

**UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE
UNIT ASSESSMENT PLAN
2014-2015**

UNIT:	College of Business (Dr. James Curran, Dean)
MISSION:	<p>The College of Business at USF Sarasota-Manatee provides a high quality, diverse learning environment for business students at the undergraduate and graduate levels. The College strives to prepare students to become ethical decision makers and business and community leaders. The College faculty maintains a balanced emphasis on quality teaching, scholarly pursuits and service activities to benefit the community it serves.</p> <p>***A new mission statement was adopted by COB on 9/5/2014</p> <p style="color: red;">Preparing students to succeed in the workplace through educational excellence.</p>
2012-16 USFSM STRATEGIC PLAN GOALS:	<p>GOAL 1 ACCESS: Expand access to a University education that benefits students and the local, national, and global community. (Aligns with USF System Goals 1,2,3,4,5; State University System of Florida Goals 2,3)</p> <p>Teaching & Learning</p> <p>(1a.) Expand academic programs in distinctive areas related to the Suncoast's needs and strengths and across disciplines, when feasible, including the ability for students to complete the full four-year bachelor's degree.</p> <p>Scholarship, Research, and Innovation</p> <p>(1b.) Promote innovative scholarship and community-engaged research.</p> <p>(1c.) Seek external funding from public grants, private foundations, and individual donors.</p> <p>Public Service & Community Engagement</p> <p>(1d.) Partner with a variety of organizations and stakeholders, including the USF System.</p> <p>(1e.) Build a University living and learning community, including residence halls, academic buildings, and student life facilities.</p> <p>GOAL 2 SUCCESS: Enhance success of student outcomes, faculty productivity, and community impact (Aligns with USF System Goals 1,2,4,5; State University System of Florida Goals 1,2).</p> <p>Teaching & Learning</p> <p>(2a.) Produce continuous improvement in student outcome measures, including retention and graduation rates and student career results.</p> <p>(2b.) Earn professional accreditation and recognition, including AACSB and NCATE.</p> <p>Scholarship, Research, and Innovation</p> <p>(2c.) Track and promote faculty-developed measures of scholarship.</p> <p>(2d.) Identify student success predictors.</p> <p>Public Service & Community Engagement</p> <p>(2e.) Earn recognition as a Carnegie Community-Engaged University.</p> <p>(2f.) Track and share the value of the University's and graduates' economic and societal contributions.</p>

<p>UNIT GOALS:</p>	<ol style="list-style-type: none"> 1. Create a unique identity and position the College of Business to be the first choice of students and employers in our area. (Aligns with USFSM Goals 1a-e, 2a-f) 2. Recruit and retain a high quality and diverse faculty. (Aligns with USFSM Goals 1a, 1b, 1c, 2b, 2c) 3. Develop a distinctive culture of excellence within the College of Business. (Aligns with USFSM Goals 1a-e, 2a-f) 4. Enhance a curriculum in line with cutting edge business practices. (Aligns with USFSM Goals 1a, 2a, 2b, 1d, 2a, 2b) 5. Deliver classes on a best practices basis. (Aligns with USFSM Goals 2a, 2b) 6. Maintain a supportive research environment. (Aligns with USFSM Goals 1b, 1c, 2c) 7. Engage the business community. (Aligns with USFSM Goals 1b, 1d, 1c, 2e, 2f) 				
<p>OUTCOMES Elements of the AACSB Continuous Improvement Review</p>	<p>Unit Goal</p>	<p>Means of Assessing Outcomes</p>	<p>Assessment Data</p>	<p>Plan Resulting from Analysis of Assessment</p>	<p>Vice Chancellor's Response (Dr. Terry Osborn)</p>
<p>Outcome 1. Innovation, Impact, and Engagement</p>	<p>1-7</p>	<p>Maintain file of strategies and expected outcomes related to:</p> <ol style="list-style-type: none"> 1. Engagement 2. Innovation 3. Impact 	<p>Files have been created and faculty are asked to report on what they have done in their courses that can be related to Engagement, Innovation, and Impact. These reports will be collected at the end of each semester and analyzed.</p>	<p>Spring 2015 is the first round of data collection and the data will be analyzed during the summer.</p>	<p>Foundational structure is evident.</p>
<p>Outcome 2. Situational Analysis</p>	<p>1</p>	<p>Analyze the context of COB regarding:</p> <ol style="list-style-type: none"> 1. Factors shaping mission & operations 2. COB's advantages and disadvantages 3. Internal, environmental, 	<p>1, 2, 3: A new strategic plan for COB will be developed during 2015/2016 to mirror the new strategic plan currently being reviewed and approved for USFSM. This new plan will consider all of these environmental elements.</p>	<p>The plan is to develop a new strategic plan for the college that is consistent with USFSM's new strategic plan.</p>	<p>Now that campus Strategic Plan is approved, this work can progress.</p>

