

# **AACSB ACCREDITATION PLAN**



**Department of Business Administration**

**Missouri University of Science and Technology**

**FY2007 – FY2011**

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## **Executive Summary**

Below is an overview of the AACSB standards that apply to Missouri S&T Department of Business Administration and the degree to which the standard is met presently.

### ***Standard 1: Mission Statement***

*“The School publishes a mission statement or its equivalent that provides direction for making decisions. The mission statement derives from a process that includes the viewpoints of stakeholders. The School periodically reviews the mission statement as appropriate. The review process involves appropriate stakeholders.”*

The Department of Business Administration fully meets this standard.

### ***Standard 2: Mission Appropriateness***

*“The School’s mission statement is appropriate to higher education for management and consonant with the mission of any institution of which it is a part. The mission includes the production of intellectual contributions that advance the knowledge and practice of business and management.”*

The Department of Business Administration fully meets this standard.

### ***Standard 3: Student Mission***

*“The mission statement or supporting documents specifies the student population the school intends to serve.”*

The Department of Business Administration fully meets this standard.

### ***Standard 4: Continuous Improvement Objectives***

*“The School specifies action items that represent high priority continuous improvement efforts.”*

The Department of Business Administration fully meets this standard.

### ***Standard 5: Financial Strategies***

*“The School has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.”*

The Department of Business Administration fully meets this standard.

### ***Standard 6: Student Admission***

*“The policies for admission to business degree programs offered by the School are clear and consistent with the School’s mission.”*

The Department of Business Administration fully meets this standard.

### ***Standard 7: Student Retention***

*“The School has academic standards and retention practices that produce high quality graduates. The academic standards and retention practices are consistent with the School’s mission.”*

The Department of Business Administration fully meets this standard.

### ***Standard 8: Staff Sufficiency-Student Support***

*“The School maintains a staff sufficient to provide stability and ongoing quality improvements for support activities. Student support activities reflect the school’s mission and programs and the students’ characteristics.”*

The Department of Business Administration fully meets this standard.

### ***Standard 9: Faculty Sufficiency***

*“The school maintains a faculty sufficient to provide stability and ongoing quality improvements for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, majors, areas of emphasis and locations have the opportunity to receive instruction from appropriately qualified faculty.”*

The Department of Business Administration fully meets this standard.

### ***Standard 10: Faculty Qualifications***

*“The faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure that this occurs, the School has a clearly defined process to evaluate individual faculty member’s contribution to the School’s mission.”*

The Department of Business Administration partially meets this standard. In order to fully meet the standard, the following action plan will be followed.

<b>Item to be Accomplished</b>	<b>Person(s) Responsible</b>	<b>Required Resources</b>	<b>Projected Completion Date</b>
Academically qualified faculty in IST will take over basic programming classes and information systems class, assisted by graduate teaching assistants.	Chair and IST program director	Return of tenured faculty member from leave. Elimination of some graduate teaching assistant positions.	Spring 2008
A full-time faculty in IST, currently classified as other, will become professionally qualified.	Chair and IST program director	Encouragement through faculty plans and annual reviews.	Spring 2011

**Table 1: Action Items to meet Standard 10**

## ***Standard 11: Faculty Management and Support***

*“The School has well-documented and communicated processes in place to manage and support faculty members over the progression of their careers consistent with the school’s mission. These include:*

- Determining appropriate teaching assignments, intellectual expectations, and service workloads.*
- Providing staff and other mechanisms to support faculty in meeting the expectations the school holds for them on all mission-related activities.*
- Providing orientation, guidance, and mentoring.*
- Undertaking formal periodic review, promotion, and reward processes.*
- Maintaining overall plans for faculty resources.”*

The Department of Business Administration has well-documented processes for supporting tenure-track faculty, including procedures for determining assignments, annual evaluations, third-year reviews, and promotion and tenure decisions. Equivalent procedures for non-tenure-track faculty need to be developed.

Item to be Accomplished	Person(s) Responsible	Projected Completion Date
Create criteria for non-tenure track faculty promotion within newly developed UM system criteria.	Chair	Spring 2008

**Table 2: Action Items to meet Standard 11**

## ***Standard 12: Aggregate Faculty and Staff Educational Responsibility***

*“The Business School’s faculty in aggregate, its faculty subunits, and individual faculty, administrators and staff share responsibility to:*

- Ensure that adequate time is devoted to learning activities for all faculty members and students.*
- Ensure adequate student/faculty contact across the learning experiences.*
- Set high expectations for academic achievement and provide leadership towards those expectations.*
- Evaluate instructional effectiveness and overall student achievement.*
- Continuously improve instructional programs.*
- Innovate in instructional processes.”*

The Department of Business Administration fully meets this standard.

## ***Standard 13: Individual Faculty Responsibility***

*“Individual teaching faculty members:*

- Operate with integrity in their dealings with students and colleagues.*
- Keep their own knowledge current with the continuing development of their teaching disciplines.*
- Actively involve students in the learning process.*
- Encourage collaboration and cooperation among participants.*
- Ensure frequent, prompt feedback on student performance.”*

The Department of Business Administration fully meets this standard.

## ***Standard 14: Student Educational Responsibility***

*“Individual students:*

- *Operate with integrity in their dealings with faculty and other students*
- *Engage the learning materials with appropriate attention and dedication.*
- *Maintain their engagement when challenged by difficult learning activities.*
- *Contribute to the learning of others.*
- *Perform to standards set by the faculty.”*

The Department of Business Administration fully meets this standard.

## ***Standard 15: Management of Curricula***

*“The School uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of curricula of degree programs and to assess the impact of the curricula on learning. Curriculum development includes input from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the School.”*

The Department of Business Administration partially meets this standard and is acting on the following item.

<b>Item to be Accomplished</b>	<b>Person(s) Responsible</b>	<b>Required Resources</b>	<b>Projected Completion Date</b>
Review all degree programs with our Advisory Board and/or key employers on a regular basis so that each program is reviewed every five years.	Chair	Board meetings at cost of \$2500 per meeting. List of key employers.	Spring 2010

**Table 3: Action Items to meet Standard 15**

## ***Standard 16: Undergraduate Learning Goals***

*“Bachelor’s or undergraduate level degree: Knowledge and skills.*

*Adapting expectations to the School’s mission and cultural circumstances, the School specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program.”*

The Department of Business Administration partially meets this standard. In order to fully meet this standard, the following action plan will be followed.

<b>Item to be accomplished</b>	<b>Person(s) Responsible</b>	<b>Required Resources</b>	<b>Projected Completion date</b>
Implement assessment. <i>Action 1.1.a</i>	Chair	Faculty participation in submitting and scoring student documents. Standardized test for critical thinking at \$175 per semester.	Spring 2008
Evaluate student performance. <i>Action 1.1.b</i>	Chair	Input by curriculum committees.	Fall 2008

**Table 4: Action Items to meet Standard 16**



### ***Standard 17: Undergraduate Educational Level***

*“The Bachelor’s or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that learning goals are accomplished.”*

The Department of Business Administration fully meets this standard.

### ***Standard 18: Masters Level General Management Learning Goals***

*“Master’s level degree in general management (e.g. MBA programs): Knowledge and skills. Participation in a master’s level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master’s level is developed in a more integrative, interdisciplinary fashion than undergraduate education.*

*The capacities developed through the knowledge and skills of a general master’s level program are:*

- capacity to lead in organizational situations;*
- capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines*
- capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments”*

The Department of Business Administration partially meets this standard in that learning goals at the conceptual level have been established. In order to fully meet the standard, the following action plan will be executed.

<b>Item to be Accomplished</b>	<b>Person(s) Responsible</b>	<b>Required Resources</b>	<b>Projected Completion Date</b>
Develop and implement an assessment plan for the six learning goals. <i>Action 1.1.a</i>	Brenda Bouse	Faculty input of assignments and rubrics.	Fall 2008
Evaluate student progress on these goals and develop improvements in instruction as needs are identified. <i>Action 1.1.b</i>	Brenda Bouse	Input by curriculum committee.	Spring 2009

**Table 5: Action Items to meet Standard 18**

### ***Standard 19: Specialized Masters Degree Learning Goals***

*“Participation in a master’s level program presupposes the base of general knowledge and skills appropriate to an undergraduate degree and are at a more advanced level.”*

The Business Administration Department has not met standard 19 for the MS degree in Information Science and Technology.

<b>Item to be accomplished</b>	<b>Person(s) Responsible</b>	<b>Required Resources</b>	<b>Projected Completion date</b>
Develop learning goals for IST MS program. <i>Action 1.1.a</i>	Richard Hall		January 2008
Identify operational definitions for learning goals for IST MS program. <i>Action 1.1.a</i>	Richard Hall		January 2008
Develop assessment plan. <i>Action 1.1.a</i>	Richard Hall		May 2008
Implement assessment plan. <i>Action 1.1.a</i>	Richard Hall		Fall 2008
Evaluate student progress on these goals and develop improvements in instruction as needs are identified. <i>Action 1.1.b</i>	Richard Hall		Spring 2009

**Table 6: Action Items to meet Standard 19**

### ***Standard 20: Master’s Educational Level***

*“The master’s degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.”*

The Department of Business Administration fully meets this standard.

### ***Standard 21: Doctoral Level Degree: Knowledge and Skills***

*“A doctoral degree program must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.”*

The Department of Business Administration has no PhD degree so this standard is not applicable.

# Chapter 1: Introduction

## The University

The University of Missouri is a constitutionally established unit of the State of Missouri: "The general assembly shall adequately maintain a state university and such other educational institutions as it may deem necessary" (the Missouri Constitution of 1945, article IX, SS 9a, 9b). The Constitution also establishes a Board of Curators. "The government of the state universities shall be vested in a board of curators consisting of nine members appointed by the governor by and with the advice and consent of the senate." The Curators are given a wide range of power by statute, as summarized in the Collected Rules and Regulations of the University of Missouri.

The Missouri University of Science and Technology<sup>1</sup> (previously known as the University of Missouri-Rolla) is one of four campuses which comprise the University of Missouri system. It was founded in 1871. The other campuses are located in Columbia, Kansas City, and St. Louis. The Board of Curators employs the UM system administration, which consists of the President of the University of Missouri, five vice-presidents, and various other administrative staff members. This group is responsible for implementing Board policy.

The State of Missouri also established a Coordinating Board for Higher Education (CBHE) in 1974 to serve as a clearing house for budget development and program coordination for all of Missouri's public higher education. The Coordinating Board has statutory authority to approve degree programs at all public institutions within the State of Missouri.

The Board of Curators is not subordinate to the CBHE but works with it to establish coordinated legislative requests for funding of higher education and to maintain a comprehensive program of higher education for citizens of the state. The CBHE works with the president and the Board of Curators to coordinate budget requests for all state colleges and universities.

The University of Missouri System Administration plays a dominant role in budget presentations to state government -- the major source of revenue (40% in FY 98) for the campus. Budget proposals are prepared on local campuses but are required to pass through two consolidation processes--one at the system level, where one budget for the four UM campuses and the UM system administration is generated, and one at the state level, where one budget for all of public higher education is generated by the Coordinating Board.

The governor submits a proposed state budget, including a higher education budget, to the legislature. Finally, the legislature passes a proposed budget and submits it to the governor, who has line-item veto authority. Once financial resources are allocated to the campus by the President, as approved by the Board of Curators, the UM system delegates significant administrative responsibility and authority to the local campus, which permits the campus to focus its total resource package on its own priorities for carrying out its mission and purposes.

There is a clear understanding by the Board of Curators of UMR's role within the University of Missouri. In fact, the long range planning process initiated by the Board has served to focus and strengthen UMR's mission and to make UMR unique among institutions in the State. Certainly, this approach has enhanced UMR's ability to carry out its mission and purposes.

Each of the four University of Missouri campuses has a chancellor who serves as the chief executive and academic officer for the campus. At S&T, three vice-chancellors (Student Affairs, Administrative Services, and Advancement) and the provost report directly to the chancellor. Originally, the campus had four academic deans (Arts and Sciences; Engineering; Materials, Energy, and Earth Resources; and Management and Information Systems) report directly to the provost. This level of government has been eliminated. Now each academic department is administered by a chair, and all academic and most nonacademic units report through either the provost or a vice chancellor.

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<sup>1</sup> Throughout most of this document, the university will be referred to as MST or S&T. However, throughout Chapter 1 there may be occasions where the previous name is more appropriate and will be noted as UMR.

By approval of the State Legislature, the University of Missouri-Rolla will officially change its name to the Missouri University of Science and Technology effective on January 1, 2008.

## 1.1 Location

Rivers, forested hills and bubbling springs — they're all part of the natural appeal of south-central Missouri's Ozark Heritage Region. The Ozark Heritage Region seems to have been planned with outdoor fun in mind. The Ozark National Scenic Riverways is the heart of the region. Here, along 134 miles of the Current and Jack's Fork Rivers, are caves, springs and bluffs. To really enjoy it all, get into the woods and onto the water. By canoe or boat, you can enjoy an old Missouri favorite — a fun and refreshing float trip. Whether you bring your own gear or rent it from one of the outfitters along the water, you'll never forget your float through the Ozark's forests and past old homesteads.

The public can enjoy many recreational opportunities in the Rolla area. In addition to a water park for summer fun, a golf course, fitness facilities, Oak Meadow country club and a movie theater with four indoor screens, Rolla also has 18 tennis courts, many parks with lakes for fishing and hiking trails for a casual walk or jog. Access to many of Missouri's beautiful waterways are as close as five miles from the city, perfect for canoeing, fishing and enjoying the natural beauty of the Ozarks.<sup>2</sup>

## 1.2 Institution's Mission

The Missouri University of Science and Technology continuously strives to provide a superior education for its students. To accomplish this, the university must continue to encourage and reward excellence and creativity in teaching and continue to strengthen an environment conducive to learning. It must also encourage and reward faculty members for their effort to increase sponsored research in order to offer both more and greater opportunities for graduate students and wider prospects for solving society's problems. As these goals are achieved, S&T's reputation for the quality of its undergraduate and graduate education will continue to grow. The overall results of making good programs even better will be increased enrollments and research funding. The cumulative effect of achieving these goals will be the enhanced recognition of S&T, by both professional bodies and public entities (i.e., *U.S. News and World Report*), as one of the nation's top 50 undergraduate and engineering Ph.D. granting institutions.

S&T is widely recognized as a leading institution of higher education in the State of Missouri and is dedicated to enhancing its role as a nationally prominent technological university. It is

- A university that is a primary source of leaders in their disciplines who are able to:
  - Identify and solve technical and societal problems;
  - Create, synthesize, and communicate knowledge;
  - Work effectively as team members in diverse environments; and
  - Adapt to change through life-long learning.
- A university whose faculty and staff are committed to excellence in teaching and learning and to student success.
- A university where faculty, staff and students conduct nationally competitive research to meet societal needs.
- A university that anticipates change and is recognized as a premier source of readily available knowledge, creativity and education and whose faculty, staff and students serve the needs of the society of which they are a part.
- A university committed to providing an environment that fosters the development of all members of the university community to their full potential.<sup>3</sup>

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<sup>2</sup> Thanks to the Rolla Chamber of commerce for this lovely description of our beloved hometown.

<sup>3</sup> This is drawn from a very nice summary in the Strategic Plan 2003 document.

### 1.2.1 The Uniqueness of the Institution

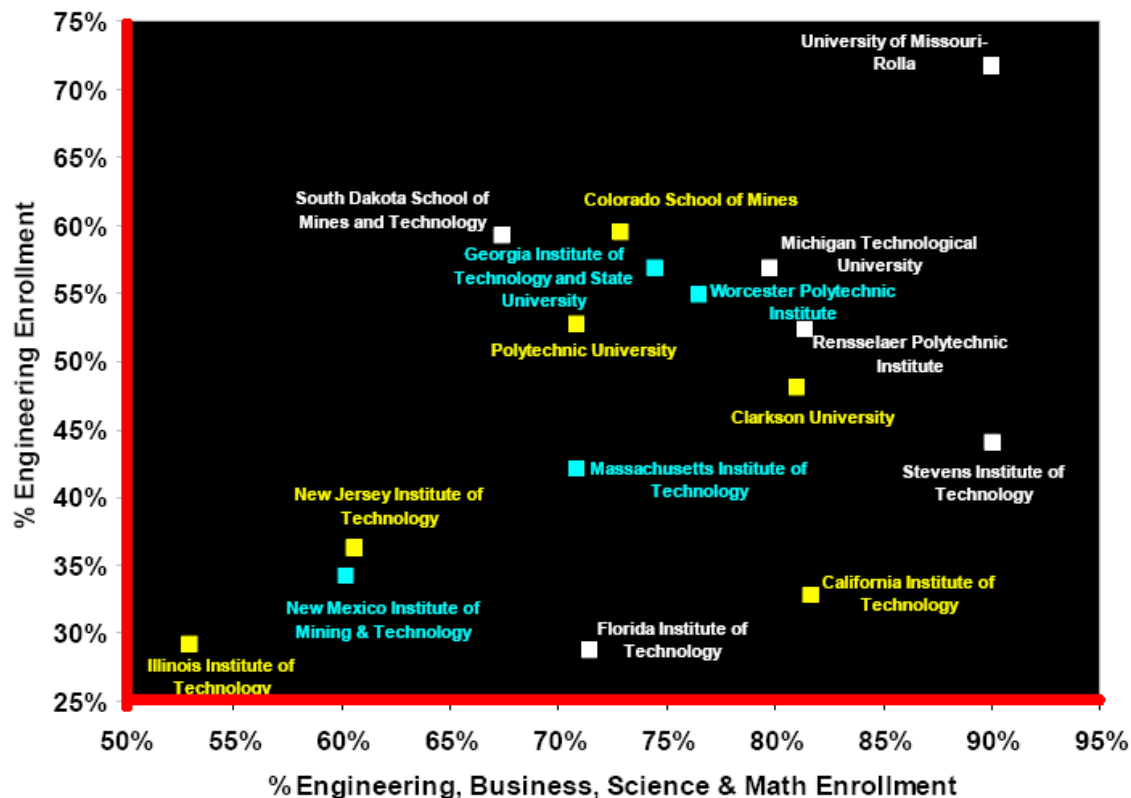
Many campuses these days claim to be technical but general draw 60% or more of their major from the Liberal Arts. This is simply not the case at S&T and to mistakenly assume so can be hazardous to strategic control of the future of the campus. S&T enrolls over 70% engineering students and over 80% engineering, science, computer science, and mathematics students as seen in Figure 1.

### 1.2.2 Technological Research University

S&T is classified by The Carnegie Foundation as *Doctoral, STEM dominant*. The 50 universities within this category award doctoral degrees in a range of fields, with the plurality in the STEM fields (science, technology, engineering, and mathematics.) They may also offer professional education at the doctoral level or in fields such as law or medicine. (See the Departmental Strategic Plan for the complete list of campuses.) Some institutions have the same characteristics but are separated from this classification by Carnegie because of their institutionally distinctive characteristics: Massachusetts Institute of Technology, Rensselaer Polytechnic Institute, South Dakota School of Mines and Technology, and Georgia Institute of Technology.

When reviewing all 54 institutions and considering those with (1) a predominant technological enrollment (measured by 25+% of their students studying engineering and 50+% of their students studying engineering, business, physical sciences, and mathematics) and (2) add a cutting-edge graduate research program, 16 universities emerge:

- California Institute of Technology
- Clarkson University
- Colorado School of Mines
- Florida Institute of Technology
- George Institute of Technology and State University
- Illinois Institute of Technology
- Massachusetts Institute of Technology
- Michigan Technological University
- New Jersey Institute of Technology
- New Mexico Institute of Mining and Technology
- Polytechnic University
- Rensselaer Polytechnic Institute
- South Dakota School of Mines and Technology
- Stevens Institute of Technology
- University of Missouri-Rolla
- Worcester Polytechnic Institute



**Figure 1: S&T's (aka UMR) Relationship to other technical schools**

The following criteria will be used when ranking the above list of institutions:

- 6-year graduation rate
- 1<sup>st</sup> to 2<sup>nd</sup> year retention rate
- Top 10% of high school class
- Merit scholars
- ACT/SAT scores
- Doctorates awarded
- National academy members, as percent of the total tenure/tenure-track faculty
- Federal research expenditures
- Total research expenditures, normalize with the size of faculty FTE, as well as gross
- Number of NSF CAREER awards, presidential awards, young investigator awards recipients
- Number of students participating in co-ops
- U.S. News and World Report peer assessment

From this perspective, S&T is seen as an outlier even among those campuses claiming to be technical. One very important observation is that most of the schools in this cluster have strong business programs. Hence, this observation both motivated and necessitated the need to build the business program on campus.

### ***1.3 Structure of the Business Unit***

Capitalizing on the strong technological emphasis of S&T, the School of Management and Information Systems was formed in 2001 to educate professionals for leadership roles in modern business organizations. The School emphasizes management through technology with particular focus on information systems and their application in a fast-changing, competitive environment.

Enrollment as of Fall 2007 4 <sup>th</sup> Week Census						
Degree Programs	Institution			Business Academic Unit		
				BUS&MS-BS, MG SYS-BS, IST-BS, IST-MS, BUS AD-MBA, ERP-CT, PR MGTI-CT, HCI-CT, DATA WR-CT, BUSSSN-CT		
	Full-Time	Part-Time	TOTAL	Full-Time	Part-Time	TOTAL
Undergraduate	4375	378	4753	198	18	216
Master's	499	571	1070	57	27	84
Doctoral	269	75	344	-	-	-
Other (Specify)	-	-	-	-	-	-
<b>Total</b>	<b>5143</b>	<b>1024</b>	<b>6167</b>	<b>255</b>	<b>45</b>	<b>300</b>

**Table 7: Enrollment Figures**

Through innovative instruction and advanced research, the School serves the economic interests of industry and the evolving needs of society. The School is dedicated to lifelong learning and to providing distance education opportunities utilizing advanced learning technologies.

The University of Missouri--Rolla campus is headed by a chancellor who governs with the support of his cabinet. The Provost is responsible for the academic affairs of the University. He works through a team of four academic deans and several support vice-provosts. Each dean runs one of the four schools of the University. Within each school, department chairs have responsibility for their own departments, including hiring, promotion, budget, curriculum, and other academic issues, subject to approval by the Provost.

The original School of Management and Information Systems, headed by a dean, is made up of three departments each headed by a department chair: Business Administration, Economics and Finance, and Information Science and Technology. The School also has two supporting associate deans.

In 2007, the University undertook a major reorganization that eliminated deans and schools. The reorganization took place on July 1, 2007. Since that point in time, the departments more autonomous, and the department chairs will report directly to the Provost. Business Administration will become an independent department beginning around fall 2007. At the same time as the major re-organization, the department of Information Science and Technology was successfully merged in Business Administration along with Finance, while Economics decided to move forth as their own independent unit.

### ***1.4 Special Activities of the Business Academic Unit***

Missouri University of Science and Technology consults with Mazoon College in Oman on its curriculum. The Department has no control over or participation in the programs offered by Mazoon College; it must meet the requirements of its own government's accreditation standards.

The Department of Business Administration is beginning a relationship with American National College in Sri Lanka. The Department will offer its BS in Information Science & Technology (IST) in the near future. The Department will offer its IST courses via distance delivery to students in Sri Lanka. The business courses that are part of the degree requirements will be offered through Northwood College, an AACSB accredited institution. The other courses that make up the program will be offered by other institutions.

## 1.5 Types of Degrees Awarded

### Degree Program Inclusions:

- Bachelors in Science – Information Systems and Technology
- Bachelors in Science – Business and Management Systems
- Masters – Business Administration
- Masters in Science – Information Systems and Technology

### Degree Program Exclusions:

- Bachelor of Science in Engineering Management;
- Master of Science in Engineering Management; and
- Ph.D. in Engineering Management

## 1.6 Number of Students

The numbers are detailed in Table 7. The total enrollment this fall is 300.

## 1.7 Number of Faculty and Qualifications

A summary of the faculty, adjuncts, and lecturers is given in Table 8.

