AACSB International

Fifth-Year Maintenance Report

2005 – 2009

College of Business Administration

Sam Houston State University

A Member of the Texas State University System

AACSB International
Fifth Year Maintenance Report
2005–2009

College of Business Administration
Sam Houston State University

November 1, 2010

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Situational Analysis

Historical, Demographic, and Other Environmental Factors

The College of Business Administration at Sam Houston State University (SHSU) is rooted in the tradition of service both to its students and the business community. Established in 1879 as a training institute for teachers, the Sam Houston Normal Institute first offered "commercial courses" in 1918. The need for business training increased as commerce grew within the state and a formal program in business administration began to develop. In 1923, the Sam Houston Normal Institute became Sam Houston State Teachers College and, in 1935, was authorized to grant its first Bachelor of Business degree.

In 1936, academic divisions were organized, and by 1937 the Master of Education degree with a minor in business administration was offered. The Master of Arts degree in business was authorized in 1943. The College awarded its first Master of Business Administration degree in 1964.

Sam Houston State Teachers College was renamed Sam Houston State College in 1965. The following year, the College's academic divisions were grouped into five schools and Dr. Jean D. Neal became the first Dean of the School of Business Administration and Applied Arts. A new building, originally named the Business Administration Building, was completed in 1968 to meet the needs of the growing school.

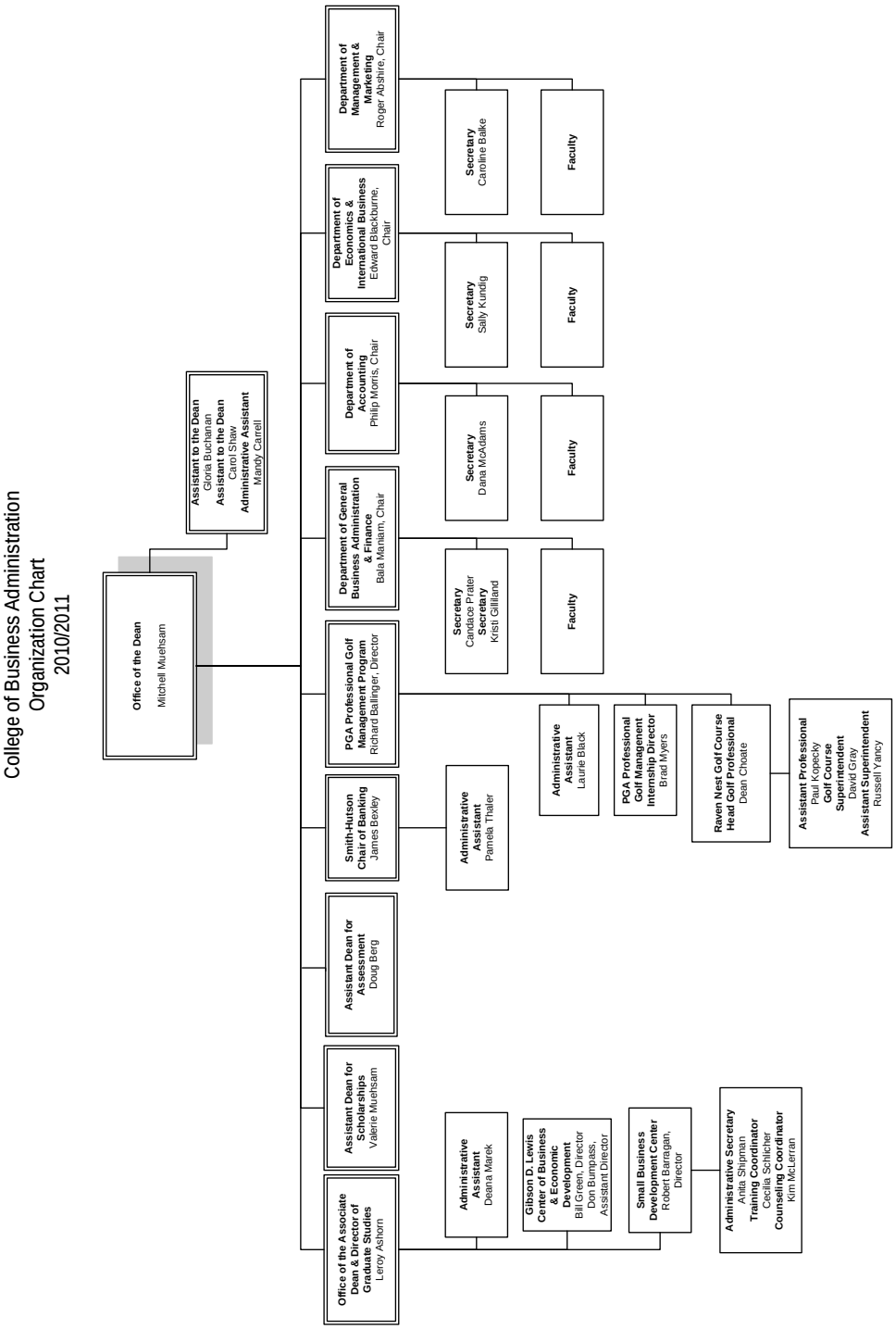
In 1969, Sam Houston State College became Sam Houston State University. That same year, Dr. Neal retired and Dr. Bobby K. Marks was appointed Dean. Under Dr. Marks' leadership the School was designated the College of Business Administration and Applied Arts and, in 1972, was organized into four academic departments with appropriate chairpersons: Accounting, Economics and International Business, General Business Administration and Finance, and Management and Marketing. Two years later, the College's name was changed to the College of Business Administration (COBA).[1]

When Dr. Marks was promoted to the position of Vice President for Academic Affairs in 1984, Dr. James Gilmore was appointed Dean of COBA. It was under Dr. Gilmore's leadership, in 1996, that the College of Business Administration achieved AACSB International Accreditation. At the time of its accreditation, the College became one of only 315 collegiate business schools worldwide so recognized. In the fall of 2009 the College of Business Administration was one of 596 accredited schools in 37 countries (less than 6% of the world's business schools).

In April 1996, Dr. Marks was named President of the University, Dr. Gilmore was promoted to Interim Vice President for Academic Affairs, and Dr. R. Dean Lewis advanced to

[1]The College of Business Administration Organizational Chart is presented in Figure 1 on page 3.

Figure 1: College of Business Administration Organizational Chart



the position of Interim Dean of the College of Business Administration. Following national searches, each of these individuals was named to his respective position on a permanent basis.

In 1997, the building housing the College was renamed the Smith-Hutson Business Building by the Texas State University System's Board of Regents in honor of two successful alumni. An addition to the building was completed in 2005, which effectively doubled the capacity of the College.

In September 2008, Dr. R. Dean Lewis was named Interim Vice President for Finance and Operations and Dr. Leroy Ashorn was promoted to Interim Dean of the College of Business Administration. In March 2009, after a national search, Dr. Mitchell Muehsam was named Dean of the College of Business Administration effective August 2009.

By Fall 2009, student enrollment in COBA had grown to 3,218 and the College conferred 863 (fall/spring/summer) degrees during that academic year. As of Fall 2009, the number of "official business majors" had grown to 2,983. Table 1 illustrates the recent student credit hour growth of the College. Fall 2009 semester credit hours equal 31,347. This represents a 1.5% decrease from the prior year. However, from Fall 2005 through Fall 2009, student credit hours increased 6.3%, an average annual growth rate of just over 1.0%.

Table 1: Summary of COBA Student Credit Hours, Fall 2005 – Fall 2009

Classification	F05	F06	F07	F08	F09
Total Undergraduate	27,699	29,035	28,824	29,994	29,463
Total Graduate	1,791	1,682	1,773	1,829	1,884
Total Credit Hours	29,490	30,717	30,597	31,823	31,347

Sam Houston State University is one of 19 public and independent universities and community colleges located in the Texas Gulf Coast region. The Texas Higher Education Coordinating Board (THECB) projects that from 2000 to 2015 this region will experience a 40% growth in population to 6.8 million people. Current trends indicate an increase of approximately 600,000 of this growth to be in the 15–34 age group (college-age). This represents the second largest increase in the college-age populations of all THECB regions.[2]

Currently, this region is the fifth-fastest growing of the ten regions in Texas. The Texas Workforce Commission (TWC) projects the Gulf Coast Region of Texas will add more jobs than any of the other nine regions, providing more job opportunities.

COBA is proud of the diversity of its student body. In Fall 2005, 30% of the undergraduate students and 25.5% of the graduate students were non-Caucasian. In Fall 2009,

[2]The Dallas/Ft. Worth region is expected to have the largest.

33% of the undergraduate students and 29.2% of the graduate students were non-Caucasian. Females comprised 44.5% of COBA's Fall 2009 enrollment.

Strengths and Challenges in Reputation, Resources, Sponsors, and Supporters Facing the College of Business Administration

Strengths

The University Center

The University Center (TUC) is a multi-institution teaching center in The Woodlands (located approximately 30 miles north of Houston and 35 miles south of SHSU's main campus) which offers courses taught by COBA faculty. COBA is authorized to offer Bachelor of Business Administration (BBA) degrees in accounting, general business administration, banking and financial institutions, and management, as well as the traditional Master of Business Administration (MBA), at TUC. TUC gives SHSU a geographic advantage since working students from the greater Houston area are able to earn bachelor and master degrees without commuting to the main campus. Within the past year three universities that were originally part of the consortium (University of Houston, University of Houston–Downtown, and Prairie View A&M) have withdrawn. Consequently, SHSU has been able to add new BBA degree programs in finance and marketing effective Fall 2010.

Banking and Financial Institutions Program

In 1996, through a gift from a generous alumnus, the Smith-Hutson Endowed Chair of Banking was created with the primary purpose of educating students for the community banks in the region. The current Chairholder is serving his second term as a member of the Board of Directors of the Federal Reserve Bank of Dallas – one of only two academics on Boards of the 12 regional Federal Reserve banks. The Chairholder's contacts as a member of the Board provides access to nationally recognized bankers and business leaders. Recent visitors to campus as part of our Executive-in-Residence program include Richard Fisher (President of the Federal Reserve Bank of Dallas), James Hackett (Chairman of the Board and CEO of Anadarko Petroleum Corporation), Herb Kelleher (cofounder, Chairman Emeritus and former CEO of Southwest Airlines), Joe Weller (retired Chairman of the Board and CEO of Nestle, USA), and Samuel Golden (former Office of the Comptroller of the Currency's Ombudsman).

A minor in banking was created in 1999 for students who major in a business field. The major in Banking and Financial Institutions, the only one in Texas, was approved in 2001. An internship with financial institutions is a key component of both the major and minor in Banking and Financial Institutions.[3] During the past 10 years over 800 students have been placed in internships and/or career positions out of this program. With the financial support of bankers and others in the region, an executive classroom was created, providing students with the opportunity to interact with bankers through interactive video.

Professional Golf Association Golf Management Program

In Fall 2005 SHSU initiated an academic program with an emphasis in Professional Golf Management. One of only 20 Professional Golf Association (PGA) of America accredited programs in the nation and the only one in Texas, the PGA Golf Management Program prepares students for leadership positions in the golf industry. Students who complete the program will graduate with a BBA in General Business Administration and a Class "A" membership from the PGA of America. A major part of the PGA Golf Management Program is the completion of 16 months of internship: three months each summer for the first three summers and seven months beginning the summer of year four through the fall of year five. Students are required to take courses outside of COBA including agriculture (Turfgrass Management), kinesiology (Biomechanics of Golf), and family and consumer science (Food and Beverage Management) that are critical to successful golf enterprises. There are now about 100 students in the PGA Golf Management Program with the first graduating class in Spring 2010. Over the next 20 years it is expected that golf facilities management in Texas will be dominated by SHSU COBA graduates.

Location

The university's proximity to the nation's fourth largest city (70 miles) and 160 miles south of the nation's ninth largest city, coupled with forecasts of population and college-age population growth, puts the College of Business Administration in an ideal location relative to this population center. Enrollment in the College of Business Administration during Fall 2009 and Fall 2010 has declined, but the various factors that have caused this are thought to be temporary.

[3]The number of banking student interns has grown from 4 in 1998 to 95 in the 2009-2010 academic year.

Challenges Facing the College of Business Administration

Greater Competition for Students

Community colleges, traditional four year colleges, and for-profit educational institutions have increased the competition for students. Community colleges, with their separate tax base and singular focus on instruction, have been creative in finding new forms of scheduling and instruction to meet student needs with lower-division course offerings at a significantly lower cost to the student. Additionally, proprietary institutions, such as The University of Phoenix and DeVry University, are attracting a large number of students, at very high tuition rates, because of flexible scheduling, the prevalence of online instruction, credit for life experiences, and not-so-rigorous admissions standards.

Decreasing State Support

State support for higher education in Texas will continue to shrink in the immediate future. Thirty years ago state support represented nearly 67% of the university budget. Today state appropriations represent slightly more than 33% of the university budget. To make up this difference, universities have been forced to increase tuition and fees and to look for other sources of revenue. Over the past seven years tuition and fees for students attending SHSU have increased by 64%; below the statewide average of 72%. Administrators increasingly spend a greater portion of their time trying to identify and attract funding sources from alumni and individual and corporate supporters. SHSU has just completed its first capital campaign which generated over $60 million, but must continue to add to this base to support the cost of higher education. The university experienced small budget cuts for fiscal years 2010 and 2011, and expects a larger cut for fiscal year 2012.

Opportunities for Enhancing Degree Offerings

Master of Science in Project Management

The proposed Master of Science (MS) in Project Management will serve professionals managing "project life cycles" in organizations faced with the challenge of introducing new products and services in an ever changing business environment. This program will enable students to develop these competencies, and prepare them to manage a project, both functionally and strategically. The program will prepare students to become certified by the Project Management Institute (PMI), the premier certifying organization for the project management discipline. The program will not only attract additional students to COBA, but also

increase the College's name recognition and reputation among potential employers for its baccalaureate and master's degree programs.

Degree Programs Included in Review With Number of Graduates in Previous Year

Table 2: COBA Graduates, 2009 – 2010 Academic Year

Degree Program	Graduates
BBA	774
MBA	60
MS in Accounting	24
MS in Finance	5
Total Graduates	863

Progress on Concerns from Last Review

Quality of Intellectual Contributions

In the November 2005 Maintenance Review Visit, the Peer Review Team, consisting of Robert Reid, Robert Camp, and Lyle Schoenfeldt complimented Sam Houston State University's College of Business Administration for "developing a strong set of tenure and promotion policies consistent with AACSB International standards related to the quality of intellectual contributions." Additionally, the Team also complimented the College of Business Administration for "developing an annual evaluation process that provides faculty with clear signals regarding their progress in meeting expectations regarding the intellectual contributions." The Team also offered the following suggestions related to the "quality of intellectual contributions:"

- Consider a definition for academically qualified faculty which includes an expectation that peer reviewed journal publications be a part of each faculty member's scholarly portfolio.
- Encourage individual faculty to establish their own research agenda (intellectual contributions should relate to the faculty members instructional/disciplinary area).
- Create incentives that will encourage faculty to submit their scholarly output to higher level journals.
- Consider devoting additional support for summer research contracts.

Actions Taken Related to Intellectual Contributions Suggestions

The Leadership Team within the College of Business Administration has embraced each of these suggestions and has taken the following actions:

- In December 2005 the definition of Academically Qualified was modified to include the following:

  > To be classified as Academically Qualified, a faculty member must possess a doctoral degree in the area in which the faculty member teaches and produce four or more peer reviewed intellectual contributions, including at least two peer-reviewed journal articles, textbooks, chapters in textbooks, or cases over a five-year period.

- The reward structure was altered to discourage peer reviewed articles outside of a faculty member's discipline. Intellectual contributions necessary for tenure and promotion include the following:

> Sustained scholarly achievement, with at least six (6) citations during the normal term in rank to include publications/acceptance of at least three (3) peer-reviewed articles in **business journals** and at least three (3) others from: Authored textbooks; presentation of scholarly papers or works at external professional forums; grants received to support scholarly activity, other externally evaluated scholarly activity; and promise of sustained growth in scholarly activity.

- The merit pay reward system was altered by changing the Faculty Evaluation System (FES 3) so that peer review scholarly articles and books must be in "College of Business related disciplines" to be counted.
- The Faculty Evaluation System (FES 3) was altered to allow faculty members to carryover points earned by publishing in peer-reviewed journals. This allows faculty with "carryover points" to spend more time focusing on higher level journals. The results of this initiative have been mixed. The number of publications in peer review journals has increased substantially, but it is unclear whether the increased output is in higher level journals. Currently the Leadership Team and the FES Committee are reviewing the work of peer institutions that categorize journals to determine how such a system may be incorporated into the COBA Faculty Evaluation System.
- Each department in the College of Business Administration was allocated monies to be distributed among the faculty on a competitive basis as summer research grants. Current budget constraints have temporarily put these grants on hold.

Integration of Learning Across Disciplines

The Peer Review Team complimented the College of Business Administration for "effort to integrate content in the stem coursework in (our) Master's program...and efforts to integrate decision making across disciplines by using an Enterprise Resourse Planning (ERP) platform with System Analysis Programming development(SAP)." The Team suggested that the College of Business Administration:

- Expand the use of the ERP platform, and
- Explore additional ways to integrate learning across the disciplines for (our) undergraduate student body.

Actions Taken Related to Integration of Learning Across Disciplines Suggestions

- Sam Houston State University is one of three institutions in the United States that both hosts an SAP server and has access to another institution's server. This provides our faculty access to a larger inventory of SAP cases and material.
- In January 2010 the College of Business Administration hosted an international SAP workshop that provided faculty with development opportunities.
- The College employed a new faculty member in Management, specializing in Human Resources, who is nationally recognized in the SAP community of users.
- Within the College of Business Administration a program has been instituted (through SAP) that allows students to earn an SAP certificate.
- Although limited in scope, students enrolled in the College of Business Administration that have been accepted into the Elliot T. Bowers Honors College are required to complete two interdisciplinary seminars. One seminar, *Decision Making in a Complex World,* has a section taught by an economist from the College of Business Administration, with the other three sections taught by a philosopher, a sociologist, and a physicist. Additionally, within the College of Business Administration an *Honor's Seminar in Business* is taught by faculty members representing each of the four departments within the College.
- Students often find it difficult to internalize skills taught in one department thereby making it difficult to learn new course material taught in another department. Accordingly, the College of Business Administration Teaching Effectiveness Committee has adopted a three step process to address the problem.
    1. Identify topical "bottleneck" areas (e.g. quantitative material) where students have difficulty retaining or learning course information – particularly in relation to higher level courses.
    2. Prioritize these areas and develop training modules that students can easily access to address gaps in their knowledge.
    3. "Operationalize" the process over a 2–3 year period.

Enrollment Management

It was noted in the AACSB International Fifth Year Maintenance Report that Sam Houston State University's College of Business Administration did not have a formal admissions process beyond the admissions process for students entering the university. In the five years prior to the Peer Review Team's visit, enrollment growth in the University and the College of

Business Administration had been substantial and was expected to continue. Consequently the Peer Review Team suggested "Given the projected enrollment growth at the university, and the need to carefully manage this expansion of the student body,..." the Peer Review Team specifically recommended that the College of Business Administration:

- Consider a separate program admission process (due to the rate of enrollment growth).
- Review the university projected enrollment growth and the assumptions that support these projections.
- Develop plans, scenarios and resources required for the College of Business Administration to respond to this projected growth.
- Develop strategies and tactics to control enrollment growth (if appropriate), with the goal of improving the quality of the student body and enhancing the reputation of the College of Business Administration. Learn from what peer, aspirant, and competitive schools are doing.

Actions Taken Related to Enrollment Management Suggestions

Since the Peer Review Team's visit in 2005, enrollment and Student Credit Hour (SCH) growth in the university and in the College of Business Administration has fallen short of projections. Various factors have negatively impacted the university's growth including:

1. Changing demographics in the primary market served by the university. An increasing proportion of high school and college age students are choosing not to enroll in universities.
2. The cost of attending two-year community colleges is substantially less than attending a four-year university, so many college age students begin their higher education at community colleges.
3. The poor economy and the relatively high unemployment rate have made it difficult for many families to support their children in colleges away from home. Many students are living at home and attending community colleges or four-year colleges closer to home.

Because of these reasons, the need to establish a separate admissions process to manage the enrollment in the College of Business Administration was determined by the leadership team to be unneeded at this time. However, in an effort to increase the quality of students enrolled in upper division business administration courses the following action was taken:

- The College of Business Administration now requires that all prospective business majors complete Principles of Microeconomics, Principles of Macroeconomics, Principles of Financial Accounting, Principles of Managerial Accounting, Business Analysis (statistics), and Business Legal Environment with at least a "C" average before enrolling in junior level business courses. These six courses prepare students for their upper-level business courses.

Assurance of Learning

The Peer Review Team commended the College of Business Administration for the developmental assurance of learning work and recognized our commitment to assurance of learning. While acknowledging our efforts and progress related to assurance of learning, the Team made the following suggestions:

- Move rapidly to develop direct measures and methods to assess student learning (beyond communications and critical thinking).
- Develop course-embedded assessment measures.
- Encourage processes by which a broad-based cross-section of faculty will review assessment results, carefully consider curriculum improvements and make changes in curriculum based on these results.
- Make Assurance of Learning part of the faculty culture.

Actions Taken Related to Assurance of Learning Suggestions

The Leadership Team and the faculty in the College of Business Administration recognize that student learning is the central activity of higher education. Learning goals and objectives have been identified for each degree program based on the knowledge, skills, and attributes our students should possess upon graduation. Assessment of learning goals provides a guide for evaluating and revising our academic programs with the ultimate goal of continual improvement in student learning. Specific measures that have been taken relative to the Peer Review Team suggestions include the following:

- The appointment of an Assistant Dean with responsibilities related to Assurance of Learning.
- Learning objectives have been established for each degree program and each major that includes discipline-specific knowledge students are expected to have.

- Embedded assessments, along with increased usage of faculty-driven rubrics, have been created for core courses in the College of Business Administration curriculum.
- In an effort to make Assurance of Learning part of the faculty culture, departmental meetings include Assurance of Learning and assessment discussions.
- A College of Business Administration Assurance of Learning Committee has been established with representatives from each department.
- Assessments have shown that students often have trouble internalizing skills learned in quantitative and analytical courses so they can incorporate those skills into advanced classes. This information was communicated to the College of Business Administration Effective Teaching Committee, resulting in several faculty members volunteering to create targeted training modules that students can easily access on the College of Business Administration website, Blackboard, e-College, or Facebook.

Strategic Management of the College of Business Administration

Consistency of Mission

The mission for the College of Business Administration is consistent with the mission of Sam Houston State University. COBA actively engages in a continuous review process involving the administration, faculty, students, alumni, members of the employer community, and other stake-holders. The Vision and Mission statements for the College of Business Administration are reviewed annually.

Vision

> *Sam Houston State University's College of Business Administration aspires to be recognized among the best regional colleges of business administration in the nation. It is committed to developing capable, confident, and ethical graduates equipped for a lifetime of productive contribution to business and society.*

Mission Statement

> *The mission of the College of Business Administration is to provide an excellent education to a diverse student body through quality undergraduate and graduate business programs. The College provides a learning environment that enables students to develop the knowledge and skills necessary for successful business careers in a global environment, to become productive and ethically committed citizens, and to continue learning. The College responds to changing student needs and serves its constituencies through a continuously improving curriculum, excellent teaching, technology use, and quality intellectual contributions.*(Approved by faculty in August 2010.)

