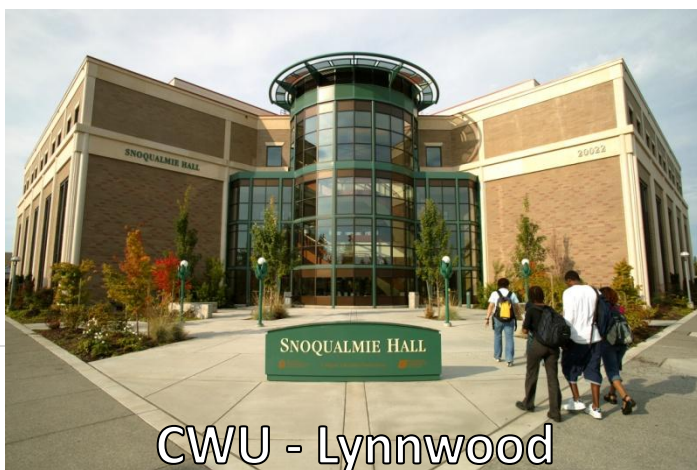


CENTRAL WASHINGTON UNIVERSITY



College of Business

Initial Accreditation
Self Evaluation Report
for
AACSB International
December 2009

Volume I

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CHAPTER 1: INTRODUCTION

Central Washington University (CWU) is one of six baccalaureate institutions in the state of Washington. The main campus is located in Ellensburg, about 110 miles due east of downtown Seattle. The University operates six university centers (that offer upper division courses only) – three in the central region of the state and three in the greater Seattle area. The College of Business (CB) is the smallest of four academic colleges at CWU and accounts for approximately 13% of the university’s fulltime equivalent students (FTES) and 23% of degrees conferred. The CB consists of three bachelors’ of science degree programs (accounting, business administration and economics) that are distributed across four academic departments:

- Accounting
- Economics
- Finance and Operations & Supply Chain
- Management

The College is governed by the Executive Committee which is comprised of the chairperson of each department (Accounting, Economics, Finance and OSC, and Management), the dean, associate dean and a faculty liaison elected annually by the faculty. In addition, there are four faculty committees consisting of all tenured and tenure-track faculty.

<u>Committee</u>	<u>Primary Responsibility</u>
Faculty	Faculty qualifications & Standards for Faculty Research
Students	Admission, retention and support
Curricula	Rubrics & Assurance of learning; Management of curricula
Assurance of Learning	Assessment, rubrics and assurance of learning outcomes

Central Washington University receives appropriations from the State government using a traditional budgetary process of appropriations to higher education based on FTES funding targets per institution. The College of Business is allocated funds from CWU’s central administration based on prior year allocations and adjustments. The CB has control over the funds available to the academic unit through the Office of the Provost.

The Mission Statement for the College was developed in 2000, with significant input and feedback from various stakeholder groups. The Mission Statement has undergone periodic review and revision. The Mission Statement represents the centerpiece of CB strategic management. The revised Mission Statement guides and informs strategic management and decisions for continuous improvement in the College of Business.

The CB mission is appropriate for a regional, comprehensive II institution of higher education. The mission emphasizes Value, Opportunity and Quality. The mission also speaks to faculty expectations and sets the hierarchy for teaching excellence, strengthened by research and supported by professional service.

CB MISSION

CWU’s College of Business faculty and staff create value and opportunity for our students by focusing on quality in undergraduate education at the Ellensburg campus and university centers in the Puget Sound

and central regions of Washington state. We accomplish this through emphasis on excellence in teaching, strengthened by faculty research and supported by professional service.

These elements of the mission form the basis for our aspiration of building a premier learning community – an environment where students, faculty and staff reach their full potential.

CB VISION

CWU's College of Business will be recognized as a premier learning community creating an environment in which students, faculty and staff reach their full potential.

STRATEGIC PRIORITIES AND SELF-STUDY

The set of strategic priorities flows from four strategic objectives enumerated in the CB Strategic Plan. These priorities focus on AACSB accreditation standards and include:

1. FACULTY: SUFFICIENCY, QUALIFICATIONS, MANAGEMENT AND SUPPORT
2. STUDENTS: ADMISSION, RETENTION AND SUPPORT
3. MANAGEMENT OF CURRICULA
4. ASSURANCE OF LEARNING

CWU operates on the quarter system. The Self-Study Year is defined by the 2008-09 academic year – Fall 2008, Winter 2009 and Spring 2009. The Self-Study Year witnessed improvement in faculty qualifications and sufficiency due to new hires from faculty searches in 2007-08. The emphasis was on hiring academically-qualified (AQ) faculty across all locations. The new hires, all AQ, include:

<u>Faculty Member</u>	<u>Ph. D University</u>	<u>Department</u>	<u>Location</u>
Ke Zhong	Southern Illinois	Accounting	CWU-Des Moines
Grace Ke	Massachusetts Amherst	OSC	CWU-Des Moines
Jeff Stinson	Oregon	Marketing	Ellensburg
Tyler Prante	New Mexico	Economics	Ellensburg

During the Self-Study Year, additional faculty searches were conducted, with new hires starting in the Fall 2009. [These searches are enumerated in Standard 10.] The result of these new hires is the continued improvement in faculty qualifications and sufficiency. Tables for Standards 9 and 10 include 2008-09 academic year and the Fall 2009. Data are reported for:

- degree programs
- disciplines
- location
- CB in the aggregate

UNIVERSITY PEER INSTITUTIONS

CWU identified 23 peer institutions that are regional comprehensive universities. These universities are used to benchmark enrollment, faculty salaries, academic programs, diversity, tuition, etc. The group includes: Boise State University, California State University – Chico, College of Charleston, Eastern Washington University, Georgia Southern University, Radford University, Rowan University, Salisbury University, Southeast Missouri State University, University of Central Arkansas, University of Minnesota – Duluth, University of Northern Iowa, University of Wisconsin – Eau Claire, and, among others, Western Washington University.

COLLEGE OF BUSINESS COMPARISON INSTITUTIONS

The College of Business designated six comparable peer institutions for its initial AACSB accreditation based on comparable mission, size of student enrollment, faculty size, scope of academic program, degrees conferred, size of budget, location (rural vs. urban), existence of off-campus degree program, and so forth. The six peer institutions are:

- California State University – Chico (CA)
- Central Arkansas University (AR)
- University of Minnesota – Duluth (MN)
- Radford University (VA)
- Rowan University (NJ)
- Salisbury University (MD)

In addition, there are 3 institutions in the aspirant group:

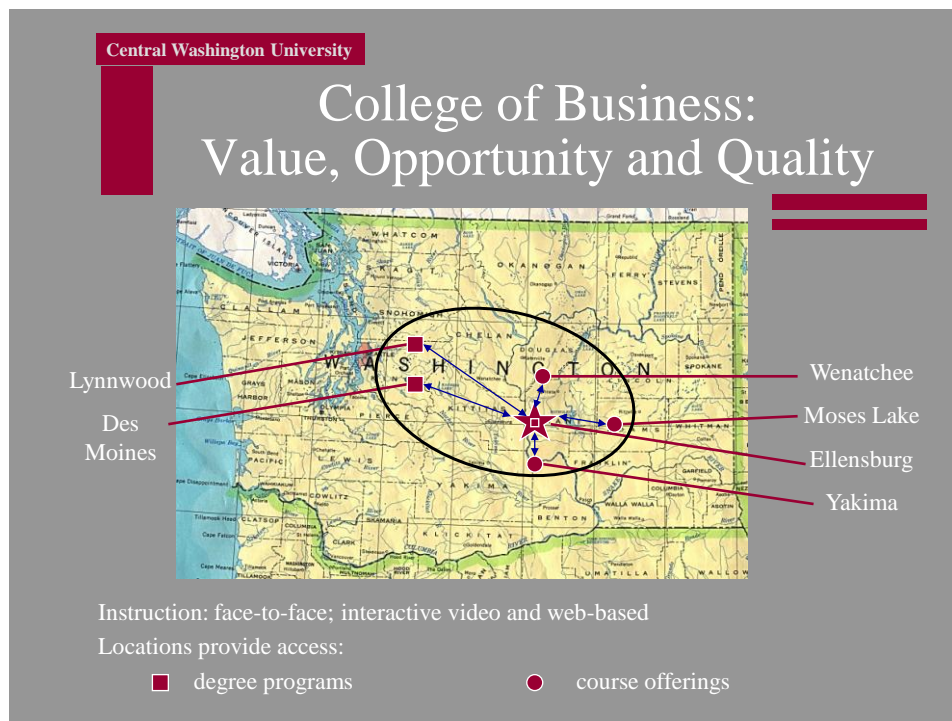
- College of Charleston (SC)
- Northern Iowa University (IA)
- North Florida University (FL)

and 6 institutions in the competitive group all in the state of Washington:

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

CHAPTER 2: SCOPE OF ACCREDITATION

Central Washington University (CWU) is one of six baccalaureate institutions in the state of Washington. The main campus is located in Ellensburg, about 110 miles due east of downtown Seattle. The University operates six university centers (that offer upper division courses only) – three in the central region of the state and three in the greater Seattle area. The main campus in Ellensburg has an enrollment of 7,807 annual full-time equivalent students (FTES), while the FTES for all sites is 9,171, for the 2008-09 academic year.



The College of Business (CB) is the smallest of four academic colleges at CWU and accounts for approximately 13% of the university's FTES. The CB consists of three bachelor's of science degree programs (accounting, business administration and economics) that are distributed across four academic departments:

- Accounting
- Economics
- Finance and Operations & Supply Chain
- Management

Accounting, business administration and economics degree programs are delivered at the main campus in Ellensburg while accounting and business administration degree programs are delivered at university centers in the Seattle area at CWU-Des Moines on the Highline Community College campus and at CWU-Lynnwood on the Edmonds Community College campus. Business core courses are offered at CWU-Moses Lake, CWU-Wenatchee and CWU-Yakima – each located on a community college campus. The Department of Accounting also offers a graduate program, Masters of Professional Accountancy, delivered by distance education technology (interactive TV) in Ellensburg, CWU-Des Moines and CWU-Lynnwood. Approximately 15% of the course sections in the CB are delivered by interactive TV. There

are no academic programs across campus that brand themselves as business, nor does any program use 25% or more undergraduate business courses. No program uses MPA courses.

Outreach for the College is directed primarily at and through the Advisory Board of business professionals. There are roughly 30 members, with about 50 percent of the membership comprised of College alumni and about two-thirds of the Board from the greater Seattle area and one-third of the Board from the central region of the state of Washington. In addition to the Advisory Board, there are two entities in the College for pursuing outreach to industry-specific professionals. One entity is the Supply Chain Management Institute (SCMI) and the other is the Northwest Center for Sport Business (NWCSB). Each has a director and an associate director that is a tenured or tenure-track faculty member with credentials and expertise in their respective discipline, and have responsibility for program development. The SCMI and the NWCSB each has an Advisory Council of business professionals.

