities of the Kelce College to include the establishment of an unrestricted endowment, endowed faculty positions, endowed and annual scholarships and other support, and a deferred gifts program. The college director of development will serve as a continuing member of the committee.
 - d. The Student Activities/Careers Committee will provide the coordination between business and the Kelce College with emphasis on student activities. The committee will afford industry an opportunity to develop career interests through such vehicles as career days, seminars, industry tours and visits, etc. Committee members will assist the Kelce College in ensuring jobs and employment opportunities for graduates.
- 3. Each member of the board of advisors serves on one or more standing committees, meeting at the call of the committee chairperson. Committee membership will be determined annually by the board working in consultation with the Membership/Nominating Committee. Normally time will be set aside for the committees to meet during the two sessions of the board of advisors; however, chairpersons should be prepared to call special meetings as necessary to complete the vital work of the board in a timely manner.
- D. The board shall meet at least two times each academic year.
- E. Minutes of the regular meetings of the board of advisors shall be published and made available to the faculty and board membership.

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 E

Assurance of Learning Report



KELCE
COLLEGE OF BUSINESS
Pittsburg State University

KELCE COLLEGE OF BUSINESS
ASSURANCE OF LEARNING
PROGRAM
2014 - 2018



Preface

This document provides a detailed presentation and analysis of assurance of learning activities in the Kelce College of Business during the AACSB peer review period of 2014-2018. The document highlights learning goals, measures, results, and actions that occurred during this time period.

The overriding goal of the AOL process is to improve upon the Kelce tradition of assuring that students master the knowledge and skills which enable them to succeed in the global business community.

Curricula Management & Assurance of Learning (CAOL) Committee Members:

Dr. Eric Harris (MGMKT, Chair)
Dr. Din Cortes (ECON, MBA)
Dr. Jay Van Wyk (IB)
Dr. Sang Lee (MGMT)
Dr. June Fruend (ECON)
Dr. Fang Lin (FIN)
Mr. Dwight Strong (ACIS)
Dr. Peter Rosen (ACIS) (former member)
Dr. Kevin Bracker (EFB)
Dr. Lynn Murray (MGMKT)

Ex-officio membership:

Ms. Suzanne Hurt (Academic Advising)

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Kelce College of Business

Assurance of Learning Process Improvement and Response to Peer Review Team Recommendation - 2014

At the conclusion of the Spring 2014 Peer Team Review, the Kelce College received the following recommendation:

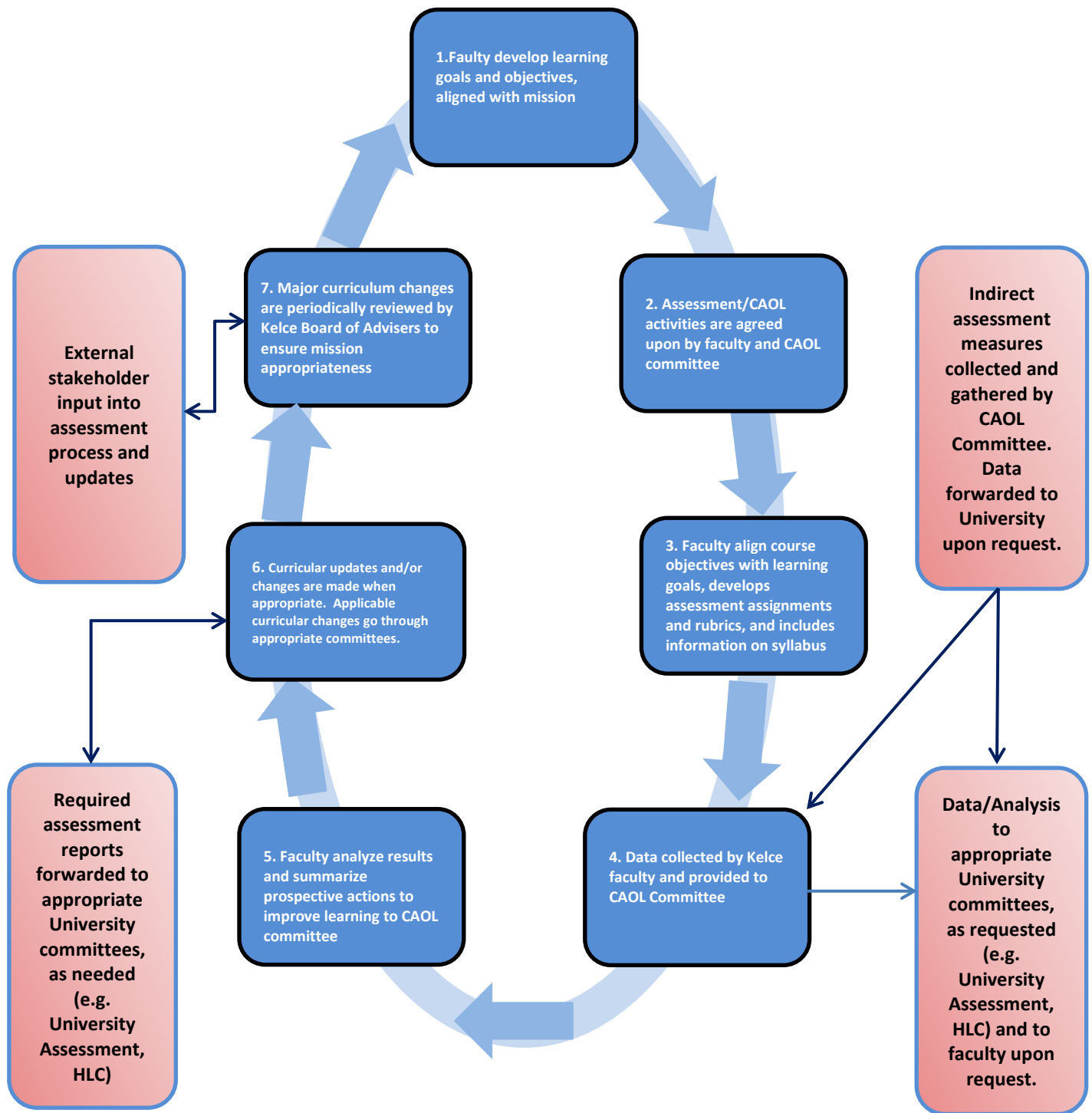
“The College has a mature and effective AOL program, however, further development is needed for its overall curriculum management plan and it’s linkage to the assurance of learning activities (Standard 8: Curricula Management and Assurance of Learning)”.

During the 2014-2018 review period, the Kelce College followed the recommendation of the Peer Review Team to forge a closer bond between the Curriculum Management and Assurance of Learning processes by merging two committees (Curriculum Management & Assessment) into one committee, the Curricula Management & Assurance of Learning Committee.

The assurance of learning program in the Kelce College of Business centers on learning goals and objectives that are determined by the faculty and are in alignment with the Kelce mission. The focus of the program is continual improvement for the College. Learning goals are assessed through in-class activities and a nationally-recognized comprehensive business exam, the Major Field Test (ETS). Results are measured against expectations and analyzed by both faculty and AOL committee members. Changes to course delivery and/or curriculum are based on the results obtained. Any changes to the curriculum and/or updates are reported to the Kelce CAOL Committee. Feedback is gathered from the Kelce Board of Advisors when applicable. The AOL process has allowed the faculty to close the AOL loop by measuring, improving, and re-measuring learning goals while including data and input from numerous sources and stakeholders.

Kelce College of Business

Assurance of Learning Cycle 2014-2018



BBA LEARNING GOALS AND OBJECTIVES

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

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

The Kelce faculty believes that in order to be a successful business professional, the graduate must be able to effectively communicate, to identify and analyze business issues in an ethical manner, to think analytically and be an effective problem-solver, and to possess a solid understanding of the functional areas of business.

BBA Goal 1: Our graduates will be effective communicators.

- Objective 1:* Our graduates will be able to effectively write on a business subject in a professional manner.
- Objective 2:* Our graduates will be able to effectively prepare and deliver an oral presentation on a business issue in a professional manner.

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

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

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

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

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

- Objective 1:* Our graduates will exhibit proficiencies in accounting, economics, finance, information systems, management, marketing and the global nature of business.
- Objective 2:* Our graduates will exhibit proficiencies in his/her major field.

BBA ASSURANCE OF LEARNING: MATURITY, ALIGNMENT, SCHEDULE, AND CONTINUAL IMPROVEMENT

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

Assurance Maturity. Each learning goal in the Kelce College of Business BBA program was assessed multiple times over the past five-year period, and numerous curricular changes were made based on the results, thereby allowing the faculty to “close of AOL loop” several times.

Alignment. The Kelce Undergraduate Assessment Plan provides an overview of how assessment activities are aligned with Kelce curriculum, including both course-embedded and Major Field Test (MFT) assessment. The Major Field Test (MFT) presents an opportunity for faculty to receive objective, externally-developed normed scores. These scores are monitored closely each year.

AOL Schedule. The schedule below shows the assessment data collection for each learning goal. The results of the assessment activities are presented in the following sections of this report.

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

Faculty expectations on the MFT exam include: *one standard deviation within the national mean meets expectations, one standard deviation below the national mean falls below expectations, and one standard deviation above the national mean exceeds expectations.* Action is taken when our students’ scores fall below expectations. In the spirit of continual improvement, faculty also strive to improve scores that fall within either the “meets expectations” or “exceeds expectations” boundaries.

Kelce Undergraduate Assessment Map & Plan

Goal / Objective	Content	Course	Tool	SP 14	FA 14	SP 15	FA 15	SP 16	FA 16	SP 17	FA 17	SP 18
1.1	Written Communication	MGT 690	Case Study	✓	✓	✓	✓	✓	✓	✓	✓	
1.2	Oral Communication	MGT 690	Oral Presentation	✓	✓	✓	✓	✓			✓	✓
2.1	Ethics	MGT 430	Essay	✓		✓			✓		✓	
3.1	Analysis/ Problem Solving	MGT 690	Case Study		✓				✓	✓	✓	✓
4.1 Business Proficiencies	Finance	FIN 326	Project MFT	✓ ✓		✓ ✓		✓ ✓		✓ ✓		✓
	Information Systems	CIS 420	Project MFT	✓	✓	✓ ✓	✓	✓ ✓		✓ ✓		✓
	Management		MFT	✓		✓		✓		✓		✓
	Marketing	MKTG 330	Paper MFT	✓	✓	✓		✓ ✓	✓	✓ ✓	✓	✓
	Accounting	ACCTG 420	Project MFT	✓		✓		✓	✓	✓	✓	✓ ✓
	Global Issues	IB 330	Paper MFT	✓		✓		✓ ✓	✓	✓ ✓	✓	✓
	Economics		MFT	✓		✓		✓		✓		✓
4.2	All areas	MGT 690	MFT	✓		✓		✓		✓		✓

ASSURANCE OF LEARNING: RESULTS IN BRIEF

Course embedded assessment

- While student performance has been strong across indicators, noteworthy improvements have been evident in presentation and communication skills, due in part to an increased focus on these skills in MGT 690, Business Strategy.
- Marked improvements in student performance across three objectives in particular (Finance, Accounting, and International Business) may be traced to increased focus on specific issues in these courses. Student performance on the MFT in these areas has also improved over the review period.
- The increased focus on SWOT analysis in MGT 690 Business Strategy has coincided with a general improvement in student problem-solving skills.
- After disappointing results in Marketing in SP 2014, this indicator has improved over the past four years due, in part, to increased attention to marketing mix, segmentation, and formal marketing plans in MFT 330 Principles of Marketing.

Major Field Test

- For three consecutive years, MFT results for all Kelce majors have been above the national average for each indicator. Many indicators have exceeded the national average over the past five years.
- For each year assessed, each indicator is within the acceptable range of performance, with no less than three indicators positively exceeding the “national mean plus standard deviation” mark for all Kelce students.
- Accounting, Information Systems, and Finance majors have exceeded the “national mean plus standard deviation” mark for their areas in each of the last five years.
- For all Kelce students, the Management and Information Systems areas have had the greatest (most positive) deviation from national means over the last five years.