BUSINESS		
RANK	NAME	QUALIFICATION
Professor	Caroline Fisher	AQ
Professor	Greg Gelles (Econ)	AQ
Assistant Professor	Joe Bradley	AQ
Assistant Professor	Yu-Hsien Chiu	PQ
Lecturer	Cassie Elrod	AQ
Assistant Professor	Lance Gentry	AQ
Assistant Professor	Chihmao Hsieh	AQ
Assistant Professor	Morris Kalliny	AQ
Assistant Professor	Bih-Ru Lea	AQ
Lecturer	Yingchou Lin	AQ
Adjunct	Gina Bobbitt	PQ
Assistant Professor	Julie Patock-Peckham	AQ
Assistant Professor	Lian Qi	AQ
Assistant Professor	Hong Sheng	AQ
Adjunct (MBA, JD)	Eric Anderson	PQ
Lecturer	Stephanie Fitch	PQ
INFORMATION SCIENCE AND TECHNOLOGY		
RANK	NAME	QUALIFICATION
Professor	Barry Flachsbart	PQ
Professor	Richard Hall	AQ
Professor	Michael Hilgers	AQ
Assistant Professor	Hong Sheng	AQ
Assistant Professor	Vincent Yu	AQ
Adjunct	Tim Doty	PQ
Adjunct	Chris Merz	PQ
Lecturer	Bill Kehr	O

**Table 8: Ranking and Qualification of Business Faculty**



The Department utilizes adjunct instructors to complement its full-time faculty. The use of adjuncts allows the department to offer more courses and brings a practitioner perspective to the students' education. Adjuncts are required to have an MBA or other appropriate graduate degree. A more detailed analysis can be found in the Appendices in Table 59 and Table 60.

## ***1.8 The AACSB Accreditation Process***

The following steps are involved in the accreditation process and are appropriately examined.

- **Applicant submits eligibility application**

On July 11, 2006, the School of Business Dean received a letter from AACSB International indicating that our application for eligibility was accepted.

- **Mentor conducts onsite visit to identify and resolve eligibility issues**

Mentor made his first visit on Oct. 15 to 18, 2006.

- **PAC confirms scope and eligibility criteria with applicant and Mentor**

The Department of Business Administration Chair<sup>4</sup> is awaiting a letter from AACSB International outlining our scope of accreditation.

- **Applicant continues to develop AP and SWOT analysis**

The Department of Business has been meeting regularly discussing items related to the accreditation plan. During the fall semester of 2005 and the spring semester of 2006, the former School of Management & Information Systems met regularly to conduct a SWOT analysis and to develop its first strategic plan.

The combining departments (business administration and information science & technology) met in a retreat in April 2007 to discuss the merger and develop the current mission statement, vision, and strategic plan. The departments officially merged on July 1, 2007. During the summer and fall, various members of the department revised numerous documents, including the definitions of AQ and PQ, the Tenure and Promotion Policies, the Department Policies and Procedures Manual, and the strategic plan. The faculty as a whole discussed these documents (including the mission, vision, and values) and approved them during the fall semester. The Executive Committee has been working on the application for candidacy and updating the tables in the strategic plan.

- **If necessary, Mentor conducts another onsite visit**

Mentor made a second visit Nov. 4 to 6, 2007.

- **When completed, applicant submits AP to PAC for review**

This submitted document is the proposed accreditation plan.

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<sup>4</sup> Please recall that Deans have been eliminated on campus so the responsibilities during the accreditation process normally held by the dean belong to the department chair since July 1, 2007.

## Chapter 2: Scope of Accreditation

AACSB International will consider that the following degree programs will be included in the accreditation review:

### **Degree Program Inclusions:**

- Bachelor of Science – Information Systems and Technology
- Bachelor of Science – Business and Management Systems
- Master of Business Administration
- Master of Science – Information Systems and Technology

### **Graduate Certificates Are Also Offered in These Areas:**

- Enterprise Resource Planning
- Psychology of Leadership (jointly with Psychology)
- Human-Computer Interaction
- Project Management
- Data Warehouses
- Business Essentials

### **Distance Degree Program Inclusions**

- Bachelor of Science – Information Systems and Technology (We will offer this program via distance.)
- Master of Science – Information Systems and Technology (We currently offer this program via distance.)

### **Degree Program for which Exclusion has been Requested:**

- Bachelor of Science in Engineering Management;
- Master of Science in Engineering Management; and
- Ph.D. in Engineering Management
- Bachelor of Arts in Economics
- Bachelor of Science in Economics
- Master of Science in Economics
- **Business-related degrees that Mazoon University, Oman offers:**
  - Accounting
  - Business administration
  - Management systems
  - Information Science & Technology

## **Chapter 3: Evaluation against the Strategic Management Standards for Business Accreditation**

### ***Standard 1: Mission Statement***

*“The School publishes a mission statement or its equivalent that provides direction for making decisions. The mission statement derives from a process that includes the viewpoints of stakeholders. The School periodically reviews the mission statement as appropriate. The review process involves appropriate stakeholders.”*

#### **3.1.1 Provide the mission statement**

Capitalizing on the strong technological emphasis of S&T, the Department of Business Administration prepares professionals for careers in modern business organizations. The Department emphasizes management through technology with particular focus on information systems and their application in a fast-changing, global and competitive environment.

##### **Our values**

The Department of Business Administration values and is committed to:

- Excellence: We are committed to achieving, through individual and collective effort, the highest levels of performance in teaching and scholarship as measured against regional, national, and global standards.
- Entrepreneurial Spirit: We desire to lead in the pursuit and creation of new ideas and knowledge, civic responsibility, and willingness to serve society.
- Respect: We value the contributions and diversity of others, holding them in high esteem, and are open to new ideas.
- Integrity: We take an ethical responsibility for our own personal, professional, and academic pursuits.
- Recognition: We acknowledge that the willingness to fulfill any set of values is facilitated by systematic and continual recognition of the people that compose the heart and spirit of our organization.
- Collaboration: We are committed to creating an environment that promotes and facilitates cooperative and interdisciplinary efforts.
- Continuous Improvement: We strive to continuously improve through systematic methods our teaching, research, and service.

#### **3.1.2 Describe how the mission statement influences decision making in the school, connects participants’ actions and provides a common basis for learning**

The Department of Business Administration has an existing mission statement, which supports decision-making. This mission statement was developed in 2006 through dialogues between the department chair and faculty. The mission statement was revisited in 2007 and adopted by the faculty. The mission statement reads:

*“Capitalizing on the strong technological emphasis of Missouri University of Science & Technology (S & T), the Department of Business Administration prepares professionals for careers in modern business organizations. The Department emphasizes management through technology with particular focus on information systems and their application in a fast-changing, global and competitive environment.”*

#### **3.1.3 Describe the process through which the mission statement was developed and the role played by various stakeholders**

The mission statement was drafted by the faculty in 2006. The faculty members reviewed the draft, made suggestions, and accepted the final version in fall 2007. The Board of Advisors will review the mission and

strategic plan on Nov. 15, 2007. Further modifications may be required when the University of Missouri—Rolla finishes revising its mission and strategic plan in 2007.

### **3.1.4 Describe how and to whom the mission statement is disseminated**

The mission statement is published in the catalog and posted on the home page of the Department. This home page is available to all constituents. The mission statement is posted on the walls of Fulton Hall.

### **3.1.5 Review and Revision Process**

The mission statement will be formally reviewed every five years by the faculty members and the Advisory Board of the Department or more frequently if a constituent group suggests a significant change before the five year period is completed. A faculty committee drafts the revision, which is then reviewed by the Board of Advisors, the faculty as a whole, and the Student Advisory Council. Once the revised mission statement is accepted by the administration, faculty, and Board of Advisors, it is disseminated through the Department web page, the catalogs, and posters. The next review of the mission is scheduled for 2012.

## **Evaluation of Performance against Standard 1**

The Department of Business Administration fully meets this standard in that:

- There is a mission statement that influences decision making in the Department of Business Administration and involves the input of our stakeholders.
- The mission statement is appropriately disseminated and is subject to periodic review.

## ***Standard 2: Mission Appropriateness***

*“The School’s mission statement is appropriate to higher education for management and consonant with the mission of any institution of which it is a part. The mission includes the production of intellectual contributions that advance the knowledge and practice of business and management.”*

### **3.2.1 Describe the appropriateness of mission statement for collegiate management students, and discuss how it positively affects their development as managers and professionals**

The mission statement is appropriate to higher education in management.

### **3.2.2 Show how the mission statement guides the production of appropriate intellectual contributions**

The mission statement mentions innovative instruction, research, and supporting economic development of the community. These statements suggest that instructional, basic, and applied research all have a place in the School.

### **3.2.3 Display the portfolio of intellectual contributions**

Overall, the Department of Business Administration and Information Science Technology faculty published a total of 85 peer-reviewed journal articles during the period of 2002-2007. This number is broken down by year in Table 9.

Publications by Year						
	2002	2003	2004	2005	2006	2007
Business	4	5	4	10	9	15
IST	1	4	9	8	7	9

**Table 9: Summary of Peer Reviewed Journals by Faculty (2002-2007)**

### 3.2.4 Discuss the mission statement's relation to the mission of any larger institution of which it is a part

The mission statement of the Department of Business Administration is consistent with the University of Missouri—Rolla's mission, which reads:

*"The mission of the University of Missouri-Rolla is to integrate exceptional education and research to solve problems for our State and the technological world."*

The Department's mission statement fits within the full range of degrees, supports the technology emphasis, and specifies economic development.

Academically Qualified Faculty Journal Publications									
Faculty Member	Date of Degree	Date of Hire	2002	2003	2004	2005	2006	2007	TOTAL 2003-07
Bradley	2004	2006	0	0	0	0	0	3	3
Elrod	2007	2007						0	0
Fisher	1975	2005	1	3	2	4	0	1	11
Flachsbart	1966	2002	0	0	0	0	0	0	0
Gentry	2003	2003	1	0	0	0	1	1	3
Hall	1988	2002	1	4	4	2	2	0	13
Hilgers	1992	1992	0	0	3	2	1	1	7
Hsieh	2007	2006					0	2	2
Kalliny	2005	2005	0	0	2	3	3	3	11
Kehr	2002	2002	0	0	0	0	0	0	0
Lea	1998	2003	1	1	0	2	1	3	8
Lin	2007	2007						0	0
Patock-Peckham	2005	2005	1	1	0	1	2	1	6
Qi	2006	2006					2	1	3
Sheng	2006	2006			1	2	2	5	10
Yu	2003	2003	0	0	1	2	2	3	8
<b># Faculty</b>			4	7	7	10	14	16	16
<b># Publications</b>			<b>5</b>	<b>9</b>	<b>13</b>	<b>18</b>	<b>16</b>	<b>24</b>	<b>85</b>
<b>Business</b>			4	5	4	10	9	15	
<b>IST</b>			1	4	9	8	7	9	
<b>Pubs/Faculty</b>			1.25	1.28	1.85	1.8	1.14	1.5	5.3125

Table 10: A Detailed View of AQ/PQ Faculty Activity

### Evaluation of Performance against Standard 2

The Department of Business Administration fully meets this standard in that:

- The blend of business with technology creates a much needed synergy with the Missouri S&T environment
- All activity is consistent within the mission of the Department and the University.

### **Standard 3: Student Mission**

*“The mission statement or supporting documents specifies the student population the school intends to serve.”*

#### **3.3.1 Indicate by program the intended students and the actual composition of the student population**

The desired information has been detailed in Table 11.

<b>Fall Semester Business Headcount (4<sup>th</sup> Week)</b>							
<b>Year</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Total Enrollment</b>	<b>247</b>	<b>263</b>	<b>300</b>	<b>375</b>	<b>450</b>	<b>525</b>	<b>600</b>
Freshmen	39	40	46	55	65	75	85
Transfer	26	32	19	25	30	35	40
Undergraduate Female	63	75	70	94	112	131	150
Undergraduate Minority	21	26	26	37	45	52	60
<b>Total Undergraduate</b>	<b>203</b>	<b>212</b>	<b>216</b>	<b>328</b>	<b>386</b>	<b>456</b>	<b>460</b>
Graduate On-campus	30	34	54	76	85	86	90
Graduate Distance	10	12	16	25	35	45	50
<b>Total Graduate</b>	<b>44</b>	<b>51</b>	<b>84</b>	<b>101</b>	<b>120</b>	<b>131</b>	<b>140</b>

**Table 11: Enrollment Summary for Business and IST FY2005 - FY2011**

### **Evaluation of Performance against Standard 3**

The Department of Business Administration fully meets this standard in that:

- The blend of business with technology creates a much needed synergy with the Missouri S&T environment
- All activity is consistent within the mission of the Department and the University.

### **Standard 4: Continuous Improvement Objectives**

*“The School specifies action items that represent high priority continuous improvement efforts.”*

The Department operates under an academic plan that is in line with the university strategic plan. The department strategic plan is reviewed periodically. The plan serves as our strategic plan and provides direction for the department over a three to five year time periods.

The department has specific objectives and action items that directly relate to continuous improvement. The department uses a well-documented process in communicating these objectives and actions to its faculty, staff and university administration. The following section provides the objectives and action items from our strategic plan.

#### **3.4.1 Continuous Improvement of Educational Processes**

Continuously evaluate and improve our curricula based on changing market needs, student performance, and feedback from stakeholders.

The department has created a well-organized process to create outcome assessment. The process starts with creating outcomes for each academic program. These outcomes are created in consultation with faculty, businesses and advisory board. Once outcomes are created, the department selects assessment measures for each outcome. Finally, the department creates rubrics for each assessment measure.

The action items for this are reported in the Strategic Plan. See Table 45 in Appendix A.

### **3.4.2 *Grow the Infrastructure to Support the Student Experience***

Expand and increase the quality of the resources, facilities, and personnel focused on teaching, learning, and the student experience by 2011. Achieving this includes obtaining AACSB accreditation and supporting faculty members.

The details are reported in the Strategic Plan. See Table 46 in Appendix A.

### **3.4.3 Provide for Active Learning**

Provide students with active learning experiences. The department is already strongly integrated education with modern information technology. This is reflected in Appendix A in Table 49. Similarly, the campus as a whole and the department in particular combines research experiences in and out of the classroom. (See Table 48 for progress indicators regarding this.)

Action Items regarding active learning are found in Table 47.

### **3.4.4 Aggressively Grow Enrollment**

Grow majors in departmental programs to 600 by 2011, with diversity that more closely reflects the college population in the United States. The expectation of the department's growth has already been examined in Table 11. There are several actions items associated with achieving this growth. These include improve the retention rate and developing strong recruiting and quick admission procedures.

The matters are discussed in Table 50.

### **3.4.5 Foster a Diverse Community**

Continue to seek diversity in recruitment and retention of students, faculty, and staff. This matter is discussed in Goal 2.2 of the Strategic Plan and is summarized in Table 52.

### **3.4.6 Capitalize on High Potential Programs**

Our department was created with the understanding that we would be rather tightly focused on lucrative niches in our respective fields. Said in another way, we do not have the resources to be a classic business program. Hence, we must concentrate our resources on the programs that we can uniquely provide and have a sufficiently large potential audience.

Please see Table 54 in the appendix.

### **3.4.7 Enhance Research and Instructional Programs**

Increase number of scholarly publications produced by faculty members. The actions required to achieve this goal, given as 3.1 in the Strategic Plan are reported in the appendix through Table 55.

### **3.4.8 Strengthen External Relations**

Strengthen the external relations of the Department with its alumni, the local business community, and governmental and not-for-profit agencies. See Table 58.

## **Evaluation of Performance against Standard 4**

The Department of Business Administration fully meets this standard in that:

- The department has goals and action items to support continuous improvement.

## ***Standard 5: Financial Strategies***

*“The School has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.”*

### **3.5.1 Describe the infrastructure for all major programs of activity**

The Department offers a BS in Information Systems & Technology (BS IST), a BS in Business and Management Systems, an MS in Information Systems & Technology (MS IST), an MBA, and six graduate certificates in Business Essentials, Enterprise Resource Planning, Human-Computer Interaction, Data Warehouse Management, Project Management, and Psychology of Leadership. We offer our degrees on the MST campus in Rolla and offer the MS IST and graduate certificates via distance education.

MST is one of four universities in the University of Missouri system. The State provides about 40% of the funds to operate the University. The University supports the Department through a budget of \$2.1 million with annual increases ranging from 2% to 4%. The University has a process for requesting funds for new programs or activities. In November, the Provost calls for proposals from departments. A faculty committee reviews these proposals and recommends proposals to the Provost that total 1.5 times the amount of money available for new programs. The Provost and Chancellor then select the programs that will be funded.

The combination of a continuing budget with increases plus the process for requesting funding for new programs or activities allows the Department to continue to support its academic activities.

### **3.5.2 Describe support systems for student advising and placement, student and faculty technology, and faculty intellectual contributions and professional development**

#### **Student Advising**

Each student who declares a major in the Department is assigned a faculty advisor. Three faculty members serve as advisors to all freshmen, sophomores, and transfer students. Other faculty members advise graduate thesis advisors and upper-level undergraduates that match their teaching and research interests. The student must meet with the advisor at least once each semester for course advising; the advisor lifts a hold on the student's ability to register for courses for the following semester after they have agreed on a schedule.



The Academic Alert System is a web-based application that supports communication among instructors, advisors, and students in cases where students are not meeting academic course requirements. This new on-line system replaces the old “paper version” of the Early Warning System and is intended to improve student retention through increased early intervention.

### **Student Placement**

MST has a Career Opportunity Center (COC) that provides comprehensive career advising and placement services. The Career Opportunities Center (COC) provides many services to assist MST students and graduates in their job search for professional full-time, summer, and co-op employment and internships. The COC web page is accessible on the Internet and contains information on services, career fairs, events, on-campus interviews, job listings, and the COC Career Guide. Appointments are available with Career Advisors who work one-on-one with students to review their resumes and cover letters and to discuss job search concerns. Workshops on resume and cover letter writing, conquering the Career Fair, professionalism and interviewing skills, evaluating a job offer, and dinner etiquette are provided each semester. A series of seminars, “Life after MST,” is presented each spring for graduating students. Practice interviews are available to students to assess and improve their interviewing skills.

Two Career Fairs are sponsored each year to provide students direct access to hundreds of employer representatives. The fall Career Fair is one of the largest in the mid-west based on the number of companies who send recruiters to MST’s campus. Full-time, summer, and co-op interviews are conducted by employers in the COC’s professional interview suites. When a student registers with the COC, their resume can be referred to employers who are interested in hiring MST students even though the employer may not necessarily come to campus to interview.

### **Student and Faculty Technology**

MST’s Desktop Enhancement project provides a top-of-the-line computer for all faculty members every three years, at no cost to the department. Each faculty member has a choice of a desk-top or a laptop.

Each student and faculty member is given an IT account that provides access to:

- E-mail
- Logins for Windows XP computers on campus
- The UM System MIS Web tools
- The Help Request System
- Telnet logins to campus Unix/Linux machines
- VPN connections
- SFTP access
- PeopleSoft (registration and personal information)
- Blackboard (course documents and information)
- Other UM/MST resources that require you to authenticate such as secure Web pages
- MST has a licensing agreement with McAfee to provide McAfee antivirus software free of charge for all students to use while at MST.

During the first year, most students live either in Greek Housing or the Residence Halls. All rooms in the Residence Halls and Greek houses have active Ethernet ports, where the student can connect to MST’s network and the Internet with the proper hardware. MST Information Technology has installed a wireless network across campus. Every student at MST is given 500 MB of file storage space on MST’s servers.

Students also have access to IT services through Technology Learning Spaces (TLSs). All TLSs have a campus-standard installation of software which includes Microsoft Office Professional and other general-purpose software; some TLSs have additional software installed due to the academic requirements of the department hosting the TLS. The MST IT Help Desk is available to assist the students, faculty, and staff of MST in using the different computing systems on campus. The Help Desk is a general repository of useful information to assist students and faculty with computer-related problems. Within the repository, KnowledgeBase houses useful information about the campus

network and services including how to configure software applications, set-up a laptop to run on the campus network, and access the Numerically Intensive Computing (NIC) cluster.

The Department of Information Technology (IT) offers a series of short courses to improve the computing skills of faculty, staff and students. Courses are structured sessions that combine lecture and hands-on practice, focusing on personal, academic, and office productivity. Currently short courses are available in office productivity and web design and development. The University contract with Microsoft has made the Microsoft E-Learning Library (MELL) available for Faculty, staff and students.

### **Faculty Intellectual Contributions and Professional Development**

All new faculty members attend the Freshman Faculty Forum (FFF) during their first year. The FFF meets for one day prior to the beginning of the fall semester, twice a month during the fall semester, and once a month during the spring semester. The FFF provides faculty information about resources, procedures, and policies.

During their second or third year, new faculty members are highly encouraged to apply for the Faculty Teaching Scholars program. This year-long program includes three several-day sessions on teaching, research, and on developing the dossier for third-year review and tenure at a remote location. This group also meets monthly on campus. All of the new faculty members in the Department of Business Administration who are continuing in tenure-track positions have participated or are participating in this program in addition to the FFF.

### **Research**

MST has a variety of mechanisms available to support faculty research through the office of the Vice Provost, Research, and the Office of Sponsored Research (OSR). The OSR provides training on its procedures and on grant administration procedures to all new faculty members and to departments by request. The OSR communicates grant opportunities through its web site and through email.

The UM Research Board financially supports meritorious research projects to enhance long-term quantity and quality of research. An important goal is to leverage external funds by UM faculty by supporting promising new faculty and funding high quality new initiatives of senior faculty.

The Department of Business Administration provides funds for faculty development yearly. Each faculty member is given a set amount of money to use for travel to conferences, payment of publication fees, or other expenses connected to research and teaching development.

Tenure-track faculty members are given one course release per semester to conduct research as long as they continue an active research program. New Ph.D. faculty are given summer pay for two years and a graduate research assistant for two years to help them get their research program started.