The College is governed by the Executive Committee which is comprised of the chairperson of each department (Accounting, Economics, Finance and OSC, and Management), the dean, the associate dean and a faculty liaison elected annually by the faculty. In addition, there are four faculty committees consisting of all tenured and tenure-track faculty.

<u>Committee</u>	<u>Primary Responsibility</u>
Faculty	Faculty qualifications & Standards for Faculty Research
Students	Admission, retention and support
Curricula	Rubrics & Assurance of learning; Management of curricula
Assurance of Learning	Assessment, rubrics and assurance of learning outcomes

The Curricula and Assurance of Learning committees were combined in 2008-09 for the development and implementation of the skills rubrics (as discussed in Standard 16). Finally the college organizational chart for the 2008-09 academic year is presented on the next page.

Central Washington University receives appropriations from the State government using a traditional budgetary process of appropriations to higher education based on FTES funding targets per institution. The College of Business is allocated funds from CWU’s central administration based on prior year allocations and adjustments. The CB has control over the funds available to the academic unit through the Office of the Provost. Salaries for instructional and support personnel consistently account for slightly more than 98% of the appropriations to the CB for 2005-06 to 2009-10. The allocation to the CB and all Academic Affairs units reporting to the Provost was cut 3.3% for 2009-10 due to a 10% budget reduction for CWU.

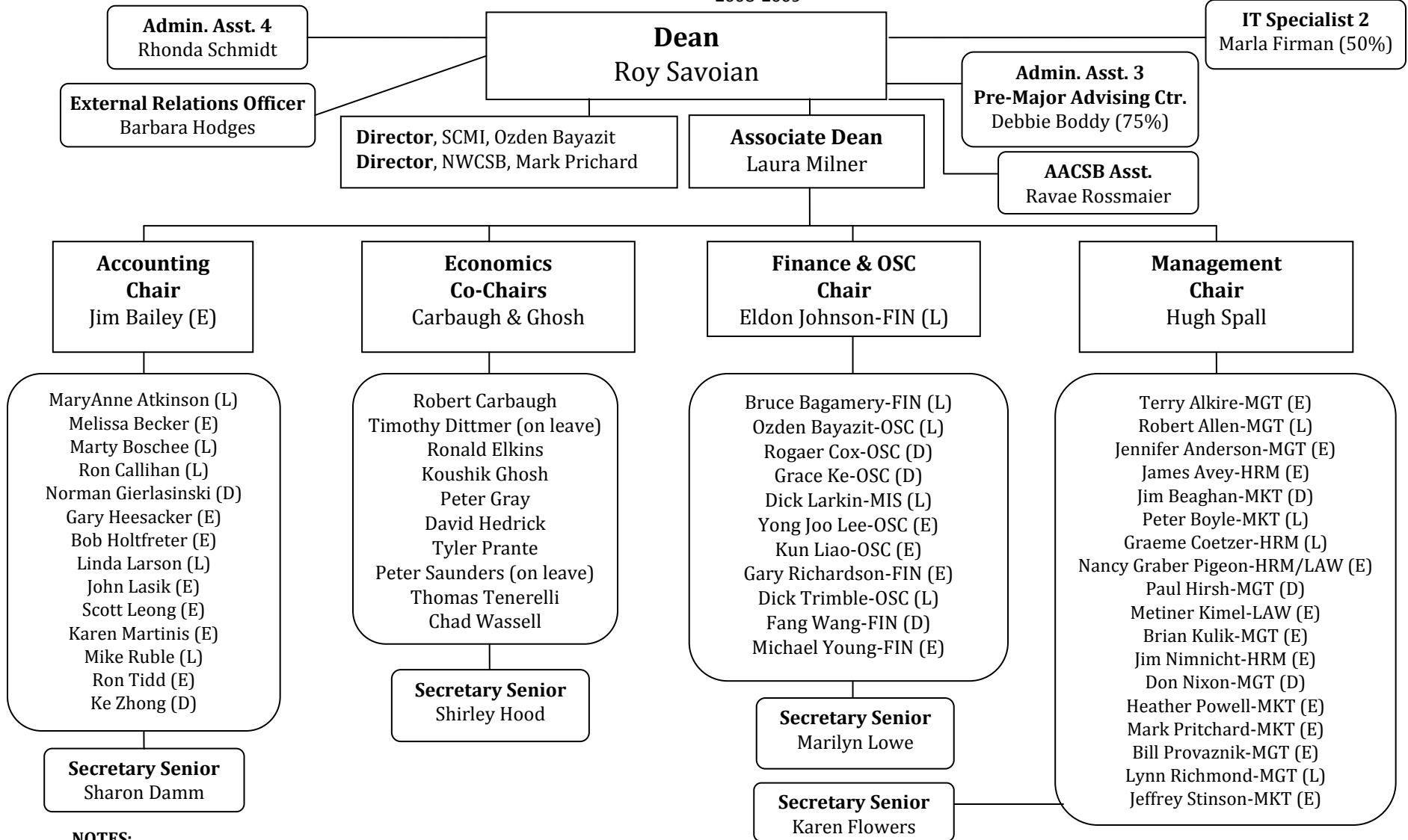
College of Business: State Funding
FY Budget Allocation

	2005-06	2006-07	2007-08	2008-09	2009-10
Salaries	\$4,602,518	\$4,188,817	\$4,362,599	\$4,763,264	\$4,603,544
G&S	74,352	80,758	80,757	83,709	83,787
Total	\$4,676,870	\$4,269,575	\$4,443,356	\$4,846,973	\$4,687,331
Salaries as % total:	98.4%	98.1%	98.2%	98.3%	98.2%

College of Business Full-Time Faculty & Staff

Organization Chart

2008-2009



NOTES:

D—Des Moines Center; E—Ellensburg Campus; L—Lynnwood Center; Economics faculty are based on the Ellensburg campus

STANDARD 1: MISSION STATEMENT

The school publishes a mission statement or its equivalent that provides directions for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders.

CB MISSION: PROCESS OVERVIEW

The Mission Statement for the College was developed in 2000, and consists of a Vision, Mission, Meaning of Our Mission, and Shared Values of beliefs and commitments. [See Appendix 1.] The development of the Mission Statement included significant input and feedback from principal stakeholders:

- CB faculty
- Current students and student leaders
- Alumni
- CB Advisory Board
- Provost and Academic Affairs Councils

The Mission Statement represents the centerpiece of CB strategic management.

The Mission Statement has undergone periodic review and revision using the same process and stakeholder groups. One major development occurred in Winter and Spring of 2005, based on an initiative from student leaders in Ellensburg. In the aftermath of questions about corporate conduct and issues of business ethics, students recognized a need for an honor code at CWU. As a result, the CB Dean's Council of student leaders in Ellensburg began a discussion that led to a draft Statement of Conduct that included a Code of Honor. The draft Statement of Conduct was presented by one of our student leaders to CB faculty (twice) and the CB Advisory Board. Students at university centers were also consulted. The Statement of Conduct was adopted by the faculty in April 2005 and integrated into the Mission Statement.

More recently in 2008, a draft revision to the CB Mission Statement was developed specifically to clarify the "Meaning of Our Mission" and to identify metrics for each item associated with Value, Opportunity and Quality, respectively. In April and May 2008, the draft revision was presented to stakeholder groups for feedback:

- CB faculty
- Current CB students leaders in Ellensburg, CWU-Des Moines and CWU-Lynnwood
- CB Advisory Board members at its Spring meeting
- Alumni

In early June 2008, the draft revision and feedback to the Mission Statement (specifically, "Meaning of Our Mission and Metrics") was presented for discussion to the CB faculty and then adopted by the faculty at the September 2008 Faculty and Staff Retreat. [The "Meaning of Our Mission and Metrics" is discussed in Standard 4, Continuous Improvements Objectives.]

The revised Mission Statement guides and informs strategic management and decisions for continuous improvement in the College of Business. The full Mission Statement can be found in the College's Strategic Plan, on the CB website, published in each issue of the CB newsletter, the *BEACON*, and disseminated widely at events and activities. It is also given to each candidate for a faculty position when they make a campus visit during the search process.

CB MISSION: APPROPRIATENESS

The CB mission is appropriate for a regional, comprehensive II institution of higher education. The mission emphasizes Value, Opportunity and Quality. [Details of metrics for Value, Opportunity and Quality can be found later in Standard 1 and in Standard 4.] Value alludes to foundation knowledge and skills for students graduating from our degree programs. Opportunity means that we provide accessibility and an affordable business education to a diverse student population. Quality is delineated through multiple sites with excellent facilities, degree programs delivered by academically-qualified faculty who engage in scholarly activity and are current to teach their respective courses.

The mission also speaks to faculty expectations and sets the hierarchy for teaching excellence, strengthened by research and supported by professional service. This message about expectations is continuously conveyed to current faculty and shared systematically with candidates for faculty positions.

CB Mission

CWU's College of Business faculty and staff create value and opportunity for our students by focusing on quality in undergraduate education at the Ellensburg campus and university centers in the Puget Sound and central regions of Washington state. We accomplish this through emphasis on excellence in teaching, strengthened by faculty research and supported by professional service.

These elements of the mission (value, opportunity and quality) form the basis for our aspiration of building a premier learning community – an environment where students, faculty and staff reach their full potential. Shared Values are represented by core beliefs and commitments to students as well as faculty and staff, and serve as the foundation for mission and vision.

CB Vision

CWU's College of Business will be recognized as a premier learning community creating an environment in which students, faculty and staff reach their full potential.

CB MISSION: CONSONANCE WITH THE CWU MISSION

The CB's Mission and Vision are consonant with CWU's Mission and Vision.

CWU Mission

Central Washington University's mission is to prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives. Faculty, staff, students, and alumni serve as an intellectual resource to assist central Washington, the state, and the region in solving human and environmental problems.

CWU Vision

Central Washington University will be respected nationally for outstanding academic programs, global sensitivity and engagement, and a stimulating intellectual community that prepares students for lifelong learning and a diverse and changing world.

Consonance is reflected in the following comparison of some key elements from the CB Mission and Vision with those from the CWU Mission and Vision.