OUTCOMES	Unit Goal	Means of Assessing Outcomes	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)
		competitive forces challenging COB 4. Opportunities to enhance degree offerings 5. Degree programs and number of graduates.	4: AOL review and environmental scan 5: Five undergraduate degree programs (Accounting, Finance, General Business, Management, and Marketing) and one graduate program (MBA). Assuming that all degrees for which applications were received will be awarded, in 2014-2015 there were 16 MBA degrees, 50 accounting degrees, 26 Finance degrees, 25 degrees in General Business, 32 degrees in Management, and 14 degrees in Marketing.	4: Semi-annual review of AOL, review best business and education practices 5: ISDS major being considered for reinstatement. IT major being added	Enhance degree and non-degree options to continue COB growth while maintaining excellence.
Outcome 3. Progress Update on Concerns from Previous Review	3	Monitor: 1. AOL process 2. Sufficient & qualified faculty 3. Strategic goals Complete Team Recommendations:	1: AOL data collected from 28 courses and through Major Field exam. 2: Faculty qualifications are reviewed every year. Staffing of each course is compiled and matched with faculty qualification. 3: New goals to be set with new strategic plan.	Assessment data to be shared with faculty in early August to be used in syllabi revision. Revisions and reasoning for them to be tracked by semester. All hiring for full and part time faculty is done considering the qualifications needed to meet the accreditation standards. Plan to be developed.	Further development of AOL System should be high priority in next cycle.

		<p>1A. Continue to develop the Strategic Plan.</p> <p>1B. Provide evidence decisions support mission.</p> <p>2. Develop participating and supporting faculty criteria.</p> <p>3. Develop expectations to maintain AQ/PQ status that are tied to COB mission.</p> <p>4. Develop and implement AOL plans by improving course-embedded assessments and basing changes on results, closing the loop.</p>	<p>1A: Being done</p> <p>1B: Being revised</p> <p>2: Definitions affirmed by faculty vote on 4/11/14.</p> <p>3. New qualification categories needed for AACSB. SA/PA/SP/IP to replace AQ/PQ.</p> <p>4: Data now collected from 28 different COB courses and through ETS tests.</p>	<p>Committee formed for 15/16 revision.</p> <p>To be reviewed in light of new strategic plan.</p> <p>Expectations defined.</p> <p>Would like to have analysis of assessment data before start of fall semester so that any changes made to courses or programs might be tied to assessment.</p>	
<p>Outcome 4. Strategic Management and Innovation</p>	1-7	<p>1. Review/Revise the Mission and Strategic Plan and document distinctions, innovative actions, strategies and substantive impacts.</p> <p>2. Document continuous improvement outcomes.</p>	<p>1: Strategic plan to be revised in 15/16 to conform to USFSM strategic plan.</p> <p>2: Data being examined from both graduate and undergraduate capstone courses as a start.</p>	<p>Faculty committee formed. To begin work shortly.</p> <p>For MBA Capstone, simulation was added. New course pack was developed. Course was shortened to one 4 credit course rather than two three credit courses. Extra</p>	<p>This should progress now that USFSM Strategic Plan is approved.</p>

OUTCOMES	Unit Goal	Means of Assessing Outcomes	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)
		3. Update Table 2-1 on intellectual contributions. 4. Provide key 1-3 year strategic action items and financial plans. 5. Track new degree programs.	3: Table updated on an annual basis 4: To be determined with new strategic plan 5: IT being added in 15/16	applications course added to curriculum to better prepare students for capstone. Tables updated at start of fall semester to include summer work. New strategic plan to be developed in 15/16. Curriculum review to start after new faculty arrive.	
Outcome 5. Participants	1,2	1. Describe changes in students and support services. 2. Describe changes in faculty resources. 3. Provide faculty management policies and participating/ supporting criteria.	1: First and second year students now becoming a larger proportion of student population. 2: Replacing retiring faculty requires more money. Large research faculty requires travel and research support. 3: Faculty involved in all curriculum related decisions through COB program committees and campus review committees. Participating and Supporting discussed above.	Programs to be developed to recruit younger students to COB and make them aware of career options. Developing plans for revenue generating activities outside of traditional funding sources.	Collaborate with Andy Telatovich and Mary Beth Wallace to accomplish these goals.
Outcome 6. Learning and Teaching	3,4, 5,7	1. Track curricular revisions. 2. Continue annual assessment of degree programs.	1: Tracking methods being installed. 2: Data being collected every semester.	Faculty submitting syllabus changes on semester basis. Degree programs reviewed by area faculty with suggested changes submitted to APC and Dean.	Continue to monitor.
Outcome 7. Academic and Professional Engagement	1,2	Summarize: 1. Experiential and active learning	1: Courses now using simulations, case studies,		This area appears to have potential to