Indirect measures

- Indirect measures, including surveys of employers, alumni, and students, have revealed that communication skills and ethical decision-making remain top priorities. Employer and alumni groups rate these areas relatively high for Kelce graduates.
- While employer ratings are positive, two indicators (“How well do Kelce graduates compare to other business school graduates?” and “How well does Kelce prepare graduates to be productive, competent professionals?”) continue to show room for improvement (means = 5.5 and 5.8/7.0) lending further support for the need for the newly legislated Business Professionalism course.
- MBA students have rated the areas of environmental and ethical issues most strongly reflecting a focus on these areas in MGMKT 830 Business, Government, and Society.

BBA Goal 1: Our graduates will be effective communicators.

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

Assessment Tool: Business case study in MGT 690 Business Strategy

GOAL	METHOD	TERM
1.1 Our graduates will be able to effectively write on a business subject in a professional method.	Case Study in MGMKT 645	SP 14, FA 14, SP 15, FA 15, SP 16, FA 16, SP 17, FA 17
INITIAL FINDINGS – DIRECT MEASURES	ACTION	RESULTS
Students have difficulty summarizing strategic concepts and complex thinking, especially in relating and linking the summary with the content being summarized. Frequently, rather than summarize, students simply repeat the content, and in some cases, introduce new material not addressed in the strategic analysis.	Improvement in writing requires more individual writing assignments with opportunity for revision. MGT 690 Business Strategy began including an additional writing assignment making stronger use of a writing rubric.	Punctuation errors, incorrect use of apostrophes and commas, and inadequately linking subject and predicate tend to reflect insufficient attention to detail in revising during the writing process and poor proofreading of completed drafts. Use of active voice is fairly consistent, although passive voice is used more often than necessary or desirable. Results have generally improved over the semesters assessed and will continue to be closely monitored. It is noted, however, that students could benefit from a Business Professionalism course that addresses these issues, including basic business writing, as well as presentation skills.
Indirect measures: Communication skills ratings from alumni, fourth year students, and employers have been positive over the review period, and this area has been highly ranked in importance by employers.		

Summary: Results indicate that student's writing quality is at an acceptable level and that progress has been made on this goal. Writing quality issues will be further addressed in the newly legislated Business Professionalism course. This goal will be closely monitored.

BBA Goal 1: Our graduates will be effective communicators.

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

Assessment Tool: Oral presentations in MGT 690 Business Strategy

GOAL	METHOD	TERM
1.2 Our graduates will be able to effectively prepare and deliver an oral presentation on a business issue in a professional manner	Oral presentation	SP 14, FA 14, SP 15, FA 15, SP 16, FA 17, SP 18
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Results are consistently strong across semesters assessed. The vast majority of students have earned at least “meets expectations” ratings across sections and semesters. Particular issues, including “delivery” issues (gestures, posture, etc.) need additional attention.	Dr. Horner continues to stress the importance of effective oral communication in business today. Each group now presents a minimum of five different occasions.	Although given verbal feedback on each of these presentations, 1/3 to 1/2 of the groups repeat the same mistakes in their final presentation. Progress is continually monitored each semester. The addition of the Business Professionalism course is expected to help in this area and this will be considered for future assessment.
Indirect measures: As noted in LO1:1, communication skills ratings from alumni, fourth year students, and employers have been positive over the review period, and they have ranked highly in importance by employers.		

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

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

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

Assessment Tool: Essay dealing with business ethics in all MGT 430 Legal and Social Environment of Business classes; assessment changed to common exam questions in SP '18

GOAL	METHOD	TERM
2.1 Ethical Issues identification and resolution: Our graduates will be able to identify ethical issues and formulate potential resolutions	Essay in MGT 430, and common exam questions (SP 18)	SP 14, SP 15, FA 16, FA 17
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Student performance has been relatively strong in the area of business ethics, however, a new method of assessing ethics was initiated in Spring 2018, when five common ethics questions were included on the first examination in each section of MGT 430. The results were analyzed and indicate that students did well recognizing the relationship between law, ethics, and business performance. However, students did less well recognizing and applying the different types of ethical frameworks. Improvement is needed in that area.	In each section of L&S, increased attention has been given to ethics, especially to addressing the different types of ethical frameworks. Moving forward, common ethics questions will be again be included on the first examination so the various semesters' results can be compared.	The data from this first semester using the new assessment method provides a baseline for comparing it with future semesters. Future results of this assessment method will compare each semester's results with those of the initial semester's results, as well as those of subsequent semesters in which this method is used.
Indirect measures: Ethical issues were ranked as the second most important topic by employers over the review period and satisfaction ratings from this group were high as well (avg. 6.2). Ratings were also high from fourth year students and alumni (significantly greater than the midpoint of the scale at $p < .05$).		

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

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

Assessment Tool: SWOT analysis assignment in MGT 690 Business Strategy.

GOAL	METHOD	TERM
3.1 Problem solving: Our graduates will be able to analyze information and demonstrate effective problem solving skills	SWOT analysis in MGT 690 Business Strategy	FA 14, FA 16, SP 17, FA 17, SP 18
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Students have difficulty addressing characteristics of the external environment and distinguishing between external forces and decisions and actions by firm managers. Opportunities typically are described in terms of potential actions by the firm rather than focusing on external conditions that present favorable conditions for potential value creation.	An exercise requiring students to practice the SWOT analysis tool was created for Fall 2016 semester. Also, one of the Spring 2017 writing assignments included a SWOT analysis that provided additional student exposure to SWOT.	Beginning in FA 16, student performance on opportunities and external conditions began to improve. This section of strategic problem solving remains an important focus of the class.

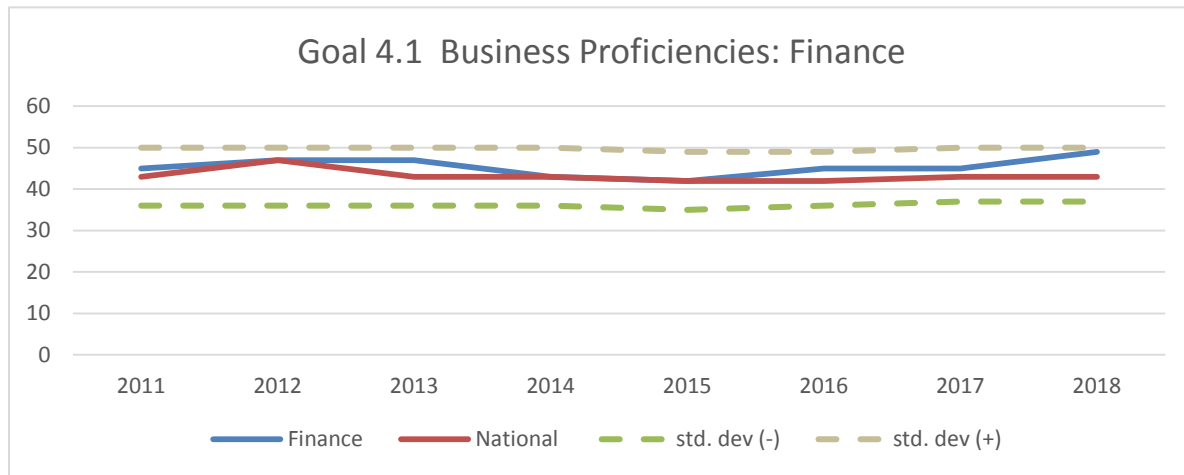
BBA Goal 4: Our graduates will have an understanding of Finance.

Objective 1: Our graduates will exhibit proficiencies in Finance.

Assessment Tool: Risk and Return Project in FIN 326 and MFT Exam

GOAL	METHOD	TERM
4.1 Business Proficiencies -Finance	Risk and Return Project in FIN 326 and MFT Exam	SP 14, SP 15, SP 16, SP 17
FINDING	ACTION	RESULTS
Three areas of potential improvement are “time value of money”, stock pricing and returns (Spring 2017 and Spring 2018), and “applying the security market line”.	The issues identified have been given stronger emphasis in class.	Results have remained fairly consistent across the periods assessed. The MFT results have been improving over this time period, with all results trending up and being above the national average in the last three years.

Major Field Test:



	2011	2012	2013	2014	2015	2016	2017	2018
Finance	45	47	47	43	42	45	45	49
National	43	47	43	43	42	42	43	43
std. dev (-)	36	36	36	36	35	36	37	37
std. dev (+)	50	50	50	50	49	49	50	50

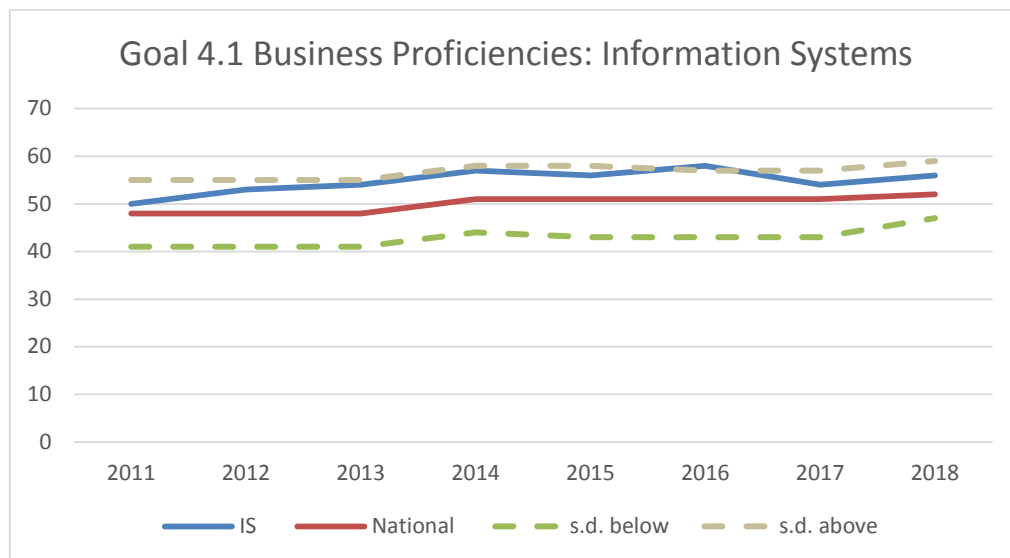
BBA Goal 4: Our graduates will have an understanding of Information Systems.

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

Assessment Tool: Database project in CIS 420 and MFT Exam

GOAL	METHOD	TERM
Business Proficiencies – Information Systems	The assessment of this goal and objective utilizes a database project in CIS 420 and also the MFT Exam. The decision support system project requires students to use Excel to create a system that would be utilized in managerial decision making. It involves using Excel tools to organize and analyze data into a form that will be of value in determining an appropriate course of action.	FA 14, SP 15, FA 15, SP 16, SP 17
INITIAL FINDING – DIRECT MEASURES	ACTION	RESULTS
Student performance was strong over the terms assessed, similar to previous assessment periods, with the majority of students performing in the exceptional range.	The course continues to emphasize the role of decision support systems using various tools such as Excel with increased focus on the usefulness of the information obtained.	Results have improved over the years assessed. This goal will be continually monitored. The MFT results in IS have been consistently above the national average.

Major Field Test:

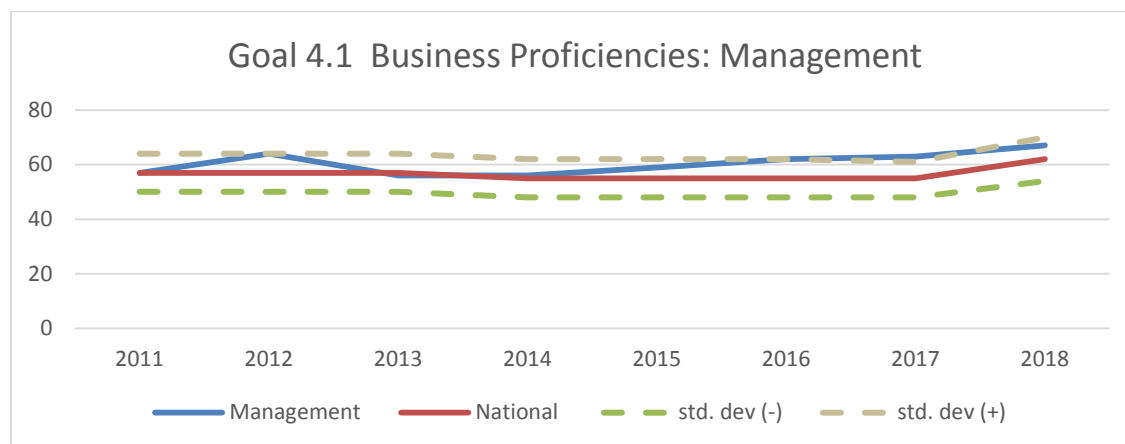


	2011	2012	2013	2014	2015	2016	2017	2018
I.S.	50	53	54	57	56	58	54	56
National	48	48	48	51	51	51	51	52
s.d. below	41	41	41	44	43	43	43	47
s.d. above	55	55	55	58	58	57	57	59

BBA Goal 4: Our graduates will have an understanding of Management.