The mission statement was reviewed during the 2009-2010 academic year. A committee composed of faculty members and departmental chairs was created in October 2009 and charged to develop recommendations for the college's mission to incorporate a focus on quality, intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy. The proposed changes were shared with the faculty in January 2010 at the Spring Faculty meeting. The faculty were given an opportunity to provide feedback during the meeting and were given instructions to send any additional recommendations and comments, via e-mail, to the dean. The Dean's Advisory Council reviewed the proposed changes in April 2010 and voted to recommend approval of the new mission statement. The faculty approved the revised Mission Statement at the Fall 2010 Faculty meeting.

Core Purpose and Values

COBA Core Purpose: To prepare students for a lifetime of learning, for adapting to change and for productive service grounded in the disciplines of business.
Core Values:

1. Value of the Individual
   COBA:
   - Supports the pursuit of individual goals and objectives
   - Builds student success
   - Embraces diversity among the faculty, staff and student body
2. Honesty
   COBA:
   - Demands ethical behavior, integrity and high standards
   - Expects openness and fair-dealing with all stakeholders
3. Quality
   COBA:
   - Provides a quality education environment
   - Nurtures intellectual development
   - Maintains relevant curricula and teaching pedagogy
4. Responsibility
   COBA:
   - Emphasizes individual accountability
   - Promotes personal initiative
   - Values dependability
5. Mutual Respect
   COBA:
   - Cultivates a spirit of cooperation and collegiality
   - Maintains trust, collaboration and the respect of others

Strategic Management Planning Process and Outcomes

A new dean was selected for the College and assumed duties on August 1, 2009. Prior to taking office, the Leadership Team (incoming dean, interim/associate dean, assistant deans, and department chairs) embarked on conducting a SWOT analysis. The analysis was presented to the faculty in August 2009 at the Fall Faculty Meeting. The College's Strategic Management Advisory Committee was assigned the task of using the SWOT analysis as a starting point for developing a recommended strategic plan for the college. The committee members was charged to develop a plan with the understanding that the Leadership Team would make adjustments based on their experiences, the dean's vision, as well as on political and/or financial constraints. Input was also solicited from the Dean's Advisory Council in

October 2009. The committee delivered their recommendations to the dean in late April 2010. The Leadership Team developed the college's strategic plan in the summer of 2010.

On an operational basis, the Leadership Team meets every two weeks, to coincide with meetings of the Council of Academic Deans, to stay current with presidential and provost initiatives, and to address tactical and strategic issues as they arise. Additionally, the Leadership Team holds a Strategic Planning Retreat each summer specifically to discuss strategic issues and to develop a planning grid showing major goals and action items for the next year. The Graduate Council meets at least once each semester to address curricular and/or policy/procedural issues. The Strategic Management Advisory Committee is charged with seeking faculty input to develop a faculty driven strategic plan. The Dean's Advisory Council meets twice a year to provide input on a wide variety of issues that includes fund raising, recruiting, and expanding employment opportunities.

From 2005-2008, the College of Business Administration Executive Committee (now the Leadership Team) met regularly to address tactical and emerging strategic issues as well as to hold the annual Strategic Planning Retreat each summer. A product of these meetings was the creation of Planning Grids which presented the planned action items for the upcoming academic year (examples of these grids for academic years 2006, 2008, and 2010 are shown in Tables 32 – 34 on pages 83 – 97 in the Appendix). The grids identify the process involved, resources needed, anticipated start and completion dates, the entity responsible and status at the end of the academic year. Effective with the 2007–2008 academic year, the headings of the grid were modified to align with the terminology used in the college's and university's move to an Online Assessment Tracking Data Base (OATdb) to track planning and corresponding assessments. The most recent goals and objectives for the College are:

Goal: Promote Quality Academic Programs – The College of Business Administration in an effort to support the goals of the Office of the Provost, to remain competitive with other schools in the State, and to meet COBA's mission, must constantly evaluate existing programs and design new programs to meet the needs of the region, state, and country. The College's Assurance of Learning program will assess the student learning aspect of this goal. The following serve as non-student learning objectives that, if met, contribute to quality academic programs:

Objective: Recruit and Retain Quality Faculty – The strength of the College lies with the quality of its faculty. Successful pursuit of the College's mission is dependent on having a quality faculty. The following indicators are used to provide insight as to how well the College is meeting this objective:

* Percentage of new hires from Carnegie Classification Research, Very High (RVH) or Research High (RH) institutions
* Percentage of full-time tenured/tenure-track faculty with peer reviewed publications
* Percentage of faculty who are in the top 50% of IDEA scores in at least 50% of their sections

* Percentage of AQ faculty
* Percentage of AQ capable faculty who attain/maintain AQ status
* Percentage of AQ/PQ faculty
* Number of courses with electronic tutorials offered online

Objective: Seek and Maintain Program Recognition – To ensure that programs are current and of high quality, the College, having earned recognition from the most prestigious accrediting agency for schools of business (AACSB International) will maintain that accreditation and pursue other peer reviewed recognitions when appropriate. The following indicators are used to provide insight as to how well the College is meeting this objective:

* AACSB maintenance report
* Impact of intellectual contributions
* High profile service to the academy

Objective: Promote Development of New Programs and/or Adjust Curriculums within Existing Programs – In pursuit of the University's and College's missions, existing programs will be reviewed and new programs will be developed as the need and opportunities arise. The review of existing programs and the development of new programs will proceed through the college's and institution's curriculum process. The following indicators are used to provide insight as to how well the College is meeting this objective:

* Curriculum Report
* Creation of proposals for new programs

Goal: Promote Efficient and Effective Administration within the College of Business Administration – The College must efficiently and effectively monitor its efforts to ensure its departments are being managed in a professional and appropriate manner.

Objective: Policy Review and Creation – The policies and procedures of the College create the parameters within which the College operates. The policy and procedures are designed to increase the efficiency and effectiveness of the College. To this end, the Dean is charged with the regular review of existing policies and procedures. Such a review requires the Dean to involve key stakeholders in the review. The following indicators are used to provide insight as to how well the College is meeting this objective:

* Identification of policies to be reviewed
* Number of policies to be reviewed

Objective: Support of Presidential and Provost Initiatives – The Dean is charged with supporting initiatives set by either the President or Provost. It is the Dean's responsibility to handle the administrative requirements to support these initiatives. The Dean is also charged with making sure the department chairs are aware of and supportive of these initiatives. The following indicators are used to provide insight as to how well the College is meeting this objective:

* Creation/Maintenance of the college's strategic plan, aligned with university goals
* Presidential performance indicators

Objective: Provide Support to Departmental Chairs in Meeting Their Goals and Objectives – The College is dependent on the Dean and departmental chairs to put into effect the operational plans for the College. The Dean seeks to enable the Chairs to succeed by providing appropriate levels of advice and support. The following indicators are used to provide insight as to how well the College is meeting this objective:

* Resource availability

Objective: Seek Stakeholder Input – The organization is best served by seeking input from the leadership team, the faculty, and alumni/employer representatives with the realization that each group contributes from its own perspective and expertise. The following indicators are used to provide insight as to how well the College is meeting this objective:

* Posting of minutes
* Discussion forums

Action Items and Financial Strategies

With the hiring of a new dean, COBA has embarked on the creation of a new strategic plan. Action items that will be addressed in the next one to three years include the following:

- Implementation of an online MBA program and hiring an MBA director
- Creation of academic support material
- Revision of the College's Faculty Evaluation System
- Creation and implementation of a program review process
- Creation of online classes for select undergraduate courses
- Pursuit of differential tuition for upper-level and graduate courses offered by COBA
- Improve the quality of the faculty's intellectual contributions

Relation of Action Items to the Mission

- Implementation of an online MBA program - The online program will enhance the college's ability to ". . . provide an excellent education to a diverse student body."

- Creation of academic support material - "The College provides a learning environment that enables students to develop the knowledge and skills necessary for successful business careers. . ." The academic support material enhances the College's ability to meet this aspect of the mission.

- Revision of the College's Faculty Evaluation System - The foundation for providing "a continuously improving curriculum, excellent teaching, technology use, and quality faculty intellectual contributions" is based on a quality faculty. The evaluation system contributes to the motivation of the faculty to be committed to continuous improvement.

- Creation and implementation of a new program review process - A comprehensive program review process helps the college "provide an excellent education to a diverse student body through quality undergraduate and graduate business programs."

- Creation of online classes for select undergraduate courses - The online offerings will enhance the college's ability to ". . . provide an excellent education to a diverse student body."

- Pursuit of differential tuition for upper-level and graduate courses offered by COBA - The funding from differential tuition will help the college accomplish all aspects of its mission.

- Improve the quality of the faculty's intellectual contributions - The foundation for providing ". . . quality faculty intellectual contributions" is based on a quality faculty.

The College of Business Administration at Sam Houston State University, like many units within institutions of higher education, is forced to operate in an environment of shrinking budgets. To date, the state of Texas has not faced the same level of budgetary constrictions that have impacted higher education in the rest of the United States. COBA has had cuts in its budget and anticipates further cuts in the coming biennium. Despite the budget cuts, funds have been made available for merit raises for its faculty and staff for the 2010-2011 academic year. The University allocates 50% of the distance learning fee (from online courses) to the College. The fees generated from the online MBA courses and the undergraduate online courses will partially offset the budget cuts that have been and may be implemented.

Unless there are additional substantial budget cuts, all of the action items for the next one to three years can be adequately funded by existing resources. Should the College be successful in its pursuit of a differential tuition, ample funding will be available for more ambitious action items in future years. Furthermore, if the online programs meet enrollment projections, the accompanying distance learning fees will more than offset the budget cuts that have taken place to date.

With respect to funding for classroom and computing facilities for students, student advising, faculty development including instructional enhancement, library and other information access, and technology assistance, the vast majority of funding is provided at the

University level and comes from fees and designated tuition which is not impacted by state budgetary cuts. The College has, and will continue to have, adequate resources for these key components. Furthermore, the University created the Distance Education and Learning Technologies for Academics Center (DELTA Center) in the summer of 2009. The Center provides and funds personnel, technology, and training to support the technological needs of the College and University, thereby removing the financial responsibility from the College.

Support for faculty intellectual contributions and research comes primarily from the college's operating budget, revenue from the College's participation at The University Center (TUC) located in The Woodlands (35 miles south of SHSU), and fundraising activities. Budgetary cuts have reduced the level of funding for the College's operating budget. Furthermore, increased operating costs at TUC led to a reduction in the College's share of TUC funds. It is anticipated that this reduction will be short-term due to an anticipated increase in enrollments at TUC when the University completes construction of a new and larger TUC in 2012 or 2013. However, as mentioned above, the distance learning fees are partially offsetting the impact of the budget cuts and should produce an increase in total funding in about three years.

New Degree Programs

Master of Science in Accounting

The Program

The Master of Science (MS) in Accounting program at Sam Houston State University is designed to provide students with the advanced study in accounting necessary to prepare for the Uniform CPA Examination and for employment opportunities within industry, government, and public accounting firms. The program was implemented in Fall 2008 in response to (1) the Department of Accounting's compliance with the 120-hour requirement for bachelor's degrees while still allowing students to qualify to take the Uniform CPA Examination, which requires 150 hours, and (2) the increasing demand for Masters' degree accounting graduates by public accounting firms. The MS in Accounting, in lieu of the "five-year accounting" MBA or MS in Finance, provides a full program of graduate level accounting course work (rather than only a concentration) that better prepares the graduate for the increased requirements of the Uniform CPA Examination and also provides a more rigorous preparation for entry into the accounting profession.

The MS in Accounting program requires a minimum of twenty-one semester hours in graduate accounting courses, an additional three semester hours of graduate accounting or finance electives, and six semester hours of graduate course electives from the College of Business Administration. As the Accounting undergraduate degree program curriculum was

revised to meet the Texas legislature's 120-hour mandate for state universities, three undergraduate accounting elective courses were enhanced and moved to the MS in Accounting curriculum as required courses. The increased complexity of accounting, auditing, and taxation regulations coupled with the demands of the accounting profession and the Uniform CPA Examination make these courses more appropriate for graduate study. The undergraduate accounting program with the required thirty semester hours of accounting will continue to meet the needs and demands of the non-public accounting business and industrial firms.

Market Served

In 2002, Congress passed the Sarbanes-Oxley Act to tighten accounting standards and strengthen financial reporting requirements for public companies. As a result, the demand for professional accountants has greatly increased and should continue well into the future. According to the U.S. Department of Labor's Bureau of Labor Statistics, employment of accountants and auditors is expected to grow faster than the average for all occupations through the year 2014. Students that choose to pursue the MS in Accounting will meet the expectations of public accounting firms and the requirements for the Uniform CPA Examination of thirty-six hours of accounting plus three hours of professional ethics through the more rigorous graduate level course work in that program.

Texas and most other states require candidates qualifying to sit for the Uniform CPA Examination to have successfully completed 150 credit hours. The rule limiting Texas state universities' undergraduate programs to 120 credit hours, coupled with the Texas Education Code 54.068 (restricting the number of hours undergraduate Texas residents may attempt while paying in-state tuition), combine to make it very difficult for Texas residents to fulfill the requirement to sit for the CPA examination with only an undergraduate degree. Consequently, students find a graduate degree like the Master of Science in Accounting to be the best option. In addition, the number of masters' degree candidates hired by public accounting firms has increased much more rapidly in recent years than the number of those with bachelors' degrees. At the time the MS in Accounting at Sam Houston State University was proposed, research showed overall enrollment in accounting programs increased by 19% nationally over the previous five years, while enrollment in accounting masters' degree programs increased 115% during the same period.

Faculty, Technology, and Facility Support

All courses currently offered in the MS in Accounting program were already being offered on a regular basis, either as graduate courses in the MBA and MS in Finance programs or as undergraduate accounting elective courses which were enhanced and moved to graduate status. Therefore, no new faculty or other resources are required. The program is supported by existing facilities. All accounting classrooms are equipped with computer projection

technology and are connected to the SHSU computer system. The Dow Technology Demonstration Center contains twenty-five personal computers that are connected to a datacenter containing numerous software applications that are useful for accounting graduate students including electronic versions of the AICPA Professional Standards, Financial Accounting Research System (FARS), Governmental Accounting Research Center (GARC), fully-functional versions of Oracle and SAP, as well as Microsoft Office products and an Internet connection.

Intellectual Contributions

Tables 9–12 (AACSB Table 2-1) in the Appendix (pages 48–52) summarize the intellectual contributions of the faculty during the maintenance review period 2005 – 2009. The portfolio of intellectual contributions includes a large number of peer reviewed journal articles, peer reviewed proceedings, and peer reviewed presentations. The intellectual contributions came from a substantial portion of the faculty in each discipline.

One indication of the College's success is the number of peer reviewed journal articles published in the 2005–2009 period when compared to the 2000–2004 period. A summary of the number of the articles published in peer reviewed journals for the last ten years is shown in Table 13 (AACSB Table 2-2) in the Appendix (page 53). For the five year period from 2000–2004 the total number of peer reviewed journal articles totaled 168. The number of peer reviewed journal publications in the subsequent five year period 2005 – 2009 increased to 262.

The College of Business Administration supports the faculty in their intellectual contribution activities in a variety of ways. All tenure track faculty and most tenured faculty that are academically qualified (AQ) have a three course per semester teaching load (a one-course per semester release) to support their research. Tenured faculty who are not AQ are not allowed to teach during the summer sessions so they can devote those three months toward improving their research portfolio. Until recent budget cuts, each department within the college was able to fund one graduate assistant to support faculty research. Additional funding was awarded on a competitive basis in the form of summer research grants to faculty in each department.

To support faculty research efforts, faculty are funded to present their research findings at professional conferences. The College of Business Administration provides up to $1,500 funding per trip to any faculty member presenting a paper at a professional conference. Financial support for these research activities comes primarily from the College's operating budget, fund raising activities, and supplemental revenue generated by student enrollment at The University Center located in The Woodlands. Financial support for faculty travel in FY 2010 exceeded $144,000.

Participants

Students

Changes in Enrollment Trends, Diversity, Admission Criteria, Support Services Since Last Review

Changes in Enrollment Trends

Since the last review, the College has continued to grow, but at a slower and more manageable rate. From Fall 2005 through Fall 2009, student credit hours grew by only 6.3%, an average annual growth rate of 1.015%. The demographic profile of the College has shifted, but only modestly with fewer females and more minority students.

Table 3: COBA Student Credit Hours, Fall 2005 – Fall 2009

Classification	F05	F06	F07	F08	F09
Freshman/Sophomore	9,855	10,905	9,975	10,179	9,099
Junior/Senior	17,844	18,130	18,849	19,815	20,364
Total Undergraduate	27,699	29,035	28,824	29,994	29,463
MBA	1,233	1,265	1,197	1,112	990
MS	558	417	576	717	894
Total Graduate	1,791	1,682	1,773	1,829	1,884
Total Student Credit Hours	29,490	30,717	30,597	31,823	31,347

Table 4: Number of COBA Graduates, Academic Years 2006 – 2010*

Classification	AY06	AY07	AY08	AY09	AY10
Graduate	93	80	102	104	89
Undergraduate	598	639	624	759	774

*Note: Academic Year 06 includes Fall 2005, Spring 2006 and Summer 2006

Changing Diversity

During the Fall 2005 through Fall 2009 period, the gender and ethnic composition of the College of Business Administration has changed. Referring to Table 5 on page 28, data shows that the proportion of females in COBA graduate and undergraduate programs were 43% and 45% respectively for Fall 2005. In Fall 2009, the proportion of females had dropped to 41% and 43% in the graduate and undergraduate programs. From Fall 2005 to Fall 2009

the student population became more ethnically diverse. Data from Table 6 on page 28, reveals that 75% of the graduate students and 70% of the undergraduates were White, Non-Hispanic in Fall 2005. By the Fall 2009, these percentages had dropped to 70% and 67%, respectively. In the graduate program the biggest increase was in the number of international students, with the proportion increasing from 7% to 14%. In the undergraduate programs the proportion of international students increased from 1% to 2%, while the proportion of Hispanic students rose from 11% to 13%.

Table 5: Gender of COBA Majors, Fall 2005 – Fall 2009

Classification	Gender	F05	F06	F07	F08	F09
Graduate	Female	101	96	97	95	88
	Male	135	117	129	113	129
	Total	236	213	226	208	217
Under Graduate	Female	1,233	1,315	1,354	1,363	1,293
	Male	1,533	1,685	1,702	1,733	1,690
	Total	2,766	3,000	3,056	3,096	2,983

Table 6: Ethnicity of COBA Majors, Fall 2005 – Fall 2009

Classification	Ethnicity	F05	F06	F07	F08	F09
Graduate	American Indian/Alaskan Native	2	1	0	1	1
	Asian Or Pacific Islander	8	6	5	7	10
	Black, Non-Hispanic	16	12	14	9	11
	Hispanic	18	18	11	12	12
	International	16	15	17	21	30
	White, Non-Hispanic	176	161	179	158	152
	Total	236	213	226	208	216
Under Graduate	American Indian/Alaskan Native	13	24	23	18	18
	Asian Or Pacific Islander	38	41	46	41	51
	Black, Non-Hispanic	450	458	490	497	488
	Hispanic	296	317	348	348	379
	International	33	30	32	44	48
	White, Non-Hispanic	1,936	2,130	2,117	2,148	1,999
	Total	2,766	3,000	3,056	3,096	2,983

Changing Admission Criteria

At this time the Leadership Team has not established new admission criteria for the College of Business Administration. However, in an effort to increase the quality of students enrolled in upper division business administration courses, the following action was taken:

- The College of Business Administration now requires that all prospective business majors complete Principles of Microeconomics, Principles of Macroeconomics, Principles of Financial Accounting, Principles of Managerial Accounting, Business Analysis (statistics), and Business Legal Environment with at least a "C" average before being allowed to enroll in junior level business courses. These six courses serve as a filter for students who may not be best served as business students.

Additional Support Services

- First Year Experience (FYE): The First Year Experience Program offers a variety of courses and support services designed to help first-year students make a successful transition to the demands of university life. Services include an introduction to university life at a convocation, a specially designed college transition course, and a variety of learning communities.
- Counseling Center: The Counseling Center provides services to enhance student learning and assist students in achieving their academic goals. The Center is staffed by professional counselors and graduate trainees who provide a confidential setting where students can freely discuss their concerns. The range of services provided includes individual counseling, group counseling, vocational counseling, relationship counseling, and outreach/preventive education presentations.
- Degree Audit and Review System (DARS): This is an online degree audit program allowing students to view which degree requirements have been met and which requirements have yet to be fulfilled. This is a valuable tool for both students and advisors to keep students on the right track for timely graduation.

Faculty

Faculty Management Policies Overview Including P/S and AQ/PQ Criteria

One of the objectives of the College of Business Administration is to recruit and retain a high quality faculty. COBA strives for high percentages of its faculty to be academically and/or professionally qualified. To be academically qualified, COBA requires that a faculty member holds a doctoral degree in his/her teaching field and produce four or more peer-reviewed intellectual contributions, of which at least two must be peer reviewed journal articles, textbooks, or cases over a five-year period. For a faculty member with a doctoral degree in a business discipline other than his/her teaching field, the intellectual contribution expectation is somewhat greater, unless additional training in the teaching field is undertaken. A faculty

member who possesses a doctoral degree outside of business, but whose teaching responsibilities incorporate his/her academic preparation is considered academically qualified if he/she pursues intellectual activities and participates at the level of other academically qualified faculty.

To be professionally qualified, COBA requires faculty members to have earned a minimum of a master's degree in a business field, and have at least 18 graduate hours in his/her teaching field. Additionally, a professionally qualified faculty member must maintain currency in his/her teaching field through certification or licensure and required continuing education, additional education, attendance at workshops, consulting in the appropriate business or related field, possess current relevant business experience, or satisfy the intellectual productivity requirement for academically qualified faculty.[4]

To employ and retain quality faculty members COBA follows procedures established at both the university and college levels. The process begins each fall with the allocation of new positions and/or the reallocation of vacated positions to the various colleges. Beginning in Fall 2005, new positions were allocated to Academic Affairs based on University growth for the preceding year using the formula (University Enrollment Increase - 100)/20. This process produced a growth in faculty that was faster than the growth in students. When the university's student-to-faculty ratio fell below 22:1, the above mentioned formula was no longer used to determine how many faculty positions are to be added. Position justification and budget considerations now determine how many positions are added each year. Once the total number of new FTEs for the University is determined, they are allocated to each college by the Provost. Each college then submits a Preliminary Budget Request for new positions or for a newly vacated position.

Following the allocation of new positions to the College, the Dean allocates those positions to the departments in COBA based on growth in the disciplines and other considerations justifying need and the department chairs begin the hiring process. A Recruiting Committee is appointed by the department chair to conduct the faculty search. The appropriate requisition form must be completed and sent through administrative channels for approval before any advertising or committee involvement can be undertaken. The Human Resources Department files the position with the Texas Workforce Commission and then posts the opening on the Human Resources bulletin board on their website. The EEO/AAP statement is included in all advertisements. Faculty positions are then advertised in professional publications, on websites, and at professional meetings. The Recruiting Committee screens all applications received, sends letters to those rejected, and invites acceptable candidates on campus for an interview. Campus visits usually include presentations by the candidates, and meetings with departmental faculty and administrators. The Recruiting Committee then makes a hiring recommendation to the Chair who then forwards to the Dean a recommendation. After agreement is reached between the Chair and the Dean, an offer is extended

[4]The standards for tenure, promotion, and reappointment are different from the College's requirements for a faculty member to be classified as either academically or professionally qualified. College requirements for tenure and promotion are clearly defined in a separate COBA policy statement.

by the President.