### **Teaching**

The Center for Educational Research and Innovation (CERTI) provides support for teaching in several different programs. CERTI provides a series of workshops throughout the year that are open to all faculty members. This year, training is covering Student Response Systems in a series of 6 presentations from November through January. CERTI also provides a series of Leadership Luncheons, focus groups, or panel discussions with speakers on topics on pedagogical techniques. For faculty members who wish to obtain feedback on their teaching style and work on improvements, CERTI offers classroom observations and assessments

**3.5.3 Show the sources of funding for all major activities and how the resources are allocated. Show the anticipated funding sources for improvements and planned new activities**

	<b>Year</b>		
<b>Source</b>	<b>'05/06</b>	<b>'06/07</b>	<b>'07/08</b>
Rate Budget	\$1,759,254	\$2,060,046	\$2,198,246
Weiner Endowment	\$2388	\$2705	
DeKock Scholarship	\$0	\$0	
Accenture Scholarship	\$0	\$0	\$3300
Weiner Scholarship	\$31,337	\$4150	
Fund Raising	\$3530	\$5411	
Distance Education	\$15,991	\$39,304	
Summer Fees	\$28,697	\$39,266	\$24,269
Extended Learning		\$1546	
<b>TOTAL</b>	<b>\$1,841,197</b>	<b>\$2,152,428</b>	

**Table 12: Sources of Funds**

<b>Purpose</b>	<b>Amount 2007/08</b>
Salaries (Faculty and Staff)	\$1,602,635
Benefits	\$486,881
Faculty Development	\$52,750
Operating Expenses	\$110,850
Marketing Expenses	\$32,000
Start-up Packages for New Faculty	\$68,925
Teaching Support (Graders)	\$44,396
Research Support (GRAs)	\$52,942
Adjunct Instructors	\$63,244
GTAs	\$57,008
Graduate Fellowships	\$12,000
Scholarships	\$5,000
<b>TOTAL</b>	<b>\$2,588,631</b>

**Table 13: Resource Allocations**

Activity	Start Date	Completion Date	First Year Cost	Annual Cost	Funding Source	Responsibility
<b>1.1 Develop a formal assessment and evaluation mechanism of student outcomes to improve quality of education programs.</b>						
Implement undergraduate assessment.	2007	Spring 2008	\$175 Faculty time	\$200 & Faculty time	Rate Budget	Program Director and Department Chair
Develop and implement an assessment plan for the six MBA learning goals.	2008	Spring 2008	\$500 Faculty time	\$500 & Faculty time	Rate Budget	MBA Program Director and Department Chair
Develop learning goals for IST MS program.	2007	Spring 2008	Faculty time	Faculty time	Faculty Teaching Activity	Program Director and Department Chair
Identify operational definitions for learning goals for IST MS program.	2008	Spring 2008	Faculty time	Faculty time	Faculty Teaching Activity	Program Director and Department Chair
Develop MS IST assessment plan.	2008	Fall 2008	Faculty time	Faculty time	Faculty Teaching Activity	Program Director and Department Chair
Implement MS IST assessment plan.	2008	Spring 2009	Faculty time	Faculty time	Faculty Teaching Activity	Program Director and Department Chair
Evaluate undergraduate student progress on outcomes and develop improvements in instruction as needs are identified.	2007	Summer 2008	Faculty time	Faculty time	Faculty Teaching Activity	Program Director and Department Chair
Evaluate MBA student progress on outcomes and develop improvements in instruction as needs are identified.	2008	Fall 2008	Faculty time	Faculty time	Faculty Teaching Activity	MBA Program Director and Department Chair
Evaluate MS IST student progress on outcomes and develop improvements in instruction as needs are identified.	2008	Spring 2009	Faculty time	Faculty time	Faculty Teaching Activity	
Review all degree programs with our Advisory Board and/or key employers on a regular basis so that each program is reviewed every five years.	2007	2011	\$2500 Faculty time	\$2500 Faculty time	Rate Budget	Program Directors and Department Chair

<b>1.2 Expand and increase the quality of the resources, facilities, and personnel focused on teaching, learning, and the student experience by 2011.</b>						
Obtain AACSB accreditation.	2005	2011	Faculty time; AACSB fees; mentor expenses (\$4000)	Faculty time; AACSB fees; mentor expenses; site team visit expenses (\$6000)	Rate Budget	Department Chair
Academically qualified faculty in IST will take over basic programming classes and information systems class, assisted by graduate teaching assistants.	2007	Spring 2008	Faculty time	Faculty time	Faculty Teaching Activity	Program Director and Department Chair
Full-time faculty in IST, currently classified as other, will become professionally qualified.	2007	2011	Faculty time	Faculty time	Faculty service time	Program Director and Department Chair
Support faculty members in their teaching and research responsibilities.	2003	2011	\$45,000	\$285,000 by 2011	Rate Budget	Program Directors and Department Chair
<b>1.3 Provide students with active learning experiences.</b>						
Provide the opportunity department-wide for students to engage in research experiences with faculty	2003	2011	Faculty Time	Faculty Time	Faculty Research Activity	Program Directors
Integrate information system technological tools such as ERP (SAP, Oracle, PeopleSoft, and Microsoft Dynamics) into more classes	2007	2011	\$100,000	\$80,000	Rate Budget & Donations	Lian Qi, Bih-Ru Lea
Increase undergraduate student exposure to other cultures	2005	2011	\$500	\$500	Rate Budget	Morris Kalliny
<b>2.1 Grow majors in department programs to 600 by 2011, with diversity that more closely reflects the college population in the United States.</b>						
Achieve a third-to-fourth year retention rate of 90% and a six-year graduation rate of 70% for department undergraduate majors by 2011. Achieve an MBA and MS IST graduation rate of 90% by 2011.	2007	2011	Faculty time	Faculty time	Faculty service time	Stephanie Fitch, Bill Kehr, Brenda Bouse, Barry Flachsbart
Aggressively pursue recruiting students via means such as direct contact, increasing the	2007	2011	Faculty time	Faculty time	Faculty service time	Mike Hilgers

endowment base, and improving corporate sponsored opportunities and facilities						
<b>2.2 Continue to seek diversity in recruitment and retention of students, faculty, and staff.</b>						
Take advantage of the natural diversity of our degree areas to recruit a number of tenure/tenure-track female and traditionally under-represented minority faculty members to provide role models for a diverse student body.	2003	2011	Program Directors' Time; \$26,000 summer support	Program Directors' Time; \$26,000 summer support	Program Directors' Service Time	Richard Hall and Morris Kalliny
Aggressively recruit students who reflect the high standard of excellence and diversity of our vision via means such as early scholarship offers and personal contact.	2003	2011	Program Directors' Time; \$26,000 summer support	Program Directors' Time; \$26,000 summer support	Program Directors' service Time	Stephanie Fitch, Bill Kehr, Brenda Bouse
Improve placement of our graduates by improving our relationship with the COC so that they understand what our students have to offer and act on this knowledge.	2006	2011	Faculty time	Faculty time	Faculty service time	Brenda Bouse, Barry Flachsbart, Caroline Fisher
<b>2.3 Concentrate our resources on the programs that we can uniquely provide and have a sufficiently large potential audience.</b>						
Intensify marketing of the MBA program under our unique integrated-technology brand.	2006	2011	\$50,000	\$32,000	Rate Budget	Brenda Bouse
Develop a specific brand campaign for the areas of strength with our Department in order to improve the marketing of Business and IST.	2008	2011	Faculty time	Faculty time	Faculty service time	Cassie Elrod
Offer a part-time blended (on campus and distance) MBA program by 2008.	2008	2009	Faculty time	Faculty time	Faculty service time	Brenda Bouse
<b>3.1 Increase number of scholarly publications produced by faculty members.</b>						
Encourage, recognize, and support submission of papers to peer-refereed journals	2005	2011	Faculty time	Faculty time	Faculty research time	Richard Hall, Morris Kalliny, Caroline Fisher
Double the number of MS IST students graduating with Masters' theses by 2011	2007	2011	Faculty time	Faculty time	Faculty research time	Richard Hall

Create regular departmental research seminars by 2010	2008	2010	Faculty time	Faculty time	Faculty service time	Richard Hall
<b>4.1 Strengthen the external relations of the Department with its alumni, the local business community, and governmental and not-for-profit agencies.</b>						
Bring alumni and other business professionals to campus to interact with students and faculty	2007	2011	\$2000 Faculty time	\$4000 Faculty time	Rate Budget	Mike Hilgers and Brenda Bouse
Strengthen the senior capstone course.	2007	2009	\$1000 Faculty time	\$1000 Faculty time	Faculty teaching time	Chihmao Hsieh
Strengthen our Advisory Board.	2007	2011	Chair time	Chair time	Chair service time	Caroline Fisher
Maintain an alumni directory of our graduates as a networking resource	2008	2011	Faculty time	Faculty time	Faculty service time	Stephanie Fitch, Bill Kehr, Brenda Bouse, Barry Flachsbart

**Table 14: Financial Support for Strategic Action Items**

### **Evaluation of Performance against Standard 5**

The Department fully meets this standard in that it has adequate resources to fully meet its mission.

## **CHAPTER 4: EVALUATION AGAINST PARTICIPANTS' STANDARDS FOR BUSINESS ACCREDITATION**

### ***Standard 6: Student Admission***

*"The policies for admission to business degree programs offered by the School are clear and consistent with the School's mission."*

#### **4.6.1 Provide access to existing statements of admission policies**

Admission of undergraduate students to the Department of Business Administration is subject to the minimum requirements for general admission of first-time college students and transfer students to MST. These requirements are articulated in the 2007-2008 Undergraduate Catalog, pages 10-12.

Regular admission of first-time college students and transfer students with fewer than 24 college credits is based on the content of the high school transcript as well as a combination of aptitude examination percentile (ACT or SAT), class rank, and GPA. Admitted students in this category are automatically admitted into the Department.

Regular admission of transfer students with 24 or more college credits is based on the college level GPA. If the college GPA is above 2.5, the student is automatically admitted to the Department. If the college GPA is between 2.0 and 2.5, the Admissions Office forwards the student application to the Department, where a decision is made on an individual basis by the chair in consultation with faculty.

Special admission cases, international admissions, and the admission appeals process are clearly outlined in the Undergraduate Catalog.

Admission of graduate students to the Department is fully articulated in the 2007-2008 Graduate Catalog, pages 15-16 and 24. Transcripts from the undergraduate institution and GRE or GMAT scores are required, and the candidate for admission must meet particular prerequisite course requirements determined for the individual degree program. Admission must be approved by the chair of the Department as well as the Vice Provost for Graduate Studies. Applicants to the MBA program may be considered by the MBA Admissions Committee within the Department if the candidate does not obviously meet the minimum admission requirement, with their determination forwarded to the chair for a final decision. The same process is followed for the MS in IST program.

Dual enrollment, conditional admission and admission to graduate certificate programs are clearly outlined in the Graduate Catalog.

#### **4.6.2 Describe how admission policies serve the mission of the school**

MST attracts extremely talented, high-achieving students. The average ACT score of the incoming undergraduate student at MST is 27.1. Strong admission policies require a student to be motivated and academically gifted in order to be accepted, as these are the students who will succeed in our technology-oriented academic programs.

The MST Admissions Office has instituted recruitment activities within the last three years specifically to attract a more diverse student body in terms of major field. Special recruiting events are held throughout the state, the nation, and the world especially to attract a diverse student population and increase enrollment in non-engineering fields. Several of the Department's faculty members regularly attend these events. MST enrolls more than 6000 students from 48 states and 55 countries. More than 70 percent of students study in engineering, science fields, but enrollment in non-engineering fields is rising.



#### **4.6.3 Explain how the characteristics of the current student body result from application of admission policies and meet the school's mission, using data wherever possible**

Enrollment in the Department has consistently grown throughout its inception, as evidenced by enrollment figures elsewhere in this document. In a time when enrollment at our comparator institutions is falling, our enrollment continues to rise due to both the reputation of the university and that of the Department, as well as to our active recruiting efforts through the Admissions Office.

Diversity is emphasized at the campus level. The Department far exceeds the campus in racial and gender diversity. In 2003 (the last time this was counted departmentally), the Department was 18% African-American, as compared to 3 to 4% on campus as a whole for undergraduate students. A current departmental estimate as of the start of Fall 2007 is approximately 8 to 9% (figures for campus as a whole are unknown at this time). In addition, only 22 to 23% of the undergraduates on campus are female, as compared to 32% of the undergraduates in the Department as of Fall 2007.

The Department has also been privileged to be home to numerous student leaders. In the 2006-2007 academic year, the student body president and a large number of officers in student organizations were pursuing majors in the Department. Our students regularly rise as leaders in organizations as diverse as FBLA-PBL, Engineers without Borders, the Solar Car Team, and Greek Life in numbers disproportionate to their representation in the student body in general.

#### **Evaluation of Performance against Standard 6**

The Department of Business Administration fully meets this standard in that:

- MST maintains and applies appropriate admissions policies which serve the missions of the university and the department, completely meeting the requirements of this standard.

#### ***Standard 7: Student Retention***

*"The School has academic standards and retention practices that produce high quality graduates. The academic standards and retention practices are consistent with the School's mission."*

#### **4.7.1 Document academic standards and retention practices**

Four categories of academic standing are used: good standing, academic alert, scholastic probation and suspension for general deficiency. These academic standing criteria will be discussed below.

##### **Student Retention Strategies**

The Business Department has three primary avenues available to assist in student retention. First students are assigned a faculty advisor within the Department. Second, the University has a formal office that deals specifically with advising and retention – S&T Undergraduate Advising Office, Office of Undergraduate Studies. Through this office, an Academic Alert Program is offered to identify at risk students. The University also offers the On-Track Academic Success Program. These strategies are further discussed below.

##### **Close Faculty-Student Advising**

The building block of the University's retention policy is the close relationship faculty advisors are encouraged to have with their advisees. Rather than assigning the advising process to non-faculty personnel as is done in many institutions, faculty fulfill this role for all Business Department majors.

Faculty advisors meet with their advisees each semester to discuss a number of items including career goals, academic progress, and course schedules. One of the accountability items that are enforced is the practice of “lifting the Advising Hold”. This means that students cannot enroll for classes until the faculty advisor has approved their schedules. This practice helps insure that advisees meet regularly with their advisors.

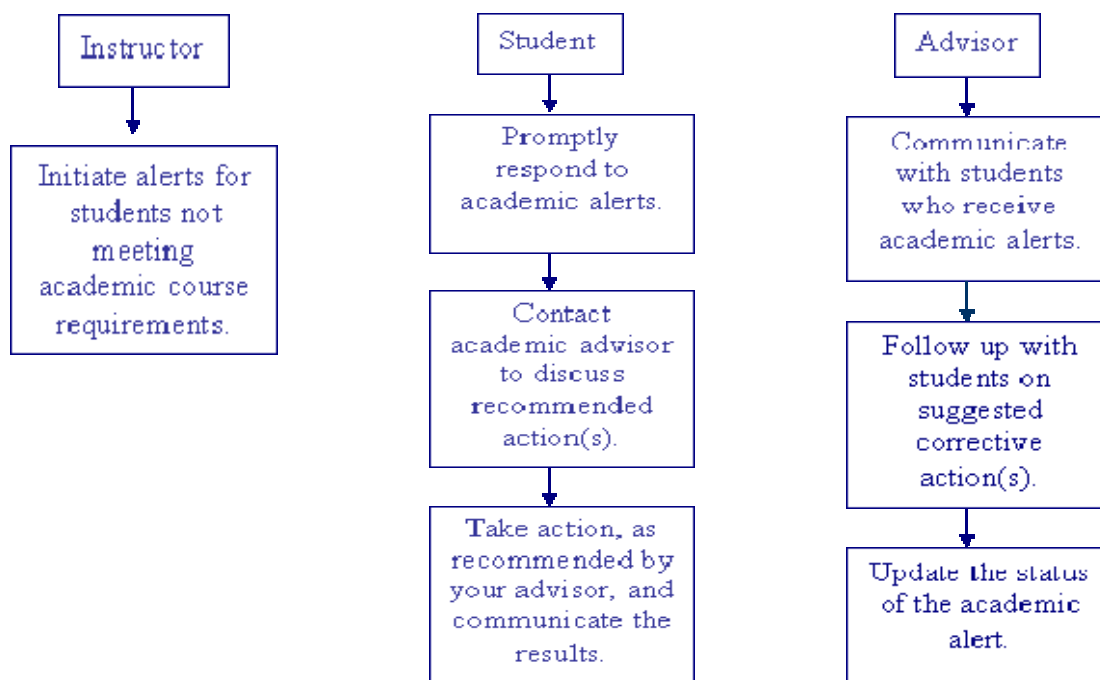
To help faculty in the advising process, the S&T Undergraduate Advising Office provides an array of services and training throughout the semesters. The Advising Office also maintains a web page with access to a selection of advising support resources.

### **Academic Alert Program**

To provide clarity regarding expectations, faculty state guidelines for success in their courses in the course syllabi. The Academic Alert Program is a web-based application that supports communication among instructors, advisors and students in cases where students are not meeting academic course requirements. It is designed to identify students having academic difficulty at any point in their study at the University. By identifying these students, the staff at the Undergraduate Advising Office can address their needs, thereby increasing the likelihood of their success. The primary goal of this program is to assist faculty and staff in improving the motivation and performance of underachieving students in an effort to improve the University’s retention of these students. Use of the Academic Alert Program is at the discretion of the faculty.

How Academic Alert works:

1. Instructor initiates alerts for students not meeting academic course requirements
2. Student responds to the academic alert and contacts the advisor to discuss actions recommended in the Alert.
3. Students then take action as recommended by their advisor and communicate the results
4. The advisor then follows up with students on suggested corrective actions, and updates the status of the academic alert.



**Figure 2: Academic Alert System**

### **Representatives Program:**

The Business Department is in the process of establishing a Student Advisory Board. This group will be made up of students in the department chosen by instructors. Among their duties will be to act as intermediaries between the balance of the student in the department and the faculty. One of their primary duties will be to communicate problems and concerns from other students to faculty members. With this process in place, any obstacles to retention that can be addressed by the faculty have a higher probability of receiving intervention.

### **4.7.2 Provide Descriptions of the processes and criteria for evaluation, identification, intervention and separation**

#### **Scholastic Probation**

A student is placed on scholastic probation if his/her current semester or cumulative GPA is less than 2.0. If the cumulative GPA is less than 2.0 and the current semester GPA is above 2.2, the student will not be placed on probation. A student on probation is restricted to 13 credit hours and may not hold office in any organization. If a student is on scholastic probation, he/she may not hold office in any student organization. He/she is not required to resign from organizations in which he/she is already a member, but he/she may not pledge, be initiated into, or join any other organization. Appeals related to that part of the regulations concerning holding an office in student organizations may be initiated in the Student Activities Office. Failure to submit the completed appeal form within ten school days following notification of the probationary status by the Student Activities Office will result in automatic denial of the appeal.

The following policies apply to students who are placed on scholastic probation:

1. If the student's current fall or spring semester average is above 2.200 and a minimum of 9 credit hours is passed, he/she will be removed from scholastic probation. Only credits earned during Fall and Spring semesters may be used to remove scholastic probation.
2. If the student's semester or cumulative grade point average is less than 2.00, he/she will remain on scholastic probation.
3. If the student's grades include one or more F's or U's and no credit hour grade higher than D, he/she will be dropped from the University.

#### **Readmission**

Students who have been denied readmission to the department may be granted readmission to the University by the provost on a temporary status called "restricted". Restricted students are permitted to register on scholastic probation and are normally limited to a maximum schedule of 12 semester hours. Academic advising is done by an advisor assigned to the student by the Provost. Readmission as a restricted student is normally with the understanding that the student will complete testing and counseling as prescribed by the S&T Counseling and Career Development Center. At the end of the first semester in a restricted category, future registration is permitted only if the student has either cleared scholastic probation or has been granted readmission to an academic department. Restricted Students are eligible for graduation from an academic department only after admission to that department.

#### **Scholastic Deficiency**

A student is considered to be scholastically deficient if he/she has two or more semesters of scholastic probation. Also, he/she is immediately considered scholastically deficient at the end of any semester in which he/she has one or more "U" or "F" grade and no grade higher than a "D". The student's records will be referred to his/her academic department for a decision on continued enrollment at S&T, with the results forwarded to the student by the Office of the Registrar. Students can appeal denied enrollment by the department to the Provost. Students who have pre-registered and paid fees will be allowed to keep their schedules, with appropriate modifications, if readmitted to the University.

### **Readmission**

If a student has been dropped for scholastic deficiency, he/she may continue his/her enrollment during a summer session but will not be allowed to enroll for a Fall or Spring semester without permission of the chair of the department in which he/she is majoring. If he/she desires to change departments and apply for readmission, the department to which admission is desired must be specified and admission is contingent upon his/her acceptance by the department and upon his/her pursuing the prescribed program of coursework toward a degree in the department.

#### **4.7.3 Provide data on the number of students identified with retention issues, the interventions undertaken, and the number of students separated over the last 6 years**

Academic Standing	Count
Academic Alert	24
Probation	12
Scholastic Deficiency	15
Dropped	6

**Table 15: Business Majors for SS07**

### **Evaluation of Performance against Standard 7**

The Department of Business Administration fully meets this standard in that:

- The Department has academic standards and retention policies in place these policies support the Department's mission.

### ***Standard 8: Staff Sufficiency-Student Support***

*"The School maintains a staff sufficient to provide stability and ongoing quality improvements for support activities. Student support activities reflect the school's mission and programs and the students' characteristics."*

#### **Academic Assistance**

The LEAD (Learning Enhancement Across Disciplines) Program offers learning forums for students who wish to improve their understanding of concepts and their mastery of skills through open-environment Learning Centers and scheduled drop-in tutoring.

The Academic Support Programs provides a range of resources for student success that include learning consultation, test and course review materials, individual learning style assessments, study skill enhancement workshops, and organization of study groups. The Joint Academic management program provides assistance for students enrolled in the foundational math courses to maximize their success through identifying and utilizing life and study skills while working collaboratively towards mastery of their basic math coursework.

The Counseling Center offers a variety of services to the S&T campus, including individual and group counseling, consultation for academic success, organizational development, programming on many topics (teamwork, stress management, academic success, test anxiety, conflict resolution, and time management). Persons wondering about their majors and career options can seek career counseling at the Counseling Center.

The Writing Center provides assistance with students' writing skills. The Center is staffed by peer writing tutors who are trained both to teach general writing skills and to offer help with specialized forms of writing, such as research papers and laboratory reports. The Center periodically offers workshops and presentations related to writing.

The Coordinator of Disability Support Services makes S&T programs and services available to all persons. The Coordinator reviews documentation provided by the student and makes an initial determination as to whether requested accommodations and related services are required.

The Undergraduate Advising Office is responsible for advising undecided undergraduates and academically deficient students. All S&T instructors, advisors and departments are encouraged to refer deficient students to the Undergraduate Advising Office for assistance. The office provides student academic recovery sessions, faculty advising development conferences, campus outstanding academic advising awards and advising best practice tips and training. The Undergraduate Advising Office developed an academic recovery program in 2007 to assist probationary and academically deficient students on campus. This intervention program incorporates campus resources, academic alerts, success workshops, advising conference, and peer mentors to empower students to return to good academic standing.

The Academic Alert System is a web-based application that supports communication among instructors, advisors, and students in cases where students are not meeting academic course requirements. This new on-line system replaces the old "paper version" of the Early Warning System and is intended to improve student retention through increased early intervention.

The First Year Experience is designed to help first year students transition to college life at S&T. The First Year Experience offers programs that help students achieve academic success and adjust to the personal and professional challenges of college life. These programs provide students an orientation to academic skills development and connect students with many beneficial resources that are available to them within the S&T community. The Department of Business offers two one-semester, 0.5 credit hour courses to help freshmen and transfer students adjust to academic life at S&T.

### **Academic Advising**

Each student who declares a major in the Department is assigned a faculty advisor. Three faculty members serve as advisors to all freshmen, sophomores, and transfer students. Other faculty members advise graduate thesis advisors and upper-level undergraduates that match their teaching and research interests. The student must meet with the advisor at least once each semester for course advising; the advisor lifts a hold on the student's ability to register for courses for the following semester after they have agreed on a schedule.

### **Career Advising**

Beyond the career advising provided by faculty advisors, students wondering about their majors and career options can seek career counseling at the Counseling Center. The Career Opportunities Center (COC) provides many services to assist S&T students and graduates in their job search for professional full-time, summer, and co-op employment and internships. The COC web page is accessible on the Internet and contains information on services, career fairs, events, on-campus interviews, job listings, and the COC Career Guide. Appointments are available with Career Advisors who work one-on-one with students to review their resumes and cover letters and to discuss job search concerns. Workshops on resume and cover letter writing, conquering the Career Fair, professionalism and interviewing skills, evaluating a job offer, and dinner etiquette are provided each semester. A series of seminars, "Life after S&T," is presented each spring for graduating students. Practice interviews are available to students who want to assess and improve their interviewing skills.

Two Career Fairs are sponsored each year to provide students direct access to hundreds of employer representatives. The fall Career Fair is one of the largest in the mid-west based on the number of companies who send recruiters to S&T's campus. Full-time, summer, and co-op interviews are conducted by employers in the COC's professional interview suites. When a student registers with the COC, their resume can be referred to employers who are interested in hiring S&T students even though the employer may not necessarily come to campus to interview.

The Department of Business invites speakers from a wide variety of companies to campus to speak with students. This past fall (2007), Junction Solutions gave a presentation concerning job opportunities for students in business and information sciences & technology. It is one of the companies that hire a large number of our graduates. During the MBA core, students are given an opportunity to consult with high-level executives on career options.

## **Evaluation of Performance against Standard 8**

The Department of Business Administration fully meets this standard in that:

- S&T is outstanding in the variety and quality of academic and career services it provides to its students. It has sufficient staff to maintain and improve student services. The services provided meet the requirements of the Department's mission.

## ***Standard 9: Faculty Sufficiency***

*"The school maintains a faculty sufficient to provide stability and ongoing quality improvements for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, majors, areas of emphasis and locations have the opportunity to receive instruction from appropriately qualified faculty."*

### **4.9.1 Describe the faculty complement available to fulfill the school's mission and all instructional programs they staff in the most recent academic year**

The Department of Business Administration currently has 16 full time faculty members, one faculty member at 50% appointment with the Psychology department, and one faculty who was full-time, but left in the middle of the evaluation period, so was not here for fall 2007. We have three fulltime, support personnel and an additional staff member at 75%. We used graduate teaching assistants to teach three basic programming courses during the fall semester. This number of faculty is adequate to cover courses, as indicated by our class average of 13/1 faculty/student ratio, and adequate to cover other activities such as curriculum and course development to support our mission and goals.

#### **Professors:**

- Caroline Fisher (chair)
- Barry Flachsbart
- Richard Hall
- Michael Hilgers

#### **Assistant Professors:**

- Joseph Bradley
- Lance Gentry
- Chihmao Hsieh
- Morris Kalliny
- Bih-Ru Lea
- Julie Patock-Peckham (50% appointment with Psychology)
- Lian Qi
- Hong Sheng (50% appointment with Business and 50% with IST)
- Vincent Yu

#### **Instructors/Lecturers**

- Yu-Hsien Chiu
- Cassie Elrod
- Stephanie Fitch
- William Kehr
- Yingchou Lin

The department also utilizes three types of part time/adjunct faculty. The professional faculty members are practicing in the field in which they are teaching, and have appropriate graduate degrees. The graduate teaching assistants are master's levels student in the IST or MBA program who have taken the basic programming classes and performed exceptionally well in them. Finally, one professor from the S&T economics department taught economics in the MBA program, and one faculty from Computer Science taught a class co-listed with our department.