Objective 1: Our graduates will exhibit proficiencies in Management.

Assessment Tool: Major Field Test



	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Management	57	64	56	56	59	62	63	67
National	57	57	57	55	55	55	55	62
std. dev (-)	50	50	50	48	48	48	49	54
std. dev (+)	64	64	64	62	62	62	61	70

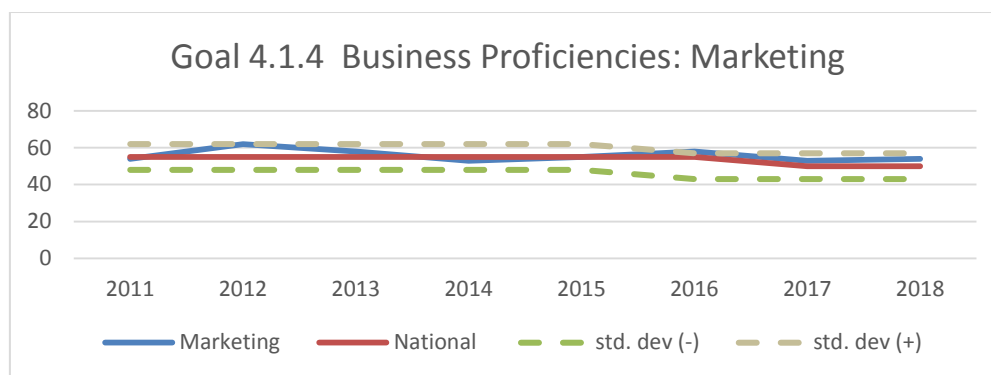
BBA Goal 4: Our graduates will have an understanding of Marketing.

Objective 1: Our graduates will exhibit proficiencies in Marketing.

Assessment Tool: Marketing mix, Segmentation, and Marketing plan papers and MFT

GOAL	METHOD	TERM
Business Proficiencies -MKTG	Marketing mix, segmentation, and Marketing plan papers and MFT exam	FA 14, SP 16, FA 16, SP 17, FA 17
FINDING	ACTION	RESULTS
Results consistently revealed in AY 2014 and AY 2016 that students are doing well across the areas assessed. All students performed acceptably well on marketing mix knowledge in 2014 and 2016.	Additional effort has been placed on emphasizing the various components of the marketing plan and how these elements fit together within the overall plan.	Results in this area have generally improved, and as shown in the MFT results (including the most recent SP 18 administration), student performance continues to be strong in Marketing

Major Field Test:



	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Marketing	54	62	58	53	55	58	53	54
National	55	55	55	55	55	50	50	50
std. dev (-)	48	48	48	48	48	43	43	43
std. dev (+)	62	62	62	62	62	57	57	57

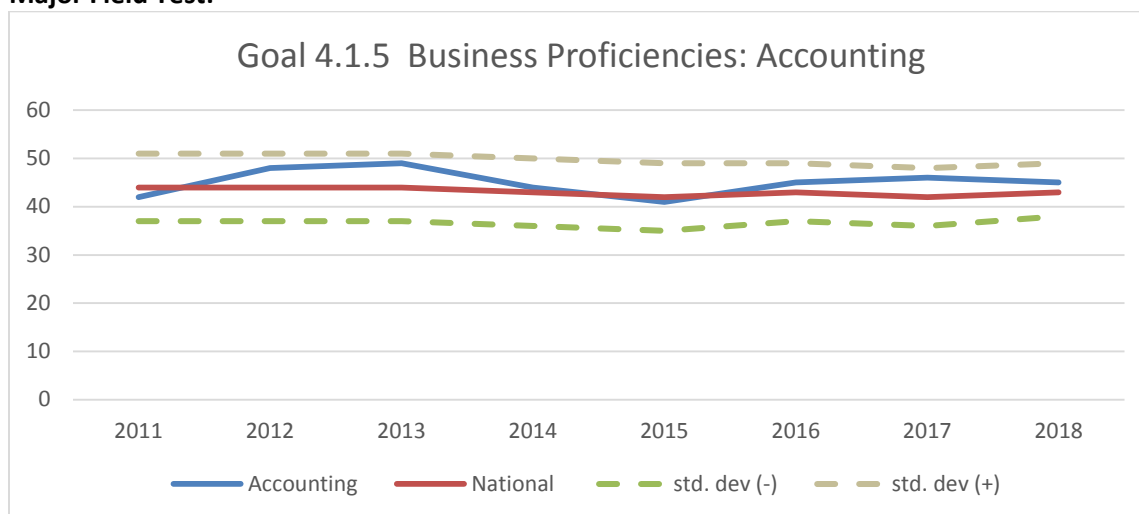
BBA Goal 4: Our graduates will have an understanding Accounting.

Objective 1: Our graduates will exhibit proficiencies in Accounting.

Assessment Tool: Project in ACCT 420 and MFT Exam

GOAL	METHOD	TERM
Business Proficiencies - ACCT	Project in ACCT 420 and MFT exam	FA 16, FA 17, SP 18
FINDING	ACTION	RESULTS
Results reveal that student performance is acceptable for accounting functions including capturing transactions, updating accounts, preparing trial balances, recording adjustments, and preparing financial statements. One area of concern has been in the ability to close temporary accounts. A new area of concern is in the failure to include transaction documents.	Emphasis has been placed on the importance of, and ability to, close temporary accounts. Additional emphasis will be placed on the linking of transaction documents to journal entries.	Student performance has improved in this area and MFT results increased with latest administration. SP 18 results indicated improvement in the completion of closing entries.

Major Field Test:

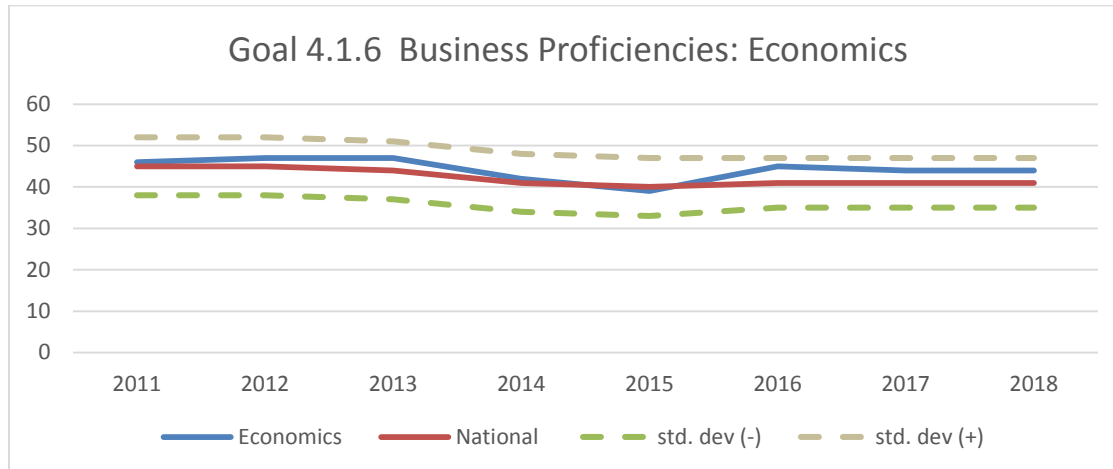


	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Accounting	42	48	49	44	41	45	46	45
National	44	44	44	43	42	43	42	43
std. dev (-)	37	37	37	36	35	37	36	38
std. dev (+)	51	51	51	50	49	49	48	49

BBA Goal 4 Our graduates will have an understanding of Economics.

Objective 1: Our graduates will exhibit proficiencies in Economics

Assessment Tool: Major Field Test



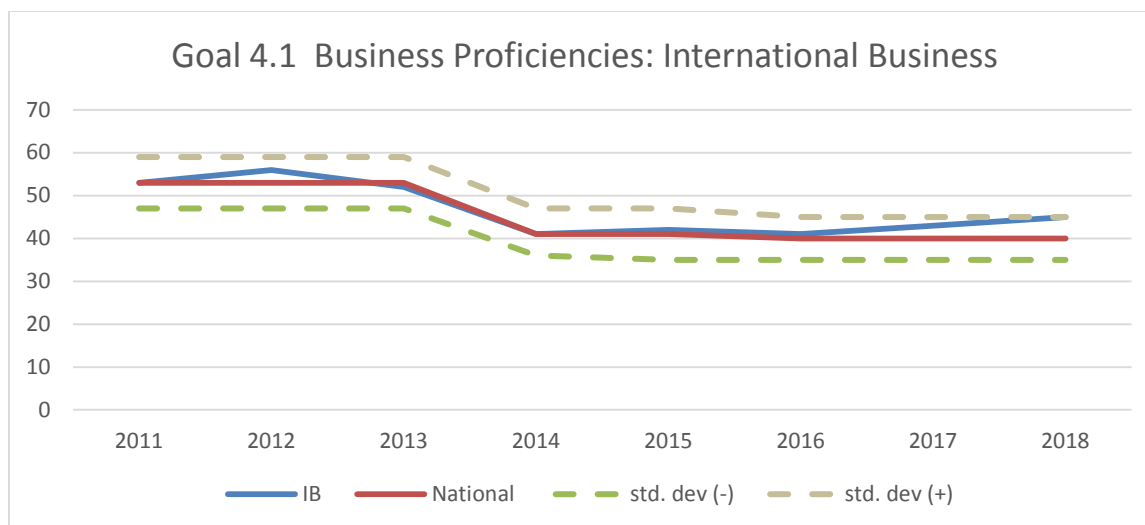
	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Economics	46	47	47	42	39	45	44	44
National	45	45	44	41	40	41	41	41
std. dev (-)	38	38	37	34	33	35	35	35
std. dev (+)	52	52	51	48	47	47	47	47

BBA Goal 4: Our graduates will have an understanding of the global nature of business.

Objective 1: Our graduates will exhibit proficiencies in International Business.

Assessment Tool: Project in MGMKT 439 and MFT Exam

GOAL	METHOD	TERM
Business Proficiencies -IB	Paper in MGMKT 439 and MFT Exam	SP 16, FA 16, SP 17, FA 17
FINDING	ACTION	RESULTS
Initial results revealed that students' understanding of market structure and competitive dynamics could be improved.	Additional attention was focused on these areas in class meetings as they pertain to international business strategy.	Results have continued to be generally positive, with student exhibiting acceptable levels of knowledge regarding international issues and the global nature of business. The MFT results over the past four years have been above the national average.



