

**CONTINUOUS IMPROVEMENT REVIEW - BUSINESS  
PEER REVIEW TEAM VISIT REPORT**

**Central Washington University  
College of Business**

**I. Introduction**

*The Continuous Improvement Review (CIR) process is forward looking and focused on continuous improvement, strategy and consultative issues. The CIR process minimizes the reporting burden on accredited institutions and peer review teams as it is not intended to be a standard-by-standard review. Therefore, the objective of the CIR visit team report is to be strategic and consultative, offering guidance and feedback to the school to improve its overall high quality. By focusing the review on educational improvement, strategic management, and fulfillment of mission, the members of Peer Review Team will be particularly attuned to educational quality issues and problems that may be revealed in the process.*

*In preparing the School's Team Report, the Peer Review Team will assimilate the relevant information, constructively assess and perform a macro analysis to (1) assess the School's overall high quality; (2) determine how the School's policies and practices foster continuous improvement; and (3) consider whether or not the School's processes lead to outcomes that are consistent with its mission and objectives.*

**II. Team Recommendation**

*The team recommendation reflects the opinion of the Continuous Improvement Review Team only. It will be reviewed for concurrence or remanded to the team by the Continuous Improvement Review Committee. The role of the Continuous Improvement Review Committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.*

*Within ten days of receipt of this report, the applicant should send the team any comments and corrections related to faculty information noted in this report.*

*Please choose one of the following recommendations:*

Extension of Accreditation (may include optional continuous improvement recommendations to be addressed over the next five-year review period): The recommendation of the Peer Review Team is that the accreditation of the selected degree programs in business offered by the institution be extended for an additional five years with a Continuous Improvement Review to occur in 2020/2021. Concurrence by the Continuous Improvement Review Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any public announcement. AACSB International provides a list of applicants achieving accreditation to its members and the public.

X

*The Continuous Improvement Review Committee will review this report during its next scheduled review cycle. The School's Staff Liaison can provide a general timeline for review.*

**III. Item(s) to Address**

*Summarize the team's analysis of the applicant's response and actions to address concerns that were stated during the last accreditation review (initial or CIR), and address the following:*

From July 30, 2010 letter from Andrew Policano – items to be addressed:

- 1) Continue to implement the plan outlined in the response to the PRT pre-visit letter for AOL in the Master of Professional Accounting (MPA) program (Standard 19: Specialized master’s degree learning goals).

Since the last visit, CWU faculty have put an AOL plan in place for the MPA. The CIR team has serious concerns about the curriculum and AOL processes for the MPA; however, the College of Business has officially deactivated this program as of January 16, 2016. Students already in the program will have AY 2016 to complete the degree; at that point it will no longer be offered. Therefore, while this concern has not been adequately addressed, the AOL and curriculum issues are less critical. Documentation to confirm deactivation of the MPA is attached to this report.

- 2) Revisit and if necessary revise definitions of AQ and PQ with the intent of gaining faculty acceptance and consistent applications (Standard 10: Faculty Qualifications).

The issue appears to have been resolved. The College of Business has developed a set of expectations for the new faculty qualifications categories of SA, PA, IP, and SP. These definitions are in place and have been used to categorize faculty since 2014. The process included benchmarking against peer institutions and inclusive conversation among faculty. All College of Business faculty understand these qualifications and what is required to maintain or change status. The definitions and qualifications are applied fairly and consistently.

*Prior to the next Continuous Improvement Review, specific recommendations relative to AACSB standards that should be addressed and reported in the next CIR application and at the time of the next Continuous Improvement Review,*

Relevant Standard	Items to Address/Recommendations
Standard 8: Curricular Management and Assurance of Learning	Develop more systematic method of closing the loop for all learning goals and engaging the entire faculty in the implementation.