All faculty members are expected to prepare an annual self-evaluation report using the Faculty Evaluation System (FES) developed by COBA and aligned with the University policy. The FES, which includes teaching, research, and service components, is used to evaluate faculty under a dual work-load policy which classifies faculty into one of two categories – a three-course per semester or four-course per semester workload. All tenured/tenure-track faculty with a three-course workload have increased weight in the evaluation system given to scholarly and creative accomplishments and reduced weight given to service and teaching, compared to faculty with a four-course workload. The University, from 2004 to 2007, provided sufficient funds to allow the hiring of additional faculty facilitating the movement of existing faculty to a three-course load. Those who had demonstrated a sustained level of intellectual contributions were offered a three-course load. Furthermore, new tenure-track hires were, and are, employed with a three-course load.

At the beginning of each academic year, the faculty member and department chair meet to begin the process of a Faculty Development Plan. The faculty member's past academic year performance is evaluated and current year's objectives are set.

These faculty evaluations are part of the processes used for tenure and promotion considerations. Both the faculty evaluation process and the tenure and promotion procedures are contained in written COBA policies.

A tenure decision must be made after a maximum of six years of full-time employment in a tenure track position; a maximum of three years of full-time service at another accredited institution of higher learning may be included in this period. Only on rare occasions is tenure considered for any faculty member with less than three years service at Sam Houston State University. All tenure-track faculty members are reviewed annually by the Departmental Promotion and Tenure Advisory Committee (DPTAC), comprised of all tenured faculty members (with the exception of the department chair) in the appropriate department. During the sixth probationary year (or sooner as appropriate for those given credit for prior experience) tenure elections are conducted at the departmental level by the DPTAC, chaired by the senior faculty member in the department. The tenured faculty review the candidate's tenure file and vote by secret ballot to recommend or to deny tenure. After ballots are counted, the results are given to the department chair and the University Standing Faculty Tenure Committee. The department chair then writes a recommendation and passes the letter and the tenure vote results to the Dean who forwards it to the Provost and Vice President of Academic Affairs with his/her recommendation. The Provost makes a recommendation to the President who then sends his/her recommendation to the Board of Regents. For tenure and/or promotion a faculty member is evaluated in three areas: teaching, research and scholarly activity, and service. For tenure and/or promotion, the faculty must have a sustained pattern of professional competence and effectiveness in each of these categories. Tenure and promotion reviews are held annually between faculty and their chair to ensure faculty are properly evaluated.

Promotion is granted as recognition of sustained, high-quality performance, combined with efforts at continuous improvement. A faculty member normally establishes eligibility for promotion upon the completion of five and one-half years in a tenure-track position or in the rank of associate professor. On rare occasions, outstanding faculty may be considered for promotion with less time in rank. Nominations for consideration for promotion shall be addressed to the DPTAC in any of three ways: 1) by the faculty member, 2) by another faculty member, or 3) by the department chair.

Only members of the faculty with the academic rank of associate professor or professor may be granted tenure. Tenure and promotion from assistant professor to associate professor are linked at Sam Houston State University. A faculty member cannot be promoted to the rank of associate professor without a concomitant award of tenure. Tenure may be granted at the time of appointment to an academic rank of associate professor or professor, or initially tenure may be withheld pending satisfactory completion of a probationary period of faculty service.

A reappointment review for temporary and full time non-tenured track faculty is also held annually using tenured faculty comments as an integral part of the department chair's reappointment decision. When calculating the probationary service, an academic year is a nine month period from September to May. A faculty member is considered full-time when in compliance with the Board of Regents, Texas State University System Standards on minimum workload. Letters of non-reappointment may be issued before the normal end of the probationary period.

Faculty Sufficiency: Participating and Supporting Faculty

The College of Business Administration Leadership Team recognizes the importance of employing and maintaining a faculty sufficient to support the University and COBA mission. Faculty sufficiency is critical to carrying out the functions of teaching, research, and service that are necessary to have a high quality business program. The rationale used by the College of Business Administration in determining the "percent of time committed to mission" for each faculty member is explained on page 59 in the Appendix. Table 7 summarizes the number and percentages of courses taught by Participating and Supporting faculty in COBA for the fall semesters of 2005 through 2009. For the College the percentage of classes taught by Participating faculty exceeds 75% for each of the last five years. A more detailed summary showing the number and percentages of courses taught by Participating and Supporting faculty within each department is shown in Table 14 on page 60 in the Appendix. As listed in Table 14, Participating faculty have delivered more than 60% of the teaching in each academic program for each of the last five years. Tables 15 – 18 on pages 61 – 64 in the Appendix identify the Participating and Supporting faculty members in each department for the Fall 2009 semester.

Table 7: COBA Sufficiency, Fall 2005 – Fall 2009 (AACSB Table 9-1)

Courses Taught By:	F05	F06	F07	F08	F09
Participating Faculty (P)	242	283	272	255	241
Supporting Faculty (S)	36	41	41	44	56
Total Courses Taught	278	324	313	299	297
P/(P+S)	87.05%	87.35%	86.90%	85.28%	81.14%

Faculty Sufficiency: Academically and Professionally Qualified Faculty

To ensure that the College of Business Administration has the faculty expertise to accomplish its mission, clearly defined criteria have been established to define initial qualifications of faculty as well as requirements for maintaining competence (See page 65 in the Appendix). Tables 19 – 22 on pages 67 – 70 identify the faculty in each department and the activities supporting their Academically Qualified (AQ)/Professionally Qualified (PQ) status. Table 8 on page 34 summarizes the number and percentages of courses taught by academically or professionally qualified faculty during the Fall 2005 semester through the Fall 2009 semester. As Table 8 indicates, more than 60% of COBA faculty were Academically Qualified for the entire Maintenance Review period and the percentage of Academically or Professionally Qualified has increased from 86% in Fall 2005 to 92% in Fall 2009. A detailed summary showing the number and percentages of courses taught by academically and professionally qualified faculty within each department is shown in Table 23 on page 71 in the Appendix. As Table 23 indicates, in the department of Economics and International Business more than 50% of the courses are taught by Academically Qualified and more than 90% are taught by Academically and/or Professionally Qualified in each year of the Maintenance Review period. Likewise, in the department of Management and Marketing more than 50% of the courses are taught by Academically Qualified Faculty. The percentage of classes taught by Academically or Professionally Qualified faculty has increased from 78% in Fall 2005 to over 89% in Fall 2009. In the department of General Business and Finance, more than 50% of the courses were taught by Academically Qualified faculty in each of the last five years. The percentage of classes taught by Academically or Professionally Qualified faculty increased from 76% in Fall 2005 to over 86% in Fall 2009. The percentage of classes taught by Academically or Professionally Qualified faculty in the department of Accounting has been 100% for all five years of the Maintenance Review period, but the percentage of courses taught by Academically Qualified faculty which was above 50% for the first three years of the Review period fell to 40% in Fall 2009.

Table 8: COBA Faculty Sufficiency, Fall 2005 – Fall 2009 (AACSB Table 10-2)

Courses Taught By:	F05	F06	F07	F08	F09
AQ Faculty	175	217	219	197	189
PQ Faculty	65	72	63	74	84
Other Faculty	38	35	31	28	24
Total Courses Taught	278	324	313	299	297
AQ/Total	62.95%	66.98%	69.97%	65.89%	63.64%
(AQ+PQ)/Total	86.33%	89.20%	90.10%	90.64%	91.92%

Assurance of Learning

Curriculum Development

The College of Business Administration is committed to a quality curriculum. To remain consistent with its mission, COBA continually seeks to enhance the programs within the College. Based on formal feedback from stakeholders, COBA has introduced several major curriculum changes during the past five years. These changes and associated motivating factors are:

- **MS in Accounting:** Effective with the fall 2008 semester, the College established a Master of Science in Accounting. The MS in Accounting was developed in order to reconcile the state–imposed 120 hour rule and the minimum 150 hour requirement for the CPA examination. The Master of Science in Accounting degree program is designed to provide students with the advanced study in accounting necessary to prepare for the CPA examination. Prior to the creation of this degree, SHSU students seeking to sit for the CPA exam pursued an MBA with a specialization in accounting. The MS in Accounting program contains 12 additional credit hours in advanced accounting topics that the MBA does not require.

- **Minor in Business Communications:** A 2009 survey of approximately 100 business recruiters at the COBA Career Fair revealed 82.4% of respondents consider a minor in Business Communications to be an enhancement to a student's qualifications. This sentiment was echoed by an online survey conducted by *Profiles International* and Sam Houston State University. In the online survey, business leaders identified the two most valued traits in new college graduates: 1) effective communication and 2) leadership skills. Accordingly, the College created one new course and obtained approval for a minor in Business Communications.

- **Concentration in Human Resource Management:** COBA faculty attending a 2007 meeting of the Human Resource Gulf Coast Symposium found interest in the creation of additional courses to support the Human Resource Management concentration at the MBA level. This was further validated by a survey of Human Resource practitioners. Two courses, MGT 576 *Staffing Organizations* and MGT 578 *Seminar in Compensation Management*, were added to enhance the concentration.

- **New Banking Courses:** The Smith-Hutson Chair of Banking Advisory Board identified the need for specialized training in the selling of financial services and the practice of commercial lending. This sentiment was supported by a survey of bankers in the region. Consequently, FIN 460 *Selling Financial Services* and FIN 534 *Seminar in Commercial Lending* were added as new courses, effective Fall 2007. FIN 460 is required in the BBA in Banking and Financial Institutions program while FIN 534 is required in the EMBA.

Details of curriculum changes made in the last five years are shown in the "Curriculum Changes" section of the Appendix beginning on page 76.

Assessment Tools and Procedures

Overview

The College of Business Administration has established learning goals for each of the four degrees it offers: BBA, MBA, MS in Accounting, and MS in Finance. There are three learning goals that are common for each of these degrees. Students should 1) demonstrate effective oral and written communication skills, 2) possess essential critical thinking skills, and 3) demonstrate competency in the (respective) core areas of business knowledge. Discipline specific goals may be used to supplement the common goals. The College utilizes a variety of assessment tools that include embedded assessments, pre- and post-tests, standardized exams, and external reviews. Tables 28, 29, 30, 31 on pages 81 and 82 in the Appendix provide details of where assessment occurs within the programs.

Reporting

To promote a well documented, systematic process that allows monitoring and the sharing of best practices, the College has incorporated several changes since the maintenance review visit of 2005. Beginning with the 2006 academic year, SHSU has required every academic program and administrative unit to establish Goals, Objectives, Indicators, and Learning Criterion. This information is recorded in the Online Assessment Tracking Database (OATdb) that is accessible to all members of the College and University.

Definitions

- **Indicator:** An indicator is a data generating activity which is capable of providing evidence of learning mastery. Examples of indicators include class projects, embedded questions on exams, survey questions, and standardized tests. Indicators are specified for each objective.
- **Criterion:** A criterion is a decision rule used to evaluate the information generated by the indicator. What constitutes the successful attainment of a learning objective is defined by the associated criterion. For example, if the indicator is student performance on a writing project in a specified class, the associated criterion could be stated as:

  > *At least 80% of sampled students will score at least 70% on the written business communications rubric.*

  Each indicator has an associated criterion.
- **Finding:** The finding is the conclusion determined by use of the criterion. In the example above, if the actual percentage of students who scored at least 70% on the

written communications rubric is 65%, the finding would be the objective has not been achieved. For each indicator there will be a finding.

An objective may have several indicators with corresponding criteria and findings. Prior to the end of the spring semester, the faculty meet within their departments to review the findings and determine appropriate actions (closing the loop) to be taken in light of the findings. If students exceed the criterion, faculty may consider increasing expectations. If students do not meet the specified objective, faculty may investigate and make recommendations for changes in pedagogy.

Process

Each year departmental and college committees review the previous year's assessment results. Based on evidence from assessment, the committees determine what adjustments, if any, need to be made to the assessment of learning process and/or pedagogies and curriculum within the College. Subsequently, a meeting of the COBA Assurance of Learning Committee is held in the spring semester. Findings of the departmental assessment committees are shared to assure that the College goals are being achieved.

A Specific Example of the Process

The OATdb entries for the BBA in Finance can be used to illustrate the process of assessing the core business knowledge essential to all Finance majors. The faculty have identified the following discipline specific learning goals for this program.

- **Quantitative Proficiency:** The objective for *Quantitative Proficiency* is "Finance BBA students will correctly apply financial models used in solving quantitative problems in finance." The indicator for this objective is performance on embedded questions in FIN 367 *Business Finance* and FIN 432 *Financial Statement/Credit Analysis*. Faculty set the criterion for success as an average correct response rate of 75% or better. For the most recent reporting period, two interesting facts surfaced: 1) Results for students enrolled in FIN 367 revealed differences in performance by major: specifically, accounting and management majors outperformed finance majors; and 2) FIN 432 students performed better in the fall semester than in the spring, averaging 79% and 71% correct, respectively. Based on these results, faculty agreed to emphasize areas of underperformance and discussed the possibility of changing textbooks.
- **Capable Business Decision Makers:** The second goal of the Finance BBA is focused on decision making capability. The associated objective is "Finance students will demonstrate an understanding of the qualitative aspects of finance." The criterion

of success is to achieve an average of 70% correct responses on embedded questions in FIN 334W[5] *Financial Institutions & Markets*, FIN 367 *Business Finance*, and FIN 471 *International Finance*. Results are mixed. In FIN 334W finance majors averaged 72.26% correct responses versus 62.8% for non-finance majors. A review of student responses revealed the difficulty with the topic of moral hazard. In FIN 367 the average of all student responses was 75.92% correct. In FIN 471 students averaged 66.9% correct responses in the fall semester and 74.1% in the spring semester. Noting the inconsistent performance within FIN 334W, faculty agreed to expand coverage of moral hazard topics within the course.

- **Finance Student Satisfaction:** The third goal of the Finance BBA involves student evaluation of the faculty's classroom effectiveness. The objective is "Finance students will be satisfied with the level of instruction that they receive" as measured on the IDEA system.[6] The indicator for this objective is the student evaluation form completed each semester. The criterion for success is that each of the finance faculty will have at least one course with a composite score which is ranked at or above the 50^{th} percentile. The finding states that the faculty met the criteria and the action statement suggests that they raise the standard for the coming academic year.

Closing the Loops

Faculty identified "learning gaps in the students' ability to apply core financial concepts." The suggestion was made to include more real world examples in the form of case studies. A new textbook was suggested for the FIN 432W *Financial Statement and Credit Analysis* course.

[5]The letter W following a course number indicates the course has been designated as writing enhanced. A writing enhanced course is one in which 50% or more of the student's grades are based on written assignments. Students are required to complete six writing enhanced courses, including two from their major, before graduation.

[6]The IDEA system is a nationally-normed faculty evaluation system developed at Kansas State University. Details of the instrument are located at http://www.theideacenter.org/.

Points of Excellence

Student Support Services

The College of Business Administration at Sam Houston State University is committed to providing quality programs of management education in an environment that promotes proactive efforts in the pursuit of continuous improvement. To achieve COBA's mission of "providing an excellent education" in a "learning environment that enables students to develop skills and knowledge" and respond to "changing student needs," several exemplary student support services have been created and implemented. Examples of these services are discussed in the following paragraphs.

Accounting and Banking Internships

The departments of Accounting, and General Business and Finance, provide an opportunity for students to gain business experience through internships. Traditionally, over 40 business and governmental entities recruit COBA students for internships, including CPA firms, industrial firms (primarily in the oil and gas sector), and banks/financial institutions.

Business Career Fair and Meet the Firms

COBA hosts an annual *Business Career Fair* and an annual *Meet the Firms* night to supplement job opportunities for graduates available through the University's division of Career Services. The *Business Career Fair,* held in the spring semester, traditionally attracts 45-60 firms recruiting students from all COBA majors. The *Meet the Firms* event, held in the fall semester, focuses on attracting firms offering positions in accounting or financial services.

Puebla Field School and Japan Study Abroad Program

Every summer, COBA offers students the opportunity to earn SHSU credits in Puebla, Mexico and Osaka, Japan through the SHSU Puebla Field School and the COBA Japan Study Abroad Program. Courses (taught by SHSU faculty) offered through these programs focus on the international aspects of business education and expose students to different business environments and cultures through business field trips, and lectures by guest speakers from businesses, academia, and governments in their respective locations. Students also become acclimated to the language and culture of their host countries through home-stay with host families. During the 2009–2010 academic year, COBA provided $25,000 in scholarships to students participating in the study abroad programs.

Global Business Lecture Series

The *Global Business Lecture Series* was created to expose students to important facets of the global economy. The *Global Lecture Series* also acts as a vehicle for increasing awareness of potentially influential organizations and individuals in the Houston area, and to establish contacts for COBA administrators and faculty. Since its inception in 2007, guest lecturers have included The Honorable Rod Johnson (Consul and Senior Trade Commissioner of Canada), Robert Morgan (Trade Development Manager, Port of Houston Authority), Aida Araissi (Managing Director, Bilateral U.S.-Arab Chamber of Commerce), Duaine Priestley (U.S. and Foreign Commercial Service, U.S. Department of Commerce), Susan Vaughan (Senior Vice President, Operations, JCR Executive Search Inc.), and Brant Fulcher (Director, Global Business Development, The University of Texas M.D. Anderson Cancer Center).

Technology Laboratory

COBA students are provided with learning opportunities in production and project management in the Sower Business Technology Laboratory. Funded with University, College, and private donations, the lab contains cutting edge business technologies including robotics, radio frequency identification (RFID), metrology and 3-D printing. The lab enables students to gain valuable experience (through class projects and real business simulations) in the integration and application of current business technologies. The lab also provides a platform for students and faculty to pursue their research agendas. COBA has just completed a $145,000 upgrade of the lab that incorporates several new technologies.

COBA Scholarship Program and Smith-Hutson Scholarship Program

Each year the COBA Scholarship Program awards over $200,000 in merit and program-based scholarships. Additionally, the College administers the Smith-Hutson Scholarship Program, funded by an alumnus. The Smith-Hutson Scholarship Program targets entering COBA freshmen with financial need and academic potential and provides each recipient up to $14,000 per year for four years. During the 2009–2010 academic year 56 students were awarded funding of approximately $700,000 through this program.

Tutoring Labs

COBA requires students to complete six lower-level courses (pre-calculus, business analysis, micro- and macro-economics, and financial and managerial accounting) prior to enrolling

in upper-level business courses. To help COBA students obtain a solid foundation in these courses, the College provides funding for tutoring labs for the five business courses in this group.

Executive-in-Residence Program

COBA offers students the opportunity to learn from successful executives by hosting an Executive-in-Residence program. Recent speakers include Richard Fisher (The Federal Reserve Bank of Dallas), Herb Kelleher (Southwest Airlines), James Hackett (Anadarko), Sam Golden (Office of the Controller of the Currency), and Joe Weller (Nestle, USA).

SAP University Alliances

COBA has been an active participant in the SAP University Alliances since 2001. The integration of SAP into the curriculum affords COBA students the opportunity to receive training with a commercial level SAP system. In conjunction with SAP America, COBA began offering an *SAP/SHSU Certificate of Completion* in 2008 to students who complete a minimum of three courses in which SAP comprises at least 30% of the course content. Twenty three students have been awarded this certificate since its inception. Currently, four undergraduate and three graduate courses meet the certificate requirements. In addition to providing students with training in SAP, the program has become a showcase for COBA in the SAP University Alliances community. SAP case materials developed by COBA faculty have been used at approximately 50 universities in the United States and internationally.

Accomplishments

Accomplishments of the faculty in the College of Business Administration are indicators of how the College is achieving its mission of "excellent teaching," "serving its constituents," and producing "quality intellectual contributions."

IDEA Accomplishment

COBA and the University use the Individual Development and Educational Assessment (IDEA) Center's nationally-normed instrument to evaluate the classroom performance of its faculty. The IDEA Center classifies instructional effectiveness as "unusually effective" when

60% of the sections taught by a unit meet or exceed the average from the IDEA Database. In the most recent College Summary Report, 70% of COBA's sections exceeded this norm.

Banking Seminar

Each year the chairholder of the Smith-Hutson Endowed Chair of Banking and COBA host a Bank Director's and Executive's Seminar to serve the banking and financial institutions in the region. The seminar brings together banking executives and regulators (FDIC, Texas Department of Banking, Federal Reserve, and Office of the Comptroller of the Currency) with the purpose of promoting effective banking practices. Since its inception in 2005, attendance at the seminar has ranged from 136 to 161.

Excellence in Teaching, Research, and Service Awards

Each year the University recognizes outstanding faculty by making three awards: Excellence in Teaching, Excellence in Research, and Excellence in Service. During the last five years, three COBA faculty have received two of these university recognitions. In 2008 Dr. Bala Maniam received the Excellence in Teaching Award and Dr. Victor Sower received the Excellence in Service Award. Dr. James Bexley received the Excellence in Service award for 2010. Previously, five other faculty received the Excellence in Teaching Award, four received the Excellence in Research Award, and three others received the Excellence in Service Award.

Resources for Pursuit of Quality Intellectual Contributions

A necessary component of the College's success in achieving its mission of "quality intellectual contributions" is the availability of financial resources. The College provides funds for faculty travel and funding to allow faculty to create opportunities for sharing research efforts through hosting conferences and a speaker series.

Faculty Travel

The College of Business Administration provides travel resources for faculty making peer-reviewed research presentations. While budget cuts slightly diminished funds available during the 2009–2010 academic year, 60 faculty members made 162 funded trips to present their research. Over $144,000 in COBA funding was provided for these trips.

Faculty Research Development Opportunities

General Business Administration Conference

The Department of General Business and Finance began hosting an annual conference for business, economics, teaching and educational issues in 2009. The conference serves as a platform for sharing research findings and creating initiatives to enhance research and teaching. The 2010 conference attracted approximately 100 participants from 10 countries. Submitted papers are blind-refereed, and accepted papers are published in the conference *Proceedings.* This conference enables faculty and graduate students to showcase their research as well as network with colleagues from other institutions.

Conference on Regional Trade Agreements, Migration and Remittances

In 2008, the Department of Economics and International Business and the Gibson D. Lewis Center for Business and Economic Development cohosted a conference on regional trade agreements, migration and remittances with a special focus on the Central America Free Trade Agreement (CAFTA) and Latin America. Participants included Dr. Mauricio Cardenas (Executive Director of Fedesarrollo in Columbia), Pia Orrenius (Senior Policy Advisor, Federal Reserve Bank of Dallas), Su-Hsin Chang (Johns Hopkins University), the Cosul Generals from Mexico, Costa Rica, and Columbia, Susan Pozo (Western Michigan University), Muhammet Pakdil, Kaushal Kishore, and Kamal Saggi (Southern Methodist University), and several of the Sam Houston State University faculty. The best papers from the conference were published in two special issues of the *Journal of Business Strategies.*

Economics Seminar Series

The Seminar Series hosted by the Department of Economics and International Business occurs three to four times per semester, and furthers the mission of COBA in three ways. First, by inviting established scholars from other institutions to present their research, faculty are given the opportunity to see and hear the latest developments in the field, to ask detailed questions of the presenters, and to pursue collaborative projects. Second, the Economic Seminar Series allows faculty to evaluate prospective job candidates' research and presentation skills, both necessary ingredients for being a good member of the faculty. Third, the Seminar Series allows faculty the opportunity to present their research and receive critical feedback that can make their research more publishable.

SAP University Alliances Winter Workshop

COBA hosts the SAP University Alliances Winter Workshop each year. COBA joined the American SAP Users Group (ASUG) to establish closer contact with commercial organizations that utilize SAP. In 2010, the workshops brought over 40 faculty participants from 23 universities to campus for four days of SAP training.