	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
IB	53	56	52	41	42	41	43	45
National	53	53	53	41	41	40	40	40
Std. dev	47	47	47	36	35	35	35	35
std. dev	59	59	59	47	47	45	45	45

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

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

Major Field Test Results 2013-2018

Undergraduate Students Mean Percent Correct Spring 2013			Spring 2013 (yellow = > one standard deviation above national mean; red = > one standard deviation below national mean)							
			Kelce Students by Major							
	Assessment Area	Est. % of Questions from Each Area*	National Average	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB	FIN
1	ACCTG (mean)	15%	43.9	49.0	55.0	43.0	43.0	46.0	0.0	49.0
2	ECON (mean)	13%	44.3	47.0	44.0	43.0	51.0	45.0	0.0	47.0
3	MGMT Mean	15%	57.2	56.0	54.0	62.0	63.0	52.0	0.0	49.0
4	QUAN BUS ANALYSIS (Mean)	11%	40.6	41.0	39.0	43.0	40.0	40.0	0.0	45.0
5	FIN (Mean)	13%	42.8	47.0	46.0	45.0	46.0	45.0	0.0	59.0
6	MKTG (Mean)	13%	55.2	58.0	56.0	65.0	60.0	59.0	0.0	53.0
7	LEGAL and SOCIAL (Mean)	10%	55.6	59.0	61.0	43.0	62.0	60.0	0.0	57.0
8	IS (Mean)	10%	48.4	54.0	54.0	69.0	52.0	57.0	0.0	46.0
9	INT'L ISSUES*	0%	52.8	52.0	46.0	48.0	59.0	52.0	0.0	48.0

Undergraduate Students Mean Percent Correct Spring 2014			Spring 2014 (BBA SPRING 2014: OVERALL MEAN = 153 , 56 th PERCENTILE)								
	Assessment Area	Est. % of Questions from Each Area*	Kelce Students by Major								
			National Average	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB	FIN	ECON
1	ACCTG (mean)	15%	42 (7)	44.0	54.0	44.0	39.0	37.0	33.0	64.0	42.0
2	ECON (mean)	13%	40 (7)	42.0	43.0	45.0	39.0	38.0	50.0	59.0	40.0
3	MGMT Mean	15%	55 (7)	56.0	53.0	54.0	56.0	55.0	78.0	71.0	53.0
4	QUAN BUS ANALYSIS (Mean)	11%	37 (6)	38.0	42.0	38.0	36.0	32.0	31.0	50.0	35.0
5	FIN (Mean)	13%	43 (7)	43.0	43.0	51.0	38.0	39.0	43.0	72.0	40.0
6	MKTG (Mean)	13%	55 (7)	53.0	53.0	55.0	51.0	55.0	40.0	60.0	40.0
7	LEGAL and SOCIAL (Mean)	10%	60 (7)	63.0	63.0	72.0	60.0	61.0	91.0	64.0	73.0
8	IS (Mean)	10%	51 (7)	57.0	62.0	76.0	52.0	52.0	58.0	60.0	42.0
9	INT'L ISSUES*	0%	41 (6)	41.0	38.0	41.0	39.0	43.0	54.0	56.0	27.0

Undergraduate Students Mean Percent Correct Spring 2015			Spring 2015 (BBA SPRING 2015: OVERALL MEAN = 152, 51st PERCENTILE)							
	Assessment Area	Est. % of Questions from Each Area*		Kelce Students by Major						
			National Average (sd)	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB	FIN
1	ACCTG (mean)	15%	41.7 (7)	41.0	50.0	51.0	36.0	35.0	0.0	45.0
2	ECON (mean)	13%	40.0 (7)	39.0	44.0	52.0	34.0	33.0	0.0	45.0
3	MGMT Mean	15%	54.6 (7)	59.0	56.0	69.0	58.0	58.0	0.0	57.0
4	QUAN BUS ANALYSIS (Mean)	11%	36.5 (6)	41.0	38.0	51.0	41.0	39.0	0.0	43.0
5	FIN (Mean)	13%	42.7 (7)	42.0	40.0	53.0	37.0	36.0	0.0	55.0
6	MKTG (Mean)	13%	55.1 (7)	55.0	46.0	71.0	56.0	54.0	0.0	54.0
7	LEGAL and SOCIAL (Mean)	10%	60.0 (7)	60.0	58.0	71.0	60.0	55.0	0.0	59.0
8	IS (Mean)	10%	50.5 (7)	56.0	62.0	73.0	53.0	51.0	0.0	55.0
9	INT'L ISSUES*	0%	40.6 (6)	42.0	43.0	47.0	43.0	42.0	0.0	40.0

Undergraduate Students Mean Percent Correct Spring 2016			Spring 2016 (BBA SPRING 2016: OVERALL MEAN = 156, 76 TH PERCENTILE)								
	Assessment Area	Est. % of Questions from Each Area*	Kelce Students by Major								
			National Average	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB*	FIN	ECON*
1	ACCTG (mean)	15%	42 (6)	45	59	44	39	38		47	
2	ECON (mean)	13%	40 (6)	45	47	41	43	42		53	
3	MGMT Mean	15%	54 (7)	62	63	57	66	57		60	
4	QUAN BUS ANALYSIS (Mean)	11%	36 (5)	41	48	41	39	35		42	
5	FIN (Mean)	13%	42 (7)	45	49	43	42	35		55	
6	MKTG (Mean)	13%	55 (7)	58	59	54	58	64		56	
7	LEGAL and SOCIAL (Mean)	10%	60 (6)	63	67	66	59	63		61	
8	IS (Mean)	10%	50 (7)	58	61	73	55	48		56	
9	INT'L ISSUES*	0%	40 (6)	41	44	36	43	37		40	

*Sample size below ETS minimum.

Undergraduate Students Mean Percent Correct Spring 2017			Spring 2017 (BBA SPRING 2017: OVERALL MEAN = 152, 56 TH PERCENTILE)								
	Assessment Area	Est. % of Questions from Each Area*		Kelce Students by Major							
			National Average	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB*	FIN	ECON*
1	ACCTG (mean)	15%	41 (6)	46	55	47	44	45		41	
2	ECON (mean)	13%	40 (6)	44	44	48	39	44		48	
3	MGMT Mean	15%	54 (6)	63	65	68	62	61		60	
4	QUAN BUS ANALYSIS (Mean)	11%	36 (5)	36	39	36	33	37		37	
5	FIN (Mean)	13%	42 (7)	45	50	46	40	41		50	
6	MKTG (Mean)	13%	55 (7)	53	54	52	50	53		55	
7	LEGAL and SOCIAL (Mean)	10%	59 (6)	46	44	56	43	46		46	
8	IS (Mean)	10%	50 (7)	54	54	67	50	51		56	
9	INT'L ISSUES*	0%	40 (6)	43	46	50	36	47		42	

*Sample size below ETS minimum.

Undergraduate Students Mean Percent Correct Spring 2018			Spring 2018 (BBA SPRING 2018: OVERALL MEAN = 155; 75 th PERCENTILE)								
	Assessment Area	Est. % of Questions from Each Area*	Kelce Students by Major								
			National Average	All Kelce Students	ACCTG	CIS	MGMT	MKTG	IB*	FIN	ECON*
1	ACCTG (mean)	15%	43 (5)	45	54	51	42	44		41	
2	ECON (mean)	13%	41 (6)	44	47	45	41	42		50	
3	MGMT Mean	15%	63 (8)	67	68	69	66	66		64	
4	QUAN BUS ANALYSIS (Mean)	11%	34 (6)	39	42	35	38	38		41	
5	FIN (Mean)	13%	43 (6)	49	52	54	42	42		62	
6	MKTG (Mean)	13%	51 (7)	54	59	53	53	55		53	
7	LEGAL and SOCIAL (Mean)	10%	47 (5)	50	46	61	50	49		45	
8	IS (Mean)	10%	52 (5)	56	60	70	50	56		53	
9	INT'L ISSUES*	0%	41 (5)	45	55	40	48	40		46	

*Sample size below ETS minimum.

MBA LEARNING GOALS AND OBJECTIVES

Goal 1: Our graduates will be effective communicators.

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

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

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

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

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

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

- Objective 1:* Ethical responsibilities in organizations and society.
Objective 2: Legal responsibilities in organizations and society.
Objective 3: Financial theories, analysis, reporting and markets.
Objective 4: Creation of value through the integrated production and distribution of goods, services and information.
Objective 5: Quantitative business analysis as it supports decision-making processes.
Objective 6: Domestic and global economic environments.
Objective 7: Our students will have an understanding of how accounting controls may be integrated in a system of management controls.

AOL Map and Schedule. The table on the following page shows the assessment data collection for the direct measures pertaining to each MBA learning goal. Again, the focus of the AOL program is assessing results pertaining to each learning goal, taking action when deemed necessary, and measuring the impact of the actions. Each learning goal in the Kelce College of Business MBA program has been assessed multiple times over the past five year period, with curricular updates and further measurement resulting from the assessment.

AOL Map and Schedule - MBA

Goal/ Objective	Content	Course	Tool	14 - 15	15 - 16	16 - 17	17 - 18
1.1	Written Communication	MGMT 801	External Evaluation, student and employer survey	✓		✓	✓
1.2	Oral Communication	MGMKT 831	Oral Presentation	✓	✓	✓	
2.1	Strategic Plan	MGMKT 895	Project and MFT	✓	✓	✓	✓
3.1	Leadership	MGMKT 828	Paper	✓		✓	✓
4.1	Ethics	MGMKT 830	Embedded Questions		✓	✓	✓
4.2	Legal Responsibility	MGMKT 830	Embedded Questions		✓	✓	✓
4.3	Finance	FIN 836	Project/MFT	✓	✓	✓	✓
4.4	Marketing/Value	MGMKT 839	Project/ MFT	✓	✓	✓	✓
4.5	Quantitative Analysis	MGMKT 826	Project		✓	✓	✓
4.6	Domestic /Global	MGMKT 831	Paper		✓	✓	✓
4.7	Accounting Controls	ACCTG 814	Project / MFT	✓	✓	✓	✓

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

Similar to the assessment procedure in the BBA program, the goal of the MBA MFT exam administration is to ensure that students *at least* meet the minimal expectations of the faculty on the exam.

Expectations include: *one standard deviation within the national scores meets expectations, one standard deviation below national scores falls below expectations, and one standard deviation above national scores exceeds expectations.*

Goal 1: Our graduates will be effective communicators.

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

Assessment Tool: Writing assessment of all MBA students in MGMKT 801 MBA Experience, student and employer surveys

GOAL	METHOD	TERM
1.1 Our graduates will be able to demonstrate effective writing skills.	External evaluation in MGMKT 801, employer survey, student surveys	SP 15, FA 16, FA 17
FINDING	ACTION	RESULTS
In Spring 2016, six students scored in the “below expectations” category, while in Fall 2016 three were in the “problematic” category, and in Fall 2017, five were in this category. Each of these students were sent to Writing Center for remedial work.	Students in the below expectations / problematic range were sent to Writing Center for remedial work.	Students have shown improvement through the remedial actions. Student surveys have been strong in the communication area over the years assessed (5.1, 5.9, 5.4, 5.6). Employer surveys continue to reveal that communication is extremely important (6.8 on 7=pt scale) and MBA students are performing well (average 6.0 on 7-pt scale)

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

Assessment Tool: Oral presentation in MGMKT 831 International Business; student survey and employer surveys

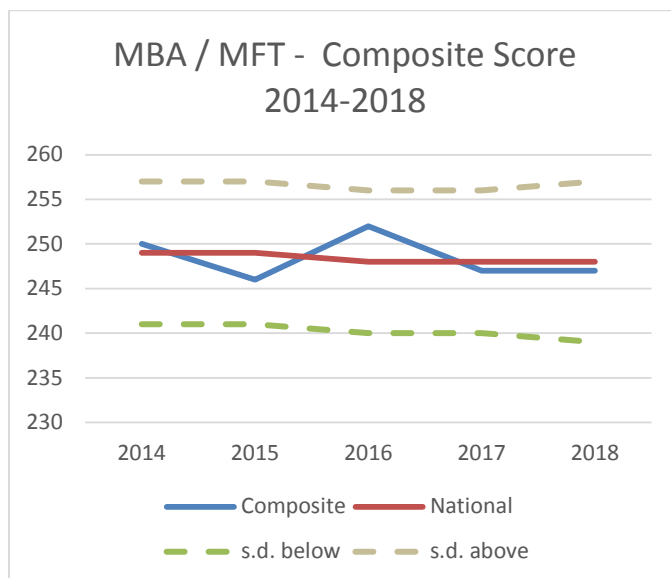
GOAL	METHOD	TERM
1.3 Our graduates will be able to demonstrate effective oral communication skills	Presentation In MGMKT 831, MBA student surveys, employer surveys	FA 15, SP 16, SP 17 , also 2013, 2016, 2018 surveys
FINDING	ACTION	RESULTS
Oral communication skills were strong in the Spring 2016 and 2017 semesters, with all students assessed scoring at or above the 85% level. Student surveys have been strong in the communication area over the years assessed (5.1, 5.9, 5.4, 5.6). Employer surveys continue to reveal that communication is extremely important (6.8 on 7=pt scale) and MBA students are performing well (average 6.0 on 7-pt scale)	Dr. Van Wyk has continued to emphasize the importance of oral communication in business presentations.	Oral communication skills continue to be strong in Kelce MBA students. This skill is continually monitored.