Consonance

University Mission Elements	CB Mission Elements
"prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives"	"create value and opportunity for our students"
"faculty, staff, students and alumni serve as an intellectual resource"	"provide quality in undergraduate education" "teaching excellence, strengthened by research and supported by professional service"
"to assist central Washington, the state and the region in solving human and environmental problems"	"at the Ellensburg campus and university centers in the Puget Sound and central regions of Washington State"

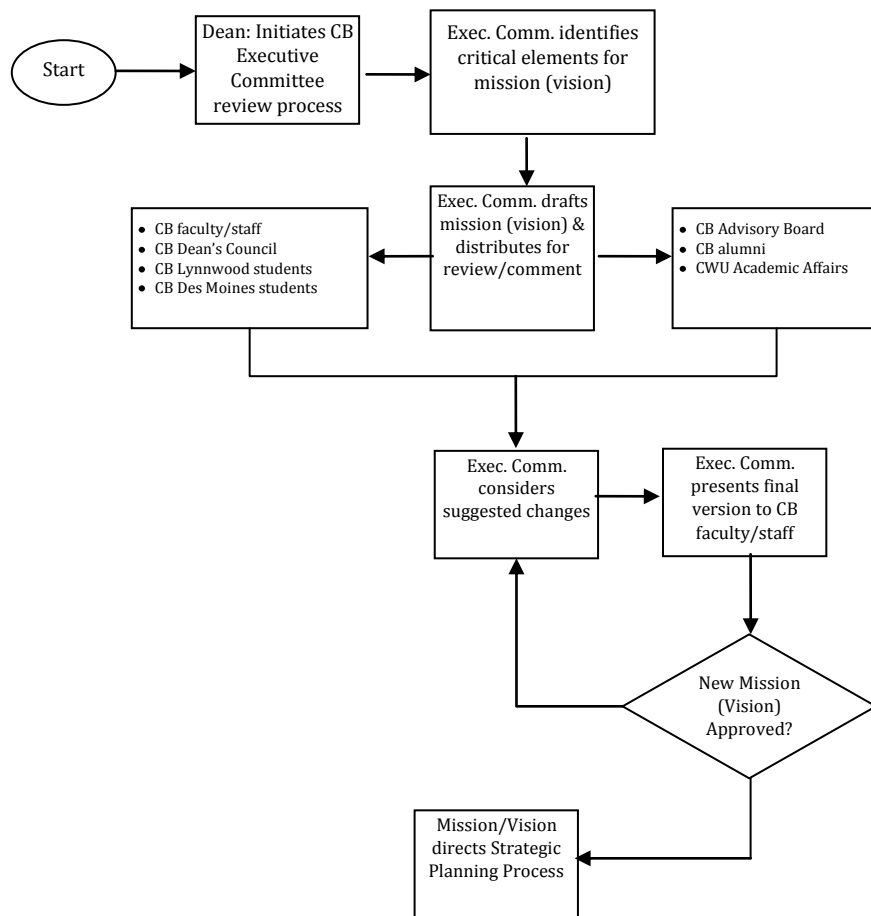
University Vision Elements	CB Vision Elements
"respected nationally for outstanding academic programs, global sensitivity and engagement, and a stimulating intellectual community"	"distinctive scholarly community"
"prepare students for lifelong learning and a diverse and changing world"	"students reach their full potential"

CB MISSION AND STRATEGIC PLANNING: PROCESS

The College of Business pursues strategic management practices and has been doing so during the past two decades. In the mid-1990s, the CB pursued policies and practices for continuously building a high quality educational program by creating value and opportunity for our students at the main campus in Ellensburg and university centers, particularly in the Puget Sound area. At the core of these developments, the CB focused on teaching excellence, improving curriculum in accounting, business administration and economics, respectively, and finding ways of working more effectively with students. Attention was also directed to establishing the Charter, a set of governance policies where none existed previously, increasing the staffing base of academically and professionally qualified faculty, expanding the professional development resources and opportunities for faculty, and enhancing the physical facilities of classrooms, faculty offices, computer labs and technology infrastructure. These efforts produced a stronger academic program in the CB with a growing reliance on processes associated with effective strategic planning.

The CB's Mission and Vision Development Process is depicted in Figure 1, and provides the foundation for developing the strategic plan and ultimately foundation for strategic management of the College .

Figure 1. CB's Mission and Vision Development for the Strategic Planning Process



Historically, the primary responsibility for strategic planning rests with the dean in conjunction with the CB's Executive Committee: dean, associate dean, department chairs and elected faculty liaison. The key element to initiating the planning process is the College's mission which addresses the question: *who are we*. Then, the Executive Committee completed the next four planning tasks:

- environmental scan (SWOT analysis, competitor analysis, trends analysis, and identification of critical success factors)
- development of a vision – *what do we want to become*
- strategic objectives and tactics – *how will we accomplish our mission and achieve our vision;* and
- developing mileposts and appropriate metrics.

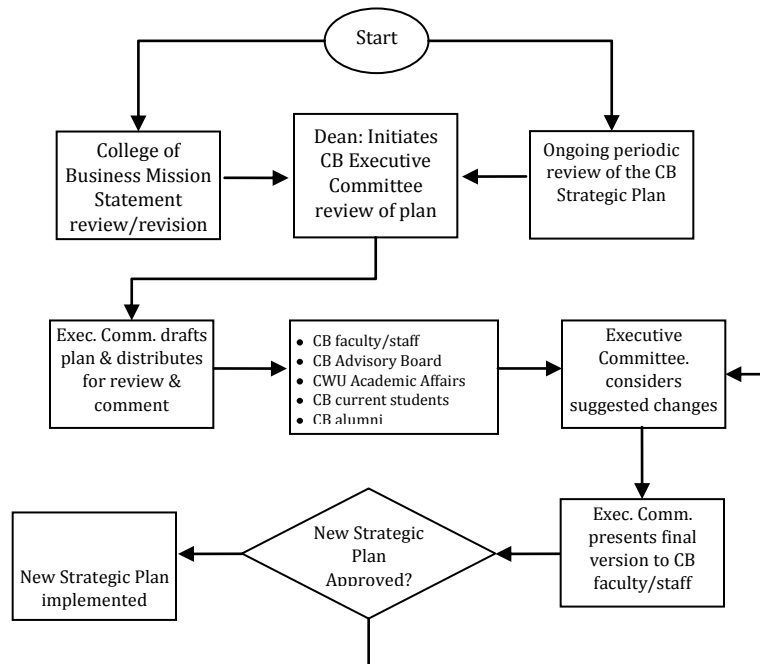
An important aspect of the planning process involved input and feedback from various stakeholder groups as key planning tasks were addressed and completed.

Current CB students, faculty and staff represent significant stakeholders of the program as well as the College's Advisory Board of business professionals. The purpose of the Board is to serve as a bridge between the CB and the business world. The expertise of its members is designed to assist in shaping academic programs and linking the college to developments in a variety of organizations across the regional economy.

The Advisory Board as a whole devoted 3 meetings in the early part of the decade to discussion and feedback regarding the CB Mission Statement, and providing feedback about the mission, vision and selected elements of the strategic plan. The Board currently numbers 30 business professionals from the Puget Sound and Central region of Washington state. The Board continues to be more engaged, proactive and integrated into the College’s planning and accreditation efforts.

The CB’s Strategic Planning Process is shown in Figure 2. The mission statement and SWOT analysis formed the foundation for completing the strategic planning process for Shaping the Future: 2002-06 – the document for strategically managing the College of Business.

Figure 2. Strategic Plan Revision Process



CB STRATEGIC PRIORITIES

During 2007, the planning document underwent considerable change in terms of the approach to measure progress toward achieving success of the strategic plan. The 2002-06 strategic plan contained a set of ten strategic objectives and a detailed set of tactics associated with each strategic objective. More significantly, the plan identified a total of 45 metrics for the 10 strategic objectives in addition to eight critical success factors with 10 metrics. This clearly represents an unwieldy set of 55 measurements.

A new approach was devised by focusing on the meaning of the CB mission in terms of value, opportunity and quality, and then identifying metrics for the various dimensions of the three categories – with many tied directly to AACSB accreditation and other strategic priorities.

COLLEGE OF BUSINESS: MEANING OF OUR MISSION AND METRICS

<i>Value</i>	<i>Metrics</i>
<ul style="list-style-type: none"> We create value by graduating students who possess foundation knowledge in accounting, economics, finance, information systems, international issues, legal and social environment, management, marketing, and quantitative business analysis. 	ETS Major Field Exam – Overall score
<ul style="list-style-type: none"> We create value by graduating students who possess appropriate skills in the following areas: written communication, oral communication, teamwork, critical thinking and ethics. 	Rubric for: -written communication -oral communication -teamwork -critical thinking -ethics
<ul style="list-style-type: none"> We create value by graduating students who are satisfied with their educational experience. 	Student Satisfaction Survey and Alumni Survey
<i>Opportunity</i>	<i>Metrics</i>
<ul style="list-style-type: none"> We create opportunity by providing accessibility to students in Washington state through programs and courses delivered at the Ellensburg campus and at well-established University Centers co-located on dynamic community college campuses. 	Enrollment (annual average FTES) by departments and by location
<ul style="list-style-type: none"> We create opportunity for a diverse student population. 	Diversity by gender and by ethnicity
<ul style="list-style-type: none"> We create opportunity by providing an affordable business education. 	CWU tuition costs compared to others
<i>Quality in Education</i>	<i>Metrics</i>
<ul style="list-style-type: none"> We provide quality in undergraduate education through quality teaching. 	Student evaluation of instruction
<ul style="list-style-type: none"> We provide quality in undergraduate education by delivering courses with an appropriate mix of academically/professionally-qualified and participating/supporting faculty. 	AQ faculty ratio AQ+PQ faculty ratio Participating & supporting faculty ratio
<ul style="list-style-type: none"> We provide quality in undergraduate education through our faculty who research primarily in the area of contributions to practice and learning and pedagogical research and secondarily in discipline-based research. 	Faculty research output
<ul style="list-style-type: none"> We provide quality in undergraduate education through excellent physical facilities, distance education facilities, and library data-base resources. 	Physical facilities DE facilities Library database resources
<ul style="list-style-type: none"> We provide quality in undergraduate education through our linkages with the College of Business Advisory Board, alumni, and employers, as well as through professional service. 	Advisory Board participation Fundraising Professional Service

The “Meaning of Our Mission and Metrics” informs the Strategic Plan: 2008-2012 and set of strategic objectives related to AACSB accreditation standards and to internal and external relations.

Strategic Objective 1: FACULTY: SUFFICIENCY, QUALIFICATIONS, MANAGEMENT AND SUPPORT

- To maintain a faculty sufficient to provide stability and ongoing quality improvement for instructional programs offered
- To ensure intellectual qualifications and current expertise of faculty
- To ensure that the CB has a clearly defined process to evaluate individual faculty member’s contributions to the CB mission
- To establish well-documented and communicated processes to manage and support faculty members over the progression of their career

Strategic Objective 2: STUDENTS: ADMISSION, RETENTION AND SUPPORT

- To ensure that admission to degree programs offered are clear and consistent with the CB mission
- To ensure that academic standards and retention practices produce high quality graduates
- To provide a staff sufficient for stability and ongoing quality improvement for student support services
- To maintain a faculty sufficient to provide stability and ongoing quality improvement for instructional programs offered

Strategic Objective 3: MANAGEMENT OF CURRICULA

- To develop, monitor, evaluate and revise the substance and delivery of the curricula of degree programs by using well documented, systematic processes

Strategic Objective 4: ASSURANCE OF LEARNING

- To assess the impact of curricula on learning

Strategic Objective 5: UNIVERSITY

- To support and actively participate in CWU governance, enrollment management and marketing

Strategic Objective 6: STATE AND LOCAL COMMUNITIES

- To develop partnerships with and serve the needs of state and local constituents

Strategic Objective 7: BUSINESS COMMUNITY

- To broaden, expand and strengthen relationships with business professionals and business organizations in the Puget Sound and central regions of Washington state

Strategic Objective 8: ALUMNI

- To enhance alumni relations

Strategic Objective 9: EXECUTIVE COMMITTEE LEADERSHIP

- To ensure efficient and effective management of the CB and its departments, and to expand the resources of the CB

STANDARD 2: INTELLECTUAL CONTRIBUTIONS

The mission incorporates a focus on the production of quality intellectual contributions that advance the knowledge of business and management theory, practice and/or learning/pedagogy. The school's portfolio of intellectual contributions is consistent with the mission and programs offered of business management.