Appendix

Table 9: Accounting Faculty Intellectual Contributions, Years 2005 – 2009 (AACSB Table 2-1)

	Member Name		Portfolio of Intellectual Contributions									Summary of IC Types		
			PRJ	Mono	Book	Chap	PRP	PRPP	FW	NPRJ	Other	Total	LPS	CTP	DBS
AQ:	Brewer, Carl W		2				3	5	1		1	11	5		6
	Daigle, Ronald Jude		13				1	12			4	30	13	5	12
	Klett, Taylor		3			3	1	2			8	17	10	1	6
	Morris, Jan Taylor							3	2			5	1	3	1
	Morris, Philip W		6					8				14	9	4	1
	Quarles, Nowlin R		1				5	9	1		7	23	22		1
	Sale, Martha L	♣	6				3	13			1	23	2		21
	Strawser, JeffreyW				6						4	10	10		
PQ:	Ameen, Elsie C		1				3	10		1	1	16	14		2
	Carrington, Linda		1				1	2				4	4		
	Grayless, Gloria G														
	Harwell, Jeff Lee		1				1	2				4	4		
	Hawkins, Ennis M	♣													
	Ketchand, Alice A							4	2		1	7	7		
	Quarles, Margaret S														
	Robinson, Shani N	♣													
	Shaheen, N Anna		1				11	9			3	24	1	17	6
	Smith, Sandra Paige	♣													
	Sweeney, Linda S														
	Accounting Totals:		35		6	3	29	79	5	1	30	185	102	30	56

♡ Not in teaching Schedule 2005-2009
♣ Inactive members.
♠ Resigned or Retired
PRJ: Articles in peer-reviewed journals
Mono: Monographs (teaching/pedagogical, practice/applied and /or research)
Book: Books (textbooks, professional/practice/trade, and/or scholarly)
Chap: Chapters, Readings in books (textbooks, professional/practice/trade, and/or scholarly)
PRP: Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
PRPP: Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
FW: Faculty workshops (teaching/pedagogical, practice oriented, and/or research seminar)
NPRJ: Non-Peer Reviewed Journals
Other: Others (cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc.)
LPS: Learning & Pedagogical Scholarship
CTP: Contributions to Practice
DBS: Discipline-Based Scholarship

Table 10: Economics and International Business Faculty Intellectual Contributions, Years 2005 – 2009 (AACSB Table 2-1)

			Portfolio of Intellectual Contributions									Summary of IC Types		
Member Name			PRJ	Mono	Book	Chap	PRP	PRPP	FW	NPRJ	Other	Total	LPS	CTP	DBS
AQ:	Balderas, Juventino U		6				1	3	15		5	30			30
	Berg, Milo D		2				4	4				10			10
	Blackburne, Edward		3					2	6			11	3	2	6
	Bumpass, Donald L		3						5			8		1	7
	Chmelarova, Viera	♣	2						10		3	15			15
	Dener, Evrim														
	Frank, Mark W		5					12	1		7	25		1	24
	Freeman, Donald G		5					1	1			7			7
	Gonzalez, Fidel		7					16	2		2	27			27
	Grant, Darren P		7						9		2	18			18
	Green, William B							3	2		1	6			6
	Hegwood, Natalie D		1									1		1	
	Liu, Lirong		1				1	8	3		4	17			17
	Miller, John M		7			4	1	2				14	1		13
	Muehsam, Mitchell J	♡													
	Nath, Hiranya K		11			2		12		1	2	28	1		27
	Quast, Troy C		5					2	14		8	29			29
	Ruiz, Isabel		12				1	19		2	4	38		2	36
	Tuttle, Markland H		8				7	17			4	36	3	1	32
	Vargas-Silva, Carlos		10			7	1	14	9		2	43			43
PQ:	Butler, Marilyn M	♣					2					2	1	1	
	Muehsam, Valerie P		1									1		1	
	Samuels, George E						2	5			2	9		4	5
NQ:	Lockwood, Cathy L	♣													
	Minter, Jason														
	Economics Totals:		94			13	21	121	77	3	44	373	8	13	352

See table notes at the bottom of Table 9 on page 48 for a definition of column headings and symbols.

Table 11: General Business and Finance Faculty Intellectual Contributions, Years 2005 – 2009 (AACSB Table 2-1)

Member Name			Portfolio of Intellectual Contributions									Summary of IC Types			
			PRJ	Mono	Book	Chap	PRP	PRPP	FW	NPRJ	Other	Total	LPS	CTP	DBS
AQ:	Ashorn, Leroy W		1									1			1
	Bexley, James B		13		1		4	5	37			60		25	35
	Breazeale, Jonathan		4				6	8				18			18
	Brown, Donald J	♣													
	Delcoure, Natalya V	♣♣	7					8			5	20		2	18
	Durham, William W														
	Griffin, Harry F	♣	1									1		1	
	Hart, Sara A	♣													
	Heiland, Constance R														
	Henry, Stephen C	♣	4				2	11			2	19	5	1	13
	Hill, Kathy L		3			1	9	17	3		2	35	3	1	31
	Hynes, Geraldine E		9		2	3	9	16			2	41	10	30	1
	James, Joe F		4					3		1		8	6		2
	Jesswein, Kurt R		6				10	13			1	30	6	2	22
	Johnson, Steve J		3				1	3				7	1		6
	Joyce, Marguerite P		1				4	7	2		2	16	2	13	1
	Leavell, William H	♣	17					15				32		16	16
	Maniam, Bala		40					4				44		3	41
	Matthews, Robert B						1	2	3			6	2	4	
	Nenninger, Steve A		1				1	1				3			3
	Pivateau, Griffin														
	Robertson, Tommy J		2				7					9			9
	Sigmar, Lucia S		3				6	10	3		1	23	16	4	3
	Stowe, Charles RB	♣	4				1		1			6	2	1	3
	Stretcher, Robert H		28				6	9	1			44	4	4	36
	Sullivan, Laura L		7					10				17		5	12
	Tucker, Shirley H	♣													
PQ:	Adams, Tommy C														
	Ballinger, Richard														
	Balusek, Kenneth W	♣													
	Bohls, Daryl D														
	Clay, Bruce N	♣													
	Cooper, Tab Wayne		1				2	5				8	t	3	
	Gottschalk, Frederick A	♣													
	Griffin, Martin L		2				5	7	1			15	4	4	7
	Haberman, James														
	Hendricks, Tommy L	♣													
	Hurry, Harold A		2				2	18			7	29	29		
	Jenkins, Garry K		3					6				9	1	5	3
	Mehta, Gurinderjit						4	2				6		1	5
	Sanders, Raymond W	♣♣													
	White, Heather N	♣													

Continued on Next Page

Table11 – Continued From Previous Page

Member Name			Portfolio of Intellectual Contributions									Summary of IC Types		
			PRJ	Mono	Book	Chap	PRP	PRPP	FW	NPRJ	Other	Total	LPS	CTP	DBS
NQ:	Allen, Paul R														
	Ferguson, Andrew L	♣													
	Garrison, Nicole M														
	Reimke, John														
	Snider, Muriel E	♣													
	Tomlin, Charles P														
	Tomlin, Marsha	♣													
	Walker, Carolyn M	♣													
Gen. Bus. & Fin. Totals:			166		3	4	80	180	51	1	22	507	96	125	286

See table notes at the bottom of Table 9 on page 48 for a definition of column headings and symbols.

Table 12: Management and Marketing Faculty Intellectual Contributions, Years 2005 – 2009 (AACSB Table 2-1)

	Member Name		Portfolio of Intellectual Contributions									Summary of IC Types		
			PRJ	Mono	Book	Chap	PRP	PRPP	FW	NPRJ	Other	Total	LPS	CTP	DBS
AQ:	Abshire, Roger D						1					1			
	Ahmed, Irfan		8				3	19				30	12	8	10
	Baker, Gary		5				3	4				12	1		11
	Bellah, Jeremy C							5				5	3	2	
	Capps, Charles J		9				8					17	3	6	8
	Duffy, Jo Ann		10		2	1	6					19		9	10
	Earl, Ronald J	♣					1	1	1			3	1	2	
	Glissmeyer, Michael					1	6					7			7
	Green, Kenneth W	♣	22								1	23	3	2	18
	Gu, Qian-nong						3	1	8		1	13	2		11
	Kavanaugh, Joseph		12				12	5	4		3	36	16	4	16
	Kohers, Gerald		3		1		2	11				17	3	9	5
	Lee, Renee Gravois		4					8	1			13	11		2
	Lewis, Randal D														
	Li, Kunpeng						1	8				9	3		6
	Lilly, Juliana D		7				2	14				23	2		21
	Maddux, Henry S	♣					1	3	1			5	2	1	2
	Mehta, Sanjay		6				20	7				33	2	1	30
	Mendoza, Norma A	♣													
	Newbold, John J		8				21	9	13		4	55	7	3	45
	Pass, Michael W		3				3	4	1		2	13	1	1	11
	Reed, Paul R	♣													
	Simmons, Aneika L		2			1	1	9				13			13
	Sower, Victor E	♣♣	6		1		2	4	1	1	2	17	5	5	7
	Taylor, David S		4				1	16				21	2	1	15
	Utecht, Kathleen M		4				4	4	6		1	19	1	18	
	VanOver, Larry D	♣	1									1	1		
	Warner, Janis A						9					9			9
	Wayhan, Victor B	♣♣						3				3			3
	Zelbst, Pamela J		6				10	8	4		2	30	7	1	22
PQ:	Barrigan, Robert A														
	Lee, David M														
	Noman, Fawzi M						5	9			7	21	21		
NQ:	Cooper, Susan T	♣													
	Davis, Claudia S						1	1				2	2		
	Dollar, Lora L	♣♣													
	Knickerbocker, Tina	♣													
	Payne, Gary L														
	Mgt. & Mkt. Totals:		120		4	3	126	153	40	1	23	470	111	73	286
	College Totals:		415	0	13	23	256	533	173	6	119	1535	317	241	980

See table notes at the bottom of Table 9 on page 48 for a definition of column headings and symbols.

Table 13: Summary of Peer Reviewed Journals and Number of Publications, Years 2000 – 2009 (AACSB Table 2-2)

Journal	Totals		2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
	01-04	05-09										
ASBBS E-Journal	0	3		1	1	1						
2005 Annual Advances in Case Research	0	1				1						
Academy for Studies in Business Law Journal	2	0									1	1
Academy of Accounting and Financial Studies Journal	3	12	3	2	4	1	2				1	2
Academy of Banking Studies Journal	0	2	1	1								
Academy of Economics and Finance Papers and Proceedings	0	1				1						
Academy of Educational Leadership Journal	4	6	2			3		1	1	1		1
Academy of Entrepreneurship Journal	2	1					1			1	1	
Academy of Information and Management Sciences Journal	5	0						1		1	1	2
Academy of Marketing Studies Journal	4	1					1	1	1	1		1
Accounting Auditing and Accountability Journal	1	0									1	
ACET Journal of Computer Education	3	3					3	1	2			
Advances in Accounting Behavioral Research	0	1			1							
Advances in Acct. Ed.: Teaching and Curr. Innovations	1	0										1
Advances in Accounting, Finance and Economics	0	1	1									
Advances In International Marketing	0	1				1						
Alliance Journal of Business Research	0	1	1									
Alliance of Independent Bankers	1	0										1
American Economic Review	0	1		1								
American Journal of Business Education	0	3	3									
American Journal of Business Research	0	2		2								
Annals Of Regional Science	1	0									1	
Annual Advances in Business Cases	0	1			1							
Applied Economics Letters	2	8	3	2	1	1	1	1			1	
Applied Economics	2	1				1		1	1			
Applied Financial Economic Letters	0	1			1							
Applied Financial Economics	0	1	1									
ASBBS E-Journal	0	0										
Atlantic Economic Journal	1	1	1									1
Bank Accounting and Finance	0	1			1							
Bank Marketing Magazine	1	2			2						1	
Behavioral Research In Accounting	1	0									1	
Benchmarking: An International Journal	0	1				1						
Business Communication Quarterly	1	3		2	1					1		
Business Renaissance Quarterly	0	1		1								
Business Research Yearbook	0	3				2	1					
Calidad en Educacin	0	1		1								
California Management Review	0	1		1								
Canadian Journal of Latin Amer. and Carb. Studies	0	1		1								
Career Development International	0	2			2							
College Teaching Methods & Styles Journal	0	1			1							
Comparative Economic Studies	0	1	1									

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Journal	Totals		2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
	01-04	05-09										
Compendium of Classroom Cases and Tools (C3)	0	1				1						
Computational Economics	0	1		1								
Contemporary Economic Policy	1	1			1				1			
CPA Journal	0	2	2									
Creativity Research Journal	0	1	1									
Criminal Justice Review	0	1			1							
Defence and Peace Economics	0	1		1								
Diabetes	1	0							1			
Eastern Economic Journal	0	1	1									
Economia Internazionale	0	1	1									
Economic Inquiry	1	3	2				1				1	
Economics Bulletin	0	1			1							
Economics Letters	2	1					1	1		1		
Economics of Education Review	0	1			1							
Ecos de Economa	0	1				1						
Education Review of Business Communication	1	0						1				
eJournal of Education Policy	0	2		1		1						
E-Jour. of the Amer. Soc. of Bus. & Behavioral Sciences	0	1					1					
Empirical Economics	0	1	1									
Entrepreneurial Executive	2	2					2	1	1			
Environmental and Resource Economics	0	1		1								
e-Service Journal	1	0								1		
European Central Bank Working Paper Series	0	1				1						
European Management Journal	0	1		1								
Gender in Management: An International Journal	0	1	1									
Health Care Management Review	2	0									2	
Health Economics	1	1		1						1		
Human Resource Planning	0	1					1					
Indian Journal of Economics and Business	0	2	2									
Industrial Management & Data Systems	0	3	1		1	1						
Industrial Marketing Management	0	1		1								
Inquiry	0	2	1		1							
Internal Auditing	1	1				1						1
International Advances in Economic Research	1	0										1
International Economic Journal	0	3	3			3						
International Journal of Applied Management and Tech.	0	1			1							
International Journal of Bank Marketing	0	3					1					
International Journal of Business and Public Ad.	0	1	1									
International Journal of Business Disciplines	2	2			1		1	1				1
International Journal of Business Research	0	3	2			1						
International Journal of Business Strategy	0	1			1							

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Journal	Totals		2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
	01-04	05-09										
International Journal of Computer App. in Tech.	1	0							1			
International Journal of Education Research	0	1			1							
International Journal of Fin. Mkts. and Derivatives	0	1	1									
International Journal of Industrial Organization	0	1		1								
International Journal of Innovation and Learning	0	2			2							
International Journal of Management in Education	0	3		2	1							
International Journal of Management	1	0								1		
International Journal of Qual. & Reliability Mgt.	0	1			1							
International Journal of Qual. & Productivity Mgt.	0	2			2							
International Journal Of Research Marketing	0	1			1							
International Journal of Services and Standards	0	3	1	1	1							
International Review Of Finance	0	1			1							
Investment Mgt. and Financial Innovations Journal	0	1				1						
IS Audit & Control Journal	0	1		1								
Issues In Accounting Education	1	0								1		
Issues in Information Systems	2	3			2	1			1	1		
Journal International Trade & Economic Dev.	0	1			1							
Journal Of Accountancy	1	0									1	
Journal of Accounting and Finance Research	14	1					1	3	2	2	3	4
Journal Of Accounting And Public Policy	0	1	1									
Journal of American Academy of Bus., Cambridge	3	1				1		2	1			
Journal Of Applied Business Research	0	1		1								
Journal Of Applied Case Research	2	5			2	3						2
Journal of Applied Management and Entre.	1	0								1		
Journal of Applied Management and Technology	0	1			1							
Journal Of Applied Psychology	0	1		1								
Journal of Applied School Psychology	1	0							1			
Journal of Behavioral and Applied Management	1	4		4					1			
Journal Of Business & Industrial Marketing	0	1	1									
Journal Of Business And Economic Perspectives	0	3			3							
Journal of Business and Economic Research	1	1				1		1				
Journal of Business and Public Affairs	1	1				1			1			
Journal of Business Communication	0	1	1					1				
Journal Of Business Ethics	1	1		1			1		1			
Journal Of Business Strategies	1	5	4									
Journal of Case Research in Bus. & Economics	0	1	1									
Journal of Cases in Information Technology	0	1	1									
Journal of College Teaching & Learning	0	1	1									
Journal of Commercial Banking and Finance	6	6				3	3	2	1	3		
Journal Of Computer Information Systems	0	1		1								
Journal Of Developing Areas	0	2	2									

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Table13 – Continued From Previous Page

Journal	Totals		2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
	01-04	05-09										
Journal of Economic Growth	0	1					1					
Journal Of Economics And Business	1	1			1						1	
Journal of Economics & Economic Ed. Research	7	10		2	3	2	3	1		4	2	
Journal of Economics & Finance Education	0	1				1						
Journal Of Economics & Finance	0	2	1			1						
Journal Of Economics	0	1		1								
Journal of Education for Business	2	1					1	1		1		
Journal of Educational Administration	1	0								1		
Journal of Emerging Markets	0	1			1							
Journal Of Empirical Finance	0	1			1							
Journal Of Environmental Economics & Mgt.	0	1	1									
Journal of Finance Case Research	5	17	7	2	5	2	1	3		1	1	
Journal Of Financial Education	0	1					1					
Journal of Financial Management and Analysis	1	0							1			
Journal Of Financial Research	1	0							1			
Journal Of Geographic Info. & Dec. Analysis	0	1		1								
Journal of Health Economics	0	1	1									
Journal of Health Politics, Policy, & Law	0	1			1							
Journal Of Healthcare Management	0	1					1					
Journal Of Housing Economics	0	1	1									
Journal Of Information Systems	0	1			1							
Journal of Instr. Tech. in Finance	0	4	4									
Journal of Inter. Business Research	6	9		1	2	2	4	1	5			
Journal of Inter. Information Mgt.	1	0									1	
Journal of International Trade & Eco. Dev.	0	1		1								
Journal of Legal, Ethical, & Reg. Issues	2	5	3			1	1		1	1		
Journal Of Macroeconomics	0	2	1	1						1		
Journal Of Management Studies	1	0										1
Journal Of Management	1	0										
Journal of Managerial Psychology	0	1				1						
Journal Of Money, Credit, And Banking	0	1	1									
Journal Of Operations Management	1	1		1						1		
Journal Of Organizational Behavior	0	1	1									
Journal of Org. Culture, Comm. & Conflict	0	5			1		4					
Journal of Population Economics	0	1	1									
Journal of Quantitative Economics	1	1				1						1
Journal Of Regulatory Economics	0	1		1								
Journal of Research in Bus. Info. Systems	0	3	2	1								
Journal of Services Marketing (The)	1	0						1				
Journal of Strategic E-Commerce	3	0						1	2			
Journal of the Academy of Bus. Admin.	1	1			1						1	

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Table13 – Continued From Previous Page

Journal	Totals		2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
	01-04	05-09										
Journal of the Inter. Acad. for Case Stud. (Notes)	6	7	4	2			1		3	2	1	
Journal of the Inter. Academy for Case Studies	6	17	5	3	4	3	2		2	3	1	
Journal of the Inter. Society of Bus. Dis.	0	3	1	2								
Management Research News	0	6	1			5						
Managerial Auditing Journal	0	1					1		1	1		
Managerial Finance	2	0								1		
Medicine and Science in Sports & Exercise	1	0						2	2			
Midwestern Business & Economic Review	4	1	1									1
NABTE Review	1	0				1		1	1			
National Accounting Journal (The)	2	1										1
National Finance Journal	1	0					1				1	
Oil, Gas & Energy Quarterly	0	2	2							1		
Pennsylvania Economic Review	2	0			1						1	
Production Planning & Control	0	1										
Public Choice	0	1		1								
Quality Management Journal	0	1					1					
Quality Progress	0	1			1							
Quarterly Journal Of Bus. & Eco.	1	0								1		
Quarterly Review Of Eco. & Fin.	0	1	1				1					
Regional Business Review	1	0						1	1	2		
Research Journal of Bus. Disciplines	4	0			1							
Respiratory Care Education Annual	0	1				3		1				
Review of Business Information Systems	0	4		1	3		2	1				
Review of Business Research	1	8	2	1	3							
Review of Development Economics	0	1	1			1			1			
Review of Income and Wealth	0	1										
Review Of Industrial Organization	1	0							1			
Sales & Marketing Management Magazine	0	1	1									
Sam Advanced Management Journal	1	1					1			1		
SAM Journal of the Society for Ad. of Mgt.	1	0										1
Sc. Journals Inter. Jrn. of Bus. & Pub. Affairs	0	1			1							
Sc. Journals Inter./ Jrn/ of Law, Ethics, & Intell. Prop.	0	1		1								
Southern Economic Journal	3	2			1	1			1			2
Southern Journal of Business and Ethics	0	1	1									
Southern Law Journal	2	0						1		1		
Southwest Business & Economics Journal	0	1					1					
Southwest Case Research Ass. Proceedings	1	0								1		
Southwest Journal of Criminal Justice	0	1				1						
Southwest Journal of International Studies	0	1	1									
Supply Chain Management: An International Journal	0	1		1								
Telecommunications Policy	0	1		1								

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Table13 – Continued From Previous Page

Journal	Totals		2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
	01-04	05-09										
Texas Bus. and Tech. Educators Ass. Journal	1	1	1						1			
The Business Review, Cambridge	0	13	4	4	2	2	2					
The E-Business Review	0	1			1							
The Journal of Business Cases and Applications	0	1	1									
The Journal of Employee Ownership Law and Finance	0	1				1						
The Journal of Higher Education	0	1	1									
The Journal of Interdisciplinary Education	1	0										1
The North Amer. Journal of Eco. and Fin.	0	1		1								
The Stata Journal	0	2			2							
Total Quality Management	1	0								1		
Western Journal of Human Resource Mgt.	0	1		1								
Women in Management Review	0	4			2	2						
Totals	168	362	104	64	79	66	49	33	41	42	25	27

Faculty Sufficiency – Participating and Supporting

The College of Business Administration uses the following method for determining a faculty members "percent of time committed to mission." The Faculty Evaluation System (FES) is used to evaluate tenured/tenure-track in three areas: teaching, research, and service.

Tenured/tenure-track faculty members are expected to be active and productive in the three areas of teaching, research, and service. Thus, all tenured/tenure-track faculty members are classified as contributing "100% of their time committed to the mission."

Non tenure-track (adjunct) faculty will have various teaching loads and may have research and/or service expectations. Adjunct faculty members classified as "Participating" have research and/or service responsibilities. Adjunct faculty classified as "Supporting" faculty members have only teaching responsibilities. The full teaching load for an adjunct faculty member is four (three-credit hour) courses in a semester. For tenured/tenure-track faculty members with a four-course teaching load, the FES places a 50% weight on teaching, a 25% weight on research, and a 25% weight on service. With a 50% weight on teaching, each single course contributes 12.5% to the evaluation. For adjuncts classified as "Supporting," the "time committed to mission" is 12.5% for each course taught (with a maximum of 50%). "Participating" adjunct faculty with research responsibilities will have an additional 25% of "time committed to mission." Similarly "Participating" adjunct faculty with service responsibilities will have an additional 25% of "time committed to mission." The following table summarizes the determination of "percent of time committed to mission" for "Participating" and "Supporting" adjunct faculty members.