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

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

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

GOAL	METHOD	TERM
2.1 Our graduates will be able to analyze the factors that influence the organization.	Project in MGMKT 895 and MFT (both the composite score and strategic integration)	SP 15, SP 16, FA 16, SP 17; FA 17, SP18
FINDING	ACTION	RESULTS
The case study results indicate that students can improve upon distinguishing internal firm factors from external forces; making valid inferences from financial analyses, developing historical narrative strategically, and applying resource-based view of the firm. The MFT results have been acceptable over the years assessed, with student scores being within the expected range each year for both the composite and integration scores.	Dr. Horner has emphasized each of the areas identified and has focused lectures and course content on this areas.	In general, the areas identified as weaknesses have improved over the assessment period. The course continues to focus on each of the areas identified in the assessment process.

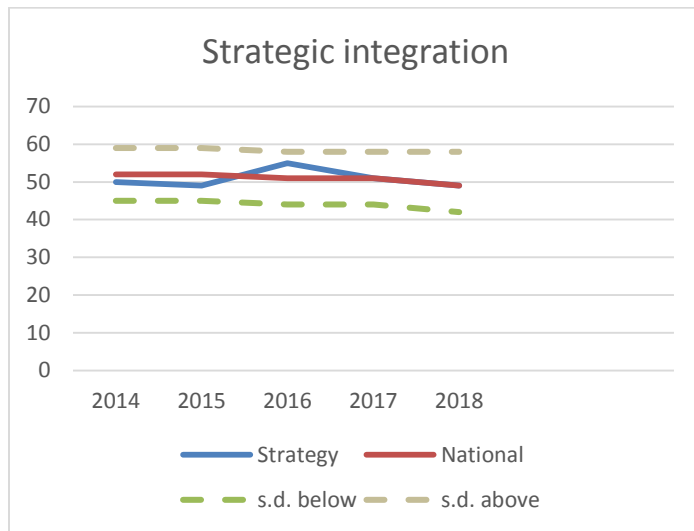


	2014	2015	2016	2017	2018*
Pitt State	250	246	252	247	247
National	249	249	248	248	248

*Test scores renormed by ETS in 2018.

Goal:

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



	2014	2015	2016	2017	2018*
Pitt State	50	49	55	51	49
National	52	52	51	51	49

*Test scores renormed by ETS in 2018.

Goal:

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

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

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

Assessment Tool: Leadership paper MGMKT 828 Leadership and Behavioral Management

GOAL	METHOD	TERM
3.1 Our graduates will have an understanding of effective leadership skills.	Leadership paper in MGMKT 828	SP 15, FA 16, SP 17, FA 17
FINDING	ACTION	RESULTS
Results indicate that students have performed very well on the Leadership project and are learning essential leadership concepts. For each semester assessed, fully 90% of students have scored 90% or higher on the project.	Major leadership theories, such as Path-Goal and the Theory of Transformational Leadership continue to be covered in class, as has been the focus in previous assessment periods.	Student performance in these areas have shown performance. These leadership theories continue to receive significant course coverage.

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

Objective 1: Ethical responsibilities in organizations and society.

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

GOAL	METHOD	TERM
4.1 Ethical responsibilities in organizations and society	Exam questions in MGMKT 830 Business, Government and Society, employer survey	SP 16; FA 16; FA 17
FINDING	ACTION	RESULTS
In general, results on the ethics portion of the class have, over the length of the assessment period, shown a need for improvement. In Spring 2016, 54% of students performed under the 80% level on ethical issues. Performance in FA 16 and FA 17 was unacceptably low. Employer surveys list ethics as very important (6.7 / 7.0) and reveal that they are satisfied with MBA graduates in this area (6.3/7.0).	The instructors have begun to spend additional time and discussion focused on ethical leadership and the reasons why leaders act ethically. In particular, time has been devoted to methods of ethical reasoning and the pitfalls and challenges faced by managers and employees.	This area continues to be closely monitored and will be assessed again in FA 18 to measure progress.

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

Objective 2: Legal responsibilities in organizations and society.

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

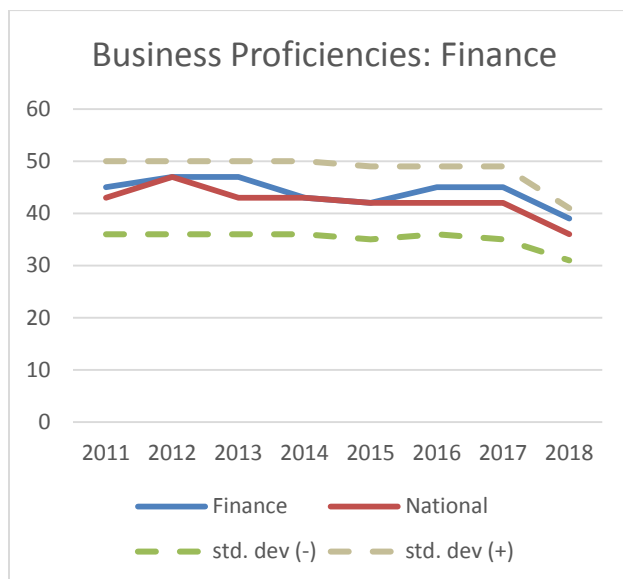
GOAL	METHOD	TERM
4.2 Legal responsibilities in organizations and society	Exam questions in MGMKT 830 Business, Government and Society	SP 16; FA 16; FA 17
FINDING	ACTION	RESULTS
Results from the testing are generally strong, although students have exhibited some difficulty with issues such as antitrust and regulation.	Antitrust issues and regulation receive increased coverage in the course with course time focused on interpretation of Acts such as Sherman and FTC, etc.	In general, this area has been improved, especially in the areas identified as needing attention.

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

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

Assessment Tool: Projects in FIN 836 Financial Strategy and MFT

GOAL	METHOD	TERM
4.3 Financial theories reporting	Projects in FIN 836 and MFT	SP 16; F 16; SP 17; FA 17
FINDING	ACTION	RESULTS
Strong performance was found overall, with the majority of assessments being “excellent” or “good” across seven areas of financial theory: maximizing shareholder value, financial statements, funding, time value of money, stock valuation, and cost of capital. Improvements could be made, however, in changes in value, risk evaluation, and overall financial recommendations.	Each of the areas identified continue to be given significant course attention.	In general, these areas have shown improvement across the finance functional areas identified.



	2014	2015	2016	2017	2018*
Finance	45	40	48	41	39
National	44	44	44	44	36

*Test scores renormed by ETS in 2018.

Goal:

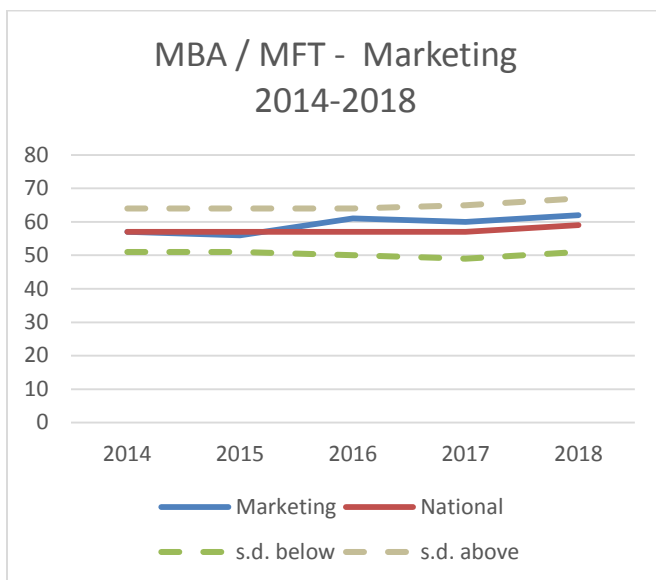
Above one standard deviation of mean	Exceeds expectations
Within one standard deviation of mean	Meets expectations
Below one standard deviation of mean	Below expectations

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

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

Assessment Tool: Paper in MGMKT 839 Marketing Strategy and MFT

GOAL	METHOD	TERM
4.4 Creation of value	Paper in MGMKT 839 & MFT Exam	F 16; F 17; SP 18
FINDING	ACTION	RESULTS
The case analysis revealed in Fall 2016 that seven students fell below and expectations (70%) on marketing and promotional understanding.	Dr. Murray devoted additional time to segmentation, targeting, and positioning strategies and developed a new assessment activity, which focuses more strongly on these areas.	Results improved markedly in FA 17 and SP 18, with all students performing above the expected level.



	2014	2015	2016	2017	2018*
Marketing	57	56	61	60	62
National	57	57	57	57	59

*Test scores renormed by ETS in 2018.

Goal:

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

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

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

Assessment Tool: Project in MGMKT 826 Quantitative Business

GOAL	METHOD	TERM
4.5 Quantitative Skills	Project in MGMKT 826	SP 16, FA 16; FA 17, SP 18
FINDING	ACTION	RESULTS
Although results have remained generally positive, there is still room for improvement for the interpretation of quantitative information.	Dr. Lee has continued to emphasize “interpretation” more strongly in his classes over the assessment period.	In general, the outcome has improved, with students showing an improved understanding of how to use and interpret quantitative methods for use in decision making.

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

Objective 6: Domestic and global economic environments.

Assessment Tool: Project in MGMKT 831 International Business

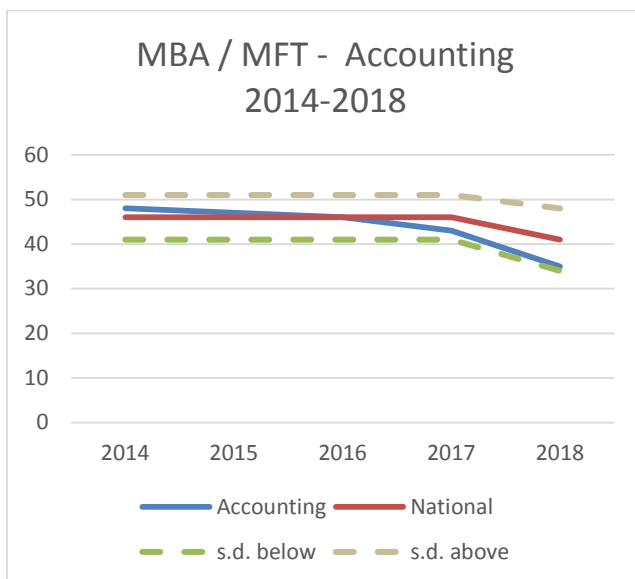
GOAL	METHOD	TERM
4.6 Domestic and Global Environment	Project in MGMKT 831	FA 15, SP 16, SP 17, FA 17
FINDING	ACTION	RESULTS
Results are generally positive, with a slight dip for the project in Spring 2017. For the first two assessment periods, 90% of students performed above the 90% level, but in Spring 2017 this fell to 74%.	Dr. Van Wyk focuses on domestic and global economic environments.	Results have shown a general improvement in these areas, and the areas will be continually emphasized in class.

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

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

Assessment Tool: Project in ACCT 814 and MFT exam

GOAL	METHOD	TERM
4.7 Accounting / Management Controls	Project in ACCT 814 / MFT Exam	FA 16, SP 17, FA 17
FINDING	ACTION	RESULTS
The “application” portion of the class project, which assesses accounting controls in the context of an integrated management control system, has been strong over the assessment period, with only two students falling below expectations (80% on application) for the Fall 2016 semester, no student falling below expectations in Spring 2017, and two students falling below expectations in Fall 2017.	Dr. O’Bryan continues to emphasize the importance of management control systems and its role in management today.	In general, these skills have shown improvement after additional attention has been devoted to these issues in class. The areas will continue to receive significant attention in the class.



