UCC Program Review Committee summary of review

Program – College of Business

This program includes the following degrees, minors, and certificates:

- B.B.A. Accounting
- B.B.A. Business Economics
- B.B.A. Business Pre-Law
- B.B.A. Finance
- B.B.A. General Business
- B.B.A. International Business
- B.B.A. Management & Strategic Leadership
- B.B.A. Management Information Systems
- B.B.A. Marketing
- B.B.A. Entrepreneurship
- B.S.M. Sports Management
- Master of Athletic Administration
- Professional Master of Sports Administration
- Master of Sports Administration
- Master of Business Administration
- Professional Master of Business Administration
- Online Master of Business Administration
- Minor in Business
- Minor in Finance
- Minor in Marketing
- Minor in Sports Administration
- Entrepreneurship Certificate
- Financial Planning Certificate
- International business Certificate
- Strategic Leadership Certificate

Recommendation

This program is found to be viable, see report for commendations, concerns, and recommendations.

Date of last review – AY 2005

Date of this review – AY 2014

This review has been sent to college dean, his comment is included.

This review has been sent to graduate council, they have no comment to add to this report.
College of Business

EXECUTIVE SUMMARY

The undergraduate and graduate degree programs in the College of Business are all viable programs. At the undergraduate level, the college continues to excel at providing a student-focused, engaged, and transformational experience. Since the last review there have been some notable changes including the integration of the department of Sports Management, and significant growth in the Graduate online programs in recent years, both of which have been handled exceptionally well by the College. The College has been fully accredited by AACSB International at the undergraduate and graduate level since 1950. The School of Accountancy has held separate AACSB accreditation since 1996.

Commendations

- Student Satisfaction and Engagement
- Career Counseling and Student Success
- Integration of Sports Management Department
- Intelligent Growth in Online MBA
- Academic Program Assessment
- Junior Faculty Recruitment

Concerns

- Diversity
- Staff Restructuring and Relocation
- Attitudes about General Education
- Future Staffing Replacements

Recommendations

- Diversity: The College should develop and implement a diversity plan with specific goals for student and faculty gender and race diversity.
- Restructuring: The College should evaluate the support staff centralization in two years to see if the cost savings and efficiencies were realized.

---

1 Prepared in Spring 2015 by three internal reviewers recruited by the UCC Academic Program Review Committee—Dr. Joe McLaughlin (Department of English), Assoc. Professor Mary T Rogus (E.W. Scripps School of Journalism), Dr. Eric Stinaff (Department of Physics & Astronomy). Submitted 9/7/15.
PROGRAM REVIEW

Ohio University has offered courses in business administration since 1893. Today the College of Business (COB) offers ten undergraduate majors, and minors in general business, marketing, finance and sport administration. It also offers certificate programs in sales, entrepreneurship, international business and sport administration. At the graduate level the college supports an on-campus MBA, a Professional MBA (Columbus based program), an online MBA and an MBA program partnered with a university in Brazil, as well as a Masters in Sports Administration, a Professional MSA and an online Masters of Athletic Administration.

The undergraduate and graduate programs are fully accredited by AACSB (Association to Advance Collegiate Schools of Business), with additional accreditation for the School of Accountancy. The Sports Administration Department is separately accredited by COSMA (Council on Sports Management Accreditation). AACSB accreditation was renewed in 2014 for the college and School of Accountancy, and COSMA accreditation was renewed in 2012 for the sports administration program. Those reports were provided to the internal review committee in place of an outside reviewer.

The COB in the 2014-15 academic year had 79 fulltime faculty: 41 tenured, 10 untenured and 28 non-tenure track instructors or executives-in-residence. In addition it utilized 24 part-time adjuncts or early-retired professors. The most recent demographic breakdown of faculty provided is from 2013, so the numbers do not match exactly.

<table>
<thead>
<tr>
<th></th>
<th>Fulltime</th>
<th>Part-time</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>45</td>
<td>8</td>
<td>31</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
<td>3</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

The fulltime and part-time faculty are distributed across five departments (Finance, Management, Management Information Systems, Marketing and Sport Administration), one school (Accountancy) and five centers (Sport Administration, Sales, Entrepreneurship, International Business, and Strategic Leadership). The table below shows the graduate and undergraduate student enrollment since the last review.