Participating/Supporting Adjunct Faculty	Percent of Time Committed to Mission
Participatory (teaching, service, and research):	
Teaching four courses, research and service	100
Teaching three courses, research and service	87.5
Teaching two courses, research and service	75
Teaching one course, research and service	62.5
Participating (teaching and research):	
Teaching four courses and research	75
Teaching three courses and research	62.5
Teaching two courses and research	50
Teaching one course and research	37.5
Participatory (teaching and service):	
Teaching four courses and service	75
Teaching three courses and service	62.5
Teaching two courses and service	50
Teaching one course and service	37.5
Supporting:	
Teaching four courses	50
Teaching three courses	37.5
Teaching two courses	25
Teaching one course	12.5

Table 14: COBA Sufficiency in Discipline and School, Fall 2005 – Fall 2009 (AACSB Table 9-1)

	F05	F06	F07	F08	F09
College:					
Taught by Participating	242	283	272	255	241
Taught by Supporting	36	41	41	44	56
Total	278	324	313	299	297
P/(P+S)	87.05%	87.35%	86.90%	85.28%	81.14%
Department of Accounting:					
Taught by Participating	57	56	51	53	50
Taught by Supporting	0	3	6	2	2
Total	57	59	57	55	52
P/(P+S)	100%	94.92%	89.47%	96.36%	96.15%
Department of Economics and International Business:					
Taught by Participating	53	61	68	59	52
Taught by Supporting	0	0	0	2	6
Total	53	61	68	61	58
P/(P+S)	100%	100%	100%	96.72%	89.66%
Department of General Business and Finance:					
Taught by Participating	62	83	79	71	68
Taught by Supporting	24	29	23	24	33
Total	86	112	102	95	101
P/(P+S)	72.09%	74.11%	77.45%	74.74%	67.33%
Department of Management and Marketing:					
Taught by Participating	70	83	74	72	71
Taught by Supporting	12	9	12	16	15
Total	82	92	86	88	86
P/(P+S)	85.37%	90.22%	86.05%	81.82%	82.56%

Table 15: Department of Accounting Faculty Sufficiency, Fall 2009 (AACSB Table 9-1)

Faculty Member		Number of Course Sections Taught	
		Participating	Supporting
AQ:	Brewer, Carl	3	
	Daigle, Ronald	3	
	Klett, Taylor	3	
	Morris, Jan	3	
	Morris, Philip	2	
	Quarles, Nowlin	3	
	Strawser, Jeffrey	4	
PQ:	Ameen, Elsie	3	
	Carrington, Linda	4	
	Grayless, Gloria	4	
	Green, Diane		2
	Harwell, Jeff	4	
	Ketchand, Alice	3	
	Quarles, Margaret	4	
	Shaheen, Anna	3	
	Sweeney, Linda	4	
	Total	50	2
96.15% of classes taught by participating faculty.			

Table 16: Department of Economics and International Business Faculty Sufficiency, Fall 2009 (AACSB Table 9-1)

Faculty Member		Number of Course Sections Taught	
		Participating	Supporting
AQ:	Balderas, Juventino	3	
	Berg, Milo	2	
	Blackburne, Edward	4	
	Bumpass, Donald	4	
	Dener, Evrim		1
	Frank, Mark	3	
	Freeman, Donald	2	
	Gonzalez, Fidel	3	
	Grant, Darren	2	
	Green, William	2	
	Hegwood, Natalie	4	
	Miller, John	3	
	Nath, Hiranya	3	
	Quast, Troy	3	
	Ruiz, Isabel	3	
	Tuttle, Mark	3	
PQ:	Grant, Marcie		4
	Muehsam, Valerie	2	
	Samuels, George	6	
NQ:	Lockwood, Cathy		1
	Total	52	6
89.66% of classes taught by participating faculty.			

Table 17: Department of General Business Administration and Finance Faculty Sufficiency, Fall 2009 (AACSB Table 9-1)

	Faculty Member	Number of Course Sections Taught	
		Participating	Supporting
AQ:	Ashorn, Leroy	2	
	Bexley, James	4	
	Breazeale, Jonathan	3	
	Durham, William		1
	Heiland, Constance		2
	Hill, Kathy	3	
	Hynes, Geraldine	3	
	James, Joe	4	
	Jesswein, Kurt	5	
	Johnson, Steve	4	
	Joyce, Marguerite	4	
	Maniam, Balasaundram	3	
	Matthews, Robert	3	
	Nenninger, Steve	2	
	Robertson, Tommy	3	
	Sigmar, Lucia	3	
	Stretcher, Robert	3	
	Sullivan, Laura	2	
PQ:	Adams, Tommy		4
	Ballinger, Richard		5
	Bohls, Daryl		1
	Cooper, Tab		5
	Griffin, Martin	5	
	Haberman, James		1
	Hurry, Harold	4	
	Jenkins, Garry	4	
	Mehta, Guirinderjit	4	
NQ:	Allen, Paul		3
	Garrison, Nicole		4
	Reinke, John		4
	Tomlin, Charles		3
	Total	68	33
67.33% of classes taught by participating faculty.			

Table 18: Department of Management and Marketing Faculty Sufficiency, Fall 2009 (AACSB Table 9-1)

Faculty Member		Number of Course Sections Taught	
		Participating	Supporting
AQ:	Abshire, Roger	1	
	Ahmed, Irfan	4	
	Baker, Gary	4	
	Bellah, Jeremy	3	
	Capps, Charles	3	
	Duffy, Jo Ann	3	
	Glissmeyer, Michael	3	
	Gu, Qian-nong	3	
	Kavanaugh, Joseph	3	
	Kohers, Gerald	4	
	Lee, Renee	3	
	Lewis, Randal	3	
	Li, Kunpeng	3	
	Lilly, Juliana	3	
	Mehta, Sanjay	2	
	Newbold, John	4	
	Pass, Michael	3	
	Simmons, Aneika	3	
	Taylor, David	3	
	Utecht, Kathleen	3	
	Warner, Janis	3	
	Zelbst, Pamela	4	
PQ:	Barragan, Robert		1
	Lee, David		5
	Noman, Fawzi	2	
NQ:	Davis, Claudia		4
	Payne, Gary		5
	Total	71	15
82.56% of classes taught by participating faculty.			

Faculty Classification

Sam Houston State University
College of Business Administration
Faculty Classification for AACSB
December 8, 2005

PURPOSE

The purpose of this policy is to establish necessary requirements for faculty members to attain and maintain classification as either Academically Qualified or Professionally Qualified status for AACSB accreditation purposes.

1. ACADEMICALLY QUALIFIED

   1.01 To be classified as Academically Qualified, a faculty member must possess a doctoral degree in the area in which the faculty member teaches and produce an average of four or more peer reviewed intellectual contributions, including at least two peer-reviewed journal articles, textbooks, chapters in textbooks, or cases over a five-year period.

   1.02 For faculty members who possess a doctoral degree in a business discipline but teach in other business areas, the intellectual contribution expectation is somewhat greater unless additional training in their teaching field is undertaken.

   1.03 For faculty members who possess a doctoral degree outside of business but whose teaching responsibilities incorporate the area of academic preparation are considered academically qualified if they pursue intellectual activity and participate at the level of other academically qualified faculty.

2. PROFESSIONALLY QUALIFIED

   2.01 To be classified as Professionally Qualified, faculty members must have earned a minimum of a master's degree, and have at least 18 graduate hours in their teaching field.

   2.02 Professionally Qualified faculty must maintain currency in their teaching field through one or more of the following:

      2.02.1 Professional certification or licensure and required continuing education

      2.02.2 Additional education

      2.02.3 Attendance at workshops

      2.02.4 Consulting in the appropriate business or related field

      2.02.5 Possess current relevant business experience

      2.02.6 Produce an average of four or more peer reviewed intellectual contributions over a five-year period.

3. REVISIONS TO THIS POLICY

Substantive proposals for revision to this policy shall be submitted to the Dean of the College of Business Administration for review and comment by the College of Business Administration Executive Committee prior to any action. The policy will be reviewed every two years to ensure compliance with AACSB standards, guidelines, and interpretations.

APPROVED: _____
R. Dean Lewis, Dean

DATED: _____

Table 19: Accounting Faculty Qualifications, Contributions, and Responsibilities, Academic Years 2005 – 2009 (AACSB Table 10-1)

	Member Name	Degree, Year	Appt.	% Time	Qualifications			Activities Supporting AQ/PQ Status					Responsibilities
					AQ	PQ	NQ	ICs(*PRJ*)	Exp	Cons	Dev	Other	
AQ:	Brewer, Carl W	Ph.D., 1981	1988	100.0%	Yes	Yes		10(2)			13		UG,GR
	Daigle, Ronald Jude	Ph.D., 2002	2006	100.0%	Yes	Yes		26(13)				1	UG,GR
	Klett, Taylor	J.D., 1988	1989	100.0%	Yes	Yes		10(3)					UG,GR
	Morris, Jan Taylor	Ph.D., 2009	2009	100.0%	Yes	Yes		3		2		2	UG
	Morris, Philip W	Ph.D., 2003	2000	100.0%	Yes	Yes		14(6)			3		UG,GR,ADM
	Quarles, Nowlin R	Ph.D., 1988	1994	100.0%	Yes	Yes		22(1)			19		UG,GR,ADM
	Strawser, Jeffrey W	Ph.D., 1997	1998	100.0%	Yes			10					UG,GR
PQ:	Ameen, Elsie C	Ph.D., 1989	1995	100.0%		Yes		15(1)			27		UG,GR
	Carrington, Linda	Ph.D., 1993	1994	100.0%		Yes		4(1)			8		UG
	Grayless, Gloria G	M.B.A., 1982	1989	75.0%		Yes					19		UG
	Green, Diane J	M.S., 1971	1978	25.0%		Yes							UG
	Harwell, Jeff Lee	M.B.A., 1977	1981	100.0%		Yes		4(1)			21		UG
	Ketchand, Alice A	Ph.D., 1994	1992	100.0%		Yes		5			7		UG,GR
	Quarles, Margaret S	M.B.A., 1996	1999	75.0%		Yes					11	1	UG
	Shaheen, N Anna	J.D., 1999	2007	100.0%		Yes		23(1)	2		14		UG
	Sweeney, Linda S	M.B.A., 1990	1990	75.0%		Yes					6		UG
				Accounting:	7	15	0	146(29)	2	2	148	4	
				(FTE):	7.00	7.50							

Table 20: Economics and International Business Faculty Qualifications, Contributions, and Responsibilities, Academic Years 2005 – 2009 (AACSB Table 10-1)

	Member Name	Degree, Year	Appt.	% Time	Qualifications			Activities Supporting AQ/PQ Status					Responsibilities
					AQ	PQ	NQ	ICs$^{(PRJ)}$	Exp	Cons	Dev	Other	
AQ:	Balderas, Juventino U	Ph.D.,2005	2004	100.0%	Yes			$13^{(6)}$				1	UG
	Berg, Milo D	Ph.D.,1996	1995	100.0%	Yes			$10^{(2)}$		4			UG,ADM
	Blackburne, Edward	Ph.D.,1998	1997	100.0%	Yes			$5^{(3)}$					UG
	Bumpass, Donald L	Ph.D.,1976	1992	100.0%	Yes			$3^{(3)}$					UG,GR
	Dener, Evrim	Ph.D.,2009	2009	12.5%	Yes							1	UG
	Frank, Mark W	Ph.D.,2000	2000	100.0%	Yes			$18^{(5)}$		3			UG,GR
	Freeman, Donald G	Ph.D.,1988	1998	100.0%	Yes			$6^{(5)}$					UG,GR,ADM
	Gonzalez, Fidel	Ph.D.,2003	2005	100.0%	Yes			$24^{(7)}$					UG,GR
	Grant, Darren P	Ph.D.,1995	2007	100.0%	Yes			$7^{(7)}$		1			UG,GR
	Green, William B	Ph.D.,1974	1974	100.0%	Yes			3		4			UG,ADM
	Hegwood, Natalie D	Ph.D.,1998	1999	100.0%	Yes			$1^{(1)}$					UG
	Liu, Lirong	Ph.D.,2008	2008	100.0%	Yes			$10^{(1)}$				2	UG
	Miller, John M	Ph.D.,2003	1998	100.0%	Yes			$12^{(7)}$					UG,GR
	Muehsam, Mitchell J	Ph.D.,1988	1989	50.0%	Yes			1					ADM
	Nath, Hiranya K	Ph.D.,2002	2002	100.0%	Yes			$23^{(11)}$			8		UG,GR
	Quast, Troy C	Ph.D.,2006	2006	100.0%	Yes			$7^{(5)}$			2	1	UG,GR
	Ruiz, Isabel	Ph.D.,2006	2006	100.0%	Yes			$34^{(12)}$				1	UG
	Tuttle, Markland H	Ph.D.,2003	2004	100.0%	Yes			$32^{(6)}$			8		UG,GR
	Vargas-Silva, Carlos	Ph.D.,2006	2007	100.0%	Yes			$29^{(10)}$		3		1	UG, GR
PQ:	Grant, Marsie C	M.A.,1986	2008	37.5%		Yes							UG
	Muehsam, Valerie P	Ph.D.,1998	1992	100.0%		Yes		$1^{(1)}$					UG,GR,ADM
NQ:	Lockwood, Cathy L	M.B.A.,2003	2007	12.5%			Yes						UG
	Samuels, George E	Ph.D.,1972	1975	100.0%			Yes	7		1			UG
Economics and International Business: (FTE):					19 18.13.	2 1.38	2 1.13	$246^{(92)}$	0	16	18	7	

Table 21: General Business Administration and Finance Faculty Qualifications, Contributions, and Responsibilities, Academic Years 2005 – 2009 (AACSB Table 10-1)

	Member Name	Degree, Year	Appt.	% Time	Qualifications			Activities Supporting AQ/PQ Status					Responsibilities
					AQ	PQ	NQ	ICs(*PRJ*)	Exp	Cons	Dev	Other	
AQ:	Ashorn, Leroy W	Ph.D., 1973	1970	100.0%	Yes			$1^{(1)}$					UG,GR,ADM
	Bexley, James B	Ph.D., 2006	1997	100.0%	Yes			$22^{(13)}$				1	UG,GR
	Breazeale, Jonathan P	Ph.D., 2004	2006	100.0%	Yes			$18^{(4)}$	1	2	2		UG,GR
	Durham, William W	J.D., 1992	1997	12.5%	Yes								UG
	Heiland, Constance R	J.D., 1977	2007	12.5%	Yes								UG
	Hill, Kathy L	Ph.D., 1990	1992	100.0%	Yes			$31^{(3)}$					UG,GR
	Hynes, Geraldine E	Ph.D., 1990	2001	100.0%	Yes			$39^{(9)}$		1			UG,GR
	James, Joe F	Ph.D., 1992	1991	100.0%	Yes			$7^{(4)}$					UG,GR
	Jesswein, Kurt R	Ph.D., 1992	2005	100.0%	Yes			$29^{(6)}$					UG
	Johnson, Steve J	Ph.D., 2003	2008	100.0%	Yes			$7^{(3)}$					UG,GR
	Joyce, Marguerite P	Ed.D., 1978	2007	100.0%	Yes			$12^{(1)}$		2	2		UG,GR
	Maniam, Balasundram	Ph.D., 1992	1997	100.0%	Yes			$44^{(40)}$					UG,GR,ADM
	Matthews, Robert B	J.D., 1986	2006	100.0%	Yes			3	1	3	20		UG
	Nenninger, Steve A	Ph.D., 2009	2009	100.0%	Yes			$3^{(1)}$				3	UG,GR
	Pivateau, Griffin	J.D., 1990	2008	12.5%	Yes								UG
	Robertson, Tommy J	J.D., 2002	2008	100.0%	Yes			$9^{(2)}$			18		UG
	Sigmar, Lucia S	Ph.D., 1995	2006	100.0%	Yes			$19^{(3)}$			7		UG,GR
	Stretcher, Robert H	Ph.D., 1995	2002	100.0%	Yes			$43^{(28)}$					UG,GR
	Sullivan, Laura L	J.D., 2004	2005	100.0%	Yes			$17^{(7)}$					UG
PQ:	Adams, Tommy C.	M.B.A., 2003	2009	50.0%		Yes							UG
	Ballinger, Richard	M.B.A., 2008	2005	100.0%		Yes						2	UG
	Bohls, Daryl D	M.B.A., 2007	2008	12.5%		Yes						1	UG
	Cooper, Tab Wayne	M.B.A., 1992	2006	75.0%		Yes		$8^{(1)}$		1			UG
	Griffin, Martin L	J.D., 1977	1980	100.0%		Yes		$14^{(2)}$		6	5		UG
	Haberman, James	M.B.A., 2007	2009	12.5%		Yes						1	UG
	Hurry, Harold A	M.Ed., 1975	1975	100.0%		Yes		$22^{(2)}$			3		UG
	Jenkins, Garry K	J.D., 1973	1980	100.0%		Yes		$9^{(3)}$					UG
	Mehta, Guirinderjit	Ph.D., 1993	2002	75.0%		Yes		6					UG
NQ:	Allen, Paul R	M.B.A., 1984	1983	37.5%			Yes						UG
	Garrison, Nicole M	M.B.A., 1999	2000	50.0%			Yes						UG
	Reinke, John	M.B.A., 2004	2009	50.0%			Yes						UG
	Tomlin, Charles P	M.B.A., 1972	1994	25.0%			Yes						UG
General Business Administration and Finance:					20	9	4	$395^{(150)}$	2	15	57	8	
(FTE):					17.75	6.75	1.63						

Table 22: Management and Marketing Faculty Qualifications, Contributions, and Responsibilities, Academic Years 2005 – 2009 (AACSB Table 10-1)

	Member Name	Degree, Year	Appt.	% Time	Qualifications			Activities Supporting AQ/PQ Status					Responsibilities
					AQ	PQ	NQ	ICs(*PRJ*)	Exp	Cons	Dev	Other	
AQ:	Abshire, Roger D	D.B.A., 1990	1989	100.0%	Yes			1					UG,GR,ADM
	Ahmed, Irfan	Ph.D., 1997	2004	100.0%	Yes			$30^{(8)}$					UG,GR
	Baker, Gary	Ph.D., 2000	2003	100.0%	Yes			$12^{(5)}$					UG
	Bellah, Jeremy C	Ph.D., 2009	2009	100.0%	Yes			5	1			2	UG,GR
	Capps, Charles J	D.B.A., 1988	1988	100.0%	Yes			$17^{(9)}$		2	7		UG,GR
	Duffy, Jo Ann	Ph.D., 1987	1985	100.0%	Yes			$19^{(10)}$					UG,GR
	Glissmeyer, Michael	Ph.D., 2009	2007	100.0%	Yes			7				1	UG,GR
	Gu, Qian-nong (Chan)	Ph.D., –N/A–	2008	100.0%	Yes			4					UG,GR
	Kavanaugh, Joseph K	Ph.D., 1986	1995	100.0%	Yes			$29^{(12)}$					UG,GR
	Kohers, Gerald	Ph.D., 1993	1994	100.0%	Yes			$17^{(3)}$					UG,GR
	Lee, Renee Gravois	Ph.D., 1996	2007	100.0%	Yes			$12^{(4)}$					UG,GR
	Lewis, Randal D	Ph.D., 1972	1970	100.0%	Yes								UG
	Li, Kunpeng	Ph.D., 2008	2009	100.0%	Yes			9				1	UG,GR
	Lilly, Juliana D	Ph.D., 2001	2002	100.0%	Yes			$23^{(7)}$					UG,GR
	Mehta, Sanjay	Ph.D., 1999	1997	100.0%	Yes			$33^{(6)}$					UG,GR
	Newbold, John J	Ph.D., 1993	2001	100.0%	Yes			$38^{(8)}$		5			UG,GR
	Pass, Michael W	Ph.D., 2001	2008	100.0%	Yes			$10^{(3)}$					UG,GR
	Simmons, Aneika L	Ph.D., 2006	2006	100.0%	Yes			$13^{(2)}$				1	UG,GR
	Taylor, David S	Ph.D., 2002	2000	100.0%	Yes			$21^{(4)}$					UG,GR
	Utecht, Kathleen M	Ph.D., 1985	2006	100.0%	Yes			$13^{(4)}$			2		UG,GR
	Warner, Janis A	Ph.D., 2008	2007	100.0%	Yes			9				1	UG,GR
	Zelbst, Pamela J	Ph.D., 2005	2000	100.0%	Yes			$24^{(6)}$			4	2	UG,GR
PQ:	Barragan, Robert A	M.A., 1978	1992	12.5%		Yes							UG
	Lee, David M	M.B.A., 1992	2007	50.0%		Yes			1				UG
	Noman, Fawzi M	M.B.A., 1999	1999	100.0%		Yes		21		5	18	1	UG
NQ:	Davis, Claudia S	M.B.A., 2001	2002	50.0%			Yes	2			15		UG
	Payne, Gary L	M.B.A., 2003	2004	50.0%			Yes						UG
	Management and Marketing:				22	3	2	$369^{(91)}$	2	12	46	9	
	(FTE):				22.00	1.63	1.00						
	College Totals:				68	29	8	$1156^{(362)}$	6	45	269	28	
	(FTE):				64.88	17.25	3.75						

Table 23: COBA Faculty Sufficiency: Calculations Relative to Deployment of Qualified Faculty, Fall 2005 – Fall 2009 (AACSB Table 10-2)

	F05	F06	F07	F08	F09
College of Business					
Taught by AQ Faculty	175	217	219	202	189
Taught by PQ Faculty	65	72	63	69	84
Taught by Other Faculty	38	35	31	28	24
Total	278	324	313	299	297
AQ/Total	62.95%	66.98%	69.97%	67.56%	63.64%
(AQ+PQ)/Total	86.33%	89.20%	90.10%	90.64%	91.92%
Department of Accounting					
Taught by AQ Faculty	33	36	35	26	21
Taught by PQ Faculty	24	23	22	29	31
Taught by Other Faculty	0	0	0	0	0
Total	57	59	57	55	52
AQ/Total	57.89%	61.02%	61.40%	47.27%	40.38%
(AQ+PQ)/Total	100%	100%	100%	100%	100%
Department of Economics and International Business					
Taught by AQ Faculty	42	51	57	51	45
Taught by PQ Faculty	11	10	11	10	12
Taught by Other Faculty	0	0	0	0	1
Total	53	61	68	61	58
AQ/Total	79.25%	83.61%	83.82%	83.61%	77.59%
(AQ+PQ)/Total	100%	100%	100%	100%	98.28%
Department of General Business and Finance					
Taught by AQ Faculty	49	64	64	59	54
Taught by PQ Faculty	17	30	23	26	33
Taught by Other Faculty	20	18	15	10	14
Total	86	112	102	95	101
AQ/Total	56.98%	57.14%	62.75%	62.11%	53.47%
(AQ+PQ)/Total	76.74%	83.93%	85.29%	89.47%	86.14%
Department of Management and Marketing					
Taught by AQ Faculty	51	66	63	66	69
Taught by PQ Faculty	13	9	7	4	8
Taught by Other Faculty	18	17	16	18	9
Total	82	92	86	88	86
AQ/Total	62.20%	71.74%	73.26%	75%	80.23%
(AQ+PQ)/Total	78.05%	81.52%	81.40%	79.55%	89.53%

At least 50% must be taught by academically qualified members
At least 90% must be taught by academically or professionally qualified members

Table 24: Calculations Relative to Deployment of Qualified Accounting Department Faculty, Fall 2009 (AACSB Table 10-2)

	Member Name		AQ/PQ	Taught by AQ	Taught by PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ:	Brewer, Carl W		AQ	3.00					
	Daigle, Ronald Jude		AQ	3.00					
	Klett, Taylor		AQ	3.00					
	Morris, Jan Taylor	♡	AQ	3.00					
	Morris, Philip W		AQ	2.00					
	Quarles, Nowlin R		AQ	3.00					
	Strawser, Jeffrey W		AQ	4.00					
PQ:	Ameen, Elsie C		PQ		3.00				
	Carrington, Linda		PQ		4.00				
	Grayless, Gloria G		PQ		4.00				
	Green, Diane J		PQ		2.00				
	Harwell, Jeff Lee		PQ		4.00				
	Ketchand, Alice A		PQ		3.00				
	Quarles, Margaret S		PQ		4.00				
	Shaheen, N Anna		PQ		3.00				
	Sweeney, Linda S		PQ		4.00				
	Total Accounting:			21.00	31.00		40.38%	100.00%	52.00

At least 50 % must be academically qualified members
At least 90 % must be academically or professionally qualified members

♡ Members who were hired during 2009-Fall.