	2014	2015	2016	2017	2018*
Accounting	48	47	46	43	35
National	46	46	46	46	41

*Test scores renormed by ETS in 2018.

Goal:

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

MBA: MFT Pittsburg State Mean vs. National Mean

(Comparison of Absolute Scores)

		2013	vs	National		2013	2012
Marketing		60	>	59		60	59
Management		60	=	60		60	58
Finance		49	>	44		49	42
Accounting		52	>	49		52	50
Strategic Integration		52	<	53		52	54
Area		2014	vs	National		2014	2013
Marketing		57	>	57		57	60
Management		59	=	59		59	60
Finance		45	>	44		45	49
Accounting		48	>	46		48	52
Strategic Integration		50	<	52		50	52
Area		2015	Vs	National		2015	2014
Marketing		56	<	57		46	57
Management		55	<	59		55	59
Finance		40	<	44		40	45
Accounting		47	=	46		47	48
Strategic Integration		49	<	52		49	50
Area		2016	vs	National		2016	2015
Marketing		61	>	57		61	56
Management		58	=	58		58	55
Finance		48	>	44		48	40
Accounting		46	=	46		46	47
Strategic Integration		55	>	51		55	49
Area		2017	vs	National		2017	2016
Marketing		60	>	57		60	61
Management		59	>	58		59	58
Finance		41	<	44		41	48
Accounting		43	<	46		43	46
Strategic Integration		51	=	51		51	55
Area		2018*	vs	National		2018*	2017
Marketing		62	>	59		62	60
Management		56	=	56		56	59
Finance		39	>	36		39	41
Accounting		35	<	41		35	43
Strategic Integration		49	=	49		49	51

*Test scores renormed by ETS in 2018.

AOL and Indirect Measures of Learning

The CAOL committee regularly reviews data that are obtained from various survey administrations. Employer, alumni, graduating senior, and MBA student surveys comprise the indirect assessment measures for the college. These data are combined with direct measures of student learning to guide curricular improvement and development. In general, the following five areas emerged across the period as being most important to employers: (1) *Ethics* [average importance = 6.2]; (2) *Ability to work with others* [6.0]; (3) *Communication skills* [5.7], and (4) *Critical thinking skills* [5.7]. Alumni ratings in these areas were relatively strong, as were fourth year student and MBA student ratings. The findings relating to teamwork and communication skills were used as input into the new Business Professionalism (MGT 210) course, while the role of ethics and critical thinking have been used in the further development of Legal and Social Environment of Business (MGT 430) and Business Strategy (MGT 690). Results from these surveys are presented below.

Kelce Employer Surveys Satisfaction Scale: 1 = not at all satisfied to 7 = very satisfied (number in parenthesis indicates relative importance, 7 = extremely important)						
Assessment Year	2017	2016	2013	2012	2011	2010
Number of Respondents	66	27	17	11	15	20
<i>Satisfaction with preparation in:</i>						
• Communication skills	5.9 (6.7)	5.7 (6.7)	5.6 (6.6)	5.7 (6.7)	5.8 (6.5)	5.5 (6.6)
• Ability to work with others	6.1 (6.6)	5.9 (6.5)	5.9 (6.5)	6.2 (6.6)	6.1 (6.6)	5.7 (6.4)
• Critical thinking skills	5.8 (6.4)	5.5 (6.2)	6.0 (6.5)	5.9 (6.5)	5.9 (6.3)	5.2 (6.2)
• Diversity Management	5.2 (5.1)	5.2 (5.0)	5.7 (4.4)	5.7 (4.6)	5.4 (4.7)	5.3 (5.0)
• Ethics	6.1 (6.6)	6.2 (6.6)	6.3 (6.7)	6.1 (6.6)	6.2 (6.3)	5.8 (6.3)
• Global business issues	4.9 (3.9)	4.9 (3.9)	4.9 (4.3)	4.8 (4.1)	4.7 (4.3)	5.0 (4.1)
• Social issues	5.4 (4.9)	5.3 (4.8)	5.3 (4.8)	5.3 (4.2)	4.9 (4.1)	5.3 (4.6)
• Political issues	4.7 (3.9)	4.8 (3.9)	5.0 (4.0)	4.6 (3.9)	4.4 (3.4)	5.2 (3.8)
• Economic issues	5.3 (5.1)	5.2 (5.0)	5.5 (4.8)	5.1 (4.9)	5.2 (4.8)	5.4 (5.0)
• Legal / regulatory issues	5.5 (5.8)	5.3 (5.4)	5.6 (4.7)	5.1 (4.6)	5.8 (5.3)	5.1 (5.1)
• Environmental issues	4.8 (4.6)	4.8 (4.7)	5.3 (4.3)	4.8 (3.5)	5.3 (4.8)	4.9 (4.2)
• Technological issues	5.6 (5.7)	5.5 (5.8)	5.8 (6.4)	5.2 (5.0)	5.9 (5.8)	5.4 (5.7)
<i>How well do program graduates compare to graduates from other programs?</i>	5.6	5.6	5.5	5.8	6.1	5.4
<i>How well does Kelce prepare students to become productive, competent professionals?</i>	5.8	5.7	5.9	5.9	6.1	5.6

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

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

Kelce Alumni Surveys					
Kelce College Alumni Survey Satisfaction Scale: 1 = not at all satisfied , 7 = very satisfied					
Assessment Year	2017	2016	2013	2012	2011
Graduation Year	2012	2011	2008	2007	2006
Number of Respondents	13	14	10	40	34
<i>Closeness of major to first position</i>	5.3	5.3	5.1	4.7	5.5
<i>How well did Kelce prepare you for your career?</i>	5.5	5.6	4.5	5.4	5.3
<i>Interaction between Kelce faculty and students</i>	6.1	6.1	4.4	5.9	5.8
<i>Kelce teaching quality</i>	6.0	6.0	5.2	5.9	5.6
<i>Please rate your satisfaction with your Kelce experience regarding your development in.....</i>					
• Communication skills	5.5	5.5	5.1	5.5	5.4
• Ability to work with others	6.1	6.2	5.4	5.7	5.7
• Critical thinking skills	5.6	5.6	5.3	5.7	5.4
• Desire to continue to learning	5.9	5.8	4.9	5.7	5.6
• Overall personal development	5.7	5.7	5.2	5.9	5.7
• Ethical issues	6.1	6.2	5.3	5.8	5.2
• Legal and regulatory issues	5.2	5.2	5.3	5.9	5.2
• Demographic diversity	4.8	4.9	5.2	5.7	4.8
○ Global (new to report 2009-)	4.7	4.8	5.0	5.4	4.6
○ Social	4.9	4.9	5.2	5.5	5.2
○ Political	4.0	4.0	3.9	4.9	4.3
○ Economic	5.3	5.3	5.0	5.7	5.2
○ Environmental	4.7	4.7	4.1	4.8	4.2
○ Technological	5.4	5.4	5.4	5.2	4.9

<p align="center">Kelce College Fourth Year Student Survey</p> <p align="center">Scale: 1 = "Poor" , 7 = "Excellent"</p>					
Assessment Year	2018	2016	2013	2012	2011
Number of Respondents	31	32	59	42	na
<i>Please rate your satisfaction with your Kelce experience regarding your development in.....</i>					
• Communication skills	5.8	5.9	5.7	5.3	na
• Ability to work with others	6.2	5.9	6.0	5.6	na
• Critical thinking skills	6.1	6.0	5.8	5.6	na
• Desire to continue learning	5.6	6.1	5.5	5.4	na
• Overall personal development	6.2	6.0	5.9	5.8	na
<i>Please rate your satisfaction with your Kelce exposure to the following issues:</i>					
• Demographic diversity	5.2	5.8	5.6	5.5	na
• Ethical issues	5.5	6.0	5.8	5.8	na
• Global issues	5.2	5.8	5.5	5.3	Na
• Social issues	5.6	5.8	5.7	5.5	Na
• Political issues	5.0	5.6	5.0	4.7	Na
• Economic issues	5.6	5.9	5.4	5.9	Na
• Legal / regulatory issues	5.5	5.8	5.4	5.4	Na
• Environmental issues	5.2	5.6	5.3	5.2	Na
• Technological issues	5.2	5.4	5.6	5.2	Na
<i>How would you rate the effectiveness of the various teaching methods in Kelce?</i>					
• Casework	4.7	5.5	5.4	5.0	Na
• Lecture	5.2	5.5	5.5	5.3	Na
• In-class discussions	5.3	5.5	5.2	4.9	Na
• Group projects	4.8	4.9	4.7	5.0	Na
• Computer projects	4.7	5.0	5.1	5.3	Na
• Independent research projects	5.0	5.9	5.0	5.3	Na
<i>How do you rate the overall teaching quality in Kelce?</i>	5.6	5.5	5.6	5.5	Na
<i>How do you rate the respect, collegiality, and communication between students and faculty?</i>	6.0	6.0	5.8	5.4	Na
<i>How do you rate Kelce Advisement office on....</i>					Na
• Admission information	6.0	5.2	6.2	6.0	Na
• Advising/enrolling	6.0	5.7	6.2	6.2	Na
• academic requirements	5.7	5.9	6.0	6.1	Na
• academic problems	5.3	5.9	6.0	5.7	Na
• overall effectiveness	5.9	6.0	6.0	6.0	Na
<i>How do you rate Kelce faculty on...</i>					Na
• career advice	4.9	5.1	5.4	5.1	Na
• academic advice	5.4	5.5	5.7	5.7	Na
• overall effectiveness of advice	5.3	5.6	5.6	5.5	Na
• accessibility of Kelce faculty	5.5	6.0	5.8	5.8	Na

Kelce MBA Student Survey

Scale: 1 = "Poor" , 7 = "Excellent"

Assessment Year	2016	2013	2012	2009
Number of Respondents	19	20	25	29
<i>Please rate your satisfaction with your Kelce experience regarding your development in.....</i>				
Communication skills	5.6	5.4	5.9	5.1
Ability to work with others	5.7	5.6	6.1	5.5
Critical thinking skills	5.5	5.8	5.8	5.3
Desire to continue learning	5.5	5.7	5.7	5.3
Overall personal development	5.8	5.8	6.1	5.7
<i>Please rate your satisfaction with your Kelce exposure to the following issues:</i>				
Demographic diversity	5.6	6.0	5.7	5.5
Ethical issues	5.7	5.4	6.0	5.8
Global issues	5.5	5.7	5.9	5.5
Social issues	5.5	5.7	6.0	5.6
Political issues	5.0	5.2	5.7	5.3
Economic issues	5.5	6.1	5.8	5.4
Legal / regulatory issues	5.5	5.6	5.7	5.5
Environmental issues	5.8	5.5	5.5	5.0
Technological issues	5.3	5.5	5.6	5.2
<i>How would you rate the effectiveness of the various teaching methods in Kelce?</i>				
Casework	5.4	5.7	6.0	5.6
Lecture	5.5	5.7	5.8	5.5
In-class discussions	5.7	5.8	5.7	5.7
Group projects	5.5	5.4	5.7	5.2
Computer projects	4.4	5.2	5.8	5.4
Independent research projects	5.3	5.5	5.6	5.5
<i>How do you rate the overall teaching quality in Kelce?</i>	5.7	5.8	5.8	5.5
<i>How do you rate the respect, collegiality and communication between students and faculty?</i>	5.8	5.8	5.7	5.8
<i>How do you rate Kelce Advisement office on....</i>				
registration	6.0	5.5	6.0	5.4
drop/add	5.9	5.6	6.1	5.6
academic requirements	5.6	5.8	5.5	5.3
academic problems	5.6	5.5	5.5	5.3
overall effectiveness	6.0	5.6	6.0	5.6
<i>How do you rate Kelce faculty on...</i>				
career advice	4.6	4.8	5.5	4.9
academic advice	5.6	5.1	6.0	5.8
overall effectiveness of advice	5.6	5.2	6.0	5.6
accessibility of Kelce faculty	5.8	5.8	5.8	5.9

Summary of Improvement Needs Identified by AOL Process

While the results of the AOL process were viewed positively, the process (combined with the full curriculum review) resulted in significant revisions being made in the areas of course design and offerings, program / major changes, revisions of the Kelce Core, and revisions of the undergraduate and graduate admission requirements. These revisions ultimately affect all Kelce business students and help position the College for future growth and continued academic development.