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA - UG</td>
<td>1,944</td>
<td>2,028</td>
<td>1,992</td>
<td>1,833</td>
<td>1,821</td>
<td>1,807</td>
<td>1,861</td>
</tr>
<tr>
<td>Sports</td>
<td>0</td>
<td>0</td>
<td>411</td>
<td>429</td>
<td>451</td>
<td>467</td>
<td>485</td>
</tr>
<tr>
<td>Undergrad Subtotal</td>
<td>1,944</td>
<td>2,028</td>
<td>2,403</td>
<td>2,262</td>
<td>2,272</td>
<td>2,274</td>
<td>2,346</td>
</tr>
<tr>
<td>Graduate</td>
<td>324</td>
<td>260</td>
<td>253</td>
<td>353</td>
<td>485</td>
<td>601</td>
<td>772</td>
</tr>
<tr>
<td>College of Business Total</td>
<td>2,268</td>
<td>2,288</td>
<td>2,656</td>
<td>2,615</td>
<td>2,757</td>
<td>2,875</td>
<td>3,118</td>
</tr>
</tbody>
</table>

Source: Dean’s Annual Report 2014

The undergraduate student population in 2013-14 was 34% female and 5.2% minority. That represents a slight decrease from a high of 37% women in 2009-10 and 6.3% minority in 2010-11. It was noted that the
college had an 89% retention rate for freshmen from the 2013-14 academic year and 93% of 2014 graduates had a job within three months of graduation. The college also reports with justified pride that *Business Week* ranks the undergraduate program 79th overall and 33rd among public university business colleges.

**Changes since Last Review:**

The College of Business has undergone major restructuring since the last program review. That restructuring includes:

- Integration of the Sports Management Department in 2010, including 9 faculty and more than 400 majors.
- Development or integration of four additional Centers, including Sports Administration, Entrepreneurship, Strategic Leadership and International Business which support certificate programs and provide outside activities for students.
- Merging of Career Services and Student Services offices into one Career Management and Academic Services office which now does all student advising for freshmen and sophomores, and assists faculty with juniors and seniors advising and career counseling.
- Movement of all department support staff into one centralized office supporting college as a whole.

**Programmatic Practices:**

**Teaching/Advising**—The college mission is heavily focused on making the undergraduate student experience “transformational”, which requires a strong investment among administrators and faculty in teaching, the centers and supporting outside activities for students. Fulltime Group I faculty are expected to teach a 2/3 load, on a 50-60% teaching, 30-40% research/professional activity and 10-20% service workload policy. New PhD faculty are given a 1 course reduction the first two years and no service obligations to jumpstart their research. Group II, non-tenure track faculty teach a 3/4 course load. Each faculty member maintains a teaching portfolio which is used for peer evaluation along with student evaluations.

As mentioned above, the main student advising functions have been moved to the new Career Management and Academic Services office. All freshmen and sophomores receive academic advising through the center with professional advisors. The career management emphasis in advising has been increased with the creation of the integrated office, and the addition of a second Business Administration careers course for all students.

**Research, Scholarly and Creative Activity**—In its self-study the college notes, “Given our emphasis on undergraduate programs, with limited graduate programs, the primary value of intellectual contributions is to allow faculty to remain current and maintain their academic qualifications. As a result, the vast majority of our research is applied and pedagogical. Research that has an impact on the classroom is especially relevant to our ‘balanced’ mission.”