**IV. Justification to support the Peer Review Team's accreditation recommendation**

*Provide rationale for the Peer Review Team recommendation in Section I. This should include the Peer Review Team’s assessment of the school’s overall high quality, a summary of the continuous improvement environment and the school’s ability to achieve desired outcomes. This should be provided*

*in the context of the four areas of AACSB's standards. Specific reference to deficiencies related to any accreditation standard should be described.*

### **Strategic Management and Innovation:**

#### **Mission Statement and summary of strategic plan or framework**

The CB Mission Statement was revised in Spring 2015 and affirmed by the faculty at the Fall 2015 Faculty and Staff retreat: "We launch students toward a better future by engaging them in industry-relevant, student-centered programs driven by strong partnerships between students, faculty and business professionals." The "College of Business Strategic Plan, 2013-17" includes 27 strategic initiatives tied to five strategic goals:

1. Sustain, design, and deliver high-quality, industry-relevant academic programs that engage students with industry and provide the foundation for successful careers in business.
2. Create a culture of student professional development incorporating in and out of class initiatives to prepare students for entry into the professional workplace.
3. Increase the quality and quantity of interaction between students and faculty, staff and other students.
4. Engage with industry, professional organizations, and other academic programs to deliver timely professional events or programs for our students, faculty and the community.
5. Manage programs and enrollments for sustainability and growth in an environment of declining state support for higher education.

#### **Strategic Management Planning Process and Outcomes**

The strategic planning process pre-dates the mission revision in spring 2015 and appears to be inclusive of a broad base of constituencies. The planning phase began in 2012 after the hire of Dean Martell and included faculty, staff, students and members of the business community. The 27 strategic initiatives included in the "College of Business Strategic Plan, 2013-17" are evaluated and progress toward completion is tracked annually.

Outcomes of the strategic management planning process include: increased enrollments (reversing a downward trend), increased quality of online courses due to new training and technology, increased number of student consulting projects, and participation of hundreds of students in the CB career fair and professional development events.

The CB has done an exceptional job of tying curricula changes and programmatic innovations to the new mission statement.

#### **Intellectual Contributions, Impact, and Alignment with Mission**

CB has made significant strides toward improving the quality of its scholarship within the past five years. By adopting a recognized standard for measuring journal quality, the Australian Business Deans Council (ABDC) list, and using Beal's List of Predatory Journals to weed out lower quality journals, the school has

increased its publications in journals ranked in the highest (A\*) ABDC category by 27% and in the second highest (A) category by 127%.

In addition to refining the list of the types of intellectual contributions that qualify as Category A, the CB has added several additional criteria to ensure that a faculty member's actual involvement in generating a Category A type contributions is significant enough to be included in his/her qualifications. These include requirements that a journal article is not a note, comment, book review or editorial, as well as the requirement that there be no more than four co-authors of the article.

The distribution of intellectual contributions between Pedagogy, Theory and Application clearly favors the latter category, which comprises about 70% of all contributions. This seems quite appropriate given the mission of the school. Further, the distribution of contributions among disciplines suggests broad participation across the College.

As the College adapts to its new mission, an increasing number of SA faculty are now engaging in pedagogical research.

#### **Financial Strategies and Allocation of Resources**

The CB experienced several budget cuts over the past few years as a result of a new Responsibility Centered Management (RCM) budget model. The Dean and her staff have been strategic in allocation of financial resources and the college has managed to continue serving its student population, but as of the writing of the CIR report the CB still faced additional planned budget cuts planned for 2016. This particular threat seems to have diminished since that time.

Senior Administration announced in early February 2016 that, because of the significant increase in CB's enrollments, not only will there be no reductions to the budget due to RCM, but the \$87,000 that was "subvented" in FY16 will be refunded. Furthermore, the Administration recently implemented a new policy that, as of this year, each academic college may carryover up to 5% of their individual college total (state) budget into the next year to facilitate planning for multi-year commitments, goods, services and equipment replenishment. Previously, these funds were swept at the end of the fiscal year. This could provide the College with an additional \$50,000-\$100,000 in funds in FY17. As a result of these recent changes in policy, CB's budget is expected not to be reduced in the short-term and should, in fact, be stronger in the coming years.

#### **New Degree Programs**

The newly approved BAS in Supply Chain Management will be marketed heavily to Washington's community colleges and will be a nice complement to the CB's existing programs. This program will fall under the purview of the next CIR visit.

## **Participants – Students, Faculty, and Professional Staff:**

### **Students**

The CB enrolls a diverse student body across three locations: the Ellensburg main campus, the Lynnwood center in the north Seattle area, and the Des Moines center in the south Seattle area. The latter two locations are on community college campuses (Edmonds Community College and Highline Community College, respectively). On the Ellensburg campus 48% of CB students are transfer students, while 44% are native freshmen enrollees at CWU. The satellite centers are entirely comprised of transfer, post-baccalaureate or graduate students.