Summary of Improvement Needs Identified by the AOL Process, 2014-2018

Student Learning Improvement Needed:	Addressed in:
BBA: Write effectively on a business subject in a professional manner. <i>(Issue: Students have continued to display some difficulty in writing about strategic issues and presenting information in a SWOT format. Particular issues found in grammatical usage, including tense, as well as basic business writing)</i>	MGT 690; newly legislated Business Professionalism course
BBA: Effectively prepare and deliver an oral presentation on a business issue in a professional manner. <i>(Issue: Improvement still necessary in delivery, gestures, eye contact, posture, professionalism)</i>	MGT 690; Business Professionalism course
BBA: Analyze information and demonstrate effective problem solving skills. <i>(Issue: Students exhibit difficulty with conceptualizing external versus internal characteristics of threats and opportunities.)</i>	MGT 690
BBA: Identify ethical issues and formulate potential resolutions. <i>(Issue: Improvements need to be made in students' ability to apply ethical frameworks to ethical dilemmas.)</i>	MGT 430
BBA: Proficiencies in finance. <i>(Issue: Learning could be improved in time value of money, stock pricing, and applying the security market line.)</i>	FIN 326
BBA: Proficiencies in accounting. <i>(Issue: Student learning pertaining to closing temporary accounts continues to be an issue.)</i>	ACCTG 420
BBA: Proficiencies in marketing. <i>(Issue: Positive results have generally been found for proficiencies in marketing, however, student improvement is necessary in identifying and understanding the various components of a marketing plan.)</i>	MKTG 330
BBA: Proficiencies in information systems. <i>(Issue: Student performance in this area remains relatively strong, but additional attention is needed for utilizing databases in managerial decision making)</i>	CIS 420
MBA: Analyzing strategic influences on the organization. <i>(Issue: Making valid inferences from financial analyses, developing historical narrative strategically, and applying resource-based view of the firm could all be improved.)</i>	MGMKT 895
MBA: Ethical responsibilities. <i>(Issue: Students need increased focus on how ethical reasoning applies to the challenges faced daily by managers and employees.)</i>	MGMKT 830
MBA: Legal & Ethical responsibilities. <i>(Issue: Student understanding of antitrust and regulation needs improvement)</i>	MGMKT 830
MBA: Financial theories, analysis, reporting and markets. <i>(Issue: Deficiencies remain in student learning pertaining to changes in value, risk evaluation, financial recommendations, and overall format of write-up pertaining to financials.)</i>	FIN 836

Kelce Curriculum Updates & Revisions 2014-2018

The AOL process, in conjunction with the Kelce curriculum review, resulted in a total of 16 new courses, 7 course deletions, and 82 course revisions. These revisions occurred across all major areas in the College as well as within both the BBA and MBA degrees. The addition of Business Professionalism (MGT 210) is particularly noteworthy as it addresses an identified need for further student development in career professionalism. These revisions and changes are listed in the table below.

Kelce Curriculum Updates & Revisions 2014-2018				
Department: Economics, Finance, and Banking				Explanation
NEW CERTIFICATE	Kansas Insurance Certificate			New certificate program
REVISION to CERTIFICATE	Kansas Insurance Certificate			Allow students to complete requirements at Pitt State
REVISION TO CURRICULUM - MAJOR (Name change)				Change Major name to "Business Economics"
REVISION TO CURRICULUM - MINOR				Change Minor from 21 hours to 15 hours
REVISION TO PROGRAMS				
Business Economics				Change to Kelce Core
Finance				Change to Kelce Core
MAJOR: BUSINESS ECONOMICS				
REVISIONS TO COURSES				
Existing Number	Existing Course Name	New Course Name	New Course Number	Explanation
ECON 191	Issues in Today's Economy			updated description, content
ECON 200	Introduction to Microeconomics	Principles of Microeconomics		updated description, content & course number
ECON 201	Introduction to Macroeconomics	Principles of Macroeconomics		updated description, content & course number
ECON 330	Money & Banking		ECON 430	updated description, content & course number
ECON 418	Intermediate Microeconomics		ECON 318	updated description, content & course number
ECON 419	Intermediate Macroeconomics		ECON 319	updated description, content & course number
ECON 468	Labor Economics			updated description, content
ECON 485	Industrial Organization			updated description, content

ECON 640	International Trade	International Economics	ECON 440	updated description & course name & course number
ECON 665	Seminar in Applied Economics			updated description, content
ECON 433		Sports Economics		new course in Sports Economics
ECON 437		Economics of Sustainability		new course in Economics of sustainability
MAJOR: FINANCE				
REVISIONS TO COURSES				
Existing Number	Existing Course Name	New Course Name	New Course Number	Explanation
FIN 326	Business Finance			updated description, content & permission
FIN 621	Investments	Investments I		updated description & permission & course name
FIN 624	Investments II			updated description, content & permission
FIN 623	Financial Institutions and Markets			updated description, content & permission
FIN 625	International Finance			updated description, content & permission
FIN 627	Advanced Business Finance			updated description, content & permission
FIN 631	Seminar in Finance			updated description, content & permission
NEW COURSES				
FIN 208		Intro to Risk management & Insurance		new course in Risk Mgmt & Insurance
FIN 210		Financial Planning		new course in Risk Mgmt & Insurance
Department of Accounting and Computer Information Systems				Explanation
REVISION TO PROGRAMS				
Accounting				Change to Kelce Core and introduction of 700 courses (MPAcc)
Computer Information Systems				Change to Kelce Core

MAJOR: ACCOUNTING				
REVISIONS TO COURSES				
Existing Number	Existing Course Name	New Course Name	New Course Number	Explanation
ACCTG 202	Managerial Accounting			updated description, content
ACCTG 315	Intermediate Managerial Accounting			updated description, content
ACCTG 318	Intermediate Financial Accounting I			updated description, content
ACCTG 411	Tax Accounting	Individual Taxation		updated description, content
ACCTG 420	Information Technology & Acct. Syst.	Accounting Information Systems		updated description, content, & course name
ACCTG 610	External Auditing and Assurance Syst			updated description, content
ACCTG 611	Advanced Taxation			updated description, content
ACCTG 620	Advanced Financial Accounting			updated description, content
ACCTG 625	Fraud Examination			updated description, content
MAJOR: COMPUTER INFORMATION SYSTEMS				
REVISIONS TO COURSES				
Existing Number	Existing Course Name	New Course Name	New Course Number	Explanation
CIS 130	Computer Information Systems			updated description, content
CIS 230	Visual Basic Programming			prerequisite change
CIS 240	C++ Programming			prerequisite change
CIS 345	Object Oriented Prog. Using Java			prerequisite change
CIS 350	Intro. To System Administration			prerequisite change
CIS 380	App. Systems Analysis & Design Meth	Systems Analysis and Design		updated course name to reflect content & peers

CIS 470	Computer Networking			prerequisite change
CIS 610	Internship			description changed w content, pre-req
CIS 615	Database Management			description changed w content, pre-req
CIS 640	Software Engineering			prerequisite change
CIS 670	Info Assurance and Computer Security I			prerequisite change
CIS 671	Info Assurance and Computer Security II			prerequisite change
CIS 230	Visual Basic Programming	Introduction to Programming		
CIS 240	C++ Programming	Intermediate Programming		
CIS 470	Computer Networking	Network and Information Security		
CIS 640	Software Engineering	E-Business Application Development		
CIS 670	Information Assurance and Comp Security I	Management of Computer Security		
NEW COURSES				
CIS 430		Data Analytics: Business Intelligence		
CIS 625		Advanced Database Management		
DELETION OF COURSES				
ACCTG 305	Construction Accounting			course no longer necessary in program
ACCTG 416	Business Taxation			course no longer necessary in program
CIS 250	Principles of Software Design			course no longer necessary in program
CIS 410	Machine Organization (Assembler)			course no longer necessary in program
CIS 510	Data Structures and Algorithms			course no longer necessary in program
CIS 540	Programming Languages			course no longer necessary in program
CIS 645	Internet Programming			course no longer necessary in program

Department of Management & Marketing				Explanation
REVISION TO PROGRAMS				
Marketing				change to Kelce Core
Management				change to Kelce Core, Operations Management to Major
International Business				change to Core, reduction in foreign language
MAJOR: INTERNATIONAL BUSINESS				
REVISIONS TO COURSES				
Existing Number	Existing Course Name	New Course Name	New Course Number	Explanation
MGMKT 439	International Business		IB 330	
MGMKT 611	International Marketing		IB 340	
MGMKT 325	Topics in Business	Topics in International Business	IB 410	description changed; completion of 45 hours or permission
MGMKT 625	Emerging Markets		IB 520	
MGMKT 605	Cross Cultural Analysis		IB 530	
MGMKT 600	Topics in Business	Topics in International Business	IB 610	description changed w content; junior standing; credits 1 - 3
MGMKT 601	Special Topics: International Experience	International Experience in IB	IB 630	description changed w content; junior standing; credits 1 - 3
MGMKT 603	Senior Honors 1	Senior Honors Project 1 in IB	IB 640	
MGMKT 604	Senior Honors Project 2	Senior Honors Project 2 in IB	IB 641	
NEW COURSES				
IB 620		Internship in International Business		
MAJOR: MANAGEMENT				
REVISIONS TO COURSES				
Existing Number	Existing Course Name	New Course Name	New Course Number	Explanation
MGMKT 101	Introduction to Business		MGT 101	description changed
MGT 101	Introduction to Business		MGT 101	students must take within first 9 hours

MGMKT 105	Introduction to Entrepreneurship		MGT 105	re-activated course
MGMKT 320	Business Statistics		MGT 310	Change prefix and number
MGMKT 310	Basic Quantitative Methods		MGT 320	change in description to match content
MGMKT 327	Management and Organizational Behavior		MGT 330	Changed credit hour pre-req requirement; 101 is pre-req
MGT 330	Management and Organizational Behavior			revert to original pre-reqs (un-do change on 2/27/17)
MGMKT 444	Legal and Social Environment of Business		MGT 430	Change prefix and number
MGMKT 325	Topics in Business	Topics in Management	MGT 410	credit hours 1-3 and permission of instructor
MGMKT 477	Quantitative Decision Making		MGT 420	updated description to match content
MGMKT 626	Operations Management		MGT 510	removed co-req or pre require with 690
MGMKT 650	Quality Management		MGT 520	
MGMKT 628	Advanced Organizational Behavior		MGT 530	
MGMKT 629	Human Resources Management		MGT 540	
MGMKT 600	Topics in Business	Topics in Management	MGT 610	updated description, content; credit hours 1-3
MGMKT 603	Senior Honors Project 1	Senior Honors Project 1 in Management	MGT 640	
MGMKT 604	Senior Honors Project 2	Senior Honors Project 2 in Management	MGT 641	
MGMKT 645	Business Strategy		MGT 690	slight change in description & pre-req
NEW COURSES				
MGT 210		Business Professionalism		
MGT 620		Internship in Management		
MGT 630		International Experience in Management		

MAJOR: MARKETING				
REVISIONS TO COURSES				
Existing Number	Existing Course Name	New Course Name	New Course Number	Explanation
MGMKT 330	Principles of Marketing		MKTG 330	updated description, content, and pre-req
MKTG 330	Principles of Marketing			revert to original pre-reqs (un-do change on 2/27/17)
MGMKT 325	Topics in Business	Topics in Marketing	MKTG 410	updated description, content, and pre-req (hours)
MGMKT 435	Retail Management	Retail and Channels Mgmt.	MKTG 430	combined Retail & Channels course
MGMKT 481	Advertising Management		MKTG 440	
MGMKT 482	Sales Management	Personal Selling and Sales Management	MKTG 450	course name change and updated description
MGMKT 430	Consumer Behavior		MKTG 510	
MGMKT 532	Marketing Channel Management	Logistics and Supply Chain Management	MKTG 480	new course name, pre-fix, number and content/descript.
MGMKT 534	Marketing Research		MKTG 520	
MGMKT 600	Topics in Marketing	Topics in Marketing	MKTG 610	updated description, content, and pre-req (hours); credit 1-3
MGMKT 603	Seniors Honors Project 1	Senior Honors Project 1 in MKTG	MKTG 640	
MGMKT 604	Seniors Honors Project 2	Senior Honors Project 2 in MKTG	MKTG 641	
MGMKT 631	Advanced Marketing Management	Applied Marketing Management	MKTG 680	updated description and pre-req (Marketing Research req)
NEW COURSES				
MKTG 420		Services Marketing		
MKTG 460		Social Media Marketing		
MKTG 620		Internship In Marketing		
MKTG 630		International Experience in Marketing		
MKTG 470		Sports Marketing		

Undergraduate Admission Requirements

The AOL process, in conjunction with the curriculum review, led the faculty to reexamine the undergraduate and graduate-level admission requirement standards. Following a change to BBA admission requirements in 2013-2014 it became apparent that these standards were impeding students from easily transitioning into Kelce, and the requirements were creating a bottleneck of students in certain course areas. More importantly, however, there were a number of problems with transfer students who had sufficient hours earned, but who lacked the specific courses necessary for admission. This was a serious issue given the articulation agreements that the university has with several other institutions. Issues were found in Managerial Accounting (ACCT 202), Introduction to Microeconomics (ECON 200), and Introduction to Macroeconomics (ECON 201), and ultimately the decision was made to drop these course requirements from the admission standards. The new admission requirements were approved by the faculty and went into effect in January 2017. The minutes from the General Faculty Meeting of January 20, 2017 reflect the discussion and faculty vote regarding admission requirements.