The level of faculty productivity in this area is to a large extent dictated by the standards of the accrediting body which requires 90% of the fulltime faculty to be Academically Qualified (AQ) or Professionally Qualified (PQ). AQ requires at least two peer-reviewed manuscripts in the previous five years, and the college is allowed to set the standards for PQ. The college has set-up a detailed point system for achieving PQ over five years which includes everything from graduate degree completion or significant professional work, to journal articles, conference presentations, continuing education and consulting. Tenured and non-tenured faculty indicated the requirements for promotion and tenure were clear.
After notations in previous internal program reviews, as well as the outside accrediting bodies, the college has made available increased resources for research, especially for new faculty in their first two years, including research funding, professional databases, and reduced teaching loads (new faculty in their first two years only). However faculty, in particular tenured faculty, indicated the greatest obstacle to increasing RSCA was time. With the teaching load and high expectations for participation in outside activities and centers for students, some faculty expressed frustration at not being as productive as they would like. Overall from Sept. 2008 to Aug. 2013, College of Business faculty produced 259 peer-reviewed journal articles, 11 books, and 314 peer-reviewed conference papers.

Service—The college recognizes service at five levels including the profession, the university, the college, the department and the community. Minimum expectations of faculty are to provide service and leadership to the profession and the university. Professional service can include the broad academic level supporting business education or the accrediting bodies, or as practitioners at a national/global level. Probationary faculty are expected to limit their service until they achieve tenure.

The college’s focus on an engaged, ‘high-touch’ student experience means that faculty service also includes advising student organizations, supporting and advising the variety of outside activities offered by the college and representing the college at student-related receptions and presentations. Most faculty we spoke with indicated that while this service was time consuming, it was very rewarding and a part of their jobs that they enjoyed. Certainly the students we met thought this type of faculty engagement was highly praiseworthy.

The self-study noted that many of these outside activities also provided service to the region and state in the form of consulting projects and service learning that supports economic development, commercialization initiatives and entrepreneurship activities. Many of these ventures are through the centers and in partnership with other units on campus such as the Voinovich School. The college also offers five certificate programs and four minors to students outside the COB.

Resources:

Staffing—In the past year support staff have been moved from individual departments and schools to one centralized support services office. Dean Hugh Sherman said this was done to increase efficiency and cut costs. Now support staff specialize in certain areas, such as Concur, instead of providing all services for one department. Faculty expressed concern that this change increased their workload, especially department chairs’ workload, and took away an atmosphere of individualized service for students by each department. Staff also has been increased in the career management and advising area to support the new merged office, and increased advising responsibilities, and has been added to support new graduate programs.

Faculty expressed concerns that resources seemed to be shifting from academic departments to centers, but the Dean responded that the centers must be self-sufficient. So any resources or staff assigned to them, according to Dean Sherman, are generated by revenues they create, but that is not the tenured faculty’s perception.

Facilities—Copeland Hall was last renovated in 1996 and the college self-study notes that the classroom furniture, carpeting, walls, and fixtures need maintenance. The building looks well-maintained, primarily due to the investment made by the college to improve its appearance (approx. $300,000). The primary need for the college at this point is more space which is being addressed by the assignment of three floors of the CSC building next door. Renovation has begun on the first floor, with the others to follow. The newly
renovated area will provide much needed office space for faculty and staff, as well as student working space and some classrooms. The renovations will include a bridge between CSC and Copeland.

Technology—The students, faculty and administration express satisfaction with the level of technology available. The college has used its student technology fee to keep computer labs updated with the latest professional software, and has added another ten Bloomberg terminals. There is also sufficient communications technology to facilitate virtual meetings and host guest speakers and/or clients virtually.

UNDERGRADUATE PROGRAM REVIEW

Overview—The College of Business offers ten undergraduate majors and certificates in sales, entrepreneurship, international business and leadership. The College has been fully accredited by AACSB International at the undergraduate level since 1950, most recently in 2013. The School of Accountancy has held separate AACSB accreditation since 1996. In 2013-14, the 394 members of the freshmen class had an average ACT of 25.5 (in comparison with an OU average of 24.0), combined SAT of 1125 and average high school rank of nearly 70.8 (percentile). In fall 2013, the college enrolled 1786 students and received 2400 applications for the freshmen class the previous spring. Retention in the college is higher than the University level, averaging 87% between 2006 and 2013. The only major performing significantly below this mark is the “Undecided Business” major (63%) and the College has indicated it plans to develop a retention plan targeted at those students. The administration and faculty of the college have articulated an emphasis on a “high touch” undergraduate experience that extends beyond the classroom through many extra-curricular groups and associations, with a high level of faculty participation and involvement. The college also encourages and values the scholarship of teaching and learning and we saw evidence of strong “buy-in” from the faculty on this undergraduate emphasis.