Over the period of the CIR, total enrollment in CB programs fell for the first three years, stabilized in year four, and nearly returned to initial levels by Fall 2015. Efforts to ensure student engagement over the CIR review period include a new college-specific internship and career fair, workshops to improve student interviewing and networking skills, the addition of a second professional advisor, creation of a living, learning community, increasing the number of student clubs/societies, support of local, regional, and national case competitions, development of an experiential leadership program (President's Leaders), and creation of a CB Student Ambassadors program. The Institute for Innovation and Entrepreneurship and the Northwest Center for Sport Business have been particularly instrumental in providing engagement opportunities for students.

### **Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support**

Participating faculty teach 80% of student credit hours across the College, thus exceeding the 75% minimum overall. Looking across the three campus locations, this ranges from a low of 70% (Lynnwood) to a high of 83% (Ellensburg), thus exceeding the 60% minimum by location. Across the disciplines, the percentage of student credit hours taught by participating faculty ranges from a low of 66% (Management) to a high of 93% (Marketing), again exceeding the 60% minimum.

Like most schools who have moved from the older AQ/PQ definitions to the 2013 standards, it is not surprising that the vast majority of faculty are SA (75% undergraduate, 69% graduate). However, the school is now effectively using the IP category (17% undergraduate, 13% graduate) to extend the curriculum by employing industry practitioners who bring specialized knowledge to the program in important growth areas, such as supply chain management, and provide valuable connections with industry.

### **Learning and Teaching:**

The CIR provides several examples of improvements in curriculum at the course and program levels. The biggest innovation is the major revision and restructuring of the specialization in Supply Chain Management (SCM). Noteworthy is the SCM curriculum's alignment with best practices in industry standards. For example, the CB joined the SAP Alliance. SAP is currently integrated into several SCM courses with 2016-2017 plans to incorporate SAP throughout the entire curriculum. Additionally, the CB

added three new courses to the SCM Program: Lean/Six Sigma Processes (SCM 420), Procurement & Supply Chain Management (SCM 425), and Logistics and Transportation (SCM 450).

The development and introduction of MGT 200 into the curriculum two years ago creates a cross-disciplinary course at the sophomore level that provides an integrative learning experience. MGT 200 is a required course for all BSBA students on the Ellensburg campus, where students are younger and have little or no business experience. MGT 200 is an innovative experiential introduction to business course. Working in teams, students learn to collaborate with their peers and develop problem solving, decision-making, critical thinking, and leadership skills.

Additional improvements in the curriculum include:

- The reduction in the number of courses required for admission to the College of Business. This allows students to take core business courses during their sophomore year.
- A College of Business subcommittee on the professional development of students designed a four course sequence to make CB students on the Ellensburg campus more career-ready. The content of the Professional Development I course includes exploring majors, self-assessment, professional etiquette and labor market research. The MGT 200 and Professional Development II courses are devoted to resume writing workshops, developing a LinkedIn profile, mock interviews, boot camps, and a basket of activities to enhance their job search skills.
- The same faculty subcommittee designed a complementary professional development track for CB students at the Des Moines and Lynwood campuses that reflect the different composition of the student bodies there. The majority of students at these two west side campuses are more likely to be non-traditional students and/or transfer students from a two year community college.

All of these improvements were implemented with the intention of improving student progress and performance.

In Spring 2015 the entire CB faculty spent considerable time rethinking the CB mission. The revision of the mission was aided by the consulting services of outside experts. The entire faculty of the College of Business unanimously affirmed the new mission statement at their Fall 2015 faculty retreat. From 2010 to 2015, the program learning goals were linked to the old mission statement, though loosely in some instances. Subsequent to the adoption of the new mission, the undergraduate learning goals were altered to reflect better alignment with the new mission. This change to the new mission generated significant revisions in their AOL program including the deletion of the Teamwork learning goal and replacing it with the goal of producing Career-Ready graduates.

From 2010-2015, the undergraduate AOL program involved assessing the learning goals established by the College of Business in 2008. The AOL process generated several examples of successfully closing the loop when deficiencies were discovered in communication skills (written and oral) and analytical skills (quantitative and computer skills).