		<p>strategies for students.</p> <p>2. Show faculty qualifications through Tables 15-1 and 15-2.</p>	<p>projects with real business entities, CEO consultants, business expert project evaluation, guest lectures, live cases and other methods.</p> <p>2: Attached</p>		<p>interface with campus goal of Community Engagement.</p>
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Chancellor’s Response (Dr. Sandra Stone): The College of Business has undergone a couple of major transitions this year with the retirement of Dean Anderson, the appointment of Jim Curran as Interim Dean, and the decision to merge IT into the College. Also the appointment of Dr. Curran as Interim Dean for the College of Hospitality and Tourism Leadership as well. Nevertheless, they have continued to maintain a high level of quality and productivity, for which they are all to be commended. Now that the University’s Strategic Plan has been approved, the COB can proceed with its planning as they begin preparation for their next AACSB visit. I believe the inclusion of IT in the COB will bring new synergies, and there are many other opportunities for growth in business programming that are being discussed, so 2015-16 should be an exciting year for the COB.

7/7/2015

Attachments: COB AY1415 Attachment – Table 15-1 1502 2-1.xlsx

TABLE 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR (RE: Standards 5 and 15) REPORTING FOR USFSM: FALL 2014 / SPRING 2015

Faculty Portfolio			Faculty Sufficiency by Student Credit Hour		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the ool's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the ool's faculty organizational structure (e.g., departments and research groups) ¹	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Anderson, Robert (Dean)		PhD 1971			ADM						
ACCOUNTING											
Carlson, Elizabeth	8/7/2008	M Acc 1980	555		UT				100		
Jimenez, Carlos	8/7/2014	PhD 2008	264		UT, MT	100					
Mastracchio, Nicholas	5/3/2010	PhD 1993	124		UT, MT	100					
Toth, Ildiko	8/7/2014	M Acc 1994	465		UT				100		
Vance, Carol	5/7/2012	JD 2001	441		UT, MT	100					
DiSanto, John (ADJ)	8/7/2011	M Acc 1998		114	UT				25		
Williams, Heather (ADJ)	12/20/2014	M Acc 2003		90	UT				25		
Total Accounting			1849	204		300	0	0	250	0	
						55%	0%	0%	45%	0%	
			Discipline P/(P+S) Min met ≥ 60%	90%		Minimum SA: ≥ 40% requirement met				55%	
						Minimum SA+PA+SP: ≥ 60% requirement met				55%	
						Minimum SA+PA+SP+IP: ≥ 90% requirement met				100%	

Faculty Portfolio			Faculty Sufficiency by Student Credit Hour		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the ool's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the ool's faculty organizational structure (e.g., departments and research groups) ¹	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
FINANCE											
Borghesi, Richard	8/7/2008	PhD 2004	483		UT, MT	100					
Chang, Kiyoung	8/7/2010	PhD 2004	264		UT, MT	100					
Pencek, Thomas	6/22/2005	DBA 1988	231		UT, MT	100					
Regal, Ryan (ADJ)	12/21/2011	MBA 2005		18	UT				25		
Total Finance			978	18		300	0	0	25	0	
						92%	0%	0%	8%	0%	
			Discipline P/(P+S) Min met ≥ 60%	98%	Minimum SA: ≥ 40% requirement met					92%	
					Minimum SA+PA+SP: ≥ 60% requirement met					92%	
					Minimum SA+PA+SP+IP: ≥ 90% requirement met					100%	
MANAGEMENT											
Alander, Ross	12/22/2003	MA 1974	549		UT				100		
Becker, Thomas	8/7/2014	PhD 1990	246			100					
Kabongo, Jean	8/7/2010	PhD 2006	281		UT, MT	100					
Groves, Michele (ADJ)	8/7/2011	MBA 2000		540	UT				50		
Stuart, Jon (ADJ)	8/7/2006	MBA 1973		144	UT				25		
Total Management			1076	684		200	0	0	175	0	
						53%	0%	0%	47%	0%	
			Discipline P/(P+S) Min met ≥ 60%	61%	Minimum SA: ≥ 40% requirement met					53%	
					Minimum SA+PA+SP: ≥ 60% requirement met					53%	
					Minimum SA+PA+SP+IP: ≥ 90% requirement met					100%	