Students by Major—The following table provides a snapshot of the distribution of undergraduate majors by headcount and degrees awarded in the college as reported during its 2013 accreditation visit:

<table>
<thead>
<tr>
<th>Name of Degree Program</th>
<th>Major(s), Concentrations, Area(s) of Emphasis</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>444</td>
<td>82</td>
</tr>
<tr>
<td>Business Economics</td>
<td>65</td>
<td>30</td>
</tr>
<tr>
<td>Business Pre-Law</td>
<td>29</td>
<td>4</td>
</tr>
<tr>
<td>Finance</td>
<td>392</td>
<td>107</td>
</tr>
<tr>
<td>General Business</td>
<td>88</td>
<td>4</td>
</tr>
<tr>
<td>International Business</td>
<td>79</td>
<td>3</td>
</tr>
<tr>
<td>Management &amp; Strategic Leadership</td>
<td>125</td>
<td>39</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>182</td>
<td>59</td>
</tr>
<tr>
<td>Marketing</td>
<td>416</td>
<td>144</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>26</td>
<td>New</td>
</tr>
</tbody>
</table>

Advising—Until recently, student advising for first-year students has been handled by the college’s student services office and, at the end of the year, students were assigned to a faculty advisor in their major. First year students also are required to complete BA 1000 in the fall semester, which serves as a gateway course to the major. Recently, the college reorganized its student services and career services offices to create an integrated Career Management and Academic Services office. While still providing academic advising, the
College is shifting its focus to an increased emphasis on career management advising. This is not only reflected in the restructuring, but also in adding content to BA 1000 that involves additional career exploration and advising. The college also has added a required, one-credit course (BA 2000) at the sophomore level that focuses on “Career Management Strategies.” The College’s ten learning community courses are coordinated with BA 1000. During the junior and senior years, faculty lead the College’s advising efforts, although the Career Management and Academic Services Center continues to offer support.

**Teaching Resources**—The College does not have a PhD program so graduate students are not instructors of record for courses, although some on-campus MBA/MSA students serve as teaching assistants or graders. In the period 2006-2013, 95% of credit hours were delivered by “participating” faculty (Groups I-IV), while only 5% of instruction was delivered by “supporting” faculty (Group III).

In the period 2006 to 2013, the college faculty’s productivity, as measured by Credit Hours, was distributed as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>Credit Hours</th>
<th>Percent of College Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>10969</td>
<td>21.9%</td>
</tr>
<tr>
<td>Finance</td>
<td>6757</td>
<td>13.5%</td>
</tr>
<tr>
<td>Management</td>
<td>18322</td>
<td>36.6%</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>6992</td>
<td>14.0%</td>
</tr>
<tr>
<td>Marketing</td>
<td>6996</td>
<td>14.0%</td>
</tr>
<tr>
<td><strong>College Total</strong></td>
<td><strong>50036</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Curriculum Development and Assessment**—The College has a standing Undergraduate Curriculum Committee that is in charge of curriculum and course reviews and monitors faculty and course quality. Departments develop their own curriculum that is reviewed at the college level. Departments are also responsible for reviewing student evaluation of teaching through the annual review process that looks at course evaluations and a faculty member’s teaching portfolio. Since the last review, the College has integrated a new department (Sports Management) and developed and integrated four new centers (Sports Administration, Entrepreneurship, Strategic Leadership, and International Business).

The CoB has a robust assessment program that was substantively revised during the transition to semesters and their recent AACSB accreditation process. This process took place under the aegis of the college’s Assurance of Learning Committee (AoL), led by the Director of AoL, Katie Hartman, a tenured faculty member in Marketing. This group revised the college’s learning goals and objectives for the core curriculum, including the mapping of indirect and direct measures. The process included faculty representatives from all departments who worked in close collaboration with their home departments during the development phase over the course of a year. The new learning objectives and measures were voted on and approved by the faculty in Fall 2014. Measurement of these objectives throughout the college’s core curriculum has begun.