To improve written communication skills a new English class was added to the curriculum. To address the deficiencies in oral communication skills, the Communication Department developed a new Speech course for College of Business students. Shortcomings in analytical skills were addressed by increased coverage of Excel in pre-business courses and several core business classes.

Somewhat disappointing was the CB's attempt to close the loop in response to the ethics learning goal. In 2011-2012, a shotgun approach to improving ethical awareness involving three very different disjointed strategies failed to adequately close the loop. The ineffective response delayed by more than one year an effective remedy to address the deficiency. Eventually a new ethics module was developed and is being used by all professors teaching the Principles of Management (MGT 382) course. Preliminary data for 2015 show some improvement in meeting the ethics goal.

In 2015, the adoption of the new mission statement, revised learning goals, and the ineffective initial attempt to close the loop with respect to the ethics learning goals resulted in substantial revisions and improvements to the AOL process. Dr. Wendy Cook was appointed as Chairperson of the AOL Committee. She has brought a new energy to the AOL program that has shown promise as evidenced by the speedy adoption of a four course sequence in professional development that should result in developing graduates that are career-ready (new mission-linked learning goal).

#### **Academic and Professional Engagement:**

##### **Student Academic and Professional Engagement**

Fostered by small class sizes, the CB places significant emphasis on student engagement both inside and outside the classroom. Consistent with the school's new mission which states that: "We launch students toward a better future by engaging them in industry-relevant, student-centered programs ...", there is a strong and appropriate bias toward engagement activities that emphasize hands-on learning through interactions with many local businesses as well as national professional societies.

Consulting projects with a wide variety of area businesses have been incorporated into capstone courses in the Marketing and Supply Chain disciplines, and Accounting students have been engaged in auditing projects with clients including the Washington State Department of Transportation. As a result of these and similar activities, CB estimates that "nearly all CB students are engaged in at least one client-based course project during their CWU careers."

CB chapters of several national clubs and professional societies, e.g. Alpha Kappa Psi, the Society for Human Resource Management (SHRM) and BAP International, provide students with opportunities to participate in regional and national competitions and attend annual conferences.

Despite the emphasis on industry-centric co-curricular activities, the school also supports student engagement through student-faculty research. Fourteen percent of CB faculty report engagement with students in research projects presented at the annual University-wide Student Research Conference.

Consistent with CB's recently revised mission statement, the school is in the process of increasing its investment in student professional development and career preparation (resume workshops, career fairs, etc.) and making student participation in several such activities a requirement rather than an option.

Since the CIR report appropriately states that with regard to its new mission " ... the ultimate outcome is that our graduates are launched into successful professional careers," the school should begin to measure the ultimate effectiveness of its academic and professional engagement efforts in terms of such metrics as the percentage of graduating students who complete the new professional development curriculum, the percentage who have external internship assignments, and the percentage who have full-time employment upon graduation.

### **Faculty Qualifications and Engagement**

Table 2-1 provides significant evidence of faculty academic engagement with 93% of participating faculty producing intellectual contributions over the past five years. In addition, an impressive 43% of faculty members have at least one type of professional certification related to their area of teaching, and a third of the faculty engage in commercial and non-profit consulting activities. This evidence of professional engagement is very consistent with the new mission of the College.

CB has done considerable work over the past five years to revise and refine their criteria for AACSB qualifications (in keeping with the 2013 standards revision) as well as their criteria for promotion and tenure.

Table 15-1 states that CB meets the faculty qualification standards in all categories at the overall school level (75% SA, 83% SA+PA+SP, and 96% SA+PA+SP+IP) as well as for each discipline. While there is some ambiguity in the definitions of the maintenance criteria for the SA, PA and IP faculty qualifications that should be addressed going forward, after a careful analysis of all faculty vita and discussion with the Dean, the CIR Team has concluded that the school still meets the minimum standards in all three categories overall and at each discipline level. CB should, however, take the opportunity to replace the two Accounting faculty members retiring in AY 2015-2016 (one PA and one IP) with SA faculty in order to increase the percentage of SA faculty in this large and important major from its current relatively low level of 49%.

Note: After consultation with the CIR team, the CB changed two faculty qualifications categories and revised Tables 2-1 and 15-1. Revised tables are attached to this report.