Table 25: Calculations Relative to Deployment of Qualified Economics and International Business Department Faculty, Fall 2009 (AACSB Table 10-2)

	Member Name		AQ/PQ	Taught by AQ	Taught by PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ:	Balderas, Juventino U		AQ	3.00					
	Berg, Milo D		AQ	2.00					
	Blackburne, Edward		AQ	4.00					
	Bumpass, Donald L		AQ	4.00					
	Dener, Evrim	♡	AQ	1.00					
	Frank, Mark W		AQ	3.00					
	Freeman, Donald G		AQ	2.00					
	Gonzalez, Fidel		AQ	3.00					
	Grant, Darren P		AQ	2.00					
	Green, William B		AQ	2.00					
	Hegwood, Natalie D		AQ	4.00					
	Liu, Lirong		AQ	3.00					
	Miller, John M		AQ	3.00					
	Quast, Troy C		AQ	3.00					
	Ruiz, Isabel		AQ	3.00					
	Tuttle, Markland H		AQ	3.00					
PQ:	Grant, Marsie C		PQ		4.00				
	Muehsam, Valerie P		PQ		2.00				
	Samuels, George E		PQ		6.00				
NQ:	Lockwood, Cathy L		None			1.00			
Total Economics & International Business:				45.00	12.00	1.00	77.59%	98.28%	58.00

See Table Notes at bottom of Table 24.

Table 26: Calculations Relative to Deployment of Qualified General Business and Finance Department Faculty, Fall 2009 (AACSB Table 10-2)

	Member Name		AQ/PQ	Taught by AQ	Taught by PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ:	Ashorn, Leroy W		AQ	2.00					
	Bexley, James B		AQ	4.00					
	Breazeale, Jonathan P		AQ	3.00					
	Durham, William W		AQ	1.00					
	Heiland, Constance R		AQ	1.00					
	Hill, Kathy L		AQ	3.00					
	Hynes, Geraldine E		AQ	3.00					
	James, Joe F		AQ	4.00					
	Jesswein, Kurt R		AQ	5.00					
	Johnson, Steve J		AQ	4.00					
	Joyce, Marguerite P		AQ	4.00					
	Maniam, Balasundram		AQ	3.00					
	Matthews, Robert B	♡	AQ	2.00					
	Nenninger, Steve A		AQ	3.00					
	Robertson, Tommy J		AQ	3.00					
	Sigmar, Lucia S		AQ	3.00					
	Stretcher, Robert H		AQ	3.00					
	Sullivan, Laura L		AQ	2.00					
PQ:	Adams, Tommy C.	♡	PQ		4.00				
	Ballinger, Richard		PQ		5.00				
	Bohls, Daryl D		PQ		1.00				
	Cooper, Tab Wayne		PQ		5.00				
	Griffin, Martin L		PQ		5.00				
	Haberman, James	♡	PQ		1.00				
	Hurry, Harold A		PQ		4.00				
	Jenkins, Garry K		PQ		4.00				
	Mehta, Guirinderjit		PQ		4.00				
NQ:	Allen, Paul R		None			3.00			
	Garrison, Nicole M		None			4.00			
	Reinke, John	♡	None			4.00			
	Tomlin, Charles P		None			3.00			
	Total General Business & Finance:			54.00	33.00	14	53.47%	86.14%	101.00

See Table Notes at bottom of Table 24.

Table 27: Calculations Relative to Deployment of Qualified Management and Marketing Department Faculty, Fall 2009 (AACSB Table 10-2)

	Member Name		AQ/PQ	Taught by AQ	Taught by PQ	Other	AQ /Total	(AQ+PQ) /Total	Total
AQ:	Abshire, Roger D		AQ	1.00					
	Ahmed, Irfan		AQ	4.00					
	Baker, Gary		AQ	4.00					
	Bellah, Jeremy C	♡	AQ	3.00					
	Capps, Charles J		AQ	3.00					
	Duffy, Jo Ann		AQ	3.00					
	Glissmeyer, Michael		AQ	3.00					
	Gu, Qian-nong (Chan)		AQ	4.00					
	Kavanaugh, Joseph K		AQ	3.00					
	Kohers, Gerald		AQ	4.00					
	Lee, Renee Gravois		AQ	3.00					
	Lewis, Randal D		AQ	3.00					
	Li, Kunpeng	♡	AQ	3.00					
	Lilly, Juliana D		AQ	3.00					
	Mehta, Sanjay		AQ	2.00					
	Newbold, John J		AQ	4.00					
	Pass, Michael W		AQ	3.00					
	Simmons, Aneika L		AQ	3.00					
	Taylor, David S		AQ	3.00					
	Utecht, Kathleen M		AQ	3.00					
	Warner, Janis A		AQ	3.00					
	Zelbst, Pamela J		AQ	4.00					
PQ:	Barragan, Robert A		PQ		1.00				
	Lee, David M		PQ		5.00				
	Noman, Fawzi M		PQ		2.00				
NQ:	Davis, Claudia S		None			4.00			
	Payne, Gary L		None			5.00			
	TotalManagement&Marketing:			69.00	8.00	9.00	80.23%	89.53%	86.00
	College Totals:			189.00	84.00	24.00	63.64%	91.92%	297.00

See Table Notes at bottom of Table 24.

Curriculum Changes

Curriculum changes for 2005 – 2006

Courses Added

- ACC 461 *Fraud Examination.* This course is needed to address the evolving interest in addressing fraud and providing the quality of education that is needed for our graduates.
- ACC 486 *Professional Ethics and Responsibilities.* This course is necessary for SHSU accounting graduates to be able to sit for the CPA examination.
- GBA 180 *Electronic Communications Techniques.* Electronic communication, and written communication skills are among the top demanded skills for business graduates.

Courses deleted

- FIN 485 *Credit and Collections.* Course is no longer relevant.
- GBA 163 *Elementary Keyboarding.* Course being replaced by GBA 180.
- GBA 164 *Production Keyboarding.* Course being replaced GBA 180.

Changes in Course Title

- MGT 566 *Seminar in Behavior Dynamics in Business Organizations* changed to *Seminar in Team Leadership*
- MIS 379 *Business Information Systems* changed to *Systems Analysis and Design*

Changes in Course Number:

- MIS 391 TO MIS 291 *Business System Implementation*

Curriculum changes for 2006 – 2007

Courses Added

- ECO 364 *Public Finance.* This course provides students with a better understanding of the role and effect of government in a market economy, as well as the issues and debates that arise. It will enhance the knowledge of economics majors, as well as support instruction in various majors.

- ECO 499 *Internship.* The addition of this course will provide an opportunity for (1) students to put classroom theory and principles into practice, (2) Sam Houston State University to maintain and foster a close and mutually beneficial relationship between employers, and (3) the creation of a dialogue that will lead to the improvement of the College of Business Administrations academic programs.
- ECO 560, *Economic Analysis of Strategy.* This course provides students with an understanding of game theory analysis and its application to business and economic problems. This course addresses one of the goals of the MBA program of developing the analytical skills of our students through exposure to logical thinking, inductive and deductive reasoning, and critical analysis. Additionally, this course will address another goal of the MBA program by helping students learn to organize, process, and interpret data to provide options for decision making.[7]
- ACC 582 *Information Systems Auditing and Assurance.* The passage of the Sarbanes Oxley Act has placed an increased burden on auditors to not only provide assurance on reported financial data but also to attest to the veracity of the information systems that process and report that data. This course will provide students with both an understanding and hands-on familiarity with skills necessary to assess controls over computerized information systems and to accomplish computer assisted auditing procedures to render an opinion regarding the integrity of financial information produced by those systems. Knowledge of these concepts will help prepare the student to practice in a technologically enhanced auditing environment.

- BAN 465 *Introduction to Business Forecasting and Econometrics* (dual listed with ECO 465). The expectation of employers hiring business and economics majors is that they be familiar with econometric and forecasting techniques. Additionally, for those students planning to enter graduate programs, a course in business forecasting and econometrics is essential.
- ECO 473 *Economics of Sports.* The course will be attractive to students in our PGM program and will also be attractive to students across campus majoring in Kinesiology and Journalism.
- GBA 111, 311. These courses are a requirement of the PGA of America to be an accredited PGA/PGM University.
- GBA 219, 299, 319, 429, 499 *PGA/PGM Internship.* The PGA of America requires students to complete 16 total months of internship experience.
- MGT 571 *Leading Organizational Change & Development.* This course focuses specifically on the practice of developing organizational culture, organizational development and managing change initiatives.

Courses deleted

- ACC 599 *Operational Auditing.* Recent changes in the Uniform CPA Examination have eliminated the need to provide students with training in operational auditing.
- MGT 565 *Seminar in Organization Theory.* Most of the material covered in MGT 565 is now covered in MGT 566 or in MGT 567, and also will be covered in MGT 571.

[7] see pg 13 of the 2006-2007 Curriculum Report 0607CurriculumReport_000.pdf

Curriculum changes for 2007 – 2008

Courses Added

- FIN 460 *Selling Financial Services.* The Smith-Hutson Chair of Banking's Advisory Board has identified the need for a formal training course that would teach our students how to promote financial products. Discussions with senior members of other departments have indicated that this would also be of value in some of their programs.
- FIN 534 *Seminar in Commercial Lending.* Surveys of students enrolled in current MBA programs, as well as the Smith-Hutson Endowed Chair of Bankings Advisory Board, revealed the demand for this specialized coverage and application.
- MGT 530 *Foundations of Strategic Management.* Many of our MBA graduate students have not had an undergraduate course in Strategic Management and thus need this foundation stem course. Combining the content of Strategic Management and the Principles of Management will provide students lacking an undergraduate degree in business, the foundation needed to improve their performance and learning experience in advanced coursework.

Changes in Course Number/Title

- ACC 580 *Seminar in Accounting* changed to *Advanced Topics in Financial Reporting*

Curriculum changes for 2008 – 2009

The Department of Accounting received permission to offer a Master of Science in Accounting beginning in Fall 2008. As part of that new program, these four classes will be offered at the graduate level (ACC 533, ACC 568, ACC 584, ACC 586). In fact, a major reason for proposing the new MS in Accounting was the fact that many of the topics taught at the senior level in the undergraduate program were better suited for graduate study.

Courses Added

- ACC 568 *Governmental and Not-for-Profit Accounting.* Graduate students enrolled in the MS in Accounting program are preparing for professional careers in accounting, including meeting the qualification to sit for the Uniform CPA Examination. Governmental and not-for-profit accounting are specialized areas within financial accounting and utilize concepts and tools not required in accounting for commercial entities. Because these special areas are covered on the financial accounting section of the examination, well-prepared students must have knowledge of governmental and not-for-profit accounting. Also, many students will use this knowledge in auditing or other professional capacities as practicing accountants.

- ACC 584 *Corporate and Pass Through Entity Taxation.* Graduate students enrolled in the MS in Accounting program are pursuing the qualifications to sit for the Uniform CPA Examination. Recently that examination has increased testing in the areas of federal taxation. The content of this course will be articulated with the existing accounting courses in the curriculum in order to ensure the appropriate curriculum coverage of the taxation component of the examination. This course has been taught at the undergraduate level at SHSU for many years. However, the increasing complexities of the profession and the tax laws and regulations require a graduate-level approach for students to work with the material involved. A course of this complexity level is taught at the graduate level in most of the accounting programs in the state. In addition, offering this course at the graduate level will result in a higher level of maturity on the part of students that will work to their increased benefit in approaching the complexities of the course material and requirements.
- ACC 586 *Professional Ethics and Responsibility.* Graduate students enrolled in the MS in Accounting program are pursuing the qualifications to sit for the Uniform CPA Examination. Recently that examination has increased testing in the areas of professional ethics. The content of this course will be articulated with the existing auditing and accounting information systems courses in the curriculum in order to ensure the appropriate curriculum coverage of the ethics component of the examination. This course has been taught at the undergraduate level at SHSU for several years. However, the increasing complexities of the profession, laws, regulations and continuing ethical challenges of the profession require a graduate-level approach for students to work with the material involved. This course is taught at the graduate level in many of the accounting programs in the state. In addition, offering this course at the graduate level will result in a higher level of maturity on the part of students that will work to their increased benefit in approaching the complexities of the course material and requirements.
- GBA 367W *Entrepreneurial Law.* This course will provide expanded coverage of legal topics for the entrepreneurship minor and an additional elective for others seeking information on legal topics.
- GBA 466 *Entrepreneurial Systems.* The addition of this course will significantly strengthen our minor in entrepreneurship by addressing issues related to the traditional entrepreneurial business startup as well as the small family-owned business.
- MGT 563 *Operations Planning and Control.* This course prepares the students to understand the interrelationships among planning and control activities in a manufacturing, service or project environment. The addition of this course will better prepare students for careers in operations management.
- MGT 576 *Staffing Organizations.* At a meeting of the Houston area Human Resource professionals, desire was expressed for a Human Resource Management concentration at the MBA level. This course supports a concentration in Human Resource Management (HRM) at the MBA level.
- MGT 578 *Seminar in Compensation Management.* This course supports the offering of a concentration in Human Resource Management (HRM) at the MBA level.

Courses deleted

- ACC 233 *Basic Tax Concepts and Procedures.* The Entrepreneurship minor no longer requires this course.
- ACC 432 *Financial Statement Analysis.* Converted to a graduate course as part of the new MS in Accounting.
- ACC 468 *Governmental and Not-for-Profit Accounting.* Converted to a graduate course as part of the new MS in Accounting.
- ACC 484 *Advanced Income Tax.* Converted to a graduate course as part of the new MS in Accounting.
- ACC 486 *Professional Ethics and Responsibilities.* Converted to a graduate course as part of the new MS in Accounting.
- GBA 260 *Word Processing.* Relevant subject matter from this course has been included in GBA 180. The remaining material is no longer needed at the college level.
- MKT 464 *Internet Marketing.* There is no demand for this course.
- MKT 372 *Advertising Principles.*The Marketing faculty believes that advertising is sufficiently covered in MKT 478.
- MKT 571 *Marketing Research.* There is no demand for this course.

Changes in Course Number/Title

- ACC 581 changed to ACC 599: New course number indicates that this is the capstone course for the MS in Accounting program.
- GBA 461 changed to GBA 261: Changing the course number to a lower level makes the business presentations course available to students earlier in their academic sequence.
- The following new course numbering sequence for the marketing courses will help distinguish these courses as electives for both majors and minors. The courses that remain at the 400 level will be required for Marketing majors only.
  - MKT 374 TO MKT 382
  - MKT 376 TO MKT 383
  - MKT 466 TO MKT 385
  - MKT 477 TO MKT 387
  - MKT 478 TO MKT 389
- The title of MKT 570 *Marketing Seminar* changed to *Marketing Management*: The new title better reflects the content of the course.

Learning Goals

BBA Learning Goals

Goal: Knowledge And Competency In The Subject Areas Essential To All Business Professionals *Objectives:*

1. Students Should Be Capable Of Effective Oral And Written Communication
2. Students Should Possess Essential Critical Thinking Skills
3. Students Should Demonstrate Competency In The Core Areas Of Business Knowledge

Table 28: BBA Learning Goals Assessment by Course

Course Number	Core Business Area	BBA Learning Goals			
		Oral Communication	Written Communication	Critical Thinking	Competency In Core
ACC 231	Financial Acctg.				X
ACC 232	Managerial Acctg.				X
BAN 232	Intro. Bus. Analysis			X	X
BAN 363	Interm. Bus. Analysis			X	X
ECO 233	Microeconomics				X
ECO 234	Macroeconomics				X
FIN 367	Bus. Finance				X
GBA 281	Bus. Legal Environment				X
GBA 389	Bus. Communications	X	X		X
MGT 380	Prin. of Mgt.				X
MGT 475	Operations Mgt.			X	X
MGT 476	Strategic Mgt.				X
MIS 388	Mgt. Info. Systems				X
MKT 371	Prin. of Mkt.				X

MBA Learning Goals

Goal: Develop Business Leaders
Objectives:

1. MBA Students Should Excel In Their Knowledge Of Management Fundamentals
2. Analytical Skills
3. Interpersonal Skills
4. Communication Skills

Table 29: MBA Learning Goals Assessment by Course

Course Number	Course Title	MBA Learning Goals		
		Management Fundamentals	Analytical Skills	Communication Skills
ACC 564	Accounting for Management	X	X	
BAN 568	Techniques of Statistical Analysis		X	
FIN 531	Intro. to Invest., Inst., and Man. Fin.	X	X	
GBA 587	Research Writing in Business			X
MGT 567	Seminar in Strategic Mgt. and Policy	X		X
MKT 570	Marketing Seminar	X		
ECO 571	Seminar in Managerial Economics	X	X	

MS Finance Learning Goals

Goal: Produce Graduates Capable Of Advanced Financial Analysis
Objectives:

1. Analytical Skills
2. Finance Knowledge

Table 30: MS in Finance Learning Goals Assessment by Course

Course Number	Course Name	MS Finance Learning Goals			
		Critical Thinking	Advanced Finance Knowledge	Analytical Skills	Communication Skills
ACC 533	Financial Statement Analysis			X	
BAN 568	Techniques of Statistical Analysis			X	
FIN 531	Intro. to Invest., Inst., and Man. Fin.	X	X	X	
GBA 587	Research Writing in Business				X
FIN 536	Seminar in Business Finance				X
FIN 537	Problems in Administrative Finance	X	X		
FIN 539	International Finance	X	X		

MS Accounting Learning Goals

Goal: Functional Competencies For Entry Into The Accounting Profession
Objectives:

1. Decision Modeling Competency
2. Risk Analysis Competency
3. Reporting Competency
4. Research Competency
5. Leveraging Technology To Develop And Enhance Functional Competencies

Table 31: MS in Accounting: Functional Competency Assessment by Course

Course Number	Course Title	AICPA Functional Competencies					
		Decision Modeling	Risk Analysis	Measure-ment	Reporting	Research	Lever. Tech.
ACC 568	Govt. & Not-for-Prof. Accounting			U	X	X	
ACC 580	Adv. Topics in Fin. Accounting			U	X	X	
ACC 582	Inf. Systems Audit Assurance		X	U			X
ACC 584	Corp. & Pass Through Entity Tax.			U	X	X	
ACC 586	Prof. Ethics and Responsibilities	X	X	U			
ACC 599	Adv. Auditing Theory & Practice		X	U		X	X

U – Assessed only at the undergraduate level

Table 32: Academic Year 2005 – 2006 (College of Business Administration Planning Document)

Goal, Sub goal or Improvement Activity	**Process Involved**	**Resources Needed**	**Start/Completion Dates Responsible Entity**	**Status as of Aug 31, 2006**
GOAL I. Faculty Initiatives				
A.Exceed minimum sufficiency requirement for the COBA faculty.	Provide sufficient faculty for each department to have at least 90% of all classes taught be academically qualified or professionally qualified faculty and at least 50% of all classes taught by academically qualified faculty. Also, provide sufficient faculty that at least 60% of all classes are taught by participating faculty.	5 new faculty members in COBA at an approximate annual cost of $375,000 for nine months	September 2005/August 2006. Chairs to recruit faculty and Provost to provide positions and adequate funding.	Added 5 new tenure-track faculty at a cost of $403,000 and 3 replacement tenure-track faculty at a cost of $217,000.
B.Ensure the quality of the COBA faculty.	Annual faculty review using the FES system	Faculty research, development, and travel funds of $150,000.	Department chairs	Provided one $5,000 summer research grant and made plans to expand. Provided travel funds for presentation of research. Ongoing
C. Enhance processes to ensure continuous improvement of intellectual contributions.	Revise Faculty Evaluation System to place greater emphasis on quality outputs	Funds for research assistants, grants, and publication fees. Increase travel allowances	Ongoing	Increased FY 2006 out-of-state and in-state travel reimbursement to $1,200 and $650 respectively. Revised FES 3 to reflect university policy. Ongoing.
D. Formalize a process to ensure the sufficiency and quality of service.	Revise Faculty Evaluation System	Time to combine and modify existing forms placing greater emphasis on quality service	Fall 2005/Spring 2006. Executive Committee with review by faculty	Revised FES 4 to reflect university policy and recognize the importance of service
Goal II: Teaching initiatives				
A. Explore ways of continuously improving teaching effectiveness.	Utilize the diagnostic data provided by the IDEA evaluation system	Information from the IDEA system and external consultation	Ongoing. Chairs, Teaching Effectiveness Committee, and faculty	Provided funding for attendance at effective teaching programs. Conducted an effective teaching program.

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Table 32 2005 – 2006 – continued from previous page

Goal, Sub goal or Improvement Activity	Process Involved	Resources Needed	Start/Completion Dates Responsible Entity	Status as of Aug 31, 2006
B. Create processes for rewarding the faculty for teaching innovations.	Incorporate innovation into the Faculty Evaluation System	Faculty development and travel funds	Ongoing	Chairs incorporated teaching innovation into FES 2 process.
C. Expand and formalize team-teaching.	Executive Committee to develop methods for measuring loads. Dean to budget funds.	Funding for classes that are not being covered as a result of release time for faculty involved in team-teaching classes.	Planning process initiated 2002-2003 academic year. Chairs are responsible for scheduling and Dean is responsible for budget.	Open action item. Current resource constraints limit full implementation. Currently, BAN 530, COBA Honors classes, and Honors classes taught with other colleges utilize a team teaching approach.
Goal III. Administrative initiatives				
A. Improve the strategic planning process	Incorporate more effectively the strategic plan of the university and utilize the COBA Strategic Management Advisory Committee.	Time	September 2004/Ongoing. Strategic Planning Committee.	Expanded the charge of the Strategic Management Advisory Committee. Strategic Management Advisory Committee recommendations have been taken under advisement.
B. Improve communication with the staff at The University Center (TUC) and the students who attend classes at only that location.	Monthly newsletter and information sessions at TUC	Time and staff person to help develop news items and publish the newsletter.	Ongoing. Dean's Office	Associate Dean and chairs conducted information sessions at TUC. The newsletter was determined to not be a cost effective tool.
C. Ensure that student academic probation and suspension policies are appropriately enforced.	Dean and Associate Dean handle suspension readmissions under University policy on a case by case basis.		Continuous: Dean and Associate Dean.	Ongoing
D. Support and encourage diversity within COBA.	Hire underrepresented groups as faculty	Faculty Salaries	Ongoing. Chairs, Dean and University administration	Hired one African-American female and one Hispanic faculty member.