In addition to the assessment of learning objectives, the College also places a heavy emphasis on placement results and those are impressive. For the class of 2014, the placement rate at the time of graduation was 73% and 93% within three months of graduation. “Placement” is defined as any student with a full-time job, planning to enroll or enrolled in graduate school, or starting a new business. Of the 93% who were successfully placed within three months of graduation, 88% reported a full-time job, 4% were in graduate school, and 1% were starting a new business.
GRADUATE PROGRAM REVIEW

Curriculum. In the graduate program the College of Business offers the Master of Business Administration (MBA), the Master of Sports Administration (MSA), and the Master of Athletic Administration (MAA). The MBA is available through a full-time program, a hybrid Professional MBA Program (PMBA), and a new online MBA Program (OMBA). The full-time MBA is offered on a residential basis on the Athens campus and consists of a 35-credit hour program that can be completed in one year. The Professional MBA curriculum utilizes a blended delivery that employs virtual classrooms, online learning modules and once-a-month Saturday residencies. The online MBA is offered as a 35-credit program with concentrations in Finance, Executive Management, and Health Care.

The MSA is available through an MBA/MSA Dual-Degree option and the Professional MSA Program. In the MBA/MSA Dual-Degree option students simultaneously enter the sports administration portion of the program upon arrival on campus. The MSA program requires the completion of 36-credit hours and in total, the MBA/MSA option is a 21 month, 71 semester hour program. There is also an MSA only option for prospective students with a previous graduate degree (e.g. law, business, or other approved graduate degree) or significant industry-related experience, which is a one year program. The Professional MSA program is delivered in an online format designed for working professionals. The program is 21-months long and requires six residencies. Four residencies will take place on Ohio University's Athens Campus and two will take place at the National Sport Forum.

The Master of Athletic Administration is an online degree designed for interscholastic sports. The MAA program is also a lock-step, cohort-based program offered in a blended format. It requires students to attend an Athletic Leadership Forum on the Ohio University Athens campus during one summer term. The remainder of the instruction is provided online. The program can be completed in two years.

All programs are accredited by AACSB International—The Association to Advance Collegiate Schools of Business or COSMA – The Commission on Sport Management Accreditation.

Students.

<table>
<thead>
<tr>
<th>Program</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15 (proj)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAA</td>
<td>62</td>
<td>142</td>
<td>178</td>
<td>167</td>
<td>160</td>
</tr>
<tr>
<td>PMSA</td>
<td>26</td>
<td>52</td>
<td>54</td>
<td>47</td>
<td>50</td>
</tr>
<tr>
<td>MSA</td>
<td>11</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>MSA/MBA</td>
<td>39</td>
<td>41</td>
<td>41</td>
<td>43</td>
<td>41</td>
</tr>
<tr>
<td>FT MBA</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>PMBA</td>
<td>98</td>
<td>112</td>
<td>109</td>
<td>106</td>
<td>98</td>
</tr>
<tr>
<td>OMBA</td>
<td>0</td>
<td>0</td>
<td>78</td>
<td>237</td>
<td>427</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>253</strong></td>
<td><strong>352</strong></td>
<td><strong>467</strong></td>
<td><strong>608</strong></td>
<td><strong>795</strong></td>
</tr>
</tbody>
</table>

COB Graduate Enrollment by Program

Advising. For the on-campus programs, advising follows the model of undergraduate advising where faculty members teaching in the on-campus programs provide advising and mentoring. Students additionally rely upon members of the professional staff in the graduate office. For the OMBA Program the college is involved in a partnership with a private education firm, EMBAnet/Compass, which provides staff dedicated to recruiting, retention, and advising of students. Faculty members in the program provide advising resources as well. Advising for PMBA students is provided by a mix of faculty and graduate staff members.

Teaching Resources. All on campus graduate courses are taught by faculty and instructors in the College of Business. With the huge and fast growth of the online masters programs, the CoB faculty is supplemented by professionals for online and blended courses. According to Department chairs we spoke with, any outside
instructor must be certified by the department to teach a course in that department, and student evaluations and assessment measures are reviewed for those instructors.