### **V. Engagement, Innovation, and Impact**

The College of Business has numerous examples of engagement innovation and impact, including the following:

**Engagement:** new living, learning community for future business leaders that engages faculty, advisors, dean, club officers with students for a year-long residential experience; two institutes (I4IE and NWCSB)

engage students in business plan competitions and sales summits each year; a new Student Ambassador program, with student-led events and outreach; many classes that include consulting for industry partners and/or projects that build practical skills; Washington Business Week program that brings high school students to campus for business and leadership training; and the Economic Outlook Conference that provides data and analysis to business leaders annually.

**Innovation:** several truly innovative curricular changes including boot camps that expose students to multiple aspects of disciplines and engage them with industry, and a series of professional development courses that go beyond typical coursework; an exceptional model for integration and collaboration among faculty at three campuses (main campus and two centers); CWU Mariners Night; implementation of the SAP Academic Alliance; and the Conference on Supply Chain Practices and Innovations organized by the CB's Supply Chain Management Institute.

**Impact:** testimonials from graduates about the impact of curriculum and faculty mentors to their career success; letters of support from regional businesses about results of student consulting projects; multiple research awards and recognitions of faculty; and financial contributions from employers including Boeing for support of students and programs.

#### **VI. Commendations of Strengths, Innovations, Unique Features and Effective Practices**

*Provide a brief description of strengths, innovations, and/or unique/distinctive features of the applicant and examples of effective practices that demonstrate leadership and high quality continuous improvement in management education.*

A key strength of the College of Business is the administrative team. They are to be commended for effective leadership during times of financial difficulties. A culture of collegiality is evident, and both junior and senior faculty show tremendous commitment to students, school values, and mutual respect. Dean Martell should be particularly commended for building such a strong sense of camaraderie among faculty and staff across three campuses at disparate locations.

The CB has exhibited a number of unique and innovative program features and management practices over the past five years that are indicative of overall high quality and a focus on continuous improvement. Among them are:

The development of a new Mission Statement through a process that engaged all faculty and staff, as well as many students and business partners across three campus locations, and produced a final product that has been enthusiastically embraced by the entire business school and its industry partners.

A highly collaborative academic environment between and among junior and senior faculty members, and between the faculty and administration, housed in three separate locations.

Direct and continuously growing involvement of industry players in bringing valuable hands-on learning experiences to students through such initiatives as summer "boot camps" in a broad range of disciplines,

real world consulting projects incorporated in many courses and institutes and alliances in supply chain management, innovation and entrepreneurship that build relationships between industry professionals, faculty and students.

A committed and highly engaged faculty and supporting staff that are seen by students as fully supportive of their academic and professional development

**VII. Opportunities for Continuous Improvement**

*Relevant to the accreditation standards:*

*Address those areas where improvements, in the opinion of the team, are recommended relative to improved alignment with the accreditation standards. These recommendations should be different from the issues identified in Section II. These recommendations should not be sufficiently material to threaten accreditation or result in a recommendation of a Continuous Improvement Review 2 (CIR2) and an extension of reporting requirements.*

Relevant Standard	Recommended Improvement

*Consultative report on matters not related to the accreditation decision:*

*Provide consultative advice that is not relevant to the continuous improvement review of accreditation, but may be useful in the context of continuous improvement. That is, any issues raised should be unrelated to standards, or problems related to standards and should not be sufficiently material to threaten accreditation.*

The College of Business should take advantage of the wonderful contacts and relationships with employers (e.g., Boeing) to build more internship and post-graduation employment opportunities for students. This should lead to potential for fund-raising for the CB and its programs.

**VIII. Visit Summary**

*Descriptive Information: Brief description of the school, including its size and institutional setting.*

Central Washington (CWU) was founded in 1891 and is one of six baccalaureate institutions in Washington State. Historically a teachers’ college, it became Central Washington College of Education in 1937, Central Washington State College in 1961, and Central Washington University in 1977. Fall 2015 enrollment was 10,750.

The College of Business and Economics was created in 1974 and was accredited by AACSB in 2010. CB’s Westside centers in the Seattle area have been in operation during most of its history. Fall 2015 enrollment was 1,103 (632 in Ellensburg, 259 in Des Moines, 203 in Lynnwood, and 9 at other locations).