The College of Business mission reflects a value proposition built on creating value, opportunity and quality in undergraduate education. This is accomplished through "... emphasis on excellence in teaching, which is strengthened by faculty research and supported by professional service." From this emphasis on teaching first and then research and professional service, benefits accrue to students and faculty.

BENEFITS TO STUDENTS AND FACULTY

Research is paramount for the continuous improvement of faculty as scholars and teachers. Students who take courses from faculty who actively engage in research can learn first-hand how problems can be solved by asking questions, developing models, and using empirical testing techniques. A lot of time is spent by students in accounting, business administration, and economics degree programs learning about decision-making. The more important the decisions and their impact, the more important research becomes.

The College of Business supports a strong commitment to research and intellectual contributions that each faculty member can make within the structure of primarily an undergraduate business college in a regional comprehensive state university. CB intellectual contributions are focused primarily in the areas of contributions to practice, and learning and pedagogical research, and then secondarily to discipline-based research. These areas permit faculty to make research contributions through a variety of outlets such as refereed journals, books, book chapters, monographs, professional meeting proceedings, teaching cases, and presentations at academic conferences. As a reference for evaluating publications, the CB refers to *Cabell's Directory of Publishing Opportunities in: Management, Marketing, Accounting, and Economics and Finance*, respectively.

Research by the CB faculty plays an increasingly more important role. Continuous research endeavors help the faculty develop and keep an enthusiasm for their discipline while at the same time keeping the individual faculty member abreast of changes in the field. Often, new insight is gained by the faculty member that helps him/her with the relevance and currency of the respective area of study. Research helps to encourage faculty to rise to a higher level of knowledge and productivity while assuring our students and other CWU faculty of continuous improvement in the CB. Finally, research helps the faculty to maintain their position as strong role models for students by demonstrating the ability to write and advance knowledge.

The CB is aware of the importance of scholarly activity that results in publications readily available for public scrutiny by faculty peers and practitioners. The intellectual contribution standards of the CB apply to the reappointment, performance adjustment (merit), promotion, tenure and post-tenure review evaluation processes. Faculty members should meet or surpass the intellectual contribution standards of the CB. For its part, the CB strives to assist faculty in attaining their research goals by the use of numerous incentives and careful monitoring of the research standards. Finally, each faculty member is expected to show documented evidence of his/her scholarly productivity by meeting or exceeding the CB's standards for research.

The development of research standards has been an ongoing process for the CB. During the 1980s and 1990s, standards varied greatly among the three departments within the CB. Only the Department of Economics had written standards that were given to faculty when they were initially hired. These standards were more stringent than those maintained by the other two departments, Accounting and Business Administration. Without explicit, uniform standards, there was widespread skepticism regarding the CB's process of recommending reappointment, tenure, promotion, and merit-pay increases. Moreover, faculty widely disagreed about the importance of academic research, what should be included as acceptable research, and the level of research expectations for the faculty. Simply put, the CB was bogged down in argument and inertia, while little progress was made in moving toward the goal of AACSB accreditation.

In 1999, the Intellectual Contributions Committee (ICC) – which is the predecessor to the current Faculty Committee – attempted to move the CB forward regarding standards for research. It recognized that conflicting internal interpretations about what constitutes acceptable research were hindering the CB's development of meaningful standards. A benchmarking plan was thus developed to look externally and obtain information from other universities that could be used to help educate CB faculty, resolve disputes, and be used as a basis for forming research standards.

The first step occurred in October 1999. A short questionnaire was constructed and communicated via telephone interview to business school administrators at four regional universities that are accredited by AACSB: Seattle University, Western Washington University, Gonzaga University, and Eastern Washington University. These individuals were asked questions regarding intellectual contribution standards for retention and promotion of their business and economics faculty. It was found that explicit research requirements existed and that they were uniformly applied throughout the respective colleges. These results were discussed by members of the ICC and presented to the Dean and faculty of CB. This marked a turning point in process of developing intellectual contribution standards since CB faculty were now being encouraged to look externally when forming views as to what constitutes acceptable research.

The ICC then constructed a more comprehensive questionnaire that addressed a broader range of faculty research concerns. The questionnaire addressed issues ranging from the quantity and quality of acceptable publications to the level of support that the business school provides faculty to conduct research. The ICC also identified 18 colleges of business and economics that were considered “peers” of CWU and who had earned AACSB accreditation. The written survey was mailed to the business school dean's office at these universities in April 2000. In general, survey results indicated that faculty at peer universities were expected to produce intellectual contributions of sufficient quantity (i.e., 2 refereed journal articles in a five-year period) and quality to support accreditation by AACSB. The results of this survey were then presented to faculty at CB meetings. Using feedback from these meetings, the ICC constructed a proposed “Standards for Faculty Research” policy. The policy was approved in April 2001.

In 2005, the Standards for Faculty Research policy was again revised with minor modifications to professional development activities. The policy was approved by the CB faculty in March 2005. [The current Standards for Faculty Research is presented in Standard 11.]

To encourage scholarship, the CB provides its faculty with research stipends for publication of a paper in an academically peer refereed journal that is sufficient quality to fulfill AACSB accreditation. Under the Research Grant Awards Program (RGAP), the research stipend is \$2,000 per CB author, with a maximum of \$4,000 per paper. Subject to the \$2,000 per author restriction, the distribution of funds among CB

co-authors is determined by the lead author. The author/coauthor may receive a maximum of two research stipends in a given year. In the event that the total research grant money is exhausted prior to funding approved research-stipend applications, the unfunded applications will be given funding priority in the order received when moneys become available. This research stipend program was implemented in December 2002. Since that time, more than \$283,000 has been allocated through the RGAP. This program has produced more than 150 peer reviewed journal publications by 45 CB faculty.

CULTURE SHIFT IN THE CB

The CB has undergone a significant culture shift this past decade. During the 1980s and 1990s, faculty opinions differed widely concerning the mission of the CB and especially the importance of academic research. Some faculty argued that because CWU places primary emphasis on teaching, research was not necessary. Other faculty maintained that because research was not emphasized when they were first hired, they should not be subject to changing research expectations later in their careers. Indeed, faculty meetings were characterized by much debate and little progress in moving towards developing a mission statement and implementing standards for academic scholarship.

By the early 2000s, however, it was apparent that many faculty felt that it was time to move forward and implement standards appropriate for the CB's becoming accredited by AACSB. It appears that part of the culture shift was due to the recognition that the business schools of all peer institutions in the State of Washington were accredited, and that CWU's College of Business was "falling behind." Also, some of the shift was likely due to CB faculty, who were not considered to be academically qualified, terminating employment with CWU and being replaced by faculty more willing to accept change.

Within the context of the CB's mission, faculty are expected to make continuous intellectual contributions that are available for public scrutiny by academic peers or practitioners. This mission emphasizes undergraduate education, where high quality teaching and service to students and the central Washington region are priorities. During the past decade or so, the CB has embarked on a three-phased program to increase both the quantity and quality of intellectual contribution outputs. These phases involved:

- 1) benchmarking to determine typical research standards of peer institutions,
- 2) uniform standard setting across the departments of the CB, and
- 3) fundraising and budgeting to ensure an adequate level of financial support.

This three-phased program has enjoyed considerable success in recent years, and the CB firmly believes that this momentum will continue for the foreseeable future.

Table 2-1 provides a summary of intellectual contributions by department for the five-year period, 2004-05 through 2008-09. Based on the university's *Collective Bargaining Agreement*, non-tenure track faculty (annual contract and quarter-by-quarter) typically have instructional responsibility only, no research expectations, and limited service expectations. In the aggregate, the portfolio of intellectual contributions from tenured and tenure-track faculty total 144 Peer Reviewed Journal (PRJ) articles and 361 intellectual contributions for the three areas of research which include 214 contributions to practice, 82 discipline-based research, and 65 learning and pedagogical research. As a result, CB tenured and tenure-track faculty average 3.79 PRJs per faculty member and 9.5 ICs during this time period.

**Table 2-1:
Five-Year Summary of Intellectual Contributions
(2004-2005 through 2008-2009)**
All members who taught during Fall 2008 – Spring 2009

Accounting													
Faculty	Portfolio of Intellectual Contributions									Summary of Types of ICs			
	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminars	Non-Peer Reviewed Journals	Others	Total	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Atkinson, MaryAnne	2				6	1		1		10	4	6	
Bailey, James A. ¹	3				2					5	2	3	
Becker, Melissa A. ²													
Boschee, Martin A. ²													
Callihan, Ronald ²													
Coleman, Carrol Don													
Gierlasinski, Norman J.	2				2			1		5		5	
Heesacker, Gary W.	2						1			3	1	2	
Holtfreter, Robert E.	12						2	3	5	22	3	16	3
Larson, Linda L.	6				2	1	1	1		11	4	4	3
Lasik, John J. ²	1						2			3	1	2	
Leong, Scott					3	4				7	3	4	
Martinis, Karen D.	1				5					6	4	2	
Ruble, Michael R.	2			1		2	2		1	8		7	1
Tidd, Ronald	3				3					6	2	3	1
Wilson, Asher ²													
Zhong, Ke	4					4	2			10		10	
Accounting Totals:	38			1	23	12	10	6	6	96	24	64	8
Economics													
Faculty	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminars	Non-Peer Reviewed Journals	Others	Total	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Carbaugh, Robert J.	7		3						6	16	5	4	7

Elkins, Ronald D. ²													
Ghosh, Koushik	6					5			3	14	4	6	4
Gray, Peter ^{1,2}													
Hedrick, David W.	3					2				5		1	4
Prante, Tyler	3					3	3			9		9	
Saunders, Peter J.	6					2				8		2	6
Savoian, Roy						1				1			1
Tenerelli, Thomas						2				2		1	1
Wassell, Jr., Charles S.	5					2				7			7
Economics Totals:	30		3			17	3		9	62	9	23	30

Finance and Operations Supply Chain

Faculty	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminars	Non-Peer Reviewed Journals	Others	Total	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Bagamery, Bruce D.	3						10			13	8	4	1
Bayazit, Ozden	5						2			7		4	3
Cox, Roger L. ²													
Johnson, Eldon C.	2					6				8	5	3	
Ke, Ke (Grace)	2								2	4		2	2
Larkin, Richard ²													
Lee, Yong Joo							1			1		1	
Liao, Kun	2				11				1	14	1	11	2
Richardson, Gary M.							2			2	1	1	
Trimble, Richard T. ^{1,2}	3									3		3	
Wang, Fang	1				1	4				6		1	5
Young, Michael T.	2				2	3			2	9	2	1	6
Finance and Operations Supply Chain Totals:	20				14	13	15		5	67	17	31	19

Management

Faculty	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminars	Non-Peer Reviewed Journals	Others	Total	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Alkire, Terry D. ²													
Allen, Robert L. ²													

Anderson, Jennifer ^{1,2}													
Avey, James B.	17		1	4	16			2	40	1	27	12	
Beaghan, James P.	3							2	5	2	3		
Boyle, Peter J.	2			2		3			7	2	5		
Coetzer, Graeme ¹	8					3	1		12		11	1	
Cotner Montoya, Judith ²													
Graber Pigeon, Nancy ³	1			1					2		2		
Hellie, Larry ²													
Hirsh, Paul M. ²													
Horne, Michael ^{1,2}													
Kimel, Metiner G. ²													
Kulik, Brian W.	4			1	11				16	3	13		
Nimnicht, James L.	3			3		1			7	1	5	1	
Nixon, Don R.	3			1		2			6	3	2	1	
Powell, Heather ^{1,2}													
Pritchard, Mark P.	7			4	4	1			16	1	10	5	
Provaznik, William J. ²	1				4				5		5		
Richmond, Lynn	3			3		1			7	1	2	4	
Stinson, Jeffrey Lewis	4		1		6	2			13	1	11	1	
Tito, Joan ^{1,2}													
Management Totals:	56		2	19	41	13	1	4	136	15	96	25	
Totals:	144	0	3	3	56	83	41	7	24	361	65	214	82

The “Standard for Faculty Research” is presented in Standard 11.