**Assessment.** Regular assessment of teaching and advising is completed in graduate programs using Class Climate. In addition, program directors and staff members regularly hold in-person debrief sessions for the on-campus and PMBA programs. The graduate programs are also included in the College’s overall Assurance of Learning (AoL) process. Using the goals and objectives set forth by faculty, assessment opportunities were identified from among all the courses in the curriculum for collecting data for AoL. The graduate AoL process involves the flow of information among three key groups: the faculty teaching in the program, the Graduate CIT, and the Office of Graduate Programs (which includes the AoL Coordinator). Additionally, the College has access to student performance relative to other students nationally through coordination with the provider of on-line program support.

**COMMENDATIONS**

**Student Satisfaction and Engagement:**
The College has intelligently identified its niche as a provider of a residential, undergraduate focused degree. When we talked with students, they immediately identified the faculty as the strength of the college. One student reported, humorously, that sometimes he thinks twice about walking through Copeland Hall because he knows that, if he does, he will have to stop and spend time talking with his professors. The students develop strong relationships with their professors and are involved in activities beyond the classroom that have strong faculty support and engagement. The faculty are dedicated to this undergraduate focus and mission and the students respond to it with enthusiasm.

**Career Counseling and Student Success:**
The College has retention rates above the University averages, helped no doubt by their selective admissions, but attributable in no small part to its focused undergraduate mission. The placement rate of 93% within 3 months of graduation—students who have full time jobs, are in graduate programs, or are starting their own business—is impressive. As a professional school, the devoted attention to career management starting in the first- and second-year also seems appropriate.

**Integration of Sports Management Department:**
Since the period of the last review of CoB departments, the College has integrated the department of Sports Management as part of the university’s restructuring. This seems to have reached a point at which it can be called a success. We talked with chairs, faculty, and students about this transition and all were enthusiastic about their successful integration into the College. While the dean did acknowledge that this has taken time and we might not have heard the same positive emphasis two years ago, the faculty with whom we spoke (Groups I and II) were pleased with their integration and the senior student representatives of the program spoke with jealousy about the program for new students in Sports Management now part of the CoB.

**Intelligent Growth in OMBA:**
The review committee went into the site visit expecting the accelerated growth of the OMBA program (78 to 427 in three years) to be a concern. We were pleasantly surprised. The growth of the OMBA program and the College’s investment in this program is commendable. It is clear the College ‘planned for success’ and has been able to handle the rapid increase in students.

**Assessment:**
The College of Business, following the recommendations of its accrediting body, has developed a detailed assessment plan for undergraduate and graduate programs that identifies program-wide learning outcomes,
ties those outcomes to specific courses in each major, and then developed measurement tools for each course. The college designated an assessment coordinator, who is a tenured faculty member. Assessment data is gathered, analyzed and fed back to faculty to close the loop, recommending changes that ensure students are in fact learning. The assessment process appears to be a good example of shared governance.

**Junior Faculty Recruitment:**
The college should be commended on its personalized and persuasive recruiting of new faculty as well as their cultivation of the tenure-track faculty through research, travel, and curricular support.

**CONCERNS**

**Diversity:**
Concerns about gender and racial diversity among faculty and students was expressed in several of the previous department program reviews last time around, and in the accrediting body’s report. There has been no visible progress in either area over the last five years, in fact there have been slight declines in women faculty and students, and minority students. Along with a lack of progress, there was an attitude among faculty and administrators that “that’s just the way it is in this profession”.

**Staff Restructuring and Relocation:**
While no one likes change, and the centralization of all departmental support staff is quite recent (just a few months), there was an inordinately large amount of concern among faculty about this change. New faculty indicated that it created confusion about who could provide answers to logistical or procedural questions. Longtime faculty said it robbed students and faculty of the department “experts”, institutional memory, and sense of community. One faculty member suggested the departments had lost their “moms”. The concerns seemed to suggest that short-term efficiency and cost-savings may result in a long-term loss of service to students, and steal more time from faculty for RSCA. The review committee has similar concerns about the planned physical relocation of department chairs to a central suite of offices, separating them from their department faculty.