#### **Part Time Instructors**

- Professional
  - Eric Anderson
  - Tim Doty
  - Chris Merz
  - Gina Bobbitt
- Faculty from Other Departments
  - Greg Gelles (professor, economics)

### **4.9.2 Demonstrate how faculty members and staff fulfill the functions of curriculum development, course development, course delivery, academic assistance, academic advising, career advising, and other activities that support the school's mission**

#### **Faculty Work Load**

Department faculty members are expected to contribute to the traditional areas of teaching, research, and service. The distribution of effort among these three areas varies for different faculty members, depending on the faculty's strengths, and the needs of the department, as determined by the mission and goals. The appropriate Program Director, with Department Chair approval, has the responsibility for determining the workload of each faculty member following the results of the Annual Activity Planning Process.

All faculty members annually submit a *Faculty Activity Plan* to the Department Chair through the Program Director. This plan, to be included with materials submitted for the annual review, include: A) Faculty goals for the upcoming academic year; and B) A plan for achieving these goals, including information such as desired courses and course load; and plans for research and service activities. Plans must reflect the Department's goals related to intellectual contributions and professional activities and reflect the academic and/or professional qualifications of the faculty member. The relevant Program Director and Department Chair review the plan and work with the faculty member to modify the plan, if necessary, to assure that Department needs are met.

#### **Curriculum**

The department has a systematic process in place for curriculum modification. There is one curriculum committee for each of the four degree programs offered by the department. Any faculty member may propose a curriculum change to the appropriate Department curriculum committee. The committee reviews all proposed curriculum additions/modifications with the goal of assuring that the proposals are consistent with Department vision, mission, and goals, and that the curricula of the various programs work together in a non-redundant and synergistic fashion. The committees must also determine whether the proposed change will better serve our constituents (students, employers, etc.) If the committee approves the proposed curriculum change, it is submitted to the Department Chair using an approved University curriculum form.

If approved by the chair, the course and curriculum changes are forwarded to the University Curriculum committee. If approved by this committee, they are forwarded to the academic council, in order to assure that the proposed curricula are consistent with the University goals and mission. Finally, changes to degree requirements; or new proposed degree programs, are forwarded to the University system, and the Missouri Coordinating board for Higher Education for approval.

**4.9.3 Table I should be completed to document deployment of participating and supporting faculty**

<b>Program</b>	<b>Name</b>	<b>Participating or Supporting</b>	<b>Amount of teaching if P (% full time)</b>	<b>Amount of teaching if S (% full time)</b>	<b>PA/(PA + SA) must be &gt; 60%</b>
Business	Eric Anderson	P	25		
	Joseph Bradley	P	100		
	Yu-Hsien Chiu	P	100		
	Cassie Elrod	P	100		
	Caroline Fisher	P	50		
	Stephanie Fitch	P	13		
	Greg Gelles	P	13		
	Lance Gentry	P	100		
	Chihmao Hsieh	P	100		
	Morris Kalliny	P	100		
	Bih-Ru Lea	P	100		
	Gina Bobbitt	S		25	
	Julie Patock-Peckham	P	50		
	Lian Qi	P	100		
	Hong Sheng	P	50		
<b>Bus total</b>			<b>1001</b>	<b>25</b>	<b>97.5%</b>
IST	Tim Doty	S		25	
	Barry Flachsbart	P	100		
	Richard Hall	P	100		
	Bill Kehr	P	100		
	Michael Hilgers	P	100		
	Chris Merz	S		25	
	Hong Sheng	P	50		
	Vincent Yu	P	100		
<b>IST total</b>			<b>550</b>	<b>50</b>	<b>91.7%</b>
<b>Dept. Total</b>			<b>1551</b>	<b>75</b>	<b>95.4%</b>

**Table 16: Table I - Participating and Supporting Faculty Spring 2008**

**Evaluation of Performance against Standard 9**

The Department of Business Administration fully meets this standard.



## ***Standard 10: Faculty Qualifications***

*“The faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure that this occurs, the School has a clearly defined process to evaluate individual faculty member’s contribution to the School’s mission.”*

### **4.10.1 The School should provide information on academic and professional qualifications for each faculty member. This may be provided in the form of academic vitae, but must include sufficient details as to actions, impacts, and timing to support an understanding of faculty development activities**

The Business Administration Department’s policy for AQ and PQ follow:

#### **4.10.1.1 ACADEMIC QUALIFICATION**

##### **Initial Academic Qualification**

Initial academic qualification is achieved by earning a Ph.D. (or highest degree available appropriate for the teaching discipline) from an accredited institution in the area of teaching. This initial academic qualification continues for a period of five years from earning the Ph.D.

##### **Ongoing Academic Qualification**

Continuing academic qualification requires intellectual contributions in the teaching area of at least five intellectual contributions and validating experiences within the prior five years. At least two of these intellectual contributions must be quality publications. A quality publication is a journal article that:

- Was subjected to a documented formal review process. The faculty member must provide evidence that the publication outlet uses a documented review process. Such documentation may come from Cabell’s *Directory of Publishing Opportunities* or the publication itself.
- Is readily available for public scrutiny in a library or through an on-line retrieval service. The publication outlet must be one that is traditionally subscribed to by a college library or one that is available on line. A “working paper series” published by a department is not an acceptable outlet by definition.

A validating experience is an activity or accomplishment that is considered to add value to an independent third party. Typically, the third party has “purchased” the talent or expertise of a faculty member, either literally or by selecting the faculty member to perform a highly valued function. The rationale for a validating experience is that a faculty member possesses a certain degree of current knowledge, skill, or ability that is sought after by the business community or by others in academe. Examples of validating experiences for academic qualification include, but are not limited to:

- Funded grant proposals.
- Scholarly books.
- Textbooks.
- Refereed proceedings.
- Refereed papers presented at academic or professional meetings.
- Chapters in books (including cases with instructional materials).
- Research monographs.
- Articles in trade journals.
- Invited papers in an academic journal or a nationally-known practitioner periodical.
- Published instructional software that is publicly available.
- Book reviews published in a journal.

- Published editorial pieces.
- Published cases without instructional materials.
- Papers presented at faculty research seminars at other universities or other academic settings outside S&T.
- Course materials (study guides, test banks, etc.) that are published by a publishing house.
- A faculty internship where a faculty member works full time for a company for a minimum period of time of five weeks and is given a project to complete or a set of responsibilities to execute. A faculty internship should involve more than a once-a-week meeting with middle managers, for example.
- Major editorial responsibility such as editor-in-chief or executive editor of a journal, practitioner periodical or academic proceedings. Serving as one of several editors on an editorial review board or serving as a referee for a journal is not considered a major editorial experience.
- A new and appropriate professional certification. Maintaining professional certification by accumulating the requisite number of continuing education units does not qualify as a validating experience.
- An active consulting practice with evidence of multiple major clients.
- Membership on the board of directors for a for-profit or a significant not-for-profit organization.
- Ownership of a profitable business with substantial annual revenues.

#### **4.10.1.2 PROFESSIONAL QUALIFICATION**

##### **Initial Professional Qualification**

Professional qualifications are initially judged on an individual basis. A faculty member in the Department of Business Administration will be considered professionally qualified if that member possesses at least a masters degree in a topic related to the area of instruction and professional experience that is significant in duration (5 years or longer) and level of responsibility at the time of hiring. Judgment of the level of responsibility depends on the focus of the courses taught. Technical experience would be considered appropriate for teaching a beginning or technical course at the undergraduate level such as web site design or financial accounting. Managerial experience would be required for a management course, especially above the introductory level.

##### **Continuing Professional Qualification**

Continued professional qualification after meeting the initial professional qualification standards described above would require either (1) continuing work at the same professional level as above, full time or part time; (2) paid consulting with a for-profit organization of at least 30 days a year, or (3) completion of at least one validating experience (see examples below) or quality publication over the past five years.

A quality publication is a journal article that:

- Was subjected to a documented formal review process. The faculty member must provide evidence that the publication outlet uses a documented review process. Such documentation may come from Cabell's *Directory of Publishing Opportunities* or the publication itself.
- Is readily available for public scrutiny in a library or through an on-line retrieval service. The publication outlet must be one that is traditionally subscribed to by a college library or one that is available on line. A "working paper series" published by a department is not an acceptable outlet by definition.

A validating experience is an activity or accomplishment that is considered to add value to an independent third party. Typically, the third party has "purchased" the talent or expertise of a faculty member, either literally or by selecting the faculty member to perform a highly valued function. The rationale for a validating experience is that a faculty member possesses a certain degree of current knowledge, skill, or ability that is sought after by the business community or by others in academe. Other validating experiences enhance the faculty member's skills in the area of teaching. Examples of validating experiences for professional qualification include, but are not limited to:

- A new and appropriate professional certification.
- Completing college-level course work relevant to the area of instruction.
- Attending a professional conference in the area of teaching.
- An active consulting practice with evidence of multiple major clients.
- Membership on the board of directors for a for-profit or significant not-for-profit organization.

- Ownership of a profitable business with substantial annual revenues.
- A refereed paper presented at academic or professional meetings.
- An invited paper in an academic journal or a nationally-known practitioner periodical.
- An article in a trade journal.
- A funded grant proposal.
- A scholarly book.
- A textbook.
- A refereed proceeding.
- A chapter in a book (including cases with instructional materials).
- A research monograph.
- Published instructional software that is publicly available.
- A book review published in a journal.
- A published editorial piece
- A published case without instructional materials.
- A paper presented at a faculty research seminar at another university or other academic setting outside S&T.
- Course materials (study guides, test banks, etc.) that are published by a publishing house.
- A faculty internship where a faculty member works full time for a company for a minimum period of time of five weeks and is given a project to complete or a set of responsibilities to execute. A faculty internship should involve more than a once-a-week meeting with middle managers, for example.

Major editorial responsibility such as editor-in-chief or executive editor of a journal, practitioner periodical, or academic proceedings. Serving as one of several editors on an editorial review board or serving as a referee for a journal is not considered a major editorial experience.

#### **4.10.2 Documentation clearly identifies which of the three areas of contributions is represented in each faculty members' development**

See Table II (Table 59) in the Appendix.

#### **4.10.3 The school should provide an aggregated summary of the qualifications and development contributions by the faculty members**

See Table IIA (Table 60) in the Appendix.

#### **4.10.4 Tables II and IIA should be completed to summarize deployment of Academically qualified and Professionally qualified faculty**

See Table II (Table 59) and IIA (Table 60) in the Appendix for this summary.

### **Evaluation of Performance against Standard 10**

The business administration department partially meets this criterion. The business program clearly meets the standard for percentage of academically qualified faculty (80.2%) and for academically or professionally qualified faculty (100%). The IST program meets the criteria of 50% for academically qualified faculty (59.5%), but slightly misses the criteria of 90% academically or professionally qualified faculty (82.9%). In addition the department, overall, meets the AQ standard (73.3%), and meets the AQ/PQ standard of 90% (94.6%)

The following action plan will be followed in order to completely meet this standard.

Item to be Accomplished	Person(s) Responsible	Projected Completion Date
Academically qualified faculty in IST will take over basic programming classes and information systems class, assisted by graduate teaching assistants.	Chair and IST program director	Spring 2008
Two full-time faculty in IST, currently classified as other, will become professionally qualified	Chair and IST program director	Spring 2009

**Table 17: Action Items for Standard 10**

## ***Standard 11: Faculty Management and Support***

*“The School has well-documented and communicated processes in place to manage and support faculty members over the progression of their careers consistent with the school’s mission. These include:*

- *Determining appropriate teaching assignments, intellectual expectations, and service workloads.*
- *Providing staff and other mechanisms to support faculty in meeting the expectations the school holds for them on all mission-related activities.*
- *Providing orientation, guidance, and mentoring.*
- *Undertaking formal periodic review, promotion, and reward processes.*
- *Maintaining overall plans for faculty resources.”*

### **4.11.1 Describe the processes for determining performance expectations for faculty**

Performance expectations for faculty are described by the Rules and Bylaws of the University of Missouri system and of the University of Missouri—Rolla. The system Rules and Bylaws document (310.080 Regular Faculty Workload Policy) states that each department will develop a faculty workload standard for teaching, research, service, and administration. The average instructional responsibility for all regular faculty members on each campus is set at 9 section credits per semester by these bylaws. The chief academic officer confers with the department chair to establish departmental workload standards. The department chair, in consultation with the individual faculty member, determines a faculty member’s assignments and distribution of effort in the areas of teaching, research, service, and administration relative to the departmental workload standard with assignments among faculty members varying to meet the objectives of the department.

The MST Faculty Workload Policy (<http://provost.MST.edu/faculty/workloadguidelines.html>) states that, “MST regards a full time teaching load as 12 section credits per semester or the equivalent thereof, plus a minimum of 4 office hours per week.” The department chair is given authorization to assign a course to the equivalent of 1.5 courses of 3 credit hours when it is a new preparation or requires an unusual level of work. The department chair can also release a faculty member for a portion of the teaching load for research and service activities with the maximum amount of release time per semester being 9 hours.

The Department Policies, Procedures, and Governance Manual describes expectations for faculty in Section 6: Faculty Workload. The normal teaching load for a tenured or tenure-track faculty member is 6 hours a semester as long as that member remains academically or professionally qualified. The normal load for a non-tenure-track faculty member or a faculty member who loses academic or professional qualification is 12 hours a semester. Full-time faculty members annually submit a *Faculty Activity Plan* to the Department Chair through the Program Director. This plan, due near the end of fall semester each year, expresses a desired set of courses to be taught as well as priorities for intellectual, professional, service, and faculty development activities for the coming academic

year. The relevant Program Director and Department Chair will review the plan, and work with the faculty member to modify the plan, if necessary, to assure that department needs are met.

#### **4.11.2 Show how performance expectations are communicated to faculty members**

The primary method of communicating performance expectations to faculty members is through the Department Policies, Procedures, and Governance Manual and the Promotion and Tenure Procedures document. These documents were developed during a period from spring 2007 through October 2007 when they were approved by the faculty. Both are available on the departmental shared drive and a copy is given to each new faculty member during orientation.

#### **4.11.3 Describe review, promotion, and reward processes**

Every full-time faculty member submits a *Faculty Activity Plan* annually. The faculty member tracks his or her activities on the Faculty Accomplishment system. The Department Chair downloads a report of each faculty member's activities for the year and compares them to the annual plan to develop the annual review. The review is discussed with the faculty member, then given to the faculty member in writing. The faculty member may request revisions and may make written comments to the annual review. The review, with the faculty member's comments, is kept in the faculty member's personnel file and a copy is forwarded to the Provost. The Department Chair recommends pay raises for each faculty member to the Provost and Chancellor, including both merit raises and special raises. The Provost and Chancellor determine the final faculty raises.

All tenure-track faculty members receive a third-year review following guidelines established by the Provost (<http://provost.MST.edu/faculty/handbook-review.html>). The Provost appoints a counseling team that reviews the member's dossier and a departmental review written by the department chair. The team discusses its findings with the member.

Tenure and promotion policies are described in the UM System Rules and Regulations 320.035 Policy and Procedures for Promotion and Tenure (<http://www.umsystem.edu/ums/departments/gc/rules/personnel/320/035.shtml>), in the MST Rules and Bylaws (<http://provost.MST.edu/faculty/documentation.html>), and in the department Promotion and Tenure Procedures. The candidate for tenure or promotion is notified of eligibility by the Provost. The candidate creates a dossier of his or her accomplishments and submits that document to the Department Chair. The Department Chair sends the dossier to 3 to 5 outside reviewers in the area of the candidate. The Chair sends the dossier and the review letters to the departmental Tenure and Promotion Committee. This committee reviews these documents and recommends for or against promotion and/or tenure. The Chair reviews the committee's decision and comments, then writes a review and recommendation. Both reviews and recommendations are added to the dossier and forwarded to the Provost. The Provost submits the dossier to the MST Tenure and Promotion Committee and area subcommittee. The subcommittee reviews the dossier and makes a recommendation to the full committee. The full committee makes a recommendation to the Chancellor. The Chancellor and Provost make the final determination of promotion and/or tenure. The candidate may appeal the decision directly to the Chancellor.

Standards for review and promotion of non-tenure-track faculty members are defined by the UM Rules and Regulations 310.035 Non-Tenure Track Faculty (<http://www.umsystem.edu/ums/departments/gc/rules/bylaws/310/035.shtml>). The MST campus and Department of Business Administration have not as yet defined equivalent procedures.

Tenured faculty members are reviewed every five years following UM system and MST guidelines. Their performance is rated as satisfactory or not satisfactory. If a faculty member's performance is deemed not satisfactory, then a plan for improvement is created jointly by the chair and faculty member. The Department of Business Administration has not had a faculty member come up for a five-year post tenure evaluation to date.

#### 4.11.4 Describe the overall faculty resource plan.

The faculty resource plan calls for hiring full-time, tenure-track faculty in the following disciplines over the next few years:

Accounting (replacement)  
Finance (replacement)  
Finance (new)  
Management (new)  
Management Information Systems (new)  
Marketing (new)

These plans are developed by the Chair in consultation with the Executive Committee based upon (1) current enrollments, (2) current faculty, (3) faculty leaving, (4) growth expectations, and (4) proposed programs. In addition, the plan calls for all faculty to achieve and maintain academic or professional qualification standards over the next two years. Faculty who do not meet these standards will be encouraged to retire or leave. Adjunct faculty will be used to supplement full-time faculty in areas where we do not need a full-time person and in areas where we need experts, as well as to even out course enrollments during this time of growth. Graduate teaching assistants will be used to assist faculty who are carrying higher than normal loads, either three courses during a semester or unusually large classes.

#### Evaluation of Performance against Standard 11

The Department of Business Administration has well-documented processes for supporting tenure-track faculty, including procedures for determining assignments, annual evaluations, third-year reviews, and promotion and tenure decisions. Equivalent procedures for non-tenure-track faculty need to be developed.

Item to be Accomplished	Person(s) Responsible	Projected Completion Date
Create criteria for non-tenure track faculty promotion within newly developed UM system criteria.	Chair	Spring 2008

Table 18: Action Items to meet Standard 11

#### ***Standard 12: Aggregate Faculty and Staff Educational Responsibility***

*“The Business School’s faculty in aggregate, its faculty subunits, and individual faculty, administrators and staff share responsibility to:*

- Ensure that adequate time is devoted to learning activities for all faculty members and students.*
- Ensure adequate student/faculty contact across the learning experiences.*
- Set high expectations for academic achievement and provide leadership towards those expectations.*
- Evaluate instructional effectiveness and overall student achievement.*
- Continuously improve instructional programs.*
- Innovate in instructional processes.”*

#### **4.12.1. Show time-on-task for students and faculty members and show student faculty interaction through review of syllabi or other appropriate means**

By design, the department has structured itself to be accessible. Currently, the number of students per teacher is roughly 13:1. The layout of our physical facilities, allows graduate students and professors to share the same space. Recent renovations have created a central common lounge where faculty and students can mix outside of class.

Professors normally schedule about one office hour for each hour in the physical classroom. But in the modern virtual classroom, students can expect answers to questions literally any time of the day or night.

All syllabi are a matter of “public record”. That is, a physical copy is placed in the main office and a digital copy is stored on the departmental shared drives. This allows for quick review if any concern is raised by a student. The campus attempts to maintain a standard syllabus and it holds workshops on syllabus writing. The concepts developed in these workshops are often shared at department meetings or seminars. The department developed its own standard syllabus during summer 2007 and adopted it in September.

#### **4.12.2. Describe processes for the evaluation of the quality of instruction**

Currently, MST uses several methods for evaluating instruction. The Committee for Effective Teaching administers a survey each semester. It attempts to perform a homogeneous evaluation based on a Likert scale of 0 to 5. This yields an overall teaching rating for the course and the teacher. Department averages are higher than the averages for MST as a whole. At the same time the survey is administered, a set of open-ended questions are distributed. These give the students the opportunity to discuss aspects of the class in (painful) detail. Very often, a professor can deduce means for improving a course from the surveys.

A completely different mean of evaluation is the peer-evaluation. In this type of evaluation, an older more experienced professor will attend a few lectures of the class, review syllabus and assignments, and so forth. After a coherent recommendation can be made, the two professors will get together, possibly, with the chairman, and the recommendations will be reviewed and implemented.

#### **4.12.3. Show how learning expectations are communicated to all involved**

There are many levels of authority that impact the communication of learning expectations. Starting at the simplest level, the first formal communication is the semester syllabus. See [http://ugs.mst.edu/documents/Syllabus\\_2007\\_08\\_141.pdf](http://ugs.mst.edu/documents/Syllabus_2007_08_141.pdf) for a standard example of a campus syllabus. This syllabus includes a readings/problem schedule as well as announcing examination dates. This allows the class to solidify the order in which learning objects will be delivered. The syllabus also contains references to the Student Academic Handbook.

Day to day learning expectations can be communicated via paper on a printed copy of an assignment, blackboard assignment section, email, and drop box. Phone and instant messaging have also been used!

#### **4.12.4. Describe how evaluations guide instructional improvement. Provide recent examples**

MST is strongly committed to guided instructional improvement. An extensive discussion of this is given in Standard 13. For lack of redundancy's sake, we will mention a few departmental examples in this section.

Several years ago, the Office of Undergraduate Studies (<http://ugs.mst.edu/>) instituted a Dean's Teaching Scholar Award (<http://ugs.mst.edu/certi/awards/index.html>) and in 2005 Prof. Michael G. Hilgers was awarded the title. In 2006, Prof. Richard H. Hall was also recognized with the title. Part of the responsibility of the title is to mentor younger faculty into a guided improvement of their instruction. In 2006, Prof. Hilgers spent considerable time working with Dr. Vincent Yu, for example, on fostering a positive learning environment.

Ms. Stephanie Fitch worked with a new faculty member during the spring 2007 semester, visiting his classes and consulting with him. Student feedback during the fall 2007 semester indicates considerable improvement in student satisfaction.

Dr. Caroline Fisher worked with an adjunct faculty member going over student evaluations. The faculty member modified her teaching for the fall 2007 semester.

#### **4.12.5. Describe recent instructional innovations and how they relate to systematic evaluation or assessment**

Dr. Bih-Ru Lea began using a student response system in her Managerial Accounting class during the 2006/07 academic year. Her teaching evaluations increased once she began using this system to increase student involvement in the classroom.

#### **Evaluation of Performance against Standard 12**

The School of Business fully meets this standard in that:

- All participants understand the expectations for the investment of time by students and faculty members in learning activities.
- There is frequent interaction between students and faculty members that develops critical dialogues, provides mentoring support, offers role models, and fosters professional dedication and commitment.
- Learning goals are initially established and then monitored and reevaluated based on student reactions, peer observation, expert observation, and periodic assessment of the impact of instruction on later performance.
- The school and its faculty members hold high expectations for themselves and their students. These standards are communicated clearly and frequently to all members of the community.
- The school and its faculty members use established processes to evaluate and guide instructional improvement.
- The school and its faculty members participate in the development and evaluation of innovations in teaching and learning.

#### ***Standard 13: Individual Faculty Responsibility***

*“Individual teaching faculty members:*

- *Operate with integrity in their dealings with students and colleagues.*
- *Keep their own knowledge current with the continuing development of their teaching disciplines.*
- *Actively involve students in the learning process.*
- *Encourage collaboration and cooperation among participants.*
- *Ensure frequent, prompt feedback on student performance.”*

#### **4.13.1 Provide examples through course syllabi, course project descriptions, learning products, and other descriptive materials that demonstrate:**

- Active student involvement.
- Collaborative learning experiences.
- Frequent, prompt, and accurate feedback.

#### **Example Active Learning Projects, Fall 2007**

Here are some quoted examples from various classes in the department that demonstrate active learning.

##### *BUS 240 Marketing*

“As part of the class, you will be responsible for a marketing project. You will work as part of a team (no more than 4 people per team). You will be provided with a new business plan to evaluate its feasibility. You will be responsible for a written summary of the problem and a plan for addressing it (10-15 pages long). Each team will be required to make a formal presentation toward the end of the semester where each team member must take part. Each team member’s project grade will consist of two parts, an individual grade and a group grade. The individual group grade will be determined by the feedback received from the team leader and the team members. The group grade will be determined based on the group’s performance.”