The revised admission requirements are as follows:

Students desiring admission into the Kelce College of Business must meet the following requirements:

Completion of 30 semester hours applicable to the degree

Achieve at least a 2.5 overall cumulative GPA for Accounting and CIS majors.

Achieve at least a 2.25 overall cumulative GPA for Economics, Finance, International Business, Management, and Marketing majors.

Complete the following courses with a grade no lower than a C:

English Composition, ENGL 101 or ENGL 190; 3 hours

Introduction to Research Writing, ENGL 299 or ENGL 190; 3 hours

Speech Communications, COMM 207; 3 hours

College Algebra, MATH 110 or 113 or higher level Math; 3 hours

Elementary Statistics, MATH 143; 3 hours

Computer Information Systems, CIS 130; 3 hours

Financial Accounting, ACCTG 201; 3 hours

Admission is required prior to enrollment in all upper level business courses numbered 300 or above with the exception of MGT 310 Business Statistics for students who have completed MATH 143 Elementary Statistics.

Graduate Admission Requirements

Following the last peer review team visit in 2013-2014, the MBA Program Advisory Council revised admission requirements for the MBA program. These changes occurred prior to the official Kelce curriculum review and in conjunction the the AOL process.

Previously, the requirements for MBA program admission included: (1) An undergraduate degree from an accredited college or university; (2) a minimum Graduate Management Admission Test (GMAT) score of 400; and (3) a minimum of 1050 points based on the formula: 200 times the overall undergraduate grade point average (GPA) plus the GMAT score or at least 1100 points based on the formula: 200 times the upper division undergraduate GPA plus the GMAT score. Applicants who had at least 950 total points based on the GMAT score and the undergraduate GPA or at least 1000 points based on the GMAT score and the junior/senior GPA could petition the MBA Admissions Committee for probationary admission to the program. The evaluation of such petitions were based on the factors such as work experience, educational background, personal and/or professional references, personal interviews and other data which the student could provide to show evidence of high promise in the program. A student whose native language was not English was required to submit a minimum TOEFL score of 550. Seniors at Pitt State could apply for admission to the MBA program. They were allowed to take graduate work and receive graduate credit if they were in their final semester of undergraduate work. In addition, the following requirements had to have been met: (a) overall grade point average (GPA) of at least 3.25; (b) minimum GMAT score of 400. A student whose native language is not English was required to submit a minimum TOEFL score of 550 on the paper-based exam or 213 on the computer-based exam or be completing a baccalaureate degree at Pittsburg State University.

The revised MBA admission requirements now include four distinct tracks. A student may apply via one of the four tracks. All international applicants are required to have a minimum TOEFL score of 550 (or 213 computer-based test or 79 on internet-based test) or an IELTS overall band score of 6.5 with no band score below 5.5. The admission tracks are as follows:

(1) Traditional - This track is designed for applicants who have a business or non-business undergraduate degree from an accredited university. International applicants are required to submit their undergraduate documents for a course-by-course evaluation to a credentialing agency such as World Education Services (WES), Educational Credentials Evaluators (ECE), or National Association of State Boards of Accountancy (NASBA) (for accounting applicants). A GMAT score (or GRE equivalent) of 450 or higher is also required. Applicants must meet a minimum of 1050 points based on the formula: 200 times overall undergraduate GPA plus the GMAT (of 450 or higher).

(2) Advanced Degree - Master's or doctoral degree holders from other accredited universities may apply without the GMAT/GRE requirement. Applicants must submit an essay discussing their backgrounds and the relevance of the MBA to their career goals, a current resume, and two letters of reference

(3) Executive - Qualified business professionals may apply without the GMAT/GRE requirement. Applicants must provide documented evidence of at least five years of significant managerial experience as well as an accredited undergraduate degree. In addition, applicants must submit an essay discussing their professional experiences and the relevance of the MBA to their career goals, a current resume, and two letters of reference.

(4) Recent Pitt State Graduate - The GMAT/GRE requirement is waived for recent graduates of the Kelce College of Business subject to the following conditions: the applicant must have an

overall undergraduate GPA of 3.25 and the degree must have been earned within the last two years prior to the admission decision. The GMAT/GRE waiver also applies to recent non-Kelce graduates with an undergraduate GPA of 3.25 or higher and a minor in business.

Kelce College Core (KCC)

The assessment results, along with the curriculum review, provided evidence that an introductory course in business would be an appropriate addition to the Core. It was also decided that Operations Management would be designated only for Management majors. As such, the decision was made to remove MGT 510 Operations Management from the KCC and add MGT 101 Introduction to Business. Given that there are no Kelce learning goals related to Operations Management, and that the Kelce faculty believed that the addition of the Introduction to Business course would allow Kelce majors to be exposed to the functional areas of business earlier in their academic careers, the decision was made to begin the legislation process for these changes. The curriculum review also revealed that introductory courses to a discipline are common across the University (e.g., Introduction to the Visual Arts, Introductory Chemistry), and also common in business curricula throughout the world. The changes, comparing the new KCC to the old, are presented in the following table. The required credit hours in the KCC remains at 39.

Previous Kelce College Core				Revised Kelce College Core		
<i>Prefix</i>	<i>Course</i>	<i>Hours</i>		<i>Prefix</i>	<i>Course</i>	<i>Hours</i>
ACCTG 201	Financial Accounting	3		MGT 101	Intro. to Business	3
ACCTG 202	Managerial Accounting	3		ACCTG 201	Financial Accounting	3
MGT 310	Business Statistics	3		ACCTG 202	Managerial Accounting	3
MGT 230	Basic Quantitative Business Methods	3		MGT 310	Business Statistics	3
FIN 326	Business Finance	3		MGT 320	Basic Quantitative Business Methods	3
MKTG 330	Principles of Marketing	3		FIN 326	Business Finance	3
MGT 330	Management & Organizational Behavior	3		MKTG 330	Principles of Marketing	3
MGT 430	Legal & Social Environment of Business	3		MGT 330	Management & Organizational Behavior	3
CIS 420	Management Information Systems	3		MGT 430	Legal & Social Environment of Business	3
MGT 420	Quantitative Decision Making ¹	3		CIS 420	Management Information Systems	3
MGT 510	Operations Management	3		MGT 420	Quantitative Decision Making ¹	3
MGT 690	Business Strategy	3		MGT 690	Business Strategy	3
ECON	Economics elective	3		ECON	Economics elective	3
Total		39 hrs.		Total		39 hrs.

Curricular Changes Resulting from External / Internal Faculty Review

The following changes, though falling outside of the formal AOL process, are included in this report in order to present a comprehensive review of curricular changes in the College that will affect future student learning.

Degree name change

The curriculum review process in the Department of Economics, Finance, and Banking revealed that it would be appropriate to change the name of the major from “Economics” to “Business Economics.” The faculty decided that it would be prudent to change the name to Business Economics, in order to remain current with the field and to respond to progress in the area. This decision was related both to the curriculum and the Kelce Core, given that all Economics majors are required to complete the Core as part of the degree program. This change also allows the major to better reflect the true nature of the degree and to signal to both prospective students and employers that the major is rooted in the broader field of business. (It is important to note that enrollments in the major rose dramatically in the year following the name change.)

Certificate Program addition

A new certificate program, the Kansas Insurance Certificate, was legislated during the 2017-2018 academic year. This certificate program was initiated by the Economics, Finance, and Banking faculty upon recommendation by the Kansas Insurance Education Foundation and the Kansas Insurance Commissioner’s Office. It is designed to be offered through a consortium of universities within the State of Kansas system. While this is formally a consortium program wherein students may take courses from any of the Regents universities, students may take all required courses within the Kelce College. The purpose is to better prepare students to enter the field of insurance and to fill a growing need for employment in this industry in Kansas.

New Masters Degree Program

The newly legislated Master of Professional Accountancy degree (MPAcc) is as an accelerated “4+1” program that provides BBA accounting majors with an appropriate track to prepare for the CPA exam. During their curriculum review, the Accounting faculty recognized that accounting students have had to enroll in 24 to 30 hours beyond their BBA course requirements in order to earn the 150 hours of college credit needed to take the CPA exam. Many students have ended up enrolling in courses, or adding second majors, that do not add value to the pursuit of their professional goals. The MPAcc degree allows students to double-count 9 hours of credit during their senior year toward the new 30-hour master degree. These students may now earn their BBA degree, an MPAcc degree, and sit for the CPA exam in the same timeframe that it would have previously taken to earn the 150 hours of credit. As noted, the degree program was approved by KBOR during the Spring of 2018 and the first cohort will begin in the Fall of 2019.

New Professional Online MBA Program

Pitt State recently signed a contract with an external program management firm, Academic Partnerships (AP) from Dallas, TX, to help develop and launch a 100% online Professional MBA.

The target of this program is place-bound business professionals who seek to further their business education in an online format. Online courses will be offered for 7-week sessions twice during a regular semester and once during the summer for five starts per year. The Professional MBA is designed for full-time working professionals with at least three years of managerial experience. The MBA program is still the same but Professional MBA offers a different modality. Curricular and program changes were approved this year (AY 18) which streamlines the MBA program (30 credit hours) and makes it more attractive and competitive. The results of a market analysis provided by AP, led to the revision of the curriculum (including the addition of the HRD concentration) and admission requirements. The focus of these changes was to enable the program to become more competitive with regional peers and to contribute to the success of the new online degree.

New MBA Concentration – Human Resource Development

The new MBA emphasis in Human Resource Development (HRD) is a result of the AP online Professional MBA program initiative and is offered in collaboration with the College of Technology's Masters in HRD program. Three HRD courses are offered as electives for the new emphasis: HRD 706 - Strategies in Development of Human Resources, HRD 796 - Human Resource Development Foundations and Applications, and HRD 852 - Organizational Change and Development. This new emphasis received final approval during Spring 2018 and is available in both the traditional on-campus MBA and the new Online Professional MBA programs.

MBA Dual Degree Program – La Rochelle Business School

A dual degree program was legislated in 2015 (prior to the college's comprehensive curriculum review) to provide Kelce students the opportunity to earn Masters degrees (MBA/MiM) from both Pittsburg State University and La Rochelle Business School (AACSB) in La Rochelle, France. Upon completion of 25 required Kelce MBA credits, Pitt State MBA students who are accepted into this program travel to La Rochelle for a Fall semester in Europe. This experience is generally followed by a European Internship. In addition, La Rochelle students spend an academic semester or two in Kelce prior to graduation.

The Kelce College faculty is confident that both the AOL and curriculum review processes have resulted in positive changes to our programs that position us for continued growth and success in educating leaders for the global business community.