**Attitudes about General Education:**
Although students and faculty across campus often fail to understand and appreciate the value of general education, this problem seems particularly acute in the College of Business and its students are academically isolated from the rest of the University. We heard from one student that she had not taken a course outside of Copeland Hall in two-and-a-half years and that she had “done most of her Gen Ed online.” The increased attention to Career Management in first- and second-year advising has the potential to further erode the value placed by students on general education. Students are encouraged to double and even triple major within the college, as opposed to seeking additional expertise and enrichment outside the college. In the curricular revisions for semesters, the self-study indicates that they have integrated “the junior writing requirement into the strategy course” (MGT 4800J: Strategic Management), a capstone course that does not identify writing as one of its goals and objectives and is offered in sections with enrollment maximums of 35 and 40, well above the recommendation issued by the Conference on College Composition and Communication in its *Principles for the Postsecondary Teaching of Writing* (“no more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15.”)

**Future Staffing Replacements:**
There were some concerns regarding retirements or temporary absences that might strain resources. This could be most noticeable in the online programs given their size and technical requirements. For example
the online graduate program team expressed concerns that if one key IT person were to leave or be temporarily absent, the program would impacted. Another example mentioned by faculty and students was the upcoming retirement of core faculty member in the School of Accountancy that they feared would lead to the elimination of the popular Business Activity Model for teaching developed by this faculty member.

RECOMMENDATIONS

Diversity:
The College should develop a diversity plan and set specific goals for student and faculty gender and race diversity. Then measure the ROI of current efforts toward diversifying the college according to those goals. If it is, in fact, so much more difficult to find qualified women and minorities for business programs, then the College should leverage its national reputation and program rankings to attract those rare students. For example, we heard much about the world-wide reputation of the Sports Administration program. While it may be true that the field is dominated by a “boys club”, a top tier program should have unique opportunities to shift the paradigm.

Restructuring:
The College should evaluate the support staff centralization in two years to see if the cost savings and efficiencies were realized. Such a review should examine if those gains are off-set by increased burdens on faculty and department chairs, and reduced personalization in student service. This review should rely on input from all faculty and staff and not just the College leadership.
January 4, 2016

To: Dr. David Ingram, Chair of Academic Program Review Committee

From: Dean Hugh Sherman, College of Business

Re: Academic Program Review, College of Business

This memo confirms receipt of the UCC Academic Program Review Committee report submitted to the College of Business in Fall Semester 2015. The college would like to thank Joe McLaughlin, Mary Rogus, and Eric Stinaff for taking the time to perform this important service role and providing a thoughtful, detailed report.

The review committee identified several of the main strengths of the college, including student satisfaction, career counseling and advising investment, recruitment of outstanding junior faculty members, and the enrollment growth of our undergraduate and graduate programs. The college believes these strengths have been key factors in the growth of our enrollments and in establishing a strong financial position.

The committee made two specific recommendations: development of a diversity recruiting plan for students and faculty and to evaluate the impact of the staff centralization in two years to ensure if cost savings and improved service levels have been met. The college has begun to see increased service levels from the centralization but agrees that a closer look in two years is warranted.

The college also agrees with the importance of implementing recruiting strategies that effectively consider diversity. For faculty recruiting, the college follows best practices for other business schools and adopts all suggested strategies recommended by OUHR. The diversity of the junior faculty recruited in the past five years has improved.

For student recruiting, the college has offered the Junior Executive Business Program Summer Recruiting Program for over a decade – it is a model being considered by other units on campus and has been successful at enrolling students for the college and university. The college has supports two female student groups – Women in Information Systems (WIS) and Women in Business (WIB). In two short years, WIB has grown to over 100 members. In addition, our Director of Marketing is implementing targeted communications and marketing strategies for prospective female business students and partners with our female student groups and alumni during the recruiting process. The college increased female undergraduate enrollment by 3% in the last recruiting class and achieved a higher percentage for female student than the national average for our latest on-campus MBA cohort.

In conclusion, the college is pleased with the committee’s conclusion that our undergraduate and graduate programs are strong. Once again, we thank the committee for their diligent work.