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Table 32 2005 – 2006 – continued from previous page

Goal, Sub goal or Improvement Activity	Process Involved	Resources Needed	Start/Completion Dates Responsible Entity	Status as of Aug 31, 2006
E. Continue to improve communications with faculty and staff.	A general faculty meeting each semester and as needed to ensure faculty involvement. Brown Bag Lunches. Emails and paper memos from chairs and deans.		Ongoing	COBA held five general faculty meetings to discuss college issues and AACSB accreditation. All departments held department faculty meetings. A Brown Bag lunch was held by the Dean.
Goal IV. Strategic marketing initiatives				
A. Develop a faculty-driven approach to consulting/training opportunities.	FES recognition for consulting/training. Scheduling accommodations to permit consulting/training.	None	Ongoing. Individual faculty members responsible for development of consulting/training activities. Chair and Dean to provide approval.	Numerous faculty across the departments are consulting.
B. Enhance the promotional image campaign that enhances the college image among its constituencies.	Participate in Business Week program. Prepare a new commercial and DVD.	$50,000 for promotional material and development.	Deans Office.	Renewed Business Week agreement for additional year. Developed and distributed new DVD and commercial. Continued to improve the newsletter. Added alumni highlights to web page.
C. Seek and develop programs to expand COBAs market initiatives.	Continuous monitoring of external environmental changes that may result in new opportunities	None	Ongoing	Proposed an Entrepreneurship program at NHMCCD. Explored expanding the banking program to other markets.
D. Develop a statement defining our markets for undergraduate and graduate education	Statement to be formulated by the Executive Committee in cooperation with the Universitys Vice President of Enrollment Management and reviewed by the faculty.	Time and data concerning the demographics of our market area.	2003 2004 academic year/ongoing. Executive Committee	Evaluating a recommendation made by the Strategic Management Advisory Committee.

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Table 32 2005 – 2006 – continued from previous page

Goal, Sub goal or Improvement Activity	Process Involved	Resources Needed	Start/Completion Dates Responsible Entity	Status as of Aug 31, 2006
E. Increase quantity and quality of students.	Acquire additional funds for scholarships to attract students. Formalize a plan for recruiting by the college and departments at both the high school and community college level.	Promotion and scholarship funds	Ongoing. Executive Committee and faculty.	Adopted new requirements for entry into upper-division courses: C average in all lower-division courses and in ACC 231/232, ECO 233/234, BAN 232, and MTH 199.
F. Seek additional ways to generate involvement of COBA alumni in the activities and programs of the college	Identify alumni, establish lines of communication, and institute activities that increase involvement.	Continued funding.	Fall 2002. Dean's Office. Ongoing.	Alumni information data base enhanced; newsletter upgraded; mailing lists enhanced. Added Hall of Honor for recognizing distinguished alumni beginning in the Fall 2006.
G. Enhance activities related to student placement.	Develop additional partnerships with businesses	Funds to join the Greater Houston Partnership	Ongoing	Joined the Greater Houston Partnership to develop contacts with more potential employers. The COBA Career Fair had an increase in both employers and students. The college made more quality contacts with employers. Several COBA faculty attended a program in Houston attended by potential employers.
Goal V. External relations initiatives				
A. Plan for COBAs external relations	Executive Committee in consultation with Senior Assistant to the Dean and external constituencies (Advisory Council, etc.) develop plan. Continue to identify and contact sources of support.	Funding for implementation of plan. Continued funding.	2003 2004 academic year/ongoing. Dean. Fall 2002 - ongoing.	This has been determined to be part of Goal IV. This item will become part of "External Funding." During 2005-2006 $184,000 in external funds were generated through existing funding efforts.

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Table 32 2005 – 2006 – continued from previous page

Goal, Sub goal or Improvement Activity	Process Involved	Resources Needed	Start/Completion Dates Responsible Entity	Status as of Aug 31, 2006
B. COBA will expand and enhance its strategies to raise external funds to support faculty development and research, provide endowed chairs and professorships, support operations, and provide additional scholarships to attract high quality students.			Deans Office.	
Goal VI. Student initiatives				
A. COBA will increase the quality of incoming majors/minors taking upper-division business courses.	Investigate the possibility and effect of separate COBA admissions policy. Encourage higher entrance requirements for the University. Participate in student recruiting	Data on current student enrollments. Travel funds for faculty and administrators to travel to community colleges and high schools	Fall 2002/ on-going. Executive Committee and faculty.	Raised requirements for entry into upper-division courses. Accounting requires a 2.5 GPA for graduation with an accounting degree. Continuing to work with the Vice President for Enrollment Management.
B. Strengthen the cultural identification with COBA.	Increase visibility of College both internally and externally.	Private funds	Ongoing	Expanded tailgating activities and participation. Additional support student of student organization. Provided representation at Send-off parties for new freshmen in three cities. The Executive Committee is exploring the possibility of decentralized placement.
C. Support diversity within COBA.	Recruiting of students in as part of the Universitys effort to fulfill the Coordinating Boards Closing the Gaps initiative.	Funding for scholarships	On-going. Admissions and individual colleges	From Fall 2005 to Fall 2006 Hispanic enrollment increased from 235 to 293 and African-American enrollment increased from 438 to 446. On-going.

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Table 32 2005 – 2006 – continued from previous page

Goal, Sub goal or Improvement Activity	Process Involved	Resources Needed	Start/Completion Dates Responsible Entity	Status as of Aug 31, 2006
D.Improve student retention.	Identify steps to be taken to improve retention and support the universitys retention program. COBA admission standards and prerequisites. Dean and Associate Dean refer probationary and students who had been suspended and readmitted to the Monitored Academic Progress (MAP) program at the SAM Center.	Retention data, funding for tutors and tutoring materials, workshops for faculty, and scholarships.	Ongoing. Executive Committee, faculty, and staff.	COBA provided an increased number of referrals to the MAP program. Faculty referred more students to the First-Alert program.
Goal VII. Curriculum initiatives				
A. Continue to improve the curriculum.	Annual review of curriculum and course inventory to ensure relevance and compatibility with external stakeholder expectations and mission objectives of COBA	None	A. Continue to improve the curriculum. Departmental Curriculum Committees.	Completed the review of the curricula at the departmental level resulting in the addition of 12 new courses, renaming of one course, and the deletion of 2 courses. The Department of Accounting began the planning process for the introduction of an MS in Accounting and the reduction of the number of hours to earn a bachelors degree to 120. Ongoing.
B. Expand internationalization of the curriculum.	Curriculum committees of the departments to conduct the review process.	None	Process to be undertaken during the 2002 2003 academic year. The curriculum committees of the various departments are responsible for the process.	COBA reviewed the Puebla program in an effort to strengthen that program. COBA supported other overseas programs. Ongoing.

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Table 32 2005 – 2006 – continued from previous page

Goal, Sub goal or Improvement Activity	Process Involved	Resources Needed	Start/Completion Dates Responsible Entity	Status as of Aug 31, 2006
C. Continue the review of the graduate curriculum and its objectives.	Review by the Graduate Advisory Council.	None	Ongoing. Graduate Coordinator and Graduate Advisory Council.	The Department of Accounting is proposing an MS in Accounting to improve the quality of the graduates preparing for the CPA exam. Ongoing.
Goal VIII. Physical facilities initiatives				
A. COBA will initiate planning and funding for physical facilities necessary for planned growth.	Project needed classrooms and offices for growth in enrollments	Enrollment data and forecasts of enrollments	Ongoing. Executive Committee.	SHB 107 was renovated to house the Center for Business and Economic Research. Additional offices for the Department of Accounting were created in a renovation of SHB 309 into offices and a classroom. Renovation of SHB 103, 104, and part of 108 for additional office and work space for the Deans Office has begun.
B. Enhance the technology necessary to fulfill the COBA mission.	Plan for installation of technology in new classrooms. Review and update existing rooms as necessary	Approximately $100,000 in funds.	09/04 to 08/05. Faculty, Chairs, Dean, and University.	In preparation for the renovation of SHB 309, SHB 208 was renovated into a computer lab. Additionally, SHB 102 has been renovated into a computer networking lab. New network switches have been installed in the Smith-Hutson Business Building . An additional server was acquired for use with the SAP project.

Table 33: Academic Year 2007 – 2008 (College of Business Administration Planning Document)

College of Business Administration Activities				
Goal or Objective	**Indicator**	**Criterion**	**Finding**	**Action**
Goal I: Lead The College In Appropriate Strategic Planning And Management				
A. Teaching, Research And Service Expectations. COBA faculty will meet or exceed expectations related to teaching, research, and service.	1. Effective Teacher. Effective teaching will be determined by acceptable scores on the IDEA and FES teaching evaluations. COBA departments will define and measure effective teaching using IDEA and FES scores. 2. Effective Researcher. Effective research will be determined by acceptable scores on FES 3. COBA departments will define and measure effective research using FES 3 scores and other departmentally appropriate research measures. 3. Effective Service Provider. Effective service is defined by acceptable scores on FES4. COBA departments will define and measure effective service using FES 4 scores and other departmentally appropriate service measures.	1. Effective Teacher. All four departments in COBA will define effective teaching using the IDEA and FES forms, evaluate each faculty member, and report those findings to the Dean's Office. 2. Effective Researcher. All four departments in COBA will define effective research using the FES 3 Form, evaluate each faculty member, and report those findings to the Dean's Office. 3. Effective Service Provider All four departments in COBA will define effective service using the FES Forms 4, evaluate each faculty member, and report those findings to the Dean"'s Office.	1. Effective Teacher. All departments in the College established goals for the determination of an effective teacher. All goals were met for 2007. 2. Effective Researcher. All departments established and met those goals for 2007. 3. Effective Service Provider. All departments in the College established and met the goals which were established.	Teaching, Research And Service Expectations. The College will review and modify as appropriate the FES forms and the departments will review the expectations at that level.
B. External Funding.	1. Amount Of Non-state Funding. COBA will pursue additional external/Non-state funds for unrestricted purposes and scholarships.	1. External Funding. COBA will obtain at least $1,000,000 in non-state funding through various development efforts.	1. External Funding. During the academic year 2007 - 2008 the College of Business Administration obtained in excess of $1,400,000 in external funding for unrestricted and scholarship purposes and scholarships.	1. External Funding. The College of Business Administration will continue to obtain external funds for unrestricted and scholarship purposes. The goal will be established following review of current donors and anticipated need.

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Table 33 2007 – 2008 – continued from previous page

Goal or Objective	Indicator	Criterion	Finding	Action
C. The College's Image. Enhance the College's image and its impact on its stakeholders.	1. AACSB International Accreditation.	1. Maintain AACSB Accreditation. Monitor and maintain compliance as demonstrated in COBA"s Annual Reports.	1. AACSB International Accreditation. During the 2007 - 2008 academic year the College of Business Administration reviewed faculty performance, student performance, and curriculum development to assure compliance with AACSB International accreditation requirements. The College of Business Administration is completing and will distribute to stakeholders the COBA Annual Report for 2007 - 2008.	
	2. College Image Enhancement Events/Programs. COBA will attend and initiate events to enhance exposure of the College to stakeholders.	2. Increase the Quantity and Quality of Public Relations Events. COBA will increase the quantity and quality of public relations events that enhance the College"s image.	2. College Image Enhancement. Events/Programs COBA was promoted through the following events: The COBA Hall of Honor; Business Week Cover Program; COBA Pride Newsletter (2 editions); Journal of Business Strategies; Brochures promoting the College, Banking and Financial Institutions, Human Resource Management, PGA/PGM, Smith-Hutson scholarship programs; COBA Annual Report; COBA Academic Awards Program; Executive-in-Residence Program; booth at HR Symposium; Saturdays at Sam; attendance at alumni events; Economics and International Business initiated a departmental newsletter; and departments have begun the development of improved websites.	2. Public Relations Events. COBA will continue to expand and improve the quality of programs/events that enhance the image of the College. Each of the departments not currently publishing a newsletter will attempt to do so.

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Table 33 2007 – 2008 – continued from previous page

Goal or Objective	Indicator	Criterion	Finding	Action
	3. Participation At Professional Meetings. Faculty will attend and present at professional conferences and meetings to enhance the college's image. 4. COBA Career Fair. The College of Business will hold a career fair each spring to attract employers to recruit COBA students for internships and employment.	3. Number of Faculty Presentations at Professional Meetings. COBA Faculty will present at least 100 papers at professional meetings. 4. Companies Represented at COBA Career Fair. At least 50 companies will participate in the COBA Career Fair.	3. Participation at Professional Meetings. During the calendar 2007 (our reporting time frame) the faculty of the College of Business presented 110 papers at professional meetings. 4. COBA Career Fair. The College of Business Administration conducted its annual career fair on February 19, 2008. 950 students attended the 2008 career fair to visit with 65 companies who participated.	3. Participation at Professional Meetings. COBA will fund additional travel to professional meetings to increase the number of presentations to 120. COBA faculty will be encouraged to seek offices in regional, national, and international professional organizations. 4. COBA Career Fair. The College will review options for expanding the number of companies who can participate in the COBA Career Fair.
D. Appropriate Strategic Planning. Identify the necessary resources to accommodate expected growth.	1. Strategic Plan. COBA in concert with the Strategic Management Advisory Committee will review and modify the Strategic Plan.	1. Strategic Plan. A written strategic plan is developed for 2007 - 2008.	1. Strategic Plan. The Executive Committee reviewed and modified the Strategic Plan to address current items identified by this committee and those recommended by the Strategic Management Advisory Committee.	1. Strategic Plan. The College of Business Administration Strategic Planning Committee will reappoint the Strategic Management Advisory Committee with the charge to expand on several aspects of the report and to present the report for 2008 - 2009 to the college committee.
Goal II: Recruit, Develop, Retain, And Graduate Quality Students.				
A. Placement Of Graduates. The quality of our graduates and programs is reflected in our graduates' success in locating employment.	1. Employment. Percentage of graduating seniors who indicate they have secured employment on the EBI Undergraduate Business Exit Assessment.	1. Employment At least 30% of graduating seniors responding to the EBI survey will have been offered an employment opportunity.	1. Employment. 45% of the graduating seniors responding to the EBI Undergraduate Business Exit Assessment indicated that they had been offered a position at the survey date. Of this group 25% had accepted jobs, 12% had not decided and 6% had declined the offers.	Placement of Graduates. The College is in the process of developing an internal career center and has applied for an external grant to aid in the development of that center.

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Table 33 2007 – 2008 – continued from previous page

Goal or Objective	Indicator	Criterion	Finding	Action
B. Incoming Students. Higher quality students allows for a richer educational experience. COBA will seek to increase the quality of incoming students at both the undergraduate and graduate levels.	1. Undergraduate Admissions Standards. Percent of undergraduate students who possess the requisite lower-level classes to enroll in upper-division classes.	1. Undergraduate Admissions Standards. At least 95 percent of the students entering upper division courses will have completed the appropriate lower-division courses with at least a 2.0 GPA.	1. Undergraduate Admissions Standards. Currently this data is unavailable in a useable format and would be too difficult to process manually.	1. Incoming Students. The College is in the process of developing a separate admissions procedure for undergraduate majors. A Committee will be appointed to provide evaluation of the processes developed by the Executive Committee. This process will formalize the current guidelines and requirements for enrollment in upper-division business classes. Additionally, efforts will be made to have a program developed that will process this data electronically.
	2. Graduate Admissions Standards. The percent of graduate students who are admitted to the graduate programs under the secondary admissions.	2. Graduate Admissions Standards. Less than 25% of graduate program applicants who do not meet the admissions formula will be admitted through the secondary admissions process.	2. Graduate Admissions Standards. Forty percent (4 of 10) of the graduate students who did not meet the admissions requirements, but did meet the eligibility requirements of submission to the graduate admissions committee, were admitted to the graduate programs. the quality of those admitted was significantly greater than the past applicants.	2. Graduate Admissions Standards During the next academic year the Graduate Advisory committee will review admissions standards including the eligibility for committee review.

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Table 33 2007 – 2008 – continued from previous page

Goal or Objective	Indicator	Criterion	Finding	Action
C. Student Retention. Ensure students have the support for the successful and timely completion of their academic program as well as supporting the University's retention efforts.	1. Student Intervention. Provide a proactive approach to helping students succeed.	1. Tutoring Programs. Tutoring will be made available for 60% of business core classes. 2. First Alert Program. Increase, by 10% from last year, the number of COBA faculty members who refer failing students to the First Alert Program in the SAM Center. 3. MAP Referrals All suspended students who are 15 or more grade points deficient and are readmitted on probation will be referred to the MAP program in the SAM Center.	1.Tutoring Programs Tutoring was available for 50% of the business core classes. 2. First Alert Program. COBA faculty referred 123 students to the Sam Center under the First Alert Program. 3. MAP Program. During the 2007 - 2008 academic year the College of Business Administration referred 51 students to the MAP Program in the SAM Center. This was not all of the business students who had been readmitted on probation but did represent an increase from the preceding year.	1. Tutoring Programs. Provide tutoring for MIS388, GBA281 and/or MGT475 to increase the proportion of business core classes for which this service is provided. 2. First Alert Program. The College of Business Administration will continue to encourage faculty to refer students with academic/attendance issues to the SAM Center through the First Alert Program. 3. MAP Program. The administrative officers of COBA will attempt to increase the number of readmitted students referred to the MAP Program. COBA will increase by at least 50% the number referred in 2007 - 2008.
Goal III: Provide Quality Academic Programs.				

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Table 33 2007 – 2008 – continued from previous page

Goal or Objective	Indicator	Criterion	Finding	Action
A. Student Retention. Ensure students have the support for the successful and timely completion of their academic program as well as supporting the University's retention efforts.	1. Student Intervention. Provide a proactive approach to helping students succeed.	1. Tutoring Programs. Tutoring will be made available for 60% of business core classes. 2. First Alert Program. Increase, by 10% from last year, the number of COBA faculty members who refer failing students to the First Alert Program in the SAM Center. 3. MAP Referrals All suspended students who are 15 or more grade points deficient and are readmitted on probation will be referred to the MAP program in the SAM Center.	1. Tutoring Programs Tutoring was available for 50% of the business core classes. 2. First Alert Program. COBA faculty referred 123 students to the Sam Center under the First Alert Program. 3. MAP Program During the 2007 - 2008 academic year the College of Business Administration referred 51 students to the MAP Program in the SAM Center. This was not all of the business students who had been readmitted on probation but did represent an increase from the preceding year.	1. Tutoring Programs Provide tutoring for MIS388, GBA281 and/or MGT475 to increase the proportion of business core classes for which this service is provided. 2. First Alert Program. The College of Business Administration will continue to encourage faculty to refer students with academic/attendance issues to the SAM Center through the First Alert Program. 3. MAP Program. The administrative officers of COBA will attempt to increase the number of readmitted students referred to the MAP Program. COBA will increase by at least 50% the number referred in 2007 - 2008.
B. Relevant Curriculum. COBA academic programs will maintain a curriculum relevant to today's business environment.	1. Curriculum Review. Departments and degree programs in COBA will be regularly reviewed by appropriate faculty committees. 2. Curriculum Review. Departmental curriculum reports will be submitted to the College Curriculum Committee.	1. Curriculum Review. Each department in COBA will provide the Dean"s Office with a copy of the proceedings of meetings of the various departmental curriculum committees. 2. Curriculum Review. Each department in COBA will provide the Dean"s Office with a copy of the proceedings of meetings of the various departmental curriculum committees.	1. Curriculum Review. During the academic year 2007 - 2008 the departments in the College of Business Administration provided the Dean"s Office with the copies of the proceedings of curriculum committee deliberations. 2. Curriculum Review. Curriculum Committees in the departments in the College of Business Administration submitted reports to the College Curriculum Committee.	Relevant Curriculum. The College of Business Administration will continue to review all programs and individual curricula each year during the spring and summer semesters in preparation for the reports required during the fall semesters. Minutes of committee meetings and a Curriculum Report will be provided by each department. The College will review all programs and majors in an effort to maintain a relevant curriculum that meets the needs of the businesses that hire our graduates.
Goal IV: Seek And Maintain Appropriate Mission-Driven Faculty				

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Table 33 2007 – 2008 – continued from previous page

Goal or Objective	Indicator	Criterion	Finding	Action
A. Faculty Composition. The composition of the college's faculty will reflect the mission of the college and be sufficient to maintain AACSB International accreditation.	1. Academically And Professionally Qualified Faculty. Percent of classes taught by Academically Qualified and by both Academically Qualified and Professionally Qualified faculty.	1. Academically Qualified faculty. At least fifty percent of all classes must be taught by Academically Qualified faculty. 2. Academically and Professionally Qualified Faculty. At least ninety percent of all classes must be taught by Academically or Professionally Qualified faculty.	1. Academically Qualified Faculty. For the 2007 - 2008 academic year 74.71% of classes were taught by Academically Qualified faculty. 2. Academically and Professionally Qualified Faculty. During the 2007 - 2008 academic year 81.03% of classes were taught by faculty who were either Academically or Professionally Qualified.	Faculty Composition The College will continue to make efforts to maintain Academically Qualified faculty and to reach the require 90% Professionally Qualified faculty to meet AACSB International requirements. Faculty who are not Professionally Qualified will be mentored to do research, obtain additional education, or other factors which will help them accomplish that goal.
B. Teaching, Research And Service Expectations. COBA faculty will meet or exceed expectations related to teaching, research, and service.	1. Effective Teacher. Effective teaching will be determined by acceptable scores on the IDEA and FES teaching evaluations. COBA departments will define and measure effective teaching using IDEA and FES scores. 2. Effective Researcher. Effective research will be determined by acceptable scores on FES 3. COBA departments will define and measure effective research using FES 3 scores and other departmentally appropriate research measures. 3. Effective Service Provider. Effective service is defined by acceptable scores on FES4. COBA departments will define and measure effective service using FES 4 scores and other departmentally appropriate service measures.	1. Effective Teacher. All four departments in COBA will define effective teaching using the IDEA and FES forms, evaluate each faculty member, and report those findings to the Dean's Office. 2. Effective Researcher. All four departments in COBA will define effective research using the FES 3 Form, evaluate each faculty member, and report those findings to the Dean's Office. 3. Effective Service Provider. All four departments in COBA will define effective service using the FES Forms 4, evaluate each faculty member, and report those findings to the Dean's Office.	1. Effective Teacher. All departments in the College established goals for the determination of an effective teacher. All goals were met for 2007. 2. Effective Researcher All departments established and met those goals for 2007. 3. Effective Service Provider. All departments in the College established and met the goals which were established.	Teaching, Research And Service Expectations The College will review and modify as appropriate the FES forms and the departments will review the expectations at that level.

Table 34: Academic Year 2009 – 2010 (College of Business Administration Planning Document)

College of Business Administration Activities				
Goal or Objective	**Indicator**	**Criterion**	**Finding**	**Action**
Goal I: Promote Quality Academic Programs				
A. Recruit And Retain Quality Faculty. The strength of the College lies with the quality of its faculty. Successful pursuit of the Colleges mission is dependent on having a quality faculty.	1. Percent Of New Hires From Carnegie Classification RVH Or RH Institutions. Given the demand that faculty be intellectually active, hiring faculty from institutions that produce more research should produce a faculty trained by active researchers.	1. At Least 80%. The College seeks a large percentage of new hires from institutions that are more likely to provide research oriented mentors to their doctoral students. The College is placing a greater demand on quality research and hopes new faculty will promote a culture of greater productivity. Hence, the target of 80%.	1. Missed Target. The COBA hired four new faculty members for the 2009-2010 Academic Year. Three of the four faculty members graduated from institutions that have a Carnegie Classification of Research University Very High or Research University High. Thus, only 75% of the COBA's new hires came from institutions with high research cultures. This figure falls short of the 80% target.	
	2. Percent Of Full-time Tenured/tenure-track. Percent Of Full-time Tenured/tenure-track Faculty With Peer Reviewed Publications. Peer review publications represent a standard measure of quality. A faculty actively involved in peer reviewed research is indicative of a quality faculty.	2. At Least 75%. The need for AQ faculty necessitates faculty who are actively publishing in peer-reviewed venues.	2. Productive Faculty. In the 2009 calendar, slightly over 80% (80.6%) of the faculty published in at least one peer-reviewed venue. This high figure demonstrates that the COBA is effectively motivating its faculty to pursue and attain ICs. The peer-review process is a measure of quality.	