### *M&IS 10 Introduction to SM&IS*

*Journal Writings:* “During this semester, you will write in your composition notebook fifteen numbered journal entries from our textbook. These entries will be written outside of class. Additionally, you will write occasional lettered journal entries based on class exercises. These entries will be written in class. At various times you will have an opportunity to read a journal entry to one or more classmates. Therefore, please bring your journal and textbook to every class.”

### *M&IS 397 Capstone*

“The course is split into two parts. In Part I (5 weeks), you form into ‘proposal teams’ of 4-8 students max, and each team will complete a ‘Business Proposal’ that will be formally presented in person to the Phelps County Bank (PCB) in attempts to acquire a real-life loan. For past proposal teams the max loan has been \$10k. Teams that secure a loan are then called ‘venture teams.’ Members from all other teams can choose to either apply to work for venture teams or form ‘reborn’ proposal teams and create a new Business Proposal for the rest of the semester. In Part II (10.5 weeks), each of you will be part of either a venture team or a reborn proposal team. Venture teams operate their venture, ending the semester by submitting a ‘Comprehensive Report.’ Reborn proposal teams end the semester by submitting a new Business Proposal; they do not make loan presentations again. The team document created by each team in Part II is called the ‘Final Document.’ 360-degree peer evaluations are administered each time team documents are submitted, once at the conclusion of Part I, once at the conclusion of Part II.

Before teams and business ventures are finalized, an event will be held where students complete a 1-page worksheet, then interact among each other to help generate and evaluate ideas, as well as to campaign to attract team members. S&T faculty and/or administrators will be joining us. This semester’s event is tentatively scheduled for Aug 29 during class time at the Havener Center. Students unable to attend can make it up by handing in a 1.5 page paper to be determined later in the semester.”

### *IST 151 Introduction to JAVA Programming*

“A significant programming project will also be assigned. This project is to be done as a group exercise, with groups of up to three individuals. Each group is to work independently (same rules as with programming assignments, except that the group works together). Each individual's name must appear on all materials submitted on behalf of the group. When the projects are completed, each individual in the group is to (individually) submit an estimate to me of the proportion of the group work that was done by each member of the group, including the individual submitting the estimate. Any comments on the working of the group and the efficiency of the organization style you chose may be submitted at the same time. Credit for the project may be adjusted, based on these reports (e.g., a group organized in a "strong leader" style that fails may result in lower credit for the leader; a group that had only a small portion of useful work done by one individual may result in lower credit for that individual). [Hint: Based on past reports, a group organized with a single leader to ensure that deadlines are met has worked much better than "democratic" groups.]”

### *IST 233 Introduction to Computer Networks and Communications*

“Throughout the semester groups of students will design posters covering major subject areas relating to the course and/or the telecommunications industry. The basic software needed will be available on the class Blackboard site. Each student will participate in one poster project. Subjects, formats, work groups, timing and other aspects of the projects will be discussed and decided upon during the semester.”

### **Faculty Integrity**

All campus constituents are guided by the MST values as summarized in the Strategic Plan ([http://chancellor.mst.edu/documents/2007-2011\\_Plan.pdf](http://chancellor.mst.edu/documents/2007-2011_Plan.pdf)). The Department of Business Administration fully subscribes to these values.

#### **“Values**

**Tradition:** *We are a diverse scholarly community of hard-working problem-solvers who draw inspiration, strength, and pride from our history, our students’ success, and our entrepreneurial spirit.*

**Interdisciplinary Collaboration:** *We value the entire realm of human knowledge and seek to transcend conventional boundaries in the pursuit of our goals.*

**Inclusiveness:** *We encourage and depend upon mutual recognition and respect and the voluntary cooperative efforts of our diverse constituents to sustain a strong and cohesive scholarly community.*

**Excellence:** *We embrace academic integrity, exceptional results, and constant improvement in teaching, research, service, and economic development activities.”*

However, specific ethical guidelines for faculty and staff are contained in several sources such as the University of Missouri's Collected Rules and Regulations (<http://www.umsystem.edu/ums/departments/gc/rules/personnel/330/>), the MST Faculty Handbook (<http://campus.mst.edu/provost/handbook.html>), and in the Human Resources Handbook of S&T. The University of Missouri Staff Handbook that applies to all employees includes the following:

#### **“Positive Work & Learning Environment**

*The University of Missouri is committed to providing a positive work and learning environment where all individuals are treated fairly and with respect, regardless of their status. Intimidation and harassment have no place in a University community. To honor the dignity and inherent worth of every individual student, employee, or applicant for employment or admission is a goal to which every member of the University community should aspire and to which officials of the University should direct attention and resources. (HR 119)*

#### **Conflict of Interest**

*University employees shall faithfully discharge their duties and shall refrain from knowingly engaging in any outside matters of financial interest incompatible with the impartial, objective and effective performance of their duties. Employees shall not realize personal gain in any form, which would influence improperly the conduct of their University duties. Employees shall not knowingly use University property, funds, position or power for personal or political gain. Employees shall inform their supervisor in writing of reasonably foreseen potential conflicts.*

*Conduct by an employee that violates the University's policies, regulations or rules pertaining to conflict of interest may lead to disciplinary action. (HR 507)*

#### **Sexual Harassment**

*The University of Missouri, in accord with providing a positive discrimination-free environment, mandates that sexual harassment in the workplace or the educational environment is unacceptable conduct. Sexual harassment is subject to discipline, up to and including separation from the institution.*

*Sexual harassment is defined as: unwelcome sexual advances or request for sexual activity by a University employee in a position of power or authority to an employee or a member of the student body, or other unwelcome verbal or physical conduct of a sexual nature by a University employee or a member of the student body to an employee or a member of the student body, when: submission to or rejection of such conduct is used explicitly or implicitly as a condition for academic or employment decisions, or the purpose or effect of such conduct is to interfere unreasonably with the work or academic performance of the person being harassed, or the purpose or effect of such conduct to a reasonable person is to create an intimidating, hostile or offensive environment.*

*The University prohibits retaliation against any person who brings an accusation of discrimination or sexual harassment, or who assists with the investigation or resolution of sexual harassment. The University may discipline an employee or student who has been determined to bring an accusation of sexual harassment in bad faith. (HR 510)*

#### **Violence in the Workplace**

*The University of Missouri strives to provide a safe and secure work environment for all employees. Toward this end, intimidation, threats and acts of violence, with or without the presence of a weapon, will not be tolerated. Individuals found to engage in behavior in violation of this policy will be subject to discipline up to and including termination.*

*Employees, who are the victims of violence, believe they may be the recipients of violence, or who have knowledge of potential violence against others, are encouraged to promptly notify an appropriate administrator, University Police and/or Human Resources. (HR 517)”*

Ethical guidelines for students are contained in the MST Student Handbook and in the MST Student Academic Regulations. All are available in print and on line. Student guidelines include coverage of academic honesty, forgery of documents, physical abuse, theft, disruption, and possession of alcoholic beverages or controlled substances. The Department of Business Administration fully subscribes to these guidelines.

#### **Excerpt from the Student Academic Regulation**

*"A student enrolling in the University assumes an obligation to behave in a manner compatible with the University's function as an educational institution. Conduct for which students are subject to sanctions falls into the following categories:*

- Academic dishonesty, such as cheating, plagiarism or sabotage [definitions follow]. The Board of Curators recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards.*
- Forgery, alteration, or misuse of University documents, records or identification, or knowingly furnishing false information to the University.*
- Obstruction or disruption of teaching, research, administration, conduct proceedings, or other University activities, including its public service functions on or off campus.*
- Physical Abuse or other conduct which threatens or endangers the health or safety of any person.*
- Attempted or actual theft of, damage to, or possession without permission of property of the University or of a member of the University community or of a campus visitor.*
- Unauthorized possession, duplication or use of keys to any University facilities or unauthorized entry to or use of University facilities.*
- Violation of University Policies, rules or regulations. . .*
- Manufacture, use, possession, sale or distribution of alcoholic beverages or any controlled substance without proper prescription or required license or as expressly permitted by law or University regulations.*
- Disruptive or disorderly conduct or lewd, indecent, or obscene conduct or expression.*
- Failure to comply with directions of University officials acting in the performance of their duties.*
- Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals.*
- Actual or attempted theft or other abuse of computer time. . ."*

#### **Expectations**

The following Student Expectations, Rights, and Responsibilities Statement is provided to educate students, faculty and staff on expectations of behavior.

- “• Members of the campus community should subscribe to certain ideals and strive for the level of achievement and virtue as defined by the following:*
- Practice of personal and academic integrity. . .*
  - Respect the rights and property of others. . .*
  - Respect the dignity of all people and learn from the differences in people, ideas, and opinions. . .*
  - Demonstrate concern for others and their feelings, for conditions which support their work and development, and discouragement of behaviors which threaten the freedom and respect of S&T community members. . .*

#### *Responsibilities*

- Responsibility to maintain the standards of academic performance established for each course in which one is enrolled.*
- Responsibility to know and obey local, state and federal laws and face penalties as prescribed by civil authorities if one violates these laws.*
- Responsibility to know that the University disciplinary process is separate from the legal process.*
- Responsibility to share information one may have regarding other students who violate University policy.*

*These standards of conduct and expectations, rights and responsibilities are read and discussed at the student convocation each fall semester.”*

These sets of guidelines come with a described disciplinary system and grievance procedures.

### **Current knowledge; current and continuing development of their teaching disciplines**

The University greets new faculty with the slogan “Assisting New Faculty at MST: a Learning-Intensive University”. While the glow of being a freshman faculty member may fade, the expectation that faculty will be current in their field and able to deliver these ideas in a fresh and exciting manner never does. All faculty members are part of a “Learning-Intensive University” and are expected to contribute to and perpetuate the credo.

From an infrastructure perspective culturing the development of the learning communities at MST falls under the responsibility of the Office of Undergraduate Studies with Vice Provost Harvest Collier in charge (<http://ugs.mst.edu/>). As Business faculty members enter campus, they are placed in the New Faculty Forum program (<http://newfaculty.mst.edu/>). Here they will be exposed to many of the top educators and administrators on campus and encouraged to develop a lifelong program of continuing development with respect to the teaching disciplines (<http://newfaculty.mst.edu/documents/NFPactivities.pdf>). Furthermore, some professors are chosen to participate in the New Faculty Scholars Program (<http://newfaculty.mst.edu/nfts/index.html>), which gives faculty in their second, third, or fourth year toward tenure an opportunity to learn “innovating teaching methods”.

With supplemental contribution being wisely given to beginning faculty, the campus also offers encouragement to educators at all levels via the Center for Educational Research and Teaching Innovation (CERTI <http://certi.mst.edu/>). Throughout the year, CERTI sponsors Faculty workshops, GTA seminars, Leadership Luncheons, Mentoring groups, personalized evaluation and assessment, educational research, and demonstrations of classroom technology. At the end of each year, CERTI sends a report department chairs alerting them to what extent their faculty pursued these means of staying current as a teacher. These reports can be used as part of the annual evaluation by department chairs.

Outside of these structured approaches, the department has funds available for faculty to participate in conferences that focus on various educational aspects of his or her research interests. The campus strongly encourages research into pedagogical matters and recognizes publications in this area are important in addition to theoretical and applied research.

### **Active student involvement**

The campus Strategic Plan ([http://chancellor.mst.edu/documents/2007-2011\\_Plan.pdf](http://chancellor.mst.edu/documents/2007-2011_Plan.pdf)) states:

**“Goal: 1.3** *Engage at least 90% of the undergraduate student body in one or more learning experiences beyond those in the traditional classroom setting during their academic career by 2011.*  
*[OPR: Provost]”*

This is significant in two ways. It sets a challenging goal for the student body’s level of involvement and it clarifies the desired type of involvement. The plan wishes to see students involved in learning activities outside the boundaries of the regular classroom that can supplement their career. Furthermore, Strategic Plan Goal 2.1 has a progress indicator: “1<sup>st</sup> to 2<sup>nd</sup> year student retention (increase to 90%)”. This is a critical retention figure as it is strongly correlated to the overall retention figures for campus. Combining these ideas, the campus wishes to engage new students deeply into the exciting core of campus so that they will be more likely to stay.

When students first arrive on campus they can participate in the “Hit the Ground Running” (<http://ugs.mst.edu/hgr.html>).

*“Hit the Ground Running is a three week summer learning program that offers new students an exciting perspective on learning that will sharpen and enhance their academic skills. This program is an excellent opportunity for incoming students to learn about coursework expectations, campus life, and community involvement at S&T. Participating students will take courses in Chemistry, Mathematics and English for a 3 hour course credit, learn about research and leadership opportunities, and participate in team building*

*activities and field trips. The experience helps students develop leadership skills, make new friends and develop constructive strategies for succeeding academically at S&T.”*

This is supplemented by the “First Year Experience” (<http://ugs.mst.edu/firstyearexp.html>)

*“The First Year Experience is designed to help first year students’ transition to college life at S&T. The First Year Experience offers programs that help students achieve academic success and adjust to the personal and professional challenges of college life. These programs provide students an orientation to academic skills development and connect students with many beneficial resources that are available to them within the S&T community.”*

The first year experiences fall into several categories:

#### FYE Programs:

##### **Hit the Ground Running** (Summer Program)

This has already been discussed.

##### **New Student Honors Seminar**

*“The S&T Honors Academy offers students the opportunity to be a part of a community of outstanding scholars who are seeking an enhanced educational experience. This program is designed to instill honors habits to explore ways to search for answers beyond the norm of course syllabi descriptions. The rewards are earning the distinction of "Honor's Academy Fellow" at graduation, which is noted on the diploma, transcript and commencement program.*

*At S&T, Honors Academy students are recognized for their academic excellence and are provided with individualized attention and opportunities to establish leadership development skills, interact with faculty members and participate in special projects including service learning, undergraduate research and other beneficial experiences”.*

##### **Voyager Learning Community**

Voyager is a one-year residential learning community for **first year students** at S&T. The Voyager program helps new students adjust to college life by providing a community in which students live together and learn together.

##### **Voyager students will:**

- Live together in Thomas Jefferson Residence Hall
- Share similar academic experiences
- Develop a connection with the S&T campus
- Have opportunities to get involved on campus
- Develop leadership skills
- Develop skills for academic success and personal growth

## LEAD

After the first year, campus has several more options. Primary among these is the LEAD program (<http://lead.mst.edu/>).

*“The Learning Enhancement Across Disciplines (LEAD) Program offers learning forums for students who wish to improve their understanding of concepts and their mastery of skills in a wide variety of foundational courses to achieve their full potential. Student-oriented Learning Centers are staffed by discipline-based faculty and accomplished undergraduate peer learning assistants who guide students in the learning process within an atmosphere of cooperative engagement and teamwork. Drop-in peer tutoring is also provided for students who are more responsive to individualized, small-group learning environments.”*

LEAD is active learning and it is collaborative. Students are teaching students, to great success.

## Undergraduate Research

*“Discover Research! Experiential learning is an essential aspect of S&T’s unique learning environment. Undergraduate research is a core component that provides students with out-of-classroom learning experiences that help students apply classroom knowledge to solving real-world problems. Students who are interested in research are encouraged to contact the Office of Undergraduate Studies to learn about the exciting research opportunities available to them at S&T.”*

Program Components:

- [Opportunities for Undergraduate Research Experiences \(OURE\)](#)
- [OURE Fellows Program](#)
- [S&T Undergraduate Research Conference](#)
- [Undergraduate Research Day at the Capitol](#)

## Collaborative learning experiences

The difference between active learning and collaborative learning is subtle. On this campus, most every effort to involve a student more deeply in the learning process will naturally involve his or her peers in some way. Hence much of what was said in the previous section applies herein as well. In this section, attention will be some different approaches to collaborative learning.

### What is a Solar Car?

The University of Missouri – Rolla (S&T) Solar Car Team consists of about 40 students and 3 advisors. All students at S&T are encouraged to join the team, regardless of major; but the team is comprised mostly of Computer/Electrical and Aerospace/Mechanical engineers.

The first component of the car that is built is the body. The team first builds a “practice” body in order to perfect the construction methods before producing the “real” body. The main component of the body is ½” thick, high density, blue housing foam. A foam core keeps the body light and moldable. The foam is then sandwiched between two layers of Kevlar, sealed on with epoxy. The entire body is 1.8 meters by 5 meters (as regulated by race rules), yet only weighs 55 lbs. The body and chassis are two different components, and the body must be picked up and set down onto the chassis. To increase aerodynamic performance, the body mates with a belly-pan which is attached to the chassis. The wheels stick out of the body and must be covered with a carbon fiber fairing in order to reduce drag.

MST has many other student design team projects and competitions. These can be found on [Experience This!](#) The campus promotes human powered vehicles, concrete canoes, Formula 1 racing, and all of these project are open to business students to manage them.

### Business Capstone Classes

Unique to the Business department is the way it presents the capstone class. Via the capstone class, every major within the department has the unique experience of starting a business. They select the product or service, build the business plan, request capital from a local bank, form an LLC, market their idea, keep the books, pay the taxes, and give the proceeds to local charity. Most every semester has seen a profit. One semester, the capstone president was voted the UM System Student Entrepreneur of the Year. Perhaps the proudest moment for the department was being recognized as among the top 25 most Entrepreneurial Undergraduate Programs in the United States.

### Frequent, prompt, and accurate feedback

Several years ago our campus adopted the [Seven Principle of Good Practice in Undergraduate Education](#). The Department of Business Administration fully subscribes to these principles. These are:

#### ***“Principle 1: Encourage Student-Faculty Contact***

*Frequent student-faculty contact is a key factor in student motivation, involvement, and learning. Faculty concern helps students get through rough times and continue to strive for success. Devise methods that actively and successfully promote student-faculty contact with both individual students and larger groups of students.*

#### ***Principle 2: Encourage Cooperation among Students***

*Learning is enhanced when it is more like a team effort than a solo race, and working cooperatively with others often increases students’ involvement in their own learning. Sharing ideas and responding to others can sharpen thinking and deepen students’ understanding of the material at hand. Take positive, proactive steps to ensure that meaningful and effective cooperative learning takes place among groups or teams of students.*

### ***Principle 3: Encourage Active Learning***

*Learning is not a spectator sport. Most students do not learn very well or retain information very long by sitting passively in classes, memorizing pre-packaged assignments and spitting out answers. Students need to ponder what they are learning, express it in a variety of ways, relate it to past experiences, and apply it to new situations. Promote active learning by creating regular opportunities for students to engage deeply, directly, and creatively with course material.*

### ***Principle 4: Give Prompt, Frequent, Informative Feedback***

*Students who know where they stand in a course are better able to gauge their strengths, their weaknesses, and what they must do to succeed. To reach their full potential, students require appropriate feedback about their current level of personal understanding and mastery of course content. Provide students with frequent assessments of their achievement level and offer them specific suggestions as to how they can improve their performance.*

### ***Principle 5: Emphasize Time on Task***

*There is no substitute for time on task—the time students spend actively engaged with course material. Learning to manage one’s time effectively is critical for success in the classroom, yet many students struggle to acquire and maintain this important skill. Devise course strategies that ensure students spend productive time on their coursework, and hold them accountable for learning the assigned material.*

### ***Principle 6: Communicate High Expectations***

*High but attainable expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and even for the bright and motivated. Expecting students to perform well can become a self-fulfilling prophecy when faculty clearly express their goals and how students can accomplish them. Convey to students that they have individual responsibilities in achieving these high goals, and demonstrate that you are willing to help them succeed in this.*

### ***Principle 7: Respect and Encompass Diverse Talents and Learning Styles***

*Recognize and accept that students learn in many different ways. Many talented students do not share the same learning styles and internal motivations as their teachers. Some might learn better by hearing information out loud, seeing something written down, or witnessing concepts represented in visual or physical ways. Incorporate a range of teaching approaches into your courses, in varying degrees, which allow for different styles of learning.”*

As can be seen for these concepts, interacting with students promptly in foundational. The faculty has the learning service management facility Blackboard at its disposal. This allows for a vast array of responding to students: email, drop boxes, quiz tools, test pools, and the like. With the advent of cell phones, laptops, and the vast array of distance education tools, teachers have become much more accessible.

## **Evaluation of Performance against Standard 13**

The School of Business fully meets this standard in that:

- Faculty members are actively involved with their students.
- Faculty members provide a collaborative learning experience through their courses.
- Faculty members ensure frequent, prompt, and accurate feedback to their students.



## ***Standard 14: Student Educational Responsibility***

*“Individual students:*

- *Operate with integrity in their dealings with faculty and other students*
- *Engage the learning materials with appropriate attention and dedication.*
- *Maintain their engagement when challenged by difficult learning activities.*
- *Contribute to the learning of others.*
- *Perform to standards set by the faculty.”*

### **4.14.1 Provide syllabi, course project descriptions, examples of student projects, and other materials that show how students engage in challenging learning experiences and how they satisfy learning goals**

Electronic copies of syllabi are submitted each semester and archived. Syllabi include the learning objectives of each course and indicate which of these learning objectives apply towards meeting the program learning goals. Program learning goals include student awareness of and proficiency in: communication skills, critical thinking, information technology, and teamwork.

To be more specific, the learning goals for both the BS in Business and Management Systems and the BS in Information Science & Technology are:

- Communication: Students can communicate ideas to others through both written and oral means.
- Critical Thinking: Students can think critically when presented with a situation to analyze, using analytic and reflective thinking skills. They incorporate an understanding of ethical, multicultural, and diversity issues.
- Teamwork: Students can work well in a team.
- Technology Proficiency: Students can use advanced computer software (databases and enterprise resource planning).

Outcome	Course	Assignment	Date
Communication-written	Management & Organizational Behavior	Thank you letter	Fall 2007
Communication-written	Business Law	Library Assignment	Fall 2007
Communication-oral	Business Information Systems	Case study Presentation	Spring 2008
Critical Thinking	Capstone	The Business Critical Thinking Skills Test (BCTST), Insight Assessment, <a href="http://www.insightassessment.com">www.insightassessment.com</a>	Fall 2007
Teamwork	Capstone	Peer Evaluations	Fall 2007
Technology Proficiency	Introduction to Enterprise Resource Planning	Process a shipping manifest in SAP	Fall 2007

**Table 19: Assignments to Access Learning Goals**

Of course, it is critical that expectations are made extremely clear to the students. Hence, all of the syllabi in the department are suppose to identify learning goals and which will be stressed in the course. Samples of Learning Goals from syllabi and their relationship to the four major learning goals follow.

**Example of Learning Goal Table from Business 110 Management and Organizational Behavior**

<b>Course Objectives</b>	<b>Communication Skills</b>	<b>Critical Thinking</b>	<b>Technology Proficiency</b>	<b>Teamwork &amp; Leadership</b>
Be able to read, analyze, and write an effective and efficient summary of findings and recommendations.	<b>X</b>			
Understand the differences between individual group decision making and interactions.		<b>X</b>		
Understand how organizational norms affect employee behavior.		<b>X</b>		
Understand factors of job satisfaction/dissatisfaction.		<b>X</b>		
Understand the concepts of leadership and what makes an effective leader.		<b>X</b>		
Understand trust concepts and trust building.		<b>X</b>		
Evaluate yourself and understand how you can make yourself more successful in an organization.		<b>X</b>		

**Table 20: Learning Goals for Business 110**

**Example of Learning Goal Table from BUS 260 Business Operations**

<b>Course Objectives</b>	<b>Communication Skills</b>	<b>Critical Thinking</b>	<b>Technology Proficiency</b>	<b>Teamwork &amp; Leadership</b>
Demonstrate the ability to critically evaluate, analyze, and interpret information and write objectively to convey logical problem analysis and solution proposal.		<b>X</b>		
Demonstrate effective communication in diverse settings and groups, using written, oral and visual means.	<b>X</b>			<b>X</b>
Understand operations concepts and gain working knowledge to apply those concepts with other business functions to be able to evaluate a “big picture” scenario.		<b>X</b>		
Understand relationships between all functions of business from an Operations standpoint.		<b>X</b>		

**Table 21: Learning Goals for Business 260**

**Example of Learning Goal Table IST 223 Database Management**

	Communication Skills	Critical Thinking	Technology Proficiency	Teamwork & Leadership
Understand the characteristics of databases and of Database Management Systems (DBMSs).			X	
Understand Structured Query Language (SQL) and its uses.			X	
Be able to utilize SQL to create and access data in databases.			X	
Understand the relational model: relations, keys, normalization.			X	
Understand denormalization and why it is sometimes used.			X	
Be able to identify functional dependencies and their parts.			X	
Be able to identify and use primary, candidate, surrogate, and composite keys.			X	
Be able to construct data models from forms and reports.			X	
Be able to design databases to store data received from another source.			X	
Be able to recognize and correct common database design problems.			X	
Understand the entity/relationship data model.			X	
Understand the key issues associated with cardinality.			X	
Be able to create relations from descriptions of data.			X	
Be able to represent relationships in designing a database.			X	
Understand the use of referential integrity constraints and actions.			X	
Be able to create and work with views of databases.			X	
Understand triggers and stored procedures and be able to create and use them.			X	
Understand the principles of database redesign and how to approach it.			X	
Be able to change table names, table columns, and relationship cardinalities.			X	
Be able to add and delete relationships.			X	
Be able to use Oracle, at least in simple ways.			X	
Be able to create stored procedures and triggers in Oracle, using SQL*Plus.			X	

**Table 22: Learning Goals for IST 223**

Syllabi within the Department include a statement addressing academic integrity, paraphrased from pages 30-31 of the Student Academic Regulations Handbook, 2007-2008. These pages in the handbook clearly describe MST's standard of conduct for students, both in and out of the classroom. This handbook is made available to all students upon enrollment at MST, both in hard copy and electronic versions. The handbook is discussed in the freshman introductory course (MIS 10) to ensure all incoming students are aware of student regulations.