¹Members resigned, terminated, or not re-appointed for 2009-10

²Annual contract, nontenure-track, or quarter-by-quarter adjunct faculty

³Member was appointed to a tenure-track assistant professor position in Fall 2007. Prior to that time she was an annual contract nontenure-track faculty.

The Peer Reviewed Journals where faculty have published are listed in Table 2-2. There is a wide variety of journals for the faculty across the four departments.

**Table 2-2:
Five-Year Summary of Peer Reviewed
Journals and Number of Publications in Each
(2004-2005 through 2008-2009)**

Peer Reviewed Journals	Number of Articles
ACCT	
Bank Accounting & Finance	1.00
CPA Journal	2.00
Fraud Magazine	10.00
Internal Auditing	3.00
Internal Auditor	2.00
International Journal of Business and Economics (IJBE)	1.00
International Journal of Education Research	1.00
Journal of Accounting And Finance Research	1.00
Journal of Accounting And Public Policy	1.00
Journal of Accounting Case Research	1.00
Journal of Applied Finance	1.00
Journal of Business and Behavioral Sciences (ASBBS)	2.00
Journal of College Teaching & Learning	1.00
Journal of Education For Business	1.00
Journal of Forensic Accounting	2.00
Journal of Forensic Economics	2.00
Managerial Auditing Journal	1.00
Oil, Gas & Energy Quarterly	1.00
Quarterly Journal of Business And Economics	1.00
Review of Business Research	1.00
Strategic Finance Magazine	1.00
The Journal of Financial Crime	1.00
ACCT Totals:	38.00
ECON	
Cato Journal	1.00
Challenge	8.00
East-West Connections Journal	1.00
Economics Bulletin	1.00
Education Economics	2.00
Energy Policy	2.00
Global Economy Journal	2.00
Indian Journal of Economics & Business	3.00
Journal of Business, Industry & Economics	2.00
Journal of Economic Education	1.00
Journal of Economics	2.00
Journal of Education For Business	2.00
Journal of International Business & Economics	1.00

Journal of World Trade	1.00
Natural Resources Journal	1.00
Policy Studies Journal	1.00
The Global Studies Journal	1.00
World Economics	1.00
ECON Totals:	33.00
FINOSC	
Academy of Accounting And Financial Studies Journal	2.00
Benchmarking: An International Journal	1.00
Economics of Transition	1.00
European Journal of Operational Research	1.00
International Journal of Business Innovation and Research	1.00
International Journal of Production Economics	1.00
Journal of Education For Business	1.00
Journal of Enterprise Information Management	1.00
Journal of Financial Education	2.00
Journal of Managerial Psychology	1.00
Journal of Manufacturing Technology Management	2.00
Journal of Systems Science and Systems Engineering	1.00
Southwestern Business Administration Journal	2.00
FINOSC Totals:	17.00
MGMT	
Academy of Management Learning and Education	1.00
American Journal of Business	1.00
Annals of Tourism Research: A Social Sciences Journal	1.00
Budapest Management Review	1.00
Computational Mathematical Organization Theory	1.00
Economics & Business Journal: Inquiries & Perspectives	1.00
European Journal Of Marketing	2.00
Global Jurist Advances	1.00
International Journal of Business and Economics (IJBE)	2.00
International Journal of Business Research	2.00
International Journal of Consumer Studies	1.00
International Journal of Human Resource Management	1.00
Journal for Advancement of Marketing Education	1.00
Journal of African Business	1.00
Journal of Applied Behavioral Science	2.00
Journal of Behavioral and Applied Management	2.00
Journal of Business & Leadership: Research, Practice and Teaching	1.00
Journal of Business and Management	1.00
Journal of Business Ethics	2.00
Journal of Business Research	1.00
Journal of College Teaching & Learning	1.00

Journal of Current Issues And Research In Advertising	1.00
Journal of Customer Behaviour	1.00
Journal of Education For Business	1.00
Journal of Educators Online	1.00
Journal of Individual Employment Rights	2.00
Journal of International Business and Economy	1.00
Journal of International Consumer Marketing	1.00
Journal of Leadership and Organizational Studies	2.00
Journal of Management	1.00
Journal of Nonprofit & Public Sector Marketing	2.00
Journal of Occupational and Organizational Psychology	1.00
Journal of Occupational Health Psychology	1.00
Journal of Organizational Behavior	4.00
Journal of Organizational Culture, Communications and Conflict	1.00
Journal of Services Marketing	1.00
Journal of Sport Management	2.00
Leadership & Organization Development Journal	2.00
Personnel Psychology	1.00
Sport Management Review	1.00
TAMARA: Journal of Critical Postmodern Organizational Science	1.00
Team Performance Management	4.00
The Leadership Quarterly	1.00
Tourism Analysis	1.00
MGMT Totals:	61.00

The CB Faculty Committee developed a submittal form for research articles published in refereed journals for purposes of meeting the test for a Category A intellectual contribution. The form is presented on the next page. It also provides for review by the Faculty Committee of questionable journals and/or articles.

**CB Research Submittal Form:
Articles/Journals for Category A Intellectual Contributions**

Instructions: This form should be attached to Category A intellectual contributions submitted to the Dean of the College of Business through the Department Chair. The checklist below is taken from the criteria for Category A publications approved by CB Faculty (effective July 1, 2009). Faculty members are encouraged to attach additional documentation (e.g., a copy of a journal's submission/review policies, editor/reviewer comments).

Author(s): _____

Article/Journal Title: _____

Checklist

1. Is the journal listed in Cabell's or the College of Business list (Sedona)?

Yes No

If "Yes" is checked, please submit the Cabell's summary sheet. If "No" is checked, attach a justification why the outlet should qualify as a Category A publication.

2. Is there a fee exceeding \$100.00 (excluding graphics charges) associated with the review or publication (e.g. conference fees, if attendance is necessary for submission)?

Yes No

If "Yes" is checked, please attach an explanation why the higher fee is charged and document the acceptance rate for the journal.

3. Does the journal subject contributions to a blind peer-review process?

Yes No

If "No" is checked, attach a description of the review process that addresses AACSB standards for "scrutiny by academic peers or practitioners" (pages 24-25 http://aacsb.edu/accreditation/process/documents/AACSB_STANDARDS_Revised_Jan08.pdf).

4. If an article is accepted for publication, is it considered a "full" journal article? (e.g, research notes or commentaries are not usually considered "full" manuscripts)

Yes No

If "No" is checked, attach a justification of why it is equivalent to a "full" article (e.g., explain why it makes a significant and meaningful contribution to your field).

Approval: _____ Date: _____
Department Chair

Approval: _____ Date: _____
Dean

Comment/Action:

STANDARD 3: STUDENT MISSION

The mission statement or supporting documents specify the student populations the school intends to serve.

Faculty in the degree programs of accounting, business administration and economics, respectively, play an important role in fostering a learning environment where teaching and working with students is a priority and student success a value. The curriculum for each academic program is designed to effectively bridge the gap between theory and practice.

Central is a university of choice for a large number of first generation students. Furthermore, the College of Business creates value and opportunity for an increasingly diverse student body, including traditional age students in Ellensburg and non-traditional, working adults at university centers.

Based on annual average fulltime equivalent students (FTES) data for the 2008-09 academic year, the College of Business serves about 1194 FTES, with 722 FTES (or 60.5%) in Ellensburg and 471 FTES (or 39.5%) at university centers. The CB accounts for 13% of the CWU annual average FTES.

<u>Location</u>	<u>CWU Annual Average FTES</u>	<u>CB Annual Average FTES</u>	<u>Location as a % of CB</u>	<u>CB as a % of CWU by Location and by Total</u>
Ellensburg	7806.7	722.4	60.5%	9.3%
Des Moines	523.2	193.6	16.2%	37.0%
Lynnwood	457.7	241.0	20.2%	52.7%
Moses Lake	27.8	10.8	.9%	38.8%
Pierce County	117.2	0.0	--	--
Wenatchee	80.9	11.4	1.0%	14.1%
Yakima	<u>157.9</u>	<u>14.5</u>	<u>1.2%</u>	9.2%
Total	9171.4	1193.7	100%	13.0%

The College of Business accounts for 52.7% of the students at CWU-Lynnwood and 37% at CWU-Des Moines – locations where CB degree programs in accounting and business administration are delivered. At other locations in the central region of the state, core business courses are offered primarily through interactive compressed video. These students complete their degree at the main campus in Ellensburg. As a result, CB programs and courses enable working adults to achieve their academic goals and enhance their preparation to compete effectively in the workplace.

During the past five years, the College of Business accounts for 13-14% of the annual average FTES for CWU. However, the CB consistently accounts for 23% of the degrees conferred. The growth in degrees conferred, from 525 in 2004-05 to 639 in 2008-09, is 21.7%

Dept.	Program	2004-05	2005-06	2006-07	2007-08	2008-09
Accounting	BS-Accounting Major	211	203	227	277	269
	Master of Professional Accountancy	12	20	21	22	22
Economics	BS-Economics	20	24	18	31	28
Management/Finance + OSC	BS-Business Administration	282	321	390	318	320
		525	568	556	648	639

The CB delivers course sections by three methods of instruction: face-to-face, interactive TV (compressed video), and web/online. Based on annual average FTES during the past five academic years, about 84% of instruction is by face-to-face, 15% by interactive TV and 1% by web.

College of Business: Delivery of Instruction

	2004-05	2005-06	2006-07	2007-08	2008-09
Face-to-Face	1,030	1,112	1,062	1,039	993
Interactive Television	170	157	195	201	182
Web	21	26	26	19	19
Total	1,221	1,295	1,283	1,259	1,194

In the Fall 2008 and 2009, approximately 52% of students are female and 48% are male. For ethnicity, 27% of CB undergraduates by headcount are minority while 20% of CWU undergraduates by headcount are minority.