Name of Degree Program Level Location(s) Date Established (Year Only)

Program Name	Level	Location	Date Established (Year Only)
BS in Accountancy (or Accounting)	Undergraduate	Ellensburg, Lynnwood, Des Moines	1974
BS in Economics	Undergraduate	Ellensburg	1974
BS in Business Administration	Undergraduate	Ellensburg, Lynnwood, Des Moines	1974
Master of Professional Accountancy <sup>1</sup>	Graduate	Ellensburg, Lynnwood, Des Moines	2000

If there are any additional programs that should be included in the accreditation review or required changes to degree titles, majors, etc., then please include this information below.

No issues found

**List of Comparison Groups**

Comparable Peers:

California State University  
 Columbus State University  
 Montana State University Billings  
 Ramapo College of New Jersey  
 University of Baltimore  
 University of Massachusetts Lowell  
 Valdosta State University  
 Weber State University  
 Western Carolina University

Competitive Group:

Eastern Washington University  
 University of Washington-Bothell  
 University of Washington-Seattle  
 University of Washington-Tacoma  
 Washington State University  
 Western Washington University

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<sup>1</sup> The MPA has been deactivated. New students are no longer admitted into the program, and existing students will be competing requirements during 2016-17 academic year.

Aspirant Group:

James Madison University  
St. Joseph's University  
Temple University  
Texas Christian University  
University of Northern Colorado  
University of Wisconsin Whitewater  
Wright State University

Review Visit Dates:	Start Date	End Date
	Sunday, Feb 21	Tues, Feb 23

Visit Team Members:

Faye S. McIntyre (Chair)  
Dean and Sewell Chair of Private Enterprise  
University of West Georgia  
Richards College of Business  
1601 Maple Street, Dean's Office  
Carrollton, GA 30118

Lewis M. Chakrin (Business Member)  
Dean  
Ramapo College of New Jersey  
Anisfield School of Business  
505 Ramapo Valley Road, ASB 333E  
Mahwah, NJ 07430

M. Barry O'Brien (Business Member)  
Dean  
Francis Marion University  
School of Business  
Dean's Office  
Box 100547  
Florence, SC 29501

Continuous Improvement Review Visit Schedule:

Date/Time	Agenda	Location
Saturday, Feb. 20	Team arrives – no meetings planned	
Sunday, Feb. 21		

	Team meeting	
11:30	Leave for Des Moines Center	Hotel Lobby
12:00	Lunch meeting with Des Moines Center students	3 <sup>rd</sup> Floor Conference Room
1:15	Meeting with Westside campuses' faculty	Room 216
2:00	Travel to Ellensburg	
5:30	Dinner with Business partners (4 from Advisory Boards within CB, 2 or 3 local businesses we've worked with)	Rodeo City BBQ
Monday, Feb. 22		
7:30	Breakfast with leadership team and Strategic Management Committee	Palace Café
8:45	President	
9:15	Faculty Committee Chair: James Avey	Barge 412
10:00	Break	
10:15	Student committee Co-chairs: Sayantani Mukherjee, Deepak Iyengar	Barge 412
11:00	Senior faculty meeting	Barge 412
11:45	Junior (non-tenured and non-tenure track) faculty	Barge 412
12:30	Lunch with students	SURC 301 (board room)
1:45	AOL committee Chair: Wendy Cook	Barge 412
2:45	College personnel committee: Ozden Bayazit, Bob Carbaugh, Mark Pritchard	Barge 412
3:30	Professional staff & university partners	Barge 412
4:00	Team meeting	Barge 412
5:00	Debrief with Kathryn and Executive Committee	Barge 412
TBD	Dinner: TBD	
Tuesday, Feb. 23		
8:00	Kathryn	Barge 412
9:00	President and Provost	Barge 314
10:00	Leave for Seattle –A&A Charter	Button Parking Lot

*Optional: Provide any additional information the team received outside of the Continuous Improvement Review Report that may not be included in myAccreditation (i.e. updated faculty tables, etc.). Additionally, please upload the applicant's response to the team report, if provided.*

Additional information reviewed:

CWU website for curriculum change process

MPA Program Deletion Form (attached)

Revised Tables 2-1 and 15-1 (attached)

Faculty Vitae

Feb 18, 2016 letter from CWU President Gaudino stating continued commitment to CB's programs and accreditation

Feb 19, 2016 letter from CWU Interim Provost Stephen Hulbert stating continued commitment to CB's programs and accreditation

AACSB 2106 CIR Report: Examples of Impact

DRAFT