#### **4.14.1(d) Students contribute to the learning of others**

Teamwork and leadership are included as part of our selected learning goals, and the development of these qualities in our students is assessed in our capstone course.

Team projects and group assignments are a regular part of many courses in the curricula. For undergraduate students, this begins with new freshmen in MIS 10 and MIS 11, and continues throughout the curricula all the way up through the senior capstone course, MIS 397. In MIS 10 and MIS 11, students participate in specific small and large group activities in class weekly, with everyone participating in discussion, and this sequence includes an entire week on interdependence and working with others. This emphasis on collaborative learning and teamwork culminates in a semester-long group project in MIS 397, the Capstone course, where a team works together to start and run a small business venture.

Examples of class projects, many involving teamwork and mutual learning, are provided under Standard 13. Here are two additional examples involving teamwork.

##### **Example from the syllabus of BUS 301 Management Information Systems**

*“One of the primary learning tools used in this course is case analysis. The cases we will use provide us the opportunity to apply the concepts and frameworks covered in class (e.g., Porter’s five forces model) to business problems.*

*You will form a team of 2 or 3 members for this assignment. The teams will play the role of consultants and present their analysis of assigned cases to the rest of the class. The case analysis may cover the following issues, which serve as a suggested guideline:*

- (a) Background and Problem Statement*
- (b) Analysis of Problem (i.e., using Porter’s 5 Forces Model or Value Chain Model)*
- (c) Alternative Solutions*
- (d) Criteria to Evaluate Alternatives*
- (e) Evaluation of Alternatives*
- (f) Recommendations*
- (g) Plan for Implementation of Recommendations*

*Presentations should not exceed 45 minutes. As the consultant team, you are required to focus on both analysis and recommendations, and conclude the presentation by providing a plan of action, along with justifications for doing so.”*

##### **Example from the syllabus of IST 385 Human Computer Interaction**

*“One of the goals of this course is to provide students with hands-on experience on HCI issues. A project is an extremely useful way of providing this experience. The project requires students to work in teams. Each group will have 3-4 students.*

*Each group will be required to 1) design user interface and develop prototype(s) for a computing system based on the requirements you gather from user group(s), and 2) evaluate the prototypes that have been developed by another group.”*

In Standard 16, the issue of learning goals will be revisited with additional summary data for the department as well as the rubrics for assessment.

## **Evaluation of Performance against Standard 14**

The Department of Business Administration fully meets this standard in that:

- Students at MST operate with integrity as per the Student Regulations. All activity is consistent within the mission of the Department and the University.
- Students in the Department participate actively and are academically engaged in challenging projects and learning activities.
- Numerous activities within the coursework of the curricula require students to work in teams and contribute to the learning of their fellow students.

## CHAPTER 5: EVALUATION AGAINST ASSURANCE OF LEARNING STANDARDS FOR BUSINESS ACCREDITATION

### *Standard 15: Management of Curricula*

*“The School uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of curricula of degree programs and to assess the impact of the curricula on learning. Curriculum development includes input from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the School.”*

#### **5.15.1 Document curriculum management processes**

Curriculum revisions begin at the department level. They may be prompted by any stakeholder but are generally proposed by a participating faculty member or by the Chair after exit interviews with graduating students or feedback from the Advisory Board. The proposed curriculum change is submitted to the appropriate curriculum committee:

- Information Science & Technology
- Business & Management Systems
- MBA
- Common Core

The curriculum committee studies the proposed change, looking at what our competitors are doing, considering our strategic plan, and getting feedback from constituents (faculty, students, employers). The curriculum committee then decides whether to approve the proposed change and forwards its decision, with explanation, to the Executive Committee.

The Executive Committee decides whether to obtain consensus or a vote from the full faculty and does so if it feels this is required (decisions that impact many areas). Then the Executive Committee decides whether to approve the curriculum change. If the change is approved, the appropriate curriculum form is completed and submitted to the University Curriculum Committee.

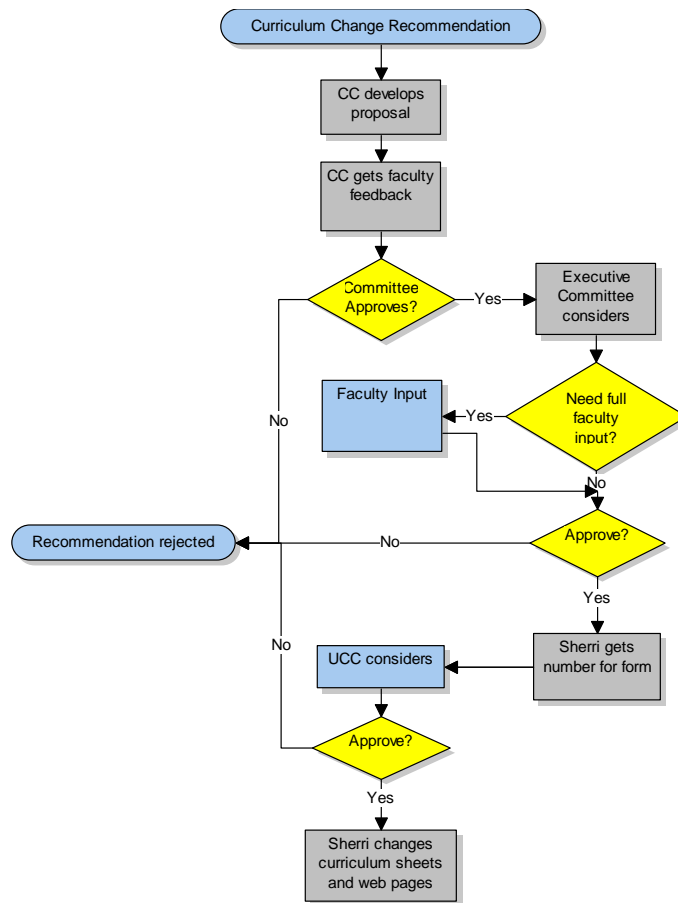
Once the University Curriculum Committee approves a change, it is submitted to the Academic Council for approval. From there, it may go to the Graduate Council or directly to the Provost. If the change is to a degree program, a certificate program, or an emphasis area, then the change goes to the Board of Curators of the University of Missouri and the Coordination Board for Higher Education for approval before the change is finally implemented.

This process is illustrated in Figure 3.

The Advisory Board was instrumental in helping develop the MBA program from the initial concept through review of the course descriptions.

#### **5.15.2 Show how the curriculum management processes have produced new or revised curricula**

Table 23 shows the curriculum changes that have gone through this process during the last two years or the current academic year (to date).



**Figure 3: Curriculum Process Flow Chart**



Old	Input	Source	Revised	Date
Required IST 286 Web Development	All students need ERP to meet our goal for technology and our niche in ERP	Faculty	Require IST(ERP) 246 Introduction to ERP	11/8/05 2/13/06
Use CLEP exams or courses from other universities for helping students meet the prerequisites for the MBA program	We were loosing students to other schools that offered courses to cover the prerequisites	MBA Director and Chair	Created Business Essentials courses and certificate program	1/24/07
BUS 420 18 credit hours	Having the MBA core be all one course with one grade was not best for students or faculty	Faculty	BUS 421 (1 hour), BUS 422 (4), BUS 423 (4), BUS 424 (4), BUS 425 (2), BUS 426 (3)	9/5/07
BUS 240 Basic Marketing	Raising the level of this course lets graduate students from engineering programs take this course for credit. This is beneficial to engineering students who need some business background.	Chair	BUS 340 Marketing	10/31/07
BUS 220 Managerial Accounting	Raising the level of this course lets graduate students from engineering programs take this course for credit. This is beneficial to engineering students who need some business background.	Faculty	BUS 320 Managerial Accounting	10/31/07
BUS 280 Strategic Management	Raising the level of this course lets graduate students from engineering programs take this course for credit. This is beneficial to engineering students who need some business background.	Chair	BUS 380 Strategic Management	10/31/07
BUS 270 Human Resource Management	Raising the level of this course lets graduate students from engineering programs take this course for credit. This is beneficial to engineering students who need some business background.	Chair	BUS 370 Human Resource Management	10/31/07
BUS 260 Business Operations	Raising the level of this course lets graduate students from engineering programs take this course for credit. This is beneficial to engineering students who need some business background.	Chair	BUS 360 Business Operations	10/31/07
BUS 120 Essentials of Accounting	Title confusing with our Business Essentials certificate.	Faculty	BUS 120 Financial Accounting	10/31/07

**Table 23: New or Revised Curriculum**

### 5.15.3 Provide curriculum descriptions for all degree programs included in the accreditation review

Please see Table 24 for undergraduate matters, Table 25 and Table 26 for graduate programs,

Course	BS Business & Management Systems	BS Information Systems & Technology
<b>General Education</b>	Introduction to SMIS, MIS 10	Introduction to SMIS, MIS 10
	Introduction to SMIS, MIS 11	Introduction to SMIS, MIS 11
	Art, music, theater elective	Art, music, theater elective
	Literature elective	Literature elective
	Speech 85	Speech 85
	English 20	English 20
	English 65	English 65
	General Psychology	General Psychology
	Biology elective	Biology elective
	College algebra	College algebra
	Science elective	Science elective
	Science laboratory	Science laboratory
	History elective	History elective
	Macroeconomics	Macroeconomics
	American Government	American Government
	Culture, sociology, religion elective	Culture, sociology, religion elective
	Microeconomics	Microeconomics
	Business Calculus	Business Calculus
	Statistics I	Statistics I
	Communication Theory	Communication Theory
	Practicum in Technical Writing	Practicum in Technical Writing
<b>Common Core</b>	Capstone Course, MIS 397	Capstone Course, MIS 397
	Algorithms & Programming	Algorithms & Programming
	Data Structures & Applications	Data Structures & Applications
	Information Systems	Information Systems
	Introduction to ERP	Introduction to ERP
	Financial Accounting	Financial Accounting
	Management & Organizational Beh.	Management & Organizational Beh.
	Business Law	Business Law
<b>Major Core</b>	Marketing	Database Management
	Corporate Finance	Systems Analysis
	Business Operations	Web Development & Design
	Managerial Accounting	Computing Internals & Oper. Sys.
	Strategic Management	Networks & Communications
	Intro. to Economic Statistics	E-commerce
<b>Emphasis Area</b>	9 credit hours	9 credit hours
<b>Free Electives</b>	12 credit hours	12 credit hours

**Table 24: Undergraduate Curricula**

	<b>Master of Business Administration</b>	<b>MS in Information Systems &amp; Technology</b>
<b>Required Courses</b>	Teambuilding	Internet Computing & Networks
	Opportunity Analysis	Human-computer Interaction
	Decision Making	Information Systems Project Management
	Implementation	Leadership in Technology-based Organizations
	Project	
	Capstone Simulation	
	Internship or Practicum	
<b>Specializations</b>	Specialization (9 credit hours)	
<b>Electives</b>	Elective (3 credit hours)	Electives (18 credit hours)

**Table 25: Graduate Curricula**

	<b>Business Essentials</b>	<b>Human-computer Interaction</b>	<b>Enterprise Resource Planning</b>
<b>Required Courses</b>	Financial & Managerial Accounting	Human-computer Interaction	ERP Systems Design & Implementation
	Micro and Macro Economics	HCI Prototyping	ERP Systems Configuration & Integration
	Management & Business Law	HCI Evaluation	
	Marketing & Strategy		
	Business Math & Statistics		
	Management Information Systems		
	Corporate Finance		
	Operations		
<b>Electives</b>	None	One (3 credit hours)	Two (6 credit hours)
	<b>Project Management</b>	<b>Data Warehouses</b>	
<b>Required Courses</b>	Information Systems Project Management	ERP Systems Design & Implementation	
	Case Studies in Project Management	Essentials of Data Warehouses	
	Global Project Management	Building the Data Warehouse	
<b>Electives</b>	One (3 credit hours)	One (3 credit hours)	

**Table 26: Graduate Certificate Curricula**

## Evaluation of Performance against Standard 15

We have developed and improved our curriculum change process at the department level to incorporate several constituent groups, using well documented, systematic processes. Through this process, we have made significant changes to the curriculum.

Our processes use feedback from students, faculty, and administrators. We need to more systematically have our Advisory Board and potential employers review our curriculum and provide us feedback. The following action item is in the strategic plan.

Item to be Accomplished	Person(s) Responsible	Projected Completion Date
Review all degree programs with our Advisory Board and/or key employers on a regular basis so that each program is reviewed every five years.	Chair	Spring 2011

## ***Standard 16: Undergraduate Learning Goals***

*“Bachelor’s or undergraduate level degree: Knowledge and skills.*

*Adapting expectations to the School’s mission and cultural circumstances, the School specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program.”*

### **5.16.1 Define the learning goals for each undergraduate degree program—this should include both conceptual and operational definition**

#### **Learning Goal Definitions**

As mentioned earlier, the learning goals for both the BS in Business and Management Systems and the BS in Information Science & Technology are:

- **Learning Goal 1** – *Communication* (oral and written): Students can communicate ideas to others through both written and oral means.
- **Learning Goal 2** - *Critical Thinking*: Students can think critically when presented with a situation to analyze, using analytic and reflective thinking skills. They incorporate an understanding of ethical, multicultural, and diversity issues.
- **Learning Goal 3** - *Teamwork*: Students can work well in a team.
- **Learning Goal 4** - *Technology Proficiency*: Students can use advanced computer software (databases and enterprise resource planning).

Outcome	Course	Assignment	Date
Communication-written	Management & Organizational Behavior	Thank you letter	Fall 2007
Communication-written	Business Law	Library Assignment	Fall 2007
Communication-oral	Business Information Systems	Case study Presentation	Spring 2008
Critical Thinking	Capstone	The Business Critical Thinking Skills Test (BCTST), Insight Assessment, <a href="http://www.insightassessment.com">www.insightassessment.com</a>	Fall 2007
Teamwork	Capstone	Peer Evaluations	Fall 2007
Technology Proficiency	Introduction to Enterprise Resource Planning	Process a shipping manifest in SAP	Fall 2007

**Table 27: Assignments to Access Learning Goals**

### Learning Goals Assessment Rubrics

Once learning goals have been identified, it is necessary to have a consistent set of rubrics for the assessment of whether the educational process leads to a satisfactory completion of the goals. The following set of tables detail the rubrics for learning goals.

	<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Outstanding</i>
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Introduction</b>	Student gave no introduction or an introduction that gave no purpose of presentation	Student's introduction clearly indicated purpose and direction of presentation	Student's introduction drew audience into presentation by tying topic to audience interests
<b>Content</b>	Student did not clearly identify problems or did not justify solution well	Student identified problems, provided alternatives, and clearly explained how IT can be implemented to solve the problems	Student identified problems incorporating existing business models, evaluated alternatives, and recommended IT implementation to solve problems
<b>Conclusions</b>	Student's conclusion was either weak or non-existent	Student's conclusion clearly summarized main points and recommendations of presentation	Student's conclusion clearly summarized main points and recommendations of presentation; Motivated audience to action
<b>Visuals</b>	Student used unclear or no visual aids used; Grammatical errors; Unprofessional; Distracted from presentation; Illegible	Student used an appropriate quantity of slides for length of presentation; Relevant to presentation; Legible	Student's visual aids engaged audience; Added visual dimension to verbal presentation to aid the visual learner
<b>Professionalism</b>	Student wore inappropriate attire; Used fillers ("um"); Did not maintain eye contact; Poor posture or movements	Student wore appropriate attire; Showed enthusiasm through voice and gestures; Maintained eye contact	Student demonstrated knowledge of topic that gained audience confidence in conclusions/solution; Voice and gestures appropriate for presentation topic

**Table 28: Rubric--Oral Communication Assessment**

	<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Outstanding</i>
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Introduction</b>	Student's did not include vital information	Contains sender's and receiver's addresses; Contains date	Student's letter contained sender's and receiver's addresses; Contains date; Properly formatted; Use appropriate titles to addressee
<b>Content</b>	Student lacked organization; Did not provide purpose of communication; Inappropriate tone	Student used friendly/cordial tone; Well organized; Clearly stated purpose of communication	Student clearly provided context of person writing letter; Provided direction for further correspondence
<b>Conclusions</b>	Student did not type name and/or student handwrote signature	Student's letter contained typed name and hand written signature	Student's document contained type written name and legible hand written signature
<b>Visuals</b>	Student did not type letter; Used low paper quality; Paper wrinkled	Student typed letter; Used paper of adequate quality; Used appropriate font and layout	Student typed letter; Letter contained clean and clear look; Good style
<b>Professionalism</b>	Student did not correct grammatical errors and/or typos; Used inappropriate language and terminology	Student's letter was free of typos and grammatical errors; Used appropriate language and terminology	Student's letter was free of typos and grammatical errors; Use appropriate titles to addressee; Maintained objectivity regardless of topic

**Table 29: Rubric--Written Communication Assessment (Letter)**

	<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Outstanding</i>
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Quantity of Effort</b>	Average student score from 0-69.9%	Average student score from 70-89.9%	Average student score above 89.9%
<b>Quality of Effort</b>	Average student score from 0-69.9%	Average student score from 70-89.9%	Average student score above 89.9%
<b>Professionalism</b>	Average student score from 0-69.9%	Average student score from 70-89.9%	Average student score above 89.9%

**Table 30: Rubric --- Teamwork (Based on Peer Evaluation Form)**

	<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Outstanding</i>
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Introduction</b>	Student provided no introduction	Student's introduction included brief explanation of topic	Student's introduction gave a clear, succinct overview of topic
<b>Content</b>	Student's content was not logical or provided flawed arguments	Student's content was logical, clearly organized, and provided unflawed arguments	Student's content was logical; Topic covered thoroughly and completely; Unflawed and convincing arguments
<b>Conclusions</b>	Student gave no conclusion or conclusion was not relevant to topic	Conclusion recapped part of topic	Student's conclusion clearly and succinctly summarized main points and conclusions of topic
<b>Visuals</b>	Student did not type visuals; Used low paper quality; Paper wrinkled; Inappropriate margins; Did not include name, assignment and course number	Student typed visuals; Used paper of adequate quality; Used appropriate and consistent font and layout; Appropriate margins; Included name, assignment and course number	Student typed visuals; Used paper of adequate quality; Used appropriate and consistent font and layout; Contained clean and clear look; Good style; Included name, assignment and course number; Title page
<b>Professionalism</b>	Student did not correct grammatical errors and/or typos; Inappropriate language and terminology; No citations (if needed)	Student document was free of typos and grammatical errors; Used appropriate language and terminology; Papers stapled; Citations included (if needed)	Student's document was free of typos and grammatical errors; Used appropriate titles to addressee; Stapled papers at top left; Maintained objectivity; Proper citation format used (if needed)

**Table 31: Rubric --Written Communication Assessment**

	<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Outstanding</i>
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Usage</b>	Student cannot use software	Student can use basic functions (open program, enter data or text, format, process & save)	Student can use basic and advanced functions; Know shortcuts within program
<b>Application</b>	Student does not know when to use software	Student identifies appropriate software to use from description of situation; Identifies appropriate processes to use for situation	Student can combine more than one software usage and apply it to each situation
<b>Interpretation</b>	Student is unable explain uses and functions of software; Unable interpret output from software	Student is able to explain uses and functions of software; Able to interpret output from software	Student is able to explain uses and functions of software; Able to explain output from software and how to make functional use of output

**Table 32: Rubric -- Technological Proficiency**

**5.16.2 Show that students meet all of the learning goals for undergraduate degree programs. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy**

The first issue at hand is the extent to which the undergraduate degree program attempts to address the learning goals. The department has examined the collective syllabi of the degree courses and offers the summary results in Table 33.

<b>Required Courses</b>	<b>Oral Communications</b>	<b>Written Communications</b>	<b>Teamwork</b>	<b>Technical Proficiency</b>	<b>Critical Thinking</b>
MIS 10/11		X	X		X
MIS 397 Capstone	X	X	X		X
IST 51 Algorithms & Programming				X	X
IST 141 Information Systems	X	X	X	X	X
IST 151 Data Structures & Apps		X	X	X	X
IST 246 Introduction to ERP	X	X	X	X	X
BUS 110 Management & Org Behavior	X	X			
BUS 120 Accounting		X	X	X	X
BUS 230 Business Law		X			X
IST 223 Database Management			X	X	
IST 231 Computing Internals & Sys			X	X	
IST 233 Networks & Communications	X	X	X	X	X
IST 241 E-Commerce	X	X	X		X
IST 243 Systems Analysis	X	X	X	X	X
IST 286 Web Development & Design				X	
BUS 220 Managerial Accounting		X	X	X	X
BUS 240 Marketing	X	X	X		X
BUS 260 Business Operations		X	X		X
BUS 280 Strategic Management		X	X		X
FIN 250 Corporate Finance		X		X	X

**Table 33: Learning Goals across the Required Courses**



With regards to assessing the successfulness of the learning goals, the department is just beginning the process. The first basic outcome assessments occurred during the Fall of 2007.

## Evaluation of Performance against Standard 16

The Department has developed outcomes for its undergraduate students and has developed assessment measures for these outcomes. We are about to conduct our first assessment on these outcomes and (1) learn what percent of our students perform satisfactorily on the outcomes and (2) verify that the operational definitions work. These action items are included in the Strategic Plan and are repeated below.

Item to be accomplished	Person(s) Responsible	Projected Completion date
Implement assessment. <i>Action 1.1.a</i>	Chair	Spring 2008
Evaluate student performance. <i>Action 1.1.b</i>	Chair	Fall 2008

**Table 34: Action Items to be completed for Standard 16**

## *Standard 17: Undergraduate Educational Level*

*“The Bachelor’s or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that learning goals are accomplished.”*

### **Bachelor of Science in Business and Management Systems**

In Business and Management Systems, the Bachelor of Science degrees consist of 120 credit hours. First, all undergraduate students in Business and Management Systems are required to complete a prescribed General Education Requirements Core that corresponds to the recommendations of the Missouri State Coordinating Board for Higher Education and consists of 41 to 42 credit hours in the areas of Individual Expression, Natural Systems, and Human Institutions. In addition, all undergraduate students are required to complete a 40 credit hour core consisting of courses in information technology, management, and quantitative skills. A minimum grade of “C” is required for courses in both the information technology and the management areas. Finally, each degree includes 12 credit hours of free electives.

The remaining 27 credit hours of the required 120 credit hours for the Business and Management Systems degree are divided into a prescribed 18 credit hour degree core and 9 credit hours of specific degree electives. A minimum grade of “C” is required in these courses. The Business and Management Systems Degree requires courses in Marketing, Finance, Operations, Managerial Accounting, Strategic Management, and Statistics. The electives for this degree are then chosen from business related upper-level courses.

The requirements for our two degree programs are shown in the response to Standard 15.

### **Student-Faculty Interaction**

Teaching is an important activity for most Department faculty members. Each faculty member is responsible for delivering instruction to his/her scheduled classes in support of departmental curriculum objectives. Each faculty member is expected to draft course objectives, manage course content (e.g. texts, readings, assignments), formalize attendance and grading policies, and hold adequate office hours. Adequate office hours are defined in accordance with University policy which currently requires one office hour per week for every three hour class taught with an

absolute minimum of four hours a week. These are minimum requirements – the faculty are encouraged, and usually do, hold more office hours than the minimum required.