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Goal or Objective	Indicator	Criterion	Finding	Action
	3. Faculty Excellence. In The Classroom. The IDEA Center produces a nationally normed measure of teaching effectiveness. By their standard scoring in the top 50% is indicative of a better than average teaching.	3. At Least 60%. In the IDEA Center Summary Reports a unit with at least 60% of the sections scoring above average is considered unusually effective. The COBA seeks this recognition.	3. Unusually High Instructional Effectiveness. For fall 2009, Sixty percent (60%) COBA faculty's classroom performance rating on "Progress on Relevant Objectives" are at or above the IDEA Database Average; 62% exceed the average on the rating for "Excellent Teacher"; 58% are at or above the IDEA Database average for "Excellent Course"; and 59% are at or above the IDEA Database average on the "Summary" measure. The College met the 60% target indicating unusually high instructional effectiveness on two of the metrics and fell just short on two metrics. In spring 2010, these percentages increased to 69%, 71%, 68%, and 70% respectively.	
	4. Percentage Of AQ Faculty. AQ faculty (a term used by AACSB, International) have the terminal degree AND are intellectually active. Thus, a large proportion of AQ faculty is indicative of a quality faculty.	4. At Least 50%. AACSB International (the College's accrediting agency) requires 50% or more AQ faculty.	4. Target Exceeded Over 70% (70.65%) of the COBA's tenure/tenure-track faculty meet the Academically Qualified standard (AACSB). This far exceeds the minimum AACSB standard of 50% (note: AQ refers to having a terminal degree and meeting college mandated IC standards).	

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Goal or Objective	Indicator	Criterion	Finding	Action
	5. Percentage Of AQ Capable Faculty Who Attain/Maintain AQ Status. AACSB requires at least 50% of the faculty be Academically Qualified (AQ). AQ faculty have the terminal degree AND are intellectually active. Thus, a large proportion of AQ faculty is indicative of a quality faculty. The faculty who have a terminal degree must be intellectually active to quality as AQ.	5. 80% Or More. As not all faculty do have a terminal degree, we need a large percentage of terminally degreed faculty to quality as AQ to satisfy the AACSB requirement.	5. The College Is Effectively Meeting This Expectation. Currently 88.3% of the faculty who can quality for AQ status are. Efforts are being made to increase this percentage. As AQ status combines academic credentials with intellectual contributions, a high AQ status is indicative of a faculty that is highly qualified. The College will consider increasing the target for this objective in the near future.	
	6. Percentage Of AQ/PQ Faculty AACSB requires at least 90% of the faculty be Academically Qualified (AQ) or Professionally Qualified (PQ). AQ faculty have the terminal degree AND are intellectually active. Professionally qualified faculty have professional experiences that support their teaching area(s).	6. At Least 90%. AACSB requires 90% AQ/PQ faculty.	6. Target Met Slightly over 90% (91.5%) of the COBA's faculty are either Academically or Professionally Qualified (AACSB terms). The College exceeds the 90% standard required by AACSB (the College's disciplinary accrediting agency).	

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Goal or Objective	Indicator	Criterion	Finding	Action
	7. Number Of Courses With Electronic Tutorials Offered Online. The College is now promoting the use of technology to provide 24/7 access to material dedicated to helping students attain mastery of the Student Learning Outcomes (SLOs). Toward that end, the College is encouraging the creation of faculty generated electronic tutorials for key courses.	7. At Least Five. In the first year of encouraging the creation of electronic tutorials, finding faculty to do so for five courses represents a great start.	7. Tutorials Not Created. Several faculty started creating tutorials but none were fully completed. The Teaching Effectiveness Committee met to discuss how to move forward in the upcoming academic year to address this objective.	7. Develop Academic Support Material To Promote Greater Teaching Effectiveness. To pursue continuous improvement in teaching the college's Teaching Effectiveness Committee has been charged with (1) identifying topics that students seem unmotivated to learn and obtain testimonials on the value of the topic to help serve as motivators, (2) identifying "bottlenecks" in the curriculum (topics that have to be retaught in subsequent courses) and (3) work with the faculty to develop tutorials for the bottleneck topics. These resources should help the faculty become more effective educators and, at the same time, allow them to set higher standards for the accompanying student learning objectives.

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Goal or Objective	Indicator	Criterion	Finding	Action
B. Seek And Maintain Program Recognition. To ensure that programs are current and of high quality, the College, having earned recognition from the most prestigious accrediting agency for schools of business (AACSB, International) will maintain the accreditation and pursue other peer reviewed recognitions, when appropriate.	1. AACSB Maintenance Report. To maintain AACSB accreditation, the College must submit a fifth year maintenance report. The College's maintenance cycle requires the submission of the fifth-year report in the fall of 2010 with a site visit in spring 2011. To prepare for these requirements, the College will complete a draft version of the report during the 2009-2010 AY.	1. Complete Draft AACSB Maintenance Report By May 30, 2010. The AACSB maintenance report needs to be completed well in advance of the team visit. A consultant will visit the College in June 2010 and will need access to the draft report prior to his visit.	1. Draft Completed. An initial draft version of the college's Fifth Year Maintenance report has been completed. The draft will be sent to the college's consultant who will provide feedback as to how to improve the report. The consultants visit is scheduled for June 24 and 25.	1. AACSB Maintenance. The college is accredited by AACSB, International, the most prestigious accreditation available to college's of business. Maintenance of the accreditation is of paramount importance promoting the quality and recognition of the college. The college has developed a strategic plan that is mission driven and supports its reaffirmation efforts. Included in plan is a revision to the college's reward structure (Faculty Evaluation System) that will provide greater rewards for effective assessment of student learning and producing ICs that have greater impacts. Both of these desired goals will improve the college's reputation.
	2. IC Impact. The intellectual contributions of the faculty should have an impact on the expansion of knowledge, profession, and/or pedagogies. The type of impact may vary by discipline.	2. Set Benchmark. This is the first year the College is assessing impact. As such, the information complied the first two years will be used to create a benchmark against which future efforts at continuous improvement will be compared.	2. Departmental Intellectual Contribution Impacts DRAFT. Each departmental chair will submit, by June 11, a summary of the impact of their faculty's intellectual contributions. These impact statements will serve several purposes. (1) The will set a benchmark allowing comparisons in the upcoming years. (2) They will help use identify types of impacts that are taking place in the college and, thus, help use create an IC policy.	2. Intellectual Contribution (IC) Policy. The college will create an Intellectual Policy (IC) Policy that outlines its efforts to promote ICs that impact (1) promotion of knowledge within the discipline, (2) processes that promote effective contributions to the profession, and/or (3) pedagogies and student learning. The policy coupled with revision of the colleges reward structure will encourage faculty to produce ICs that have an impact beyond the college and, thus, improve the college's recognition.

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Goal or Objective	Indicator	Criterion	Finding	Action
	3. High Profile Service To The Academy. Serving as a journal editor, member of an editorial board or officer of a recognized professional organization requires support of our peers and provides recognition for the College.	3. Number Of Faculty Serving As Editor Or Member Of Editorial Board For A Peer-review Journal. Serving as an editor of a peer-review journal or serving as a member of an editorial board is indicative of respect by one's peers within the discipline. Having faculty serve in these functions raises the College's profile and provides recognition for the College.	3. Editors. The COBA has three faculty members serving as editors of regional/state journals and an additional three faculty members serving as editors of national/international journals. These faculty members provide service to the academy that effectively increases the recognition of the college within the academy.	3. Support Of The Journal Inquiry, Critical Thinking Across The Disciplines. The College, in conjunction with the other colleges on campus, is providing funds and personnel to allow SHSU to sponsor the journal Inquiry. This journal is provides a venue for research related to critical thinking. Hosting the journal provides recognition for the college and university for promoting quality in an area that is held in high esteem by faculty across most, if not all, disciplines.
C. Promote Development Of New Programs And/or Adjust Curriculums Within Existing Programs. In pursuit of the University's and Colleges missions, existing programs will be reviewed and new programs will be developed as the need and opportunities arise. The review of existing programs and the development of new programs will proceed through the colleges and institution's curriculum process.	1. Curriculum Report. An annual curriculum report is submitted to the University Curriculum Committee. The report consists of requests for new courses as well as changes (e.g., new title, new numbering, etc.) to be made to existing courses. The report will also provide justifications for the requested changes.	1. The COBA Curriculum Report Must Be Completed By September 21, 2009. The COBA Curriculum Report must be completed prior to the submission deadline so that it can be reviewed and checked for errors.	1. Submission Of The COBA's Curriculum Report To University Curriculum Committee. The College submitted its report prior to the deadline. The College is seeking to add five (5) new courses to its curriculum. Two of the courses are designed to serve the need of the College's study abroad efforts while the remaining three (3) courses are designed to meet the need to include courses related to managing technology. The report was approved by the Academic Affairs Council. The request for new courses was submitted to and approved by the Board of Regents in February 2010. The courses will be added to the College's inventory.	Program Reviews. To promote a more consistent process and to connect the curriculum review process to the colleges Assurance of Learning efforts, the college will institute a formal program review process. It is hoped that guidelines will be developed in early fall 2010. The Business Foundation and the MBA program will be the first two "programs" reviewed.

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Goal or Objective	Indicator	Criterion	Finding	Action
	2. MS In Project Management - Draft Proposal. The faculty in the Department of Management and Marketing are pursuing the creation of a MS in Project Management. A final proposal is due by mid-September. The creation of a draft proposal this academic year will allow for a thorough review of the proposal.	2. Completion Of Draft Proposal. A completed draft proposal will reflect the efforts of developing an appropriate curriculum. Furthermore, it will include a discussion of the need for the program and the existance of resources.	2. Exploratory Meeting. On Wednesday, December 2, a group of faculty most closely connected to the proposed MS in Project Management degree program met with the Dean and Chair of the Department of Management and Marketing. Issues related to admission criteria, target group, curriculum content, and documenting need for the program were discussed. Consensus was not achieved on the target group and admission standards. The faculty will meet for additional discussion. After they reach a consensus, a draft proposal will be developed. Draft Proposal. During the 2010 Spring semester the faculty developed a proposal for the MS in Project Management degree. The proposal was submitted to the dean's office in April and is being reviewed.	
D. Seeking Stakeholder Input. The organization is best served by seeking input from the leadership team, the faculty, and alumni/employer representatives with the realization that each group contributes from its own perspective and expertise.	1. Posting Of Minutes. Providing the minutes in an accessible fashion promotes and allows for the various stakeholders to be aware of college initiatives and creates an environment that encourages input.	1. Posting Of Minutes. The minutes from each meeting of the Leadership Committee will be posted shortly after they are reviewed at the subsequent meeting of the Leadership Committee. The availability of these minutes will allow the faculty and other stakeholders to access information about issues that are impacting the effective administration of the college.	1. Posting Of Minutes. The minutes from the Leadership Committee meetings are posted on the college's website. The faculty and other stakeholders have easy access to information allowing them to keep abreast of issues impacting the administration of the college.	1. Expand Scope Of Posting Of Minutes. The faculty expressed appreciation of having access to the minutes. Ready access to the minutes also proved to be a great resource in helping keep assignments and projects on task. The concept of posting minutes from the Leadership Team Committee meetings will be expanded to other key committees.

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Goal or Objective	Indicator	Criterion	Finding	Action
	2. Discussion Forums. Meetings with faculty, advisory council members, student leaders, alumni, and/or potential employers provide forums for input.	2. a) Hold At Least Two Faculty Meetings Per Academic Year. Faculty meetings provide a forum to share initiatives and seek input from the faculty. At the minimum, there will be a fall and spring faculty meeting. 2. b) Hold At Least Two Advisory Council Meetings. The advisory council provides input on a wide variety of issues to include fund raising, recruiting of students, employment contacts for students, and review of policies, procedures, and other college documents. Additionally, the Council serves as a sounding board for identifying key items that need to be included to help our students be marketable. The Council will meet at least twice a year.	2. a) Faculty Meetings. Seeking faculty input and keeping the faculty informed are key contributors to the effective administration of the college. A variety of meetings were held. August 24 - Fall Faculty/Staff meeting September 12 - GBA/FIN Retreat (dean addressed issues on assessment, promotion/tenure) September 30 - COBA graduate faculty meeting October 13 - Online MBA meeting February 4 - Spring Faculty/Staff meeting March 3 - Meeting with faculty interested in online courses March 8 - SAP meeting May 9 - GBA/FIN Faculty, Year in Review meeting 2. b) Advisory Council Meetings. The COBA's Advisory Council meet in both the fall (Oct. 2) and spring (April 23) semesters. These meetings allow for a sounding board with successful businessmen and businesswomen, promoting a more effective administration of the college. Topics included in the discussions ranged from seeking stakeholder input on policies, curriculum, fundraising, employment opportunities for students, recruitment, and marketing, among other issues.	2. Increased Communication With Faculty. To more effectively communicate with the faculty and to promote greater shared governance the Office of the Dean will not just post Leadership Committee minutes, it will distribute the minutes to the faculty via e-mail. Additionally, on a regular basis (at least once a month) the dean will create a brief newsletter outlining actions and efforts that are being taken and/or considered that impact the college. Opening additional lines of communication should improve the quality and quantity of input from and to the faculty.

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Goal or Objective	Indicator	Criterion	Finding	Action
		2. c) Hold At Least Two Meetings With Student Leaders. Student input on current and proposed policies, guidelines, and other college initiatives is vital. The dean will meet at least twice a year with student leaders (e.g., presidents of professional student organizations, student government association members, etc.).	2. c) Student Meetings Two meetings, one informal and one formal, were held. In the fall, the College hosted a COBA Student Organization Cookout on Sept. 10. At this event the college's student professional organizations setup booths to inform and recruit students. The dean visited each booth to learn about the organizations and allow the students an opportunity to provide input to the college leadership. In the spring semester (March 4), the dean hosted a Student Leadership Breakfast. The president of each of the college's 10 professional organizations were invited. During the breakfast, the dean and associate dean sought input from the students as to concerns, plans, and aspirations they have. The dean and associate dean also used the event to inform the student of current and potential college initiatives (online courses/programs and differential tuition) and seek their reaction to these initiatives.	

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Goal or Objective	Indicator	Criterion	Finding	Action
Goal II: Promote Efficient And Effective Administration Within The College Of Business Administration.				
A. Policy Review And Creation. The policies and procedures of the College create the parameters within which the College operates. The policy and procedures are designed to increase the efficiency and effectiveness of the College. To this end, the Dean is charged with the regular review of existing policies and procedures. Such a review requires that the Dean involve key stakeholders in the review.	1. Identification Of Policies To Be Reviewed. The COBA Leadership Committee shall identify policies which need to be reviewed.	1. List The Policies To Be Reviewed . During the summer retreat, the leadership committee will identify the policies to be reviewed during the upcoming academic year.	1. Identification Of Policies To Be Reviewed. The Leadership Team decided the following needed to be done. (1) review the mission statement, (2) create an Intellectual Contribution Policy (3) review the college's promotion and tenure policy.	1. Policy Identification. At the 2010 Strategic Planning Retreat, members of the Leadership Team will identify the COBA policies that will be reviewed in the 2010-2011 AY.
	2. Number Of Policies Reviewed. The number of policies reviewed, in actual numbers and relative to the number planned to be reviewed, is indicative of the level of success.	2. Number Of COBA Policies Reviewed. 100% of the policies identified to be reviewed have been reviewed.	2. Mission Review. The mission review ad-hoc committee made recommendations to the mission. The Leadership Team accepted most of the recommendations and made a few additional changes. The final draft was presented to the faculty at the Spring Faculty Meeting and the Advisory Council at its spring meeting. The Advisory Council approved the changes. The faculty was given the opportunity to submit any additional recommendations. With none submitted, the faculty will make a final vote on the mission at the 2010 fall meeting.	

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Goal or Objective	Indicator	Criterion	Finding	Action
B. Support Of Presidential And Provost Initiatives. The Dean is charged with supporting initiatives set by either the President or Provost. It is the Deans responsibility to handle the administrative requirements to support these initiatives. The Dean is also charged with making sure the department chairs are aware of and supportive of these initiatives.	1. Creation/Maintenance Of The College's Strategic Plan Aligned With University Goals. In the process of creating the strategic plan for the college, the Dean will align the goals of the College with the goals of the University. 2. Presidential Performance Indicators. The President has identified key performance measures that align with his goals for the University. The College's performance on these measures provide insight as to how well the College is contributing to the goals the President has set.	1. Completed Strategic Plan. During the summer retreat, the Leadership Team will review the previous year's strategic plan and outcomes, and finalize the plan for the upcoming year. 2. Proportional Contribution To The Goals Set By The President/Provost The president and/or provost will set performance targets. The College will measure itself against these.	1. Creation Of Strategic Plan. During the late summer of 2009, the Leadership Team developed a SWOT analysis to serve as a starting point for the creation of strategic plan. The SWOT analysis was distributed to the Strategic Management Advisory Committee (SMAC), a faculty committee. The SMAC was charged with the task of developing a faculty driven strategic plan. The SMAC completed their document in April 2010. The Leadership Team will review the document at the 2010 Strategic Management Retreat and develop the final strategic plan. 2. Submission Of COBA's Data For The Presidential Performance Indicators The College submitted data on the two requested metrics - percentage of faculty above the IDEA norm in at least one class (related to teaching effectiveness) and the number of faculty serving as editors of peer reviewed journals (relates to research and institutional reputation.	2. Implementation Of An Online MBA Program One of the presidential initiatives is to increase graduate enrollments. Toward that end, the COBA has initiated an online MBA program with an implementation date of fall 2010. A sequence of classes has been created and publicized. In conjunction with the DELTA Center, the COBA faculty are creating the online version of the courses. It is anticipated that 20-25 additional graduate students (an 8-10% increase) will be enrolled in the program for the fall 2010 semester.

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Goal or Objective	Indicator	Criterion	Finding	Action
				A marketing plan comprised of radio ads and television commercials has been initiated to promote the program.
C. Provide Support To Departmental Chairs In Meeting Their Goals And Objectives. The College is dependent on the Dean and Departmental chairs to put into effect the operational plans for the College. The Dean seeks to enable the Chairs to succeed by providing appropriate levels of advice and support.	1. Resource Availability. Providing resources to the departments contributes to their success. Resources include travel funds, discretionary funds, capital equipment funds, etc.	1. Funding Levels Funding levels will match or exceed those from the previous year.	1. a) Maintained Departmental Funding. Even though the operational budget of the college was dramatically decreased due to budgetary shortfalls, the dean's office did not reduce the operating budgets of the departments. This maintenance of funding at the departmental level allowed the departmental chairs to effectively support initiatives and activities within their departments. 1. b) Budgetary Training. The departmental chairs were fully informed about the college budget. This training serves to improve the efficiency of the department chairs as they now understand how their activities and requests impact the other departments within the college. With their increased knowledge about the budget, the chairs' input is now being sought on a broader level of fiscal matters.	Resource Planning. The Leadership Team will use the upcoming 2010 Strategic Planning Retreat to outline how to best use its resources for the 2010-2011 AY. Issues to be discussed include limitations on travel, how much of the college's gift money should be used as part of the college's operating budget, how to best utilize distance learning fee funds, and fundraising opportunities.

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Goal or Objective	Indicator	Criterion	Finding	Action
D. Seeking Stakeholder Input. The organization is best served by seeking input from the leadership team, the faculty, and alumni/employer representatives with the realization that each group contributes from its own perspective and expertise.	1. Posting Of Minutes. Providing the minutes in an accessible fashion promotes and allows for the various stakeholders to be aware of college initiatives and creates an environment that encourages input. 2. Discussion Forums. Meetings with faculty, advisory council members, student leaders, alumni, and/or potential employers provide forums for input.	1. Posting Of Minutes. The minutes from each meeting of the Leadership Committee will be posted shortly after they are reviewed at the subsequent meeting of the Leadership Committee. The availability of these minutes will allow the faculty and other stakeholders to access information about issues that are impacting the effective administration of the college. 2. a) Hold At Least Two Faculty Meetings Per Academic Year. Faculty meetings provide a forum to share initiatives and seek input from the faculty. At the minimum, there will be a fall and spring faculty meeting.	1. Posting Of Minutes. The minutes from the Leadership Committee meetings are posted on the college's website. The faculty and other stakeholders have easy access to information allowing them to keep abreast of issues impacting the administration of the college. 2. a) Faculty Meetings. Seeking faculty input and keeping the faculty informed are key contributors to the effective administration of the college. A variety of meetings were held. August 24 - Fall Faculty/Staff meeting September 12 - GBA/FIN Retreat (dean addressed issues on assessment, promotion/tenure) September 30 - COBA graduate faculty meeting October 13 - Online MBA meeting February 4 - Spring Faculty/Staff meeting March 3 - Meeting with faculty interested in online courses March 8 - SAP meeting May 9 - GBA/FIN Faculty, Year in Review meeting	1. Expand Scope Of Posting Of Minutes. The faculty expressed appreciation of having access to the minutes. Ready access to the minutes also proved to be a great resource in helping keep assignments and projects on task. The concept of posting minutes from the Leadership Team Committee meetings will be expanded to other key committees. 2. Increased Communication With Faculty. To more effectively communicate with the faculty and to promote greater shared governance the Office of the Dean will not just post Leadership Committee minutes, it will distribute the minutes to the faculty via e-mail. Additionally, on a regular basis (at least once a month) the dean will create a brief newsletter outlining actions and efforts that are being taken and/or considered that impact the college. Opening additional lines of communication should improve the quality and quantity of input from and to the faculty.

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Goal or Objective	Indicator	Criterion	Finding	Action
		2. b) Hold At Least Two Advisory Council Meetings. The advisory council provides input on a wide variety of issues to include fund raising, recruiting of students, employment contacts for students, and review of policies, procedures, and other college documents. Additionally, the Council serves as a sounding board for identifying key items that need to be included to help our students be marketable. The Council will meet at least twice a year.	2. b) Advisory Council Meetings. The COBA's Advisory Council meet in both the fall (Oct. 2) and spring (April 23) semesters. These meetings allow for a sounding board with successful businessmen and businesswomen, promoting a more effective administration of the college. Topics included in the discussions ranged from seeking stakeholder input on policies, curriculum, fundraising, employment opportunities for students, recruitment, and marketing, among other issues.	

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Goal or Objective	Indicator	Criterion	Finding	Action
		2. c) Hold At Least Two Meetings With Student Leaders. Student input on current and proposed policies, guidelines, and other college initiatives is vital. The dean will meet at least twice a year with student leaders (e.g., presidents of professional student organizations, student government association members, etc.).	2. c) Student Meetings Two meetings, one informal and one formal, were held. In the fall, the College hosted a COBA Student Organization Cookout on Sept. 10. At this event the college's student professional organizations setup booths to inform and recruit students. The dean visited each booth to learn about the organizations and allow the students an opportunity to provide input to the college leadership. In the spring semester (March 4), the dean hosted a Student Leadership Breakfast. The president of each of the college's 10 professional organizations were invited. During the breakfast, the dean and associate dean sought input from the students as to concerns, plans, and aspirations they have. The dean and associate dean also used the event to inform the student of current and potential college initiatives (online courses/programs and differential tuition) and seek their reaction to these initiatives.	