**CB Annual Average FTES
By Department: 2008-09**

<u>Department</u>	<u>FTES</u>	<u>% of CB</u>
Accounting	362	30.3%
Economics	197	16.5%
Finance & OSC	218	18.3%
Management	<u>416</u>	<u>34.9%</u>
College of Business	1193	100%

STANDARD 4: CONTINUOUS IMPROVEMENT OBJECTIVES

The school specifies action items that represent high priority continuous improvement efforts.

Actions related to continuous improvement are firmly embedded in the CB mission to create value, opportunity and quality in education. These are most readily observed in describing the “Meaning of Our Mission” and the set of metrics associated with various elements of the mission. (See the table below.)

ACTIONS: VALUE

Value refers to foundation knowledge and skills found in the curricula of the College. The ETS Major Field Exam and outcomes from the set of skills rubrics are designed to inform curricula, as well as feedback from recent graduates and alumni. One of the more recent developments involved 2 courses in the business core: MKT 360 (Principles of Marketing) and MGT 380 (Organizational Management). Both of these courses are service courses available for other, non-CB majors so that CB majors and non-CB majors were enrolled in the same section. Results from the ETS Field Exam [see Appendix 2] also indicated relatively lower scores in the marketing and management sections. It seemed that appropriate material for CB majors was either not covered or not covered as comprehensively. The College revised its curriculum and created MKT 362 and MGT 382 for CB majors only while MKT 360 and MGT 380 was retained for non-CB majors. [A full discussion of the ETS Field Exam and skills rubrics is provided in Standards 15 and 16.]

ACTIONS: OPPORTUNITY

Opportunity covers a number of elements related to accessibility for place-bound students, diversity of the student population we serve and affordability of the business education. Data are available for annual average FTES by location and by department. [See Standard 3.] Trends enable us to determine optimal deployment of faculty and other resources by location.

ACTIONS: QUALITY IN EDUCATION

Quality in Education alludes to several mission-critical elements: AQ and PQ faculty, portfolio of faculty research, facilities and resources, and linkages with business professionals and professional associations. Results from Student Evaluation of Instruction are used to further advance the CB’s mission as it relates to teaching excellence. With the emphasis on faculty qualifications, faculty recruitment and hiring as well as reappointment, tenure, promotion and post-tenure review decisions are guided by compliance with the CB faculty research standards and as a means to strengthen teaching. [See Standard 2, 10, and 11.]

Meaning of Our Mission and Metrics

<i>Value</i>	<i>Metrics</i>
<ul style="list-style-type: none"> We create value by graduating students who possess foundation knowledge in accounting, economics, finance, information systems, marketing, and management. 	ETS Major Field Exam – Overall score
<ul style="list-style-type: none"> We create value by graduating students who possess appropriate skills in the following areas: written communication, oral communication, teamwork, critical thinking and ethics. 	Rubric for each: -written communication -oral communication -teamwork -critical thinking -ethics
<ul style="list-style-type: none"> We create value by graduating students who are satisfied with their educational experience. 	Student Satisfaction Survey and Alumni Survey
<i>Opportunity</i>	<i>Metrics</i>
<ul style="list-style-type: none"> We create opportunity by providing accessibility to students in Washington state through programs and courses delivered at the Ellensburg campus and at well-established University Centers co-located on dynamic community college campuses. 	Enrollment (annual average FTES) by departments and by location
<ul style="list-style-type: none"> We create opportunity for a diverse student population. 	Diversity by gender and by ethnicity
<ul style="list-style-type: none"> We create opportunity by providing an affordable business education. 	CWU tuition costs compared to others
<i>Quality in Education</i>	<i>Metrics</i>
<ul style="list-style-type: none"> We provide quality in undergraduate education through teaching excellence. 	Student Evaluation of Instruction (SEOI)
<ul style="list-style-type: none"> We provide quality in undergraduate education by delivering courses with an appropriate mix of academically/professionally-qualified faculty and participating/supporting faculty. 	AQ faculty ratio AQ+PQ faculty ratio Participating and supporting faculty ratio
<ul style="list-style-type: none"> We provide quality in undergraduate education through our faculty who research primarily in the area of contributions to practice, and learning and pedagogical research, and secondarily in discipline-based research. 	Faculty research output
<ul style="list-style-type: none"> We provide quality in undergraduate education through excellent physical facilities, distance education facilities, and library data-base resources. 	Physical facilities DE facilities Library data-base resources
<ul style="list-style-type: none"> We provide quality in undergraduate education through our linkages with the College of Business Advisory Board, alumni, and employers, as well as through faculty professional service (e.g., serving on professional boards). 	Advisory Board and alumni participation Fundraising Professional Service

STANDARD 5: FINANCIAL STRATEGIES

The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.

As a result of the *Collective Bargaining Agreement*, and elimination of the faculty salary cap, the CB is relatively more competitive than in the past regarding salary offers for faculty recruitment. Financial strategies for 2008-09 and 2009-10 focus on a few over-riding budget priorities designed to address salary issues for faculty recruitment and retention, student academic support services, support for faculty intellectual contributions and achieving/maintaining AQ status, and support for outreach programs to raise the visibility and image of the College of Business. These financial strategies and initiatives are pursued in a climate of declining state appropriations for higher education. The table below summarizes the financial strategies and resources associated with various initiatives.

<u>Financial Strategy/Initiative</u>	<u>Time Period</u>	<u>Financial Resources</u>
Salary augmentation for new faculty hires above budget	2008-09	\$ 56,029 (SF)
	2009-10	\$170,000 (SF) est
* Outreach Programs (Speaker Series, SCMI, NWSBC)	2008-09	\$ 23,000 (PF+ SF)
	2009-10	\$ 25,000 (PF+SF) est
** Research Grant Awards Program	2008-09	\$ 35,906 (PF)
	2009-10	\$ 82,000 (PF) est
New Professional Advisors (2) – provide academic support to students at CWU-Des Moines & -Lynnwood	2008-09	\$ 75,000 (SF)

(SF) denotes state funds as a funding source

(PF) denotes private funds as a funding source

Est denotes estimate

* Outreach Programs include the Speaker Series (Business-to-Business; Kuolt Lecture in Business Leadership) in Seattle for 2008 and 2009; Supply Chain Management Institute “Student Career Development Workshop” in May 2008 and 2009 at CWU-Lynnwood, and SCMI Conference for SCM professionals in February 2009 in Seattle; and, the Northwest Sports Business Conference in May 2008 and April 2009

** College of Business Research Grant Awards Program (RGAP) to support faculty research (\$2,000 stipend for each refereed journal article, plus benefits). (See Standard 11 for a description of the RGAP.)

STANDARD 6: STUDENT ADMISSION

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

The CB mission speaks to creating value, opportunity and quality in undergraduate education at the Ellensburg campus and university centers in the Puget Sound and central regions of Washington state. The CB's student selection practices work to ensure that we enroll diverse students who are qualified to succeed in our program, whether they are native CWU students or transfer students from Washington state community colleges.

CENTRAL WASHINGTON UNIVERSITY ADMISSIONS

In order to deliver a quality undergraduate education and create value and opportunity for our students we must enroll students who have the competencies to begin and successfully complete our program. However, before students gain admittance to the College of Business, they must first gain admittance to Central Washington University.

As stated earlier, CWU is one of six public baccalaureate institutions in the state of Washington. Of those six institutions two are considered research institutions, while the other four, of which Central is one, are comprehensive institutions. Comprehensive institutions offer baccalaureate and master's level programs.

The university's mission is to prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives. Faculty, staff, students, and alumni serve as an intellectual resource to assist central Washington, the state, and the region in solving human and environmental problems. Student-related strategic goals of the institution include:

Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Goal II: Provide for an outstanding academic and student life at the university centers.

The university automatically admits first-year freshman students if they meet a minimum admissions index, which is determined by a formula that weights high school GPA and standardized test scores in a ratio of approximately 3:1. The state's Higher Education Coordinating Board (HEC Board) developed the index and sets annual cut-off values for its use. For the 2008-09 academic year (i.e., the accreditation self-study year), the minimum admission index was 28. Incoming freshman students must also have completed a set of basic core courses at the high school level as proscribed by the HEC Board. In the Fall of 2007, 57% of new undergraduate students at the university were high school entrants and 43% transfer students, and in the Fall 2008, 58% were high school entrants and 42% transfer students. When admitted to the university directly from high school, students must complete a set of General Education courses, which require two years to complete.

Admission standards for transfer students are also set by the university. Typically, students with 40 or more transferable credits must meet a minimum GPA standard for admission (2.5 cumulative GPA). Transfer students who have earned a transferable Associate of Arts degree or Associate of Science degree from accredited Washington state community colleges receive priority consideration for admission. When admission of such students occurs, they receive junior-level status and are deemed to have completed the university's general education requirements. In the Fall of 2008, 42% of new undergraduate students at the university were transfer students, with the majority of those students being 2-year college transfers.

In addition to standard academic requirements, international students seeking admission to the university for whom English is not their first language must meet language requirements, either by earning:

- minimum-level scores on the TOFEL exam (71 if by internet; 195 if by computer; or, 525 if by paper),
- high grades (3.0/4.0) in transferable university-level English composition courses (2 courses), or
- a level 5 in an ESL (English as a Second Language) course.

COLLEGE OF BUSINESS ADMISSIONS

Once students are admitted to the university and complete the majority of their general education requirements, or are admitted with a completed community college degree, they can gain admittance to the college by satisfactorily completing a set of pre-admission courses (many transfer students complete the pre-admission courses as part of their community college program). Through its admission policies and procedures, the College of Business is able to help students succeed by only admitting those students who are qualified and have the basic skills to complete their CB programs.

Admission processes to degree programs within the College of Business are identical regardless of the location of the program. Students must first be accepted by the university and, if applicable, the University center which they plan to attend. Then, students must formally apply to the College of Business and be admitted to a degree program prior to enrolling in 300-400 level courses within the college. Application forms are available in the University center, Ellensburg department offices, and online. The application form must be completed and returned to the appropriate office along with copies of current transcripts. Business courses taken to fulfill the requirements for an undergraduate or graduate degree from the CWU College of Business must have been taken within the last 10 years at the time of graduation. Exceptions may be made, but must be approved prior to acceptance into the College of Business by the department chair and dean or designee.

Admission requirements into the College of Business involve a set of pre-admission courses and grade point averages (see below). Students must apply and be accepted into the major prior to beginning 300- or 400-level business coursework. Application forms must be accompanied by transcripts that reflect prior college work, where applicable.

As described later in Standard 16, applicants for admission to the BS degree in accounting, business administration, and economics programs must have achieved: (1) a cumulative GPA of 2.5 in the CB preadmission-specific courses (see below) with a minimum grade of “C-“ (1.7) in each course for all of the undergraduate degree programs; and, (2) a minimum overall GPA of 2.5 in all collegiate studies, except for the business administration degree program which requires a 2.0 cumulative and (3) completed English 101 and 102 (or transfer equivalent), except for the accounting program which mandates completion of all General Education requirements.