Faculty members are also responsible for turning in grades according to the deadlines established by the Registrar's Office. The faculty will follow the student evaluation procedure provided by S&T along with S&T's policy regarding plagiarism and other cheating.

## **Evaluation of Performance against Standard 17**

The Department of Business Administration fully meets this standard in that:

- The Bachelor's Degree programs are of sufficient duration and content to fulfill expectations appropriate for the context and mission of the school.
- Sufficient contact between faculty and students is maintained.

## ***Standard 18: Masters Level General Management Learning Goals***

*"Master's level degree in general management (e.g. MBA programs): Knowledge and skills. Participation in a master's level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master's level is developed in a more integrative, interdisciplinary fashion than undergraduate education.*

*The capacities developed through the knowledge and skills of a general master's level program are:*

- *capacity to lead in organizational situations;*
- *capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines*
- *capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments."*

### **5.18.1 Define the learning goals for each master's level general management program-this includes both conceptual and operational definitions.**

#### **Learning Goals -Management of Business Administration (MBA)**

##### **1. Learning Goal 1- Students demonstrate an integrated understanding of business fundamentals.**

The MISSOURI S&T MBA Integrated Core semester offers 18 credit hours in the functional areas of business; including accounting, finance, management, economics, marketing and operations. Eight instructors team-teach in an integrated core environment and students demonstrate advanced knowledge of these functional areas through specific summative assessments such as exams, quizzes, case analyses, and simulations within these specific topic areas. Each of these core topics are taught in an integrated environment, through the introduction of a case study or team project.

##### **2. Learning Goal 2- Students clearly and concisely communicate via formal and informal verbal and written methods.**

The MBA students are required to provide team and individual presentations throughout the integrated Core Semester in order to practice and enhance their formal verbal communication skills. The MST Career Opportunities Center is directly involved and scheduled as an integral part of MBA Core semester with the role of assisting students with the proper preparation for verbal communication skills. Students are required to present for a multitude of audiences including various faculty and company representatives. The students are critiqued on their presentation skills and provided with this assessment for future improvement. Students are also required to attend networking events and business etiquette luncheons where they practice their informal verbal communication skills with a variety of individuals.

In addition, students are required to present written documents for various papers and projects in which they are assessed not only on their topic knowledge but also on the formal written methods as well.

Students are also evaluated and assessed by their internship sponsor, including their performance on formal and informal verbal and written methods during their internship experience. Students are required to submit internship project activities to a weekly blog and practice their informal writing methods as well as submit a more formal project paper at the end of the internship.

3. **Learning Goal 3-***Students possess high level of analytical and problem solving skills to craft and recommend solutions by integrating multidisciplinary perspectives.*

The MST MBA students experience an integrated core semester which introduces the business concepts in an integrated approach built around team cases and projects. The learning environment is taught in the phases of the natural progression of a business or product start-up: Opportunity Analysis, Decision Making, and Implementation. Cases and projects are introduced which stretch the student to utilize analytical and problem solving skills. In addition, a project is introduced by a real company for the MBA students to work on during the Project portion of the Core semester. These “real” projects challenge the students to maximize their analytical and problem solving skills to the fullest all while integrating the core business topics. Student teams compete for the best analysis and recommendations and present their solutions to company representatives.

4. **Learning Goal 4-***Students utilize information technology to enhance decision-making skills.*

The MST MBA students have the benefit of utilizing Enterprise Resource Planning (ERP) Software in the MBA curriculum to analyze business processes in order to enhance their decision making skills. ERP software is utilized by 85% of Fortune 1000 companies and MST has an ERP Center and faculty who have the expertise in this area. The main functionality of an ERP system along with Management Information Systems topics such as data mining, and Customer Relationship Management modules, is introduced in the core semester. An ERP competitive live simulation is utilized as the Capstone project in the Core.

5. **Learning Goal 5-***Students function effectively as a team member and as a team leader with emphasis in cross functional teams.*

The students are required to participate in a Leadership and Teambuilding Phase of the semester. The students are introduced and assessed through the Myers-Briggs Type Indicator® (MBTI) personality inventory in order to have a better understanding of their own preferences and their potential team members. They also participate in a Ropes Challenge Course. The combination of low and high Ropes Courses enables participants to grow at the team and individual levels, exploring risk, leadership, communication, problem-solving, and coaching. The Low Ropes Course focuses on collaboration. The challenges call upon every member of the team to participate, and they present unending opportunities for self-discovery and team growth.

The curriculum in the MBA Core Semester, including many projects, is designed to require teamwork. Students are assessed on individual work; however, most projects are assigned to student teams where teamwork, leadership and communication within the team are required as part of the student’s skill set.

6. **Learning Goal 6-***Demonstrate an understanding of ethical decision-making and leadership in a culturally diverse complex global environment.*

Many guest speakers from industry are brought into the MBA program to share their experiences in business with the MBA students. In addition, the advisory board members provide a panel discussion and one-on-one time with the students to provide a better understanding of their industry and the role of ethical decision-making and leadership in their environment. Every phase within the core semester provides a section for this learning goal including working through specific case studies addressing these specific topics. Ethics is also integrated into the capstone simulation.

### Learning Goal Assessment Rubrics

The department is in the process of developing an assessment system for the Master Level Learning Goals. As a first step, MBA has been examined to see the distribution of learning goals across its core. This information is summarized in

<b>Required Courses</b>	<b>Integration of Business Areas</b>	<b>Written Communication</b>	<b>Oral Communication</b>	<b>Analytical &amp; Problem Solving Skills</b>	<b>Use Information Technology in Decision Making</b>	<b>Teamwork and Leadership</b>	<b>Ethics and Cultural Diversity</b>
BUS 421 Teambuilding			X			X	
BUS 422 Opportunity Analysis	X			X			
BUS 423 Decision Making	X			X			
BUS 424 Implementation	X			X			
BUS 425 Project	X			X		X	
BUS 426 Capstone	X	X	X		X	X	
BUS 491 Internship							

**Table 35: Learning Goals across the MBA Core**

### **Evaluation of Performance against Standard 18**

The Department partially meets this standard in those learning goals or outcomes have been specified and defined. In order to fully meet the standard, the following action plan will be followed:

<b>Item to be Accomplished</b>	<b>Person(s) Responsible</b>	<b>Projected Completion Date</b>
Develop and implement an assessment plan for the six learning goals. <i>Action 1.1.a</i>	Brenda Bouse	Fall 2008
Evaluate student progress on these goals and develop improvements in instruction as needs are identified. <i>Action 1.1.b</i>	Brenda Bouse	Spring 2009

**Table 36: Action Items for Standard 18**

## ***Standard 19: Specialized Masters Degree Learning Goals: Knowledge and Skills***

*“Participation in a master’s level program presupposes the base of general knowledge and skills appropriate to an undergraduate degree and are at a more advanced level.”*

### **5.19.1 Display examples of student work showing the ability to apply and adapt accumulated knowledge**

The department will identify examples of student work for the IST MS degree once learning goals are modified appropriately and operationally defined.

### **5.19.2 Describe the learning goals of each specialized degree program.**

Existing learning goals for the IST MS degree are currently being evaluated and modified.

### **5.19.3 Demonstrate that students achieve all of the learning goals for each specialized master’s degree. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy.**

Once learning goals are clarified, operational definitions will be developed, and an assessment plan will be developed.

## **Evaluation of Performance against Standard 19**

The business administration department has not met standard 19 for the MS degree in Information Science and Technology.

Item to be accomplished	Person(s) Responsible	Projected Completion date
Develop learning goals for IST MS program. <i>Action 1.1.a</i>	Richard Hall	January 2008
Identify operational definitions for learning goals for IST MS program. <i>Action 1.1.a</i>	Richard Hall	January 2008
Develop assessment plan. <i>Action 1.1.a</i>	Richard Hall	May 2008
Implement assessment plan. <i>Action 1.1.a</i>	Richard Hall	Fall 2008
Evaluate student progress on these goals and develop improvements in instruction as needs are identified. <i>Action 1.1.b</i>	Richard Hall	Spring 2009

**Table 37: Action Items to accomplish Standard 19**

## ***Standard 20: Master's Educational Level***

*“The master’s degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.”*

### **5.20.1 Show that master’s level degree programs fulfill expectations appropriate for the context and mission of the school**

### **5.20.2 MBA Program Description**

The Master of Business Administration degree combines business, technology, and Enterprise Resource Planning to develop leaders for a technology driven business world. The goal of the MBA program fits within the Department’s Mission statement as follows:

*“The Department emphasizes management through technology with particular focus on information systems and their application in a fast-changing, global and competitive environment.”*

The cornerstone of the program is through the introduction of an integrated core curriculum totaling 18 credit hours. This core semester introduces students to the important cross-disciplinary functions and phases of a business that includes Teambuilding, Opportunity Analysis, Decision Making, Implementation, a competitive real-world Project provided by companies, and a Capstone ERP course that integrates all of the phases. In addition, students must complete a 6 credit hour internship or practicum and then 12 hours in a specialization area to finish the degree.

### **Requirements for Entry into MBA Program**

Applicants are expected to have the following minimum qualifications for admission as a “Regular” graduate student in the MBA program.

1. Graduate Management Admissions Test with a minimum score of 550  
-- OR --  
Graduate Record Examination with a minimum Verbal Score of 480, Quantitative Score of 640, and Analytical Score of 4.5
2. A minimum TOEFL score of 250 (Computer-based), 600 (Paper-based), or 88 (Internet-based) for those students not speaking English as their native language. An IELTS score of 6.0 may be substituted.
3. An undergraduate GPA of 3.0/4.0 or better over the last two years
4. Content of the following courses:

<b>Area</b>	<b>UMR Courses</b>
Basic Computer Programming	IST 51 or 151 or CS 53, 71, 73, or 74
Basic Statistics	Stat 211, 213, 215, or 217 or Econ 111
Business Law	Bus 230 or Eng Mg 327
Finance	Bus 250, Fin 250 or Eng Mg 252
Financial Accounting	Bus 120 or Eng Mg 322
Macroeconomics	Econ 122
Management and Organizational Behavior	Bus 110
Management Information Systems	IST 141 or Eng Mg 333
Managerial Accounting	Bus 220
Marketing	Bus 240 or Eng Mg 251
Microeconomics	Econ 121
Operations Management	Bus 260 or Eng Mg 282

**Table 38: MBA Entrance Required Coursework**

If students have not met the business prerequisites requirement, they are allowed to take the Business Essentials pre-MBA coursework that totals 12 credit hours. This is only allowed for non-business majors or degreed individuals and includes all the topic areas of the regular prerequisite requirements. Students must complete these courses with a “B” or better to continue into the MBA program.

### **Requirements for Completing the Program**

All MBA students are required to take the integrated Core Curriculum that covers the basic business foundation areas of accounting, finance, economics, management information systems, operations, strategy and marketing. In addition, the core semester addresses the top list of skills most sought from employers, including the ability to integrate technology throughout an organization, problem solving, effective teamwork, leadership and teamwork skills.

- Bus 421 Teambuilding
- Bus 422 Opportunity Analysis
- Bus 423 Decision Making
- Bus 424 Implementation Phase
- Bus 425 Project
- Bus 426 Capstone

Students are required to complete an internship or practicum, Bus 491, in the summer semester that includes 6 credit hours. Students must be assigned a project within the company and are required to report virtually on a weekly basis on their progress to both the instructor and their cohort members as well as write a report on their internship and project upon the conclusion of the internship. Students are assessed by the instructor and their internship sponsor on both quantitative and soft skills.

To complete the program, four additional elective courses (12 hours) are required. Three of the courses (9 hours) must be within a specialization area including options in Management Information Systems, Marketing, Supply Chain Management, Project Management, Human Computer Interaction, Data Warehousing, or Enterprise Resource Planning.

### **5.20.3 MS IST Program Description**

The M.S. in Information Science and Technology is designed to educate students in the design, development, and successful application of information systems in organizations. This directly responds to the part of the mission statement, “The Department emphasizes management through technology with particular focus on information systems and their application in a fast-changing, global and competitive environment.”

The program is designed to be very flexible in order to allow students to pursue interests in many areas beyond the required core courses. Only four core courses are required; students have a great deal of flexibility in choosing the additional courses to suit their interests. They can, of course, also choose to specialize in specific areas or focus on certain types of courses.

#### **Requirements for Entry into MS IST Program**

Applicants are expected to have the following minimum qualifications for admission as a “Regular” graduate student in Information Science & Technology:

1. Graduate Record Examination with a minimum Verbal Score of 370, Quantitative Score of 600, and Analytical Score of 3.5  
-- OR --  
Complete the Graduate Management Admissions Test with a minimum Quantitative score of 35, Verbal score of 21, and Analytical Writing score of 3.5.
2. A minimum TOEFL score of 230 (Computer-based), 570 (Paper-based), or 88 (Internet-based) for those

students not speaking English as their native language. An IELTS score of 6.5 may be substituted.

3. An undergraduate GPA of 3.0/4.0 or better over the last two years, or successful completion of 12 graduate hours in IST as a “Conditional” graduate student at UMR with at least a 3.0 GPA
4. Content of the following courses:
  - 4.1. Algorithms & Programming (IST 51 or CSc 53)
  - 4.2. Data Structures (IST 151 or CSc 153)
  - 4.3. Information Systems (IST 141)
  - 4.4. Computer Components & Operation (IST 231)
  - 4.5. Calculus
  - 4.6. Statistics

### **Requirements for Completing the Program**

All M.S. candidates in IST are required to take the following courses. These courses are designed to ensure that all IST graduate students are exposed to the Web Technology, Human Context, Application Implementation, and Organizational Systems perspectives of information systems.

- IST 336 Internet Computing & Networks
- IST 385 Human-Computer Interaction
- IST 361 Information Systems Project Management
- IST 351 Leadership in Technology-Based Organizations

To complete the program, six additional elective courses (18 hours) are required. Three of the courses (9 hours) must be at the 400 level for the non-thesis option. For the thesis option, two 400 level courses (6 hours) are required. Beyond available Information Science and Technology (IST) courses, the elective courses may be chosen from available Business Administration (BUS), Computer Engineering (ECE), Computer Science (CSC), Economics & Finance (ECON), Engineering Management (EMGT), and Psychology (PSYCH) courses.

### **MS IST Program Description**

The M.S. in Information Science and Technology is designed to educate students in the design, development, and successful application of information systems in organizations. This directly responds to the part of the mission statement, “The Department emphasizes management through technology with particular focus on information systems and their application in a fast-changing, global and competitive environment.”

The program is designed to be very flexible in order to allow students to pursue interests in many areas beyond the required core courses. Only four core courses are required; students have a great deal of flexibility in choosing the additional courses to suit their interests. They can, of course, also choose to specialize in specific areas or focus on certain types of courses.

### **Requirements for Entry into MS IST Program**

Applicants are expected to have the following minimum qualifications for admission as a “Regular” graduate student in Information Science & Technology:

1. Graduate Record Examination with a minimum Verbal Score of 370, Quantitative Score of 600, and Analytical Score of 3.5  
-- OR --  
Complete the Graduate Management Admissions Test with a minimum Quantitative score of 35, Verbal score of 21, and Analytical Writing score of 3.5.
2. A minimum TOEFL score of 230 (Computer-based), 570 (Paper-based), or 88 (Internet-based) for those students not speaking English as their native language. An IELTS score of 6.5 may be substituted.



3. An undergraduate GPA of 3.0/4.0 or better over the last two years, or successful completion of 12 graduate hours in IST as a “Conditional” graduate student at S&T with at least a 3.0 GPA
4. Content of the following courses:
  - 4.1. Algorithms & Programming (IST 51 or CSc 53)
  - 4.2. Data Structures (IST 151 or CSc 153)
  - 4.3. Information Systems (IST 141)
  - 4.4. Computer Components & Operation (IST 231)
  - 4.5. Calculus
  - 4.6. Statistics

### **Requirements for Completing the Program**

All M.S. candidates in IST are required to take the following courses. These courses are designed to ensure that all IST graduate students are exposed to the Web Technology, Human Context, Application Implementation, and Organizational Systems perspectives of information systems.

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- IST 351 Leadership in Technology-Based Organizations

To complete the program, six additional elective courses (18 hours) are required. Three of the courses (9 hours) must be at the 400 level for the non-thesis option. For the thesis option, two 400 level courses (6 hours) are required. Beyond available Information Science and Technology (IST) courses, the elective courses may be chosen from available Business Administration (BUS), Computer Engineering (ECE), Computer Science (CSC), Economics & Finance (ECON), Engineering Management (EMGT), and Psychology (PSYCH) courses.

### **Evaluation of Performance against Standard 20**

The Department of Business Administration fully meets this standard.

- The MBA Curriculum Committee meets monthly to review the curriculum for the MBA program. The committee keeps a continuous improvement process mindset and makes revisions on a continual basis as deemed necessary.
- Policies and Procedures for the Admissions Conditions have been established by an MBA Admissions Committee.
- This committee also meets monthly or as needed for the admissions process and also meets as needed to review and revise the policies.
- The MBA Director and Departmental Chair also meet frequently with the Vice Provost of Graduate Admissions to discuss the MBA program content and admissions conditions.

### ***Standard 21: Doctoral Level Degree: Knowledge and Skills***

*“A doctoral degree program must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished.”*

The Department of Business Administration has no PhD degree so this standard is not applicable.

## **CHAPTER 6: SUMMARY**

### ***Evaluation of Performance against Standard 1***

The Department of Business Administration fully meets this standard in that:

- There is a mission statement that influences decision making in the Department of Business Administration and involves the input of our stakeholders.
- The mission statement is appropriately disseminated and is subject to periodic review.

### ***Evaluation of Performance against Standard 2***

The Department of Business Administration fully meets this standard in that:

- The blend of business with technology creates a much needed synergy with the Missouri S&T environment
- All activity is consistent within the mission of the Department and the University.

### ***Evaluation of Performance against Standard 3***

The Department of Business Administration fully meets this standard in that:

- The blend of business with technology creates a much needed synergy with the Missouri S&T environment
- All activity is consistent within the mission of the Department and the University.

### ***Evaluation of Performance against Standard 4***

The Department of Business Administration fully meets this standard in that:

- The department has goals and action items to support continuous improvement.

### ***Evaluation of Performance against Standard 5***

The Department fully meets this standard in that it has adequate resources to fully meet its mission.

### ***Evaluation of Performance against Standard 6***

The Department of Business Administration fully meets this standard in that:

- MST maintains and applies appropriate admissions policies that serve the mission of the university and that of the department, completely meeting the requirements of this standard.

### ***Evaluation of Performance against Standard 7***

The Department of Business Administration fully meets this standard in that:

- The Department has academic standards and retention policies in place these policies support the Department's mission.

### ***Evaluation of Performance against Standard 8***

The Department of Business Administration fully meets this standard in that:

- S&T is outstanding in the variety and quality of academic and career services it provides to its students. It has sufficient staff to maintain and improve student services. The services provided meet the requirements of the Department's mission.

### ***Evaluation of Performance against Standard 9***

The Department of Business Administration fully meets this standard.

### ***Evaluation of Performance against Standard 10***

The business administration department partially meets this criterion. The business program clearly meets the standard for percentage of academically qualified faculty (80.2%) and for academically or professionally qualified faculty (100%). The IST program meets the criteria of 50% for academically qualified faculty (59.5%), but slightly misses the criteria of 90% academically or professionally qualified faculty (82.9%). In addition the department, overall, meets the AQ standard (73.3%), and meets the AQ/PQ standard of 90% (94.6%).

The following action plan will be followed in order to completely meet this standard.

Item to be Accomplished	Person(s) Responsible	Projected Completion Date
Academically qualified faculty in IST will take over basic programming classes and information systems class, assisted by graduate teaching assistants.	Chair and IST program director	Spring 2008
Two full-time faculty in IST, currently classified as other, will become professionally qualified	Chair and IST program director	Spring 2009

**Table 39: Action Items for Standard 10**

### ***Evaluation of Performance against Standard 11***

The Department of Business Administration has well-documented processes for supporting tenure-track faculty, including procedures for determining assignments, annual evaluations, third-year reviews, and promotion and tenure decisions. Equivalent procedures for non-tenure-track faculty need to be developed.

Item to be Accomplished	Person(s) Responsible	Projected Completion Date
Create criteria for non-tenure track faculty promotion within newly developed UM system criteria.	Chair	Spring 2008

**Table 40: Action Items to meet Standard 11**

### ***Evaluation of Performance against Standard 12***

The Department of Business Administration fully meets this standard in that:

- All participants understand the expectations for the investment of time by students and faculty members in learning activities.
- There is frequent interaction between students and faculty members that develops critical dialogues, provides mentoring support, offers role models, and fosters professional dedication and commitment.
- Learning goals are initially established and then monitored and reevaluated based on student reactions, peer observation, expert observation, and periodic assessment of the impact of instruction on later performance.
- The school and its faculty members hold high expectations for themselves and their students. These standards are communicated clearly and frequently to all members of the community.
- The school and its faculty members use established processes to evaluate and guide instructional improvement.
- The school and its faculty members participate in the development and evaluation of innovations in teaching and learning.

### ***Evaluation of Performance against Standard 13***

The School of Business fully meets this standard in that:

- Faculty members are actively involved with their students.
- Faculty members provide a collaborative learning experience through their courses.
- Faculty members ensure frequent, prompt, and accurate feedback to their students.

### ***Evaluation of Performance against Standard 14***

The Department of Business Administration fully meets this standard in that:

- Students at MST operate with integrity as per the Student Regulations. All activity is consistent within the mission of the Department and the University.
- Students in the Department participate actively and are academically engaged in challenging projects and learning activities
- Numerous activities within the coursework of the curricula require students to work in teams and contribute to the learning of their fellow students

### ***Evaluation of Performance against Standard 15***

We have developed and improved our curriculum change process at the department level to incorporate several constituent groups, using well documented, systematic processes. Through this process, we have made significant changes to the curriculum.

Our processes use feedback from students, faculty, and administrators. We need to more systematically have our Advisory Board and potential employers review our curriculum and provide us feedback. The following action item is in the strategic plan.

Item to be Accomplished	Person(s) Responsible	Projected Completion Date
Review all degree programs with our Advisory Board and/or key employers on a regular basis so that each program is reviewed every five years.	Chair	Spring 2011

**Table 41: Action Items for Standard 15**

### ***Evaluation of Performance against Standard 16***

The Department has developed outcomes for its undergraduate students and has developed assessment measures for these outcomes. We are about to conduct our first assessment on these outcomes and (1) learn what percent of our students perform satisfactorily on the outcomes and (2) verify that the operational definitions work. These action items are included in the Strategic Plan and are repeated below.

Item to be accomplished	Person(s) Responsible	Projected Completion date
Implement assessment. <i>Action 1.1.a</i>	Chair	Spring 2008
Evaluate student performance. <i>Action 1.1.b</i>	Chair	Fall 2008

**Table 42: Action Items to be completed for Standard 16**

### ***Evaluation of Performance against Standard 17***

The Department of Business Administration fully meets this standard in that:

- The Bachelor's Degree programs are of sufficient duration and content to fulfill expectations appropriate for the context and mission of the school.
- Sufficient contact between faculty and students is maintained.

### ***Evaluation of Performance against Standard 18***

The Department partially meets this standard in those learning goals or outcomes have been specified and defined. In order to fully meet the standard, the following action plan will be followed:

Item to be Accomplished	Person(s) Responsible	Projected Completion Date
Develop and implement an assessment plan for the six learning goals. <i>Action 1.1.a</i>	Brenda Bouse	Fall 2008
Evaluate student progress on these goals and develop improvements in instruction as needs are identified. <i>Action 1.1.b</i>	Brenda Bouse	Spring 2009

**Table 43: Action Items for Standard 18**

### ***Evaluation of Performance against Standard 19***

The business administration department has not met standard 19 for the MS degree in Information Science and Technology.

Item to be accomplished	Person(s) Responsible	Projected Completion date
Develop learning goals for IST MS program. <i>Action 1.1.a</i>	Richard Hall	January 2008
Identify operational definitions for learning goals for IST MS program. <i>Action 1.1.a</i>	Richard Hall	January 2008
Develop assessment plan. <i>Action 1.1.a</i>	Richard Hall	May 2008
Implement assessment plan. <i>Action 1.1.a</i>	Richard Hall	Fall 2008
Evaluate student progress on these goals and develop improvements in instruction as needs are identified. <i>Action 1.1.b</i>	Richard Hall	Spring 2009

**Table 44: Action Items for Standard 19**

### ***Evaluation of Performance against Standard 20***

The Department of Business Administration fully meets this standard. The Department of Business Administration fully meets this standard.