Faculty Portfolio			Faculty Sufficiency by Student Credit Hour		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the ool's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the ool's faculty organizational structure (e.g., departments and research groups) ¹	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
MARKETING											
Curran, James	8/7/2005	PhD 1999	82		UT, MT	100					
Lennon, Ron	8/7/2008	PhD 1987	270		UT, MT	100					
Noel, Noel	8/7/1998	DBA 1987	948		UT	100					
Stuart, Jon (ADJ)	8/7/2006	MBA 1973		144	UT				25		
Schueler, Kirk (ADJ)	12/20/2014	PhD 2008		54	UT				25		
Total Marketing			1300	198		300	0	0	50	0	
						86%	0%	0%	14%	0%	
			Discipline P/(P+S) Min met ≥ 60%	87%	Minimum SA: ≥ 40% requirement met					86%	
					Minimum SA+PA+SP: ≥ 60% requirement met					86%	
					Minimum SA+PA+SP+IP: ≥ 90% requirement met					100%	
IS/DS											
Agarwal, Anurag	5/7/2009	PhD 1993	178		UT, MT	100					
Govindu, Ramakrishna	8/7/2012	PhD 2006	372		UT, MT	100					
Whitmore, Andrew	8/7/2012	PhD 2010	690		UT, MT	100					
Total IS/DS			1240	0		300	0	0	0	0	
						100%	0%	0%	0%	0%	
			Discipline P/(P+S) Min met ≥ 60%	100%	Minimum SA: ≥ 40% requirement met					100%	
					Minimum SA+PA+SP: ≥ 60% requirement met					100%	
					Minimum SA+PA+SP+IP: ≥ 90% requirement met					100%	
Total Overall			6443	1104		1400	0	0	500	0	
						74%	0%	0%	26%	0%	
			Overall P/(P+S) Min met ≥ 75%	85%	Minimum SA: ≥ 40% requirement met					74%	
					Minimum SA+PA+SP: ≥ 60% requirement met					74%	
					Minimum SA+PA+SP+IP: ≥ 90% requirement met					100%	

Faculty Portfolio			Faculty Sufficiency by Student Credit Hour		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the ool's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the ool's faculty organizational structure (e.g., departments and research groups) ¹	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Faculty Sufficiency Indicators ¹ : <ul style="list-style-type: none"> • Overall: $P/(P+S) \geq 75\%$ • By discipline, location, delivery mode, or program: $P/(P+S) \geq 60\%$ 					Faculty Qualifications Indicators ¹ : <ul style="list-style-type: none"> • Minimum SA: $(SA)/(SA+PA+SP+IP+O) \geq 40\%$ • Minimum SA + PA + SP $(SA + PA + SP)/(SA + PA + IP + O) \geq 60\%$ • Minimum SA + PA + SP + IP $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) \geq 90\%$ 						

Faculty Portfolio			Faculty Sufficiency by Student Credit Hour		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the ool's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the ool's faculty organizational structure (e.g., departments and research groups) ¹	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards 5 and 15. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all participating and supporting faculty including graduate students who have formal teaching responsibilities. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the ool for any part of the time frame are to be included. The ool must explain the "normal academic year" format/edule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.

2. The measure of "teaching productivity" must reflect the operations of the business ool, e.g., student credit hours (s), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications part of the table.

3. Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in executive education programs should not be listed in this table.

4. For faculty qualifications based on engagement activities, faculty members may be olarly Academic (SA), Practice Academic (PA), olarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the ool's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may be assigned in more than one category, but must be listed only once. Doctoral students who have obtained ABD status are considered SA for 3 years. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the ool for SA, PA, SP, or IP status.

5. The "percent of time devoted to mission" reflects each faculty member's contributions to the ool's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the ool. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g., work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same "percent of time devoted to mission."