Admission to a CB degree program in accounting, business administration or economics (Business & Economic Forecasting) is based on grades earned in the following pre-admission courses (5 quarter credit hours each):

ACCT 251 – Accounting I	5 credit hours
ACCT 252 – Accounting II	5
BUS 221 – Introductory Business Statistics	5
BUS 241 – Legal Environment of Business	5
ECON 201 – Principles of Microeconomics	5
ECON 202 – Principles of Macroeconomics	5
Mathematics	5

MATH 153 Pre-Calculus I or MATH 154 Pre-Calculus II or MATH 170 Intuitive Calculus or MATH 172 Calculus I or MATH 173 Calculus II	
MATH 130 Finite Mathematics or higher	<u>5</u>
Pre-Admission Totals	40 credit hours

Equivalent lower division (100-200 level) courses may be transferred toward meeting the pre-admission requirements for any BS degree in the college. Upper division (300-400 level) courses may be transferred toward meeting the major requirements only with the approval of the department chair and the college dean (or designee).

A College of Business Student Handbook was developed by faculty on the Students Committee (with feedback from students at Des Moines, Ellensburg and Lynnwood) and intended to be a useful resource and as helpful as possible to assist students with navigating their way through the application process and through the remaining years of their collegiate experience. The Student Handbook is written with the following in mind: "Empower students to succeed! Do not enable them to fail!" (The Student Handbook can be found online, along with the CWU Registration Handbook and CWU Catalog, at: <http://www.cwu.edu/~cob/resources.html>)

The CB Student Handbook is a comprehensive document that includes the CB Mission Statement and information about: CB majors, minors and certificates, transfer student essentials, graduation flow chart, graduation plan, advising, university policies and procedures, CB policies and procedures, and resources.

STANDARD 7: STUDENT RETENTION

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

Once accepted to the CB, faculty strive for student success through teaching and advising efforts. We prepare students with the knowledge and skills that are necessary for productive careers in a dynamic and changing global environment. Students receive career assistance and advice from both faculty and CWU's career services office. In addition, the CB enrolls a small group of graduate students each year in Masters of Professional Accountancy Program who are completing their fifth year of studies as required to sit for the CPA exam.

CENTRAL WASHINGTON UNIVERSITY RETENTION

At the university level, academic standards are established by the faculty. The Office of the Vice President for Student Affairs and Enrollment Management (VPSAEM) has responsibility for implementing these standards. A student's academic standing appears on the quarterly grade report or unofficial transcript located on Safari (the student records information system). Academic standing is determined by the following criteria of "Scholastic Standards Policy":

- *Good Standing:* A student is in good standing when both the quarterly and cumulative grade point averages (GPA) are 2.0 or higher.
- *Academic Warning:* A student who has been in good standing will be placed on academic warning when the GPA for the previous quarter is below 2.0.
- *Academic Probation:* A student who has been on academic warning will be placed on academic probation if either the quarterly or cumulative GPA is below 2.0.
- *Academic Suspension:* A student who has been on academic probation will be placed on academic suspension if the GPA for the previous quarter is below 2.0. If the GPA for the previous quarter is 2.0 or above, but the cumulative GPA remains below 2.0, the student will remain on academic probation.

Immediately after grades are submitted, the VPSAEM reviews the academic files of all suspended students and makes one of three decisions:

1. *The student may be allowed to register for one more quarter with an academic standing of probation.*
2. *The student may be allowed to submit a petition presenting evidence of circumstances beyond the student's control which adversely affected the student's performance during the preceding quarter(s). If the petition presents convincing evidence of such extenuating circumstances, the student will be referred to the academic standing committee. The committee will hear the student's case and may decide to allow the student to enroll for one more quarter on academic probation.*
3. *The student may be denied enrollment for one year, following which a written petition for readmission must be presented to the vice president for student affairs and enrollment management. Readmission, however, is not guaranteed.*

A letter will be sent to the student informing him/her of the vice president's decision.

COLLEGE OF BUSINESS RETENTION

Once students are admitted to the College of Business, each student is assigned a faculty advisor. As they matriculate through junior and senior years, faculty work with their advisees by providing guidance on the sequence of courses and their "path to degree" while, frequently, counseling students when academic performance difficulties are encountered.

In the Spring of 2008 the CB started tracking students that were receiving CWU’s designations of “Academic Warning,” “Academic Probation,” and “Academic Suspension.” It was shown that in extreme situations, many CB students can spend years taking the entire CB curriculum and then are unable to graduate because they do not meet the required graduation GPA. In less extreme cases, there are students taking the entire curriculum twice and then they either run out of money or they flunk out; but they do not graduate. In even less extreme cases, they have progressed quite far in the curriculum doing poorly; yet, they have gone so far, it is difficult to consider alternatives (like interdisciplinary studies, etc.) to assist students with additional options.

In the Fall of 2008 it was determined that the College of Business needed a policy in **addition to the University’s** “Scholastic Standards Policy” (cited earlier in this section), in order to help students recover from academic hardships. The Student Committee formed a “Separation Policy” *that allows the College of Business to rescind a student’s admission, but the student would retain University admission and could obtain a major elsewhere.* This new process gives the College of Business leverage with students who are experiencing academic struggles and the ability to separate a student that is not going to survive in the program but may be successful in another program at the university. (The policy was approved and added to the 2009-2010 academic catalog). The Separation Policy in the College of Business is designed to ensure student success and completion to the maximum extent possible, and provides for faculty intervention at critical points in the process.

CB Separation Policy

If a student that has been admitted to the College of Business is placed on academic probation, suspension, received multiple academic warnings, or has repeat academic course withdrawals, then the student's admission into the College of Business may be rescinded. Once rescinded, the student will be denied readmission to the College of Business for one year following which a written petition for readmission must be presented. The decision to readmit will be based on meeting current admission standards, analysis of the entire academic record, as well as any other sources of information deemed appropriate. Readmission is not guaranteed.

During the 2008-2009 academic year 254 CB students received “Academic Warning”, 67 CB students received “Academic Probation”, and 20 students received “Academic Suspension”. Of those students, 289 received an intervention (either emails or in some cases students were required to meet with faculty or professional advisor’s through the use of a Dean’s hold on their registration) and 21 were separated (through the use of the University “Scholastic Standards” or they were Pre-majors and were dropped to undeclared). Based on the summary of data up until Winter 2009 it was shown that currently active students that were in academic jeopardy and received an intervention increased their GPA by .53 points (on a 4 point scale) where those that had no action only improved by .24 points.

CB Students with Retention Issues

	F08	W09	SP09	SU09	Grand Total
PROB	22	18	16	11	67
SUSP	5	4	6	5	20
WARN	88	59	58	49	254
Grand Total	115	81	80	65	341

	F08	W09	SP09	SU09	Grand Total
Discontinued	9			1	10
Graduated	2			2	4
Intervention	91	75	66	55	289
No Action	6	4	7	2	19
Separation	7	2	7	5	21
Grand Total	115	81	80	65	341

In the Fall 2009, the CB Student Committee and faculty adopted the retention process to accompany the Separation Policy. Since the policy is unenforceable unless the students have been admitted into the 2009-10 catalog or later, the policy is limited in that it cannot be applied retroactively. Thus, results of the new policy may not be apparent for some time.

Retention Process

For students on CWU's Academic **Warning(s)**:

- Automatic email from the CB Dean's Office indicating consequences, resources, and a recommendation to meet with an advisor
- The student must submit electronic confirmation of reading and understanding the email notification
- No penalty for failing to send confirmation

For students on CWU's Academic **Probation**:

- A Dean's Hold will be placed on the student
- The student must meet with assigned faculty advisor during their office hours. The Dean's office will supply the faculty with information on the student explaining a summary of what has occurred with this student. The student is expected to bring a CAPS report to the meeting. Based on their meeting the student is expected to put together a graduation plan and statement of justification for continuing in the CB Major, which they will email to the faculty advisor. The faculty member will then forward this information on to the Dean's office (CBDeansOffice@cwu.edu) with a recommendation on if the student should be allowed to stay in the major (at which point the Dean's Hold will be removed) or be considered by the subcommittee for separation from the college.

For students on CWU's Academic **Suspension**

- A Dean's Hold will be placed on the student
- In accordance to CWU policy, the student submits a suspension appeal to Student Affairs
- CB will request a copy of the student's appeal
- The student's file will be sent to a subcommittee of faculty (from the CB Students Committee) who reviews their appeal and determines if the student should stay in the College of Business
- Student will be notified of decision

It should be noted that the mechanism to remove a Dean's Hold is for the faculty to email the Associate Dean that they have met with the student and list a couple of bullet points summarizing the discussion and any recommendations (a form may be created for this purpose).

In addition to the separation policy the CB employs a number of other practices to recruit, retain and graduate high-caliber students. These include: 1) special advising programs, 2) scholarship programs, 3) CB support for student organizations, and 4) promotion of student successes. These practices are briefly described below.

1. Special Advising Programs. The College of Business created a “walk-in” Pre-Major Advising Center in the Dean’s Office. The primary goal of the center is to effectively and efficiently facilitate the transition of students into CB major programs. This is accomplished by one-on-one advising by Center staff and group sessions coordinated by the Center staff to respond to the information needs of pre-major students. At CWU-Des Moines and CWU-Lynnwood, there is an adviser who counsels incoming and current students. These two advisers, who are part of the CWU Advising Office, work closely with the CB and center staff to serve students.
2. CB Support for Student Organizations. The student-centered faculty and staff of the CB show strong support for the non-classroom academic activities of students and student organizations. For each student organization, a faculty member serves as an advisor while the College provides shared office space and meeting space. The faculty assigned as advisors participate fully in the activities of the student organization, such as attending regular meetings and traveling with students to conferences.
3. Scholarship Programs. Part of the CB effort to attract, retain and graduate higher-caliber students is linked to the College’s scholarship program. During the 2008-09 academic year, the CB awarded more than \$80,000 in competitive scholarships to high-achieving students in the three degree programs across all locations. The largest donors for these scholarships were Costco and Boeing.
4. Promotion of Student Successes. The CB promotes the successes of its students through various means, including the Annual Honors Banquet, its website, and articles published in the *Beacon* (the College’s newsletter). The CB faculty and staff believe the promotion of student successes is a major factor in student retention.

STANDARD 8: STAFF SUFFICIENCY – STUDENT SUPPORT

The school maintains a faculty sufficient to provide stability and ongoing quality improvement for student support activities. Student support activities reflect the school's mission and programs and the students' characteristics.

The University, along with support from the College of Business Pre-Major Advising Center, provides a broad range of student support services that are available to CB students and include:

1. **Academic Advising Center.** The Academic Advising Center provides general and new student advising through one-on-one advising and/or group advising sessions. They also provide specialized advising for: non-traditional students, minority students, academically at risk students and students of disability.
2. **Academic Achievement Programs.** Academic Achievement Programs are designed to improve retention rates and to help students improve their academic performance by providing individual and group assistance in understanding course content and developing effective study techniques.
3. **Career Services.** Career Services emphasizes a holistic approach to career and life planning. They are committed to empowering individuals to enter the competitive and evolving global arena with confidence and competence. A Career Services Counselors serve students at the Ellensburg campus and CWU University Centers located at Des Moines and Lynnwood.
4. **Disability Support Services.** Disability Support Services (DSS) was established to ensure that students with disabilities admitted to CWU are provided equal access to university programs and services. Appropriate accommodations are identified for each student on an individual basis by DSS professional staff and are based on disability documentation. Students with disabilities requesting services through DSS are required to provide documentation from a "qualified medical professional" verifying the existence of the disabling condition and describing the "functional limitations" caused by the disability. Academic accommodations are intended to minimize the functional limitations of a disability or disabilities and provide the student equal access to the educational process.
5. **Supplemental Instruction.** Supplemental Instruction (SI) provides free, out-of-class study sessions led by a CWU student who has excelled in the course. Selected courses from the university's Breadth requirements that have high enrollments and high rates of poor performance or failure have SIs.
6. **Student Support Services.** The Student Support Services (SSS) program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their postsecondary education.
7. **Testing Services.** A number of services are provided to students through Testing Services. Various standardized tests are administered including tests for placement, university assessment, and national graduate/profession school admission tests such as the GMAT, GRE, and LSAT.
8. **University Math Center.** Students who need help with math courses can access assistance at the Math Center where Math Consultants work with students one-on-one. An online program is under development to do tutoring.
9. **University Student Health and Counseling Center.** Counseling Services is a component of the Student Health, Counseling, and Wellness Services. Organizationally, it is one of several campus programs that comprise the division of Student Affairs. The primary mission of this agency is to provide mental health services to students. Counseling Services' staff members work closely with other Student Affairs offices and academic departments in providing a wide range of services and creative programs for students. The primary mission of Counseling Services is to assist students with problems or concerns that interfere with normal academic development.

Programmatic and clinical interventions are designed to address a range of student problems, from the typical developmental issues to significant mental health concerns. The staff recognizes that there are various ways of facilitating students' progress toward better functioning.

10. University Writing Center. Writing Consultants at the University Writing Center work one-on-one with student writers of all levels and disciplines. Consultants are trained to facilitate each writer's progress through a spirit of collaboration. The Center serves students at the Ellensburg campus and CWU University Centers located at Des Moines and Lynnwood.

In addition to the University resources available to students CB resources include:

1. Faculty. Upon formal admission into a CB program all students are assigned a faculty advisor in the field of their study. All faculty have office hours in which they are available to students for advising. Contact information and office hours are published online and updated every quarter.
2. Pre-major Advising Center. A "walk-in" resource to students (Discussed in Standard 7).
3. The CB Student Handbook. The handbook was developed by the Student Committee and approved by all faculty in March 2009. It provides tools to help students navigate through their collegiate experience (Discussed in Standard 6)

STANDARD 9: FACULTY SUFFICIENCY

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

Supporting Faculty in the CB have teaching responsibility only. Supporting Faculty are typically nontenure-track, annual contract faculty as well as adjunct faculty that are hired on a quarter-by-quarter basis. This limited role for supporting faculty is driven primarily by the University's *Collective Bargaining Agreement* where annual contract and quarter-by-quarter faculty carry responsibilities for teaching with specific instructional work load units, and typically with no work load units for research or service.

Participating Faculty are engaged in a variety of curricular activities beyond instruction. This engagement includes: course development, curriculum development, assessment of learning and others such as student club faculty advisor, connections with business professionals, etc.

Standard 9 is calculated by Student Credit Hours (SCH) for each quarter term for the Self-Study Year – the 2008-09 academic year (Fall 2008, Winter 2009, Spring 2009) – and the Fall 2009. Tables that measure Standard 9 are provided in this section and are based on four categories:

1. by degree programs as reflected in Table 9-1A (with faculty listed by name);
2. by discipline as presented in Tables 9-1B (with faculty listed by name);
3. by location (the main campus in Ellensburg and university centers at CWU-Des Moines and CWU-Lynnwood) as depicted in Tables 9-1C (with faculty listed by name); and,
4. by CB in the aggregate.

Faculty Sufficiency requires that Participating Faculty account for at least 60% of teaching (as measured by SCH) in each degree program, discipline, and location, and account for at least 75% in the aggregate.

Table 9-1A/B/C is a synopsis compiled from these tables and summarizes data about Participating Faculty and Supporting Faculty. For each quarter from the Fall 2008 through the Fall 2009, the Faculty sufficiency threshold (i.e., 60%) for Participating Faculty is met by degree programs and by discipline. By location, Participating Faculty falls below the threshold at CWU-Des Moines for the Fall 2008 (52%), Winter 2009 (55%), and Spring 2009 (48%). This trend changes for the Fall 2009 (68%) because an annual contract Supporting Faculty member (Paul Hirsh) is replaced by a new hire – tenure-track Participating Faculty member (Wendy Harman). This will continue through 2009-10 and beyond since Paul Hirsh will not be used beyond the Fall 2009 (other than as an adjunct instructor).

In the aggregate for the CB, Participating Faculty deliver slightly less than 75% of the College of Business SCH each quarter for the Self-Study Year and exceed the threshold for the Fall 2009 (79%). The deficiency was addressed with the new tenure-track hire at CWU-Des Moines and will continue into the future with successful searches for new faculty hires (that are described in Standard 10). These new faculty are all Participating Faculty.

Table 9-1A/B/C

Synopsis of Faculty Sufficiency by Discipline and School

The threshold is 60% participating at the discipline, program, and location level and 75% participating at the college level

	Fall 2008	Winter 2009	Spring 2009	Fall 2009
Degree Program	P/(P+S)	P/(P+S)	P/(P+S)	P/(P+S)
Accounting	69%	69%	70%	70%
Economics	75%	74%	70%	91%
Business Administration	76%	75%	80%	79%
MPA	64%	66%	100%	67%
CB	73%	73%	74%	78%
	Fall 2008	Winter 2009	Spring 2009	Fall 2009
Discipline	P/(P+S)	P/(P+S)	P/(P+S)	P/(P+S)
ACCT	69%	69%	70%	70%
ECON	75%	74%	70%	91%
FIN	100%	100%	100%	100%
HRM	90%	90%	100%	91%
MGT	68%	76%	70%	71%
MKT	63%	65%	66%	100%
OSC	74%	61%	70%	64%
CB	74%	73%	73%	79%
	Fall 2008	Winter 2009	Spring 2009	Fall 2009
Location	P/(P+S)	P/(P+S)	P/(P+S)	P/(P+S)
Des Moines	52%	55%	48%	68%
Ellensburg	78%	78%	78%	84%
Lynnwood	75%	73%	77%	69%
CB	74%	73%	73%	79%

9.1A: DEGREE PROGRAMS

The data in Table 9-1A/B/C for degree programs are found in the following four tables: Table 9-1A for the Fall 2008, Winter 2009, Spring 2009 and Fall 2009.

Table 9-1A: Summary of Faculty Sufficiency by Discipline and School
Fall 2008 Graduate and Undergraduate SCH by Degree Program

	Name	Participating or Supporting (P or S)	Amount of Teaching if P	Amount of Teaching if S	P/(P+S)	Total
Accounting						
1.	Atkinson, MaryAnne	P	260.00			
2.	Bailey, James	P	6.00			
3.	Gierlasinski, Norman	P	271.00			
4.	Heesacker, Gary	P	482.00			
5.	Holtfreter, Robert	P	270.00			
6.	Larson, Linda	P	305.00			
7.	Lasik, John	P	605.00			
8.	Leong, Scott	P	100.00			
9.	Martinis, Karen	P	396.00			
10.	Ruble, Michael	P	300.00			
11.	Tidd, Ronald	P	260.00			
12.	Zhong, Ke	P	375.00			
13.	Becker, Melissa	S		665.00		
14.	Boschee, Martin	S		130.00		
15.	Callihan, Ronald	S		195.00		
16.	Coleman, Carrol	S		215.00		
17.	Wilson, Asher	S		435.00		
	Total Accounting:		3,630.00	1,640.00	69%	5,270.00
Economics						
18.	Carbaugh, Robert	P	233.00			
19.	Ghosh, Koushik	P	540.00			
20.	Hedrick, David	P	375.00			
21.	Prante, Tyler	P	430.00			
22.	Saunders, Peter	P	460.00			
23.	Savoian, Roy	P	4.00			
24.	Tenerelli, Thomas	P	322.00			
25.	Wassell, Jr., Charles	P	360.00			
26.	Elkins, Ronald	S		280.00		
27.	Gray, Peter	S		615.00		
	Total Economics:		2,724.00	895.00	75%	3,619.00
Business Administration						
28.	Alkire, Terry	P	557.00			
29.	Allen, Robert	P	405.00			
30.	Anderson, Jennifer	P	479.00			

31.	Avey, James	P	350.00			
32.	Bagamery, Bruce	P	245.00			
33.	Bayazit, Ozden	P	55.00			
34.	Beaghan, James	P	160.00			
35.	Boyle, Peter	P	135.00			
36.	Coetzer, Graeme	P	365.00			
37.	Graber Pigeon, Nancy	P	361.00			
38.	Johnson, Eldon	P	120.00			
39.	Ke, Ke (Grace)	P	205.00			
40.	Kulik, Brian	P	140.00			
41.	Lee, Yong	P	285.00			
42.	Liao, Kun	P	575.00			
43.	Nimnicht, James	P	285.00			
44.	Nixon, Don	P	240.00			
45.	Pritchard, Mark	P	285.00			
46.	Provaznik, William	P	185.00			
47.	Richardson, Gary	P	295.00			
48.	Richmond, Lynn	P	251.00			
49.	Stinson, Jeffrey	P	225.00			
50.	Trimble, Richard	P	340.00			
51.	Wang, Fang	P	273.00			
52.	Young, Michael	P	455.00			
53.	Cotner Montoya, Judith	S		165.00		
54.	Cox, Roger	S		305.00		
55.	Hellie, Larry	S		110.00		
56.	Hirsh, Paul	S		305.00		
57.	Kimel, Metiner	S		590.00		
58.	Larkin, Richard	S		200.00		
59.	Powell, Heather	S		315.00		
60.	Tito, Joan	S		165.00		
61.	Wilson, Asher	S		200.00		
Total Business Administration:			7,271.00	2,355.00	76%	9,626.00
Master of Professional Accountancy (MPA)						
62.	Bailey, James	P	5.00			
63.	Kulik, Brian	P	105.00			
64.	Larson, Linda	P	5.00			
65.	Leong, Scott	P	80.00			
66.	Boschee, Martin	S		110.00		
Total MPA:			195.00	110.00	64%	305.00
Totals:			13,820.00	5,000.00	73%	18,820.00
Department: 60% required to be taught by participating members						
College: 75% required to be taught by participating members						

Table 9-1A: Summary of Faculty Sufficiency by Discipline and School
Winter 2009 Graduate and Undergraduate SCH by Degree Program

	Name	Participating or Supporting (P or