- The MBA Curriculum Committee meets monthly to review the curriculum for the MBA program. The committee keeps a continuous improvement process mindset and makes revisions on a continual basis as deemed necessary.
- Policies and Procedures for the Admissions Conditions have been established by an MBA Admissions Committee.
- This committee also meets monthly or as needed for the admissions process and also meets as needed to review and revise the policies.
- The MBA Director and Departmental Chair also meet frequently with the Vice Provost of Graduate Admissions to discuss the MBA program content and admissions conditions.

### ***Standard 21: Doctoral Level Degree: Knowledge and Skills***

The Department of Business Administration has no PhD degree so this standard is not applicable.

## Appendix A: Strategic Objectives and Actions

### *Strategic Objective 1: Enrich the Student Experience.*

*“S & T will promote student learning, achievement, teamwork, diversity, leadership, health, and recreation. S & T will foster a culture that embraces its vision by emphasizing cutting-edge academic preparation, hands-on experiences (experiential learning), relevant career connections, supportive and engaging communities, and leadership development opportunities” [S & T Strategic Plan].*

### *Goal 1.1 Continuous Improvement of Educational Processes*

Continuously evaluate and improve our curricula based on changing market needs, student performance, and feedback from stakeholders [See S & T Goal 1.1].

<b>Action 1.1.a</b>	<p>Develop a formal assessment and evaluation mechanism of student outcomes to improve quality of education programs. [OPR<sup>5</sup>: Caroline Fisher, Morris Kalliny, Richard Hall, Brenda Bouse]</p> <p><u>Progress Indicators:</u></p> <ul style="list-style-type: none"> <li>• Select outcomes for each program (completed for undergraduate programs Fall 2007; completed for MBA program Fall 2006).</li> <li>• Select assessment measures for each outcome (completed for undergraduate programs Fall 2007).</li> <li>• Write rubrics for each assessment measure (completed for undergraduate programs Fall 2007).</li> </ul>
<b>Action 1.1.b</b>	<p>Evaluate student performance on outcomes and analyze results to determine needed curriculum changes to ensure that students are meeting these outcomes. [OPR: Caroline Fisher, Morris Kalliny, Richard Hall, Brenda Bouse]</p> <p><u>Progress Indicator:</u></p> <ul style="list-style-type: none"> <li>• Assess students on outcomes and analyze results (in progress for undergraduate students and outcomes).</li> <li>• Evaluate against the goal of 70% of students receiving a satisfactory rating on each outcome.</li> <li>• Automatically reevaluate curriculum if 70% goal is not met.</li> </ul>
<b>Action 1.1.c</b>	<p>Review each degree program every five years with the advisory board and key recruiters. [OPR: Richard Hall, Morris Kalliny, Brenda Bouse]</p> <p><u>Progress Indicator:</u></p> <ul style="list-style-type: none"> <li>• Date when each degree program was reviewed (all 5 by 2012).</li> </ul>

**Table 45: Tactical Implementation of Goal 1.1**

<sup>5</sup> Officer(s) of principal responsibility

## ***Goal 1.2 Grow the Infrastructure to Support the Student Experience***

Expand and increase the quality of the resources, facilities, and personnel focused on teaching, learning, and the student experience by 2011 [See S & T Goal 1.2].

<b><i>Action 1.2.a</i></b>	Obtain AACSB accreditation [ <i>OPR: Caroline Fisher</i> ] <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• Application for AACSB Eligibility (finished in 2006).</li><li>• Application for AACSB accreditation candidacy (finished in 2007).</li><li>• Adoption and implementation of AACSB standards (finish in 2010).</li><li>• Accreditation in 2011.</li></ul>
<b><i>Action 1.2.b</i></b>	Support faculty members in their teaching and research responsibilities [ <i>OPR: Richard Hall, Morris Kalliny, Caroline Fisher</i> ] <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• Percent of tenure-track faculty with funding for one graduate Research/Teaching Assistant (increase to 80% by 2011).</li><li>• Percent of faculty involved with peer-observation process to aid continual improvement of teaching (increase to 80% by 2011).</li><li>• Percent of freshman faculty who participate in S &amp; T's New Faculty Forum (maintain at 100%).</li><li>• Percent of faculty who participate in S &amp; T teaching scholars program (maintain at 80%).</li></ul>

**Table 46: Tactical Implementation of Goal 1.2**



### ***Goal 1.3 Provide for Active Learning***

Provide students with active learning experiences [See S & T Goal 1.3].

<b>Action 1.3.a</b>	<p>Provide the opportunity department-wide for students to engage in research experiences with faculty. [OPR: Richard Hall]</p> <p><u>Progress Indicator:</u></p> <ul style="list-style-type: none"> <li>• Provide at least 20% of undergraduate students a research experience beyond those in the classroom (by 2011).</li> <li>• Provide 100% of students a research experience in the classroom (by 2011).</li> <li>• See Table 48.</li> </ul>
<b>Action 1.3.b</b>	<p>Integrate information system technological tools such as ERP (SAP, Oracle, PeopleSoft, and Microsoft Dynamics) into more classes [OPR: Lian Qi, Bih-Ru Lea]</p> <p><u>Progress Indicator:</u></p> <ul style="list-style-type: none"> <li>• Number courses featuring modern information technology. See Table 49.</li> </ul>
<b>Action 1.3.c</b>	<p>Increase undergraduate student exposure to other cultures. [OPR: Morris Kalliny]</p> <p><u>Progress Indicator:</u></p> <ul style="list-style-type: none"> <li>• Percentage of students taking an international business course (increase to 50% by 2011).</li> <li>• Percentage of students who participate in some international program, including Engineers without Borders, IASTE, and Study Abroad Magellan (increase to 10% by 2011).</li> </ul>

**Table 47: Tactical Implementation of Goal 1.3**

<b>Growth in Undergraduate Research Experiences</b>							
<b>Year (Spring Graduation)</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>In Class %</b>	79%	85%	90%	90%	95%	95%	100%
<b>In Class Number</b>	160	180	194	295	367	433	460
<b>Out of Class %</b>	5%	7%	10%	15%	18%	19%	20%
<b>Out of Class Number</b>	10	15	22	49	69	87	92

**Table 48: Students Participating in Research Experiences**

Departmental Utilization of Information Technology									
<u>Year</u>			2005	2006	2007	2008	2009	2010	2011
<u>ERP Systems</u>	SAP, Dynamics, PeopleSoft, Oracle	FS	5	4	9	10	10	11	11
		SS	3	2	5	5	6	6	7
<u>Visual.Net and Java Development Tools</u>	VB.NET, C#.NET, ADO.NET, Java	FS	3	3	3	4	4	5	5
		SS	2	2	2	2	3	3	4
<u>Telecommunication and Networking Tools</u>	Cisco Software, Routers, Switches; Opnet IT Guru; Boson NetSim; Microsoft XP Pro and Server 2003	FS	3	3	3	4	4	5	5
		SS	2	2	2	2	3	3	4
<u>Database Management Tools</u>	Access, Oracle, SQL, MySQL, ADO.NET	FS	4	4	5	6	6	7	7
		SS	2	2	2	2	3	3	4
<u>Data and Information Analysis Tools</u>	SAS, SPSS, TextMiner, Matlab	FS	0	2	2	3	3	4	4
		SS	2	2	1	1	2	2	3
<u>Accounting Software</u>	Peachtree, MS GP	FS	2	1	0	1	1	2	2
		SS	2	0	1	1	2	2	3
<u>Web Development and Multimedia Tools</u>	Dreamweaver, Flash, PHP, JavaScript, Adobe Photoshop, Sourceforge Audacity, Adobe Flash, Adobe Premiere Pro	FS	0	0	0	1	1	2	2
		SS	1	0	1	1	2	2	3
<u>Human Analysis Tools</u>	Morae, Eye Tracker, PsychoPhysio Measures	FS	0	0	2	2	2	3	3
		SS	2	2	2	2	2	3	3

Table 49: Number of Courses using Learning Technology

## ***Strategic Objective 2: Broaden the Academic Portfolio and Increase Enrollment***

*“S & T will increase its enrollment while maintaining quality by improving access and affordability, expanding diversity, increasing retention, and expanding extended learning activities. S & T will balance the academic portfolio and the student experience by increasing market share in areas such as life sciences and biotechnology, energy, computing, business and management, communication, the liberal arts, and education in science, technology, engineering and mathematics” [S & T Strategic Plan]*

### ***Goal 2.1 Aggressively Grow our Enrollment***

Grow majors in departmental programs to 600 by 2011, with diversity that more closely reflects the college population in the United States [See S & T Goal 2.1].

<b>Action 2.1.a</b>	<p>Achieve a third-to-fourth year retention rate of 90% and a six-year graduation rate of 70% for department undergraduate majors by 2011. Achieve an MBA and MS IST graduation rate of 90% by 2011. <i>[OPR: Bill Kehr, Stephanie Fitch, Brenda Bouse, Barry Flachsbart]</i></p> <p><u>Progress Indicator:</u></p> <ul style="list-style-type: none"> <li>• Percentage of students remaining in the program from third to fourth year.</li> <li>• Percentage of undergraduate students graduating within six years of beginning college.</li> </ul>
<b>Action 2.1.b</b>	<p>Aggressively pursue recruiting students via means such as direct contact, increasing the endowment base, and improving corporate sponsored opportunities and facilities. <i>[OPR: Mike Hilgers]</i></p> <p><u>Progress Indicator:</u></p> <ul style="list-style-type: none"> <li>• Increasing enrollment. See Table 51.</li> <li>• Number of recruiting events attended by the faculty and staff (on average 2 a month).</li> <li>• Amount of funding brought into the department (increase to \$50,000 per year by 2011).</li> <li>• Number of in-kind contributions (increase to 2 per year by 2011).</li> </ul>

**Table 50: Tactical Implementation of Goal 2.1**

<b>Fall Semester Business Headcount (4<sup>th</sup> Week)</b>							
<b>Year</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Total Enrollment</b>	<b>247</b>	<b>263</b>	<b>300</b>	<b>375</b>	<b>450</b>	<b>525</b>	<b>600</b>
Freshmen	39	40	46	55	65	75	85
Transfer	26	32	19	25	30	35	40
Undergraduate Female	63	75	70	94	112	131	150
Undergraduate Minority	21	26	26	37	45	52	60
<b>Total Undergraduate</b>	<b>203</b>	<b>212</b>	<b>216</b>	<b>328</b>	<b>386</b>	<b>456</b>	<b>460</b>
Graduate On-campus	30	34	54	76	85	86	90
Graduate Distance	10	12	16	25	35	45	50
<b>Total Graduate</b>	<b>44</b>	<b>51</b>	<b>84</b>	<b>101</b>	<b>120</b>	<b>131</b>	<b>140</b>

**Table 51: Enrollment Summary for Business and IST FY2005 - FY2011**

## Goal 2.2 Foster a Diverse Community

Continue to seek diversity in recruitment and retention of students, faculty, and staff [See S & T Goal 2.2].

<b>Action 2.2.a</b>	Take advantage of the natural diversity of our degree areas to recruit a number of tenure/tenure-track female and traditionally underrepresented minority faculty members to provide role models for a diverse student body. [OPR: Richard Hall and Morris Kalliny] <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• Number of faculty members in our department who fit the demographics described in Table 53.</li></ul>
<b>Action 2.2.b</b>	Aggressively recruit students who reflect the high standard of excellence and diversity of our vision via means such as early scholarship offers and personal contact [OPR: Brenda Bouse, Stephanie Fitch, Bill Kehr] <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• Amount dedicated to targeting superior students (increase to \$50,000/year by 2011).</li><li>• Percent of contacts made with perspective students who inquire about our programs, apply to our programs, and are admitted to our programs (increase to 50% by 2011).</li></ul>
<b>Action 2.2.c</b>	Improve placement of our graduates by improving our relationship with the COC so that they understand what our students have to offer and act on this knowledge. [OPR: Brenda Bouse, Barry Flachsbar, Caroline Fisher] <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• Place 90% of our graduates in the market within 6 months of graduation by the year 2011.</li></ul>

**Table 52: Tactical Implementation of Goal 2.2**

Diversity of Faculty						
Year	2005	2008	2011	2014	2017	2020
Female Faculty	2	3	4	4	5	5
Traditionally Underrepresented faculty	0	0	1	1	1	1

**Table 53: Progress Indicators for Faculty Diversity**

### ***Goal 2.3 Capitalize on High Potential Programs***

Our department was created with the understanding that we would be rather tightly focused on lucrative niches in our respective fields. Said in another way, we do not have the resources to be a classic business program. Hence, we must concentrate our resources on the programs that we can uniquely provide and that have a sufficiently large potential audience.

<b><i>Action 2.3.a</i></b>	Intensify marketing of the MBA program under our unique integrated-technology brand. <i>[OPR: Brenda Bouse]</i> <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• Increase MBA enrollment to 40 students by fall 2008.</li></ul>
<b><i>Action 2.3.b</i></b>	Develop a specific brand campaign for the areas of strength with our Department in order to improve the marketing of Business and IST. <i>[OPR: Cassie Elrod]</i> <u>Progress Indicator:</u> Complete a branding study by 2009.
<b><i>Action 2.3.c</i></b>	Offer a part-time blended (on campus and distance) MBA program by 2008. <i>[OPR: Brenda Bouse]</i> <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• Complete the development of the supporting infrastructure by spring 2008.</li></ul>

**Table 54: Tactical Implementation of Goal 2.3**

### ***Strategic Objective 3: Expand and Elevate Research Performance and Reputation***

*“S & T will enhance its research activity and performance to establish its status as a top 5 technological research university, distinguishing itself by interdisciplinary collaborations of national significance” [S & T Strategic Plan].*

#### ***Goal 3.1 Enhance Research and Instructional Programs***

Increase number of scholarly publications produced by faculty members [See S & T Goal 3.1].

<b>Action 3.1.a</b>	Encourage, recognize, and support submission of papers to peer-refereed journals. [OPR: Richard Hall, Morris Kalliny, Caroline Fisher] <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• The number of faculty publications. See Table 56.</li></ul>
<b>Action 3.1.b</b>	Double the number of MS IST students graduating with Masters’ theses by 2011. [OPR: Richard Hall] <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• The number of thesis. See Table 13.</li></ul>
<b>Action 3.1.c</b>	Create regular departmental research seminars by 2011. [OPR: Richard Hall] <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• Number of seminar talks given in an academic year (increase to 1/month by 2011).</li></ul>

**Table 55: Tactical Implementation of Goal 3.1**

<b>Publications by Faculty</b>										
Year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Journal	5	9	13	18	16	24	25	26	27	28

**Table 56: Publications by Faculty**

<b>IST MS Theses</b>							
Year	2005	2006	2007	2008	2009	2010	2011
Theses	6	3	6	8	10	11	12

**Table 57: Number of MS Theses**

## ***Strategic Objective 4: Identify Opportunities and Secure Resources from External Constituencies***

*“S & T will create opportunities and acquire resources from external constituencies by creating entrepreneurial opportunities and by engaging alumni, corporations, foundations, partners, and friends in the life of the institution”*  
[S & T Strategic Plan]

### ***Goal 4.1 Strengthen External Relations***

Strengthen the external relations of the Department with its alumni, the local business community, and governmental and not-for-profit agencies [See S & T Goals 4.1-4.3].

<b><i>Action 4.1.a</i></b>	Bring alumni and other business professionals to campus to interact with students and faculty. [OPR: Brenda Bouse, Mike Hilgers] <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• The number of professionals who interact with faculty and students on campus (increase by 1 per year until 2011).</li></ul>
<b><i>Action 4.1.b</i></b>	Strengthen the senior capstone course. [OPR: Chihmao Hsieh] <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• The number of students submitting business ideas (increase by 1 per year until 2011).</li><li>• The number of business plans funded.</li></ul>
<b><i>Action 4.1.c</i></b>	Strengthen our Advisory Board. [OPR: Caroline Fisher] <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• The number of active Board members (increase to 20 by 2011).</li></ul>
<b><i>Action 4.1.d</i></b>	Maintain an alumni directory of our graduates as a networking resource [OPR: Stephanie Fitch, Bill Kehr, Brenda Bouse, Barry Flachsbart] <u>Progress Indicator:</u> <ul style="list-style-type: none"><li>• The percent of alumni we track (increase to 80% by 2011).</li></ul>

**Table 58: Tactical Implementation of Goal 4.1**

## Appendix B: Tables II and IIA

**TABLE II: SUMMARY OF FACULTY QUALIFICATION, INTELLECTUAL CONTRIBUTION, AND PROFESSIONAL RESPONSIBILITIES**

FACULTY NAME	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Acad Qual	Prof Qual	Other	Number of Contributions during the last five years						Normal Professional Responsibilities
							Learning & Pedagogical Scholarship		Discipline- Based Scholarship		Contributions to Practice		
							PRJ	OIC	PRJ	OIC	PRJ	OIC	
Eric Anderson	JD, MBA	1/1/2002	25		yes		0	0	0	0	0	0	UG; SER
Joe Bradley	PhD	9/1/2006	100	yes			0	0	2	20	0	0	UG/G; RES; SER
Yu-Hsien Chiu	MS	1/1/2007	100		yes		0	0	0	0	0	5	UG; SER
Tim Doty	BS	1/1/2007	13		yes		0	0	0	0	0	0	UG/G
Cassie Elrod	PhD	1/1/2006	100	yes			0	0	0	4	0	0	UG/G; SER; ADM
Caroline, Fisher	PhD	9/1/2005	100	yes			0	2	12	10	0	0	UG/G, RES, SER, ADM
Stephanie Fitch	MA	9/1/2001	100		yes		0	0	0	0	0	0	UG; SER; ADM
Barry Flachsbart	PhD	1/1/2003	100		yes		0	0	0	0	0	1	UG/G;
Greg Gelles	PhD	1/1/2002	13	yes			0	0	4	0	0	2	UG/G
Lance Gentry	PhD	9/1/2003	100	yes			0	0	4	2	0	7	UG/G; RES; SER
Richard Hall	PhD	1/1/2002	100	yes			0	0	13	34	0	7	UG/G; RES; SER; ADM
Michael Hilgers	PhD	1/1/2002	100	yes			0	0	4	20	0	0	UG/GR; RES;SER; ADM
Chihmao Hsieh	PhD	9/1/2006	100	yes			0	0	1	5	0	0	UG/G; RES; SER
Morris Kalliny	PhD	9/1/2007	100	yes			0	0	10	29	0	0	UG/G; RES; SER; ADM
Bill Kehr	PhD	9/1/2002	100			yes	0	0	0	0	0	0	UG/G; SER
Bih-Ru Lea	PhD	9/1/2003	100	yes			0	0	8	21	0	7	UG/G; RES; SER
Yingchou Lin	ABD	9/1/2007	100	yes			0	0	0	2	0	0	UG/G;RES;SER
Chris Merz	PhD	9/1/2003	25		yes		0	0	0	0	0	1	
Gina Bobbitt	MA	6/1/2006	25		yes		0	0	0	0	0	0	UG
Julie Patock-Peckham	PhD	9/1/2005	50	yes			0	0	5	12	0	4	UG; RES; SER
Lian Qi	PhD	9/1/2005	100	yes			0	0	1	13	0	0	UG/G; RES; SER; ADM
Hong Sheng	PhD	9/1/2006	50 bus/50 IST	yes			0	0	6	21	0	0	UG/G; RES; SER
Vincent Yu	PhD	9/1/2003	100	yes			0	0	5	17	0	4	UG/G; RES; SER

**Table 59: TABLE II as Required (RE: Standard 10) Based on Business and IST Faculty who are Teaching in Spring 2008**



**TABLE IIA: CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY**

FACULTY NAME	QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ OTHER-O) (FROM TABLE II)	AQ faculty- % of time Devoted To Mission (FROM TABLE II)	PQ faculty- % of time devoted to mission (FROM TABLE II)	OTHER <sup>2</sup> faculty- % of time devoted to mission (FROM TABLE II)	QUALIFICATION RATIOS PER STD 10
<b>Business</b>					
Eric Anderson	PQ		25		
Joe Bradley	AQ	100			
Yu-Hsien Chiu	PQ		100		
Cassie Elrod	AQ	100			
Caroline Fisher	AQ	100			
Stephanie Fitch	PQ		100		
Greg Gelles	AQ	13			
Lance Gentry	AQ	100			
Chihmao Hsieh	AQ	100			
Morris Kalliny	AQ	100			
Bih-Ru Lea	AQ	100			
Yingchou Lin	AQ	100			
Gina Bobbitt	PQ		25		
Julie Patock-Peckham	AQ	50			
Lian Qi	AQ	100			
Hong Sheng	AQ	50			
<b>TOTAL BUSINESS</b>		1013	258		AQ = 80.2% AQ/PQ = 100%
<b>IST</b>					
Tim Doty	PQ		13		
Barry Flachsbart	PQ		100		
Richard Hall	AQ	100			
Michael Hilgers	AQ	100			
Bill Kehr	O			100	
Chris Merz	PQ		25		
Hong Sheng	AQ	50			
Vincent Yu	AQ	100			
<b>TOTAL IST</b>		350	138	113	AQ = 59.5% AQ/PQ = 82.9%
<b>TOTAL FOR SCHOOL</b>		1376	396	113	AQ = 72.8% AQ/PQ = 94.0%

**Table 60: TABLE IIA as Required (RE: Standard 10) Based on Business and IST Faculty who are Teaching in Spring 2008**

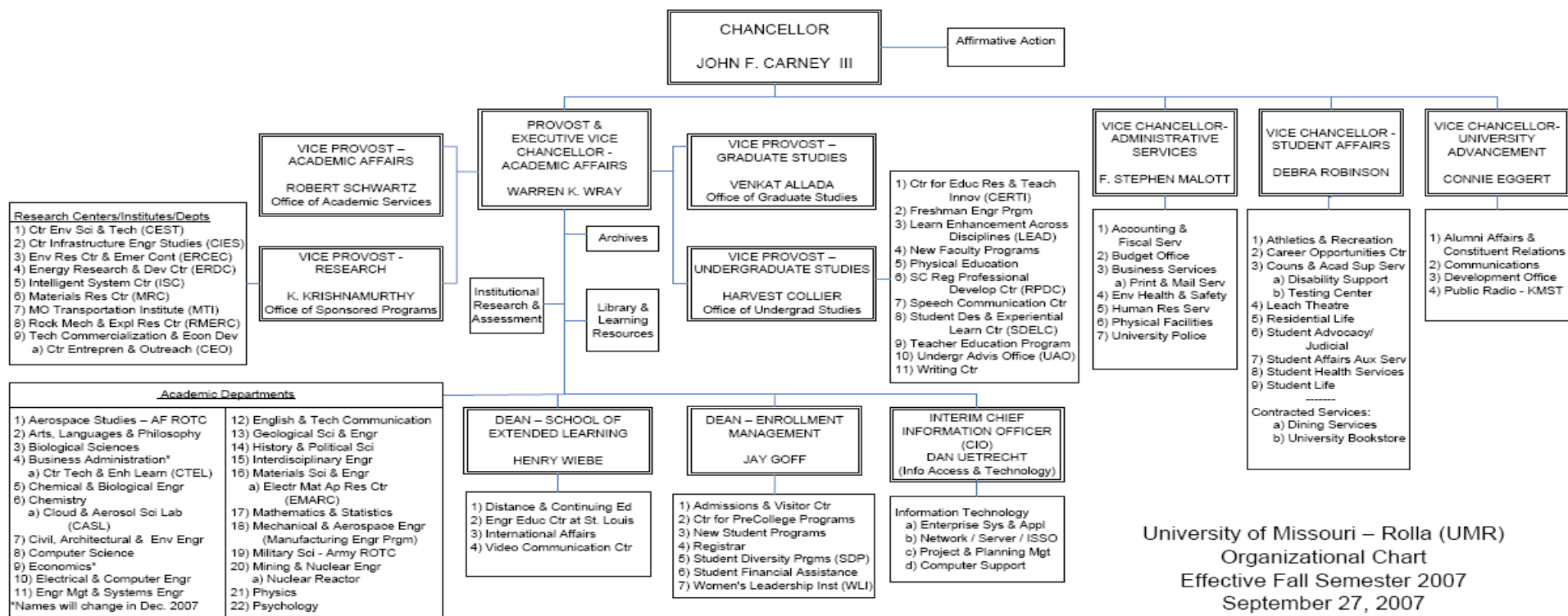


Figure 4: Organizational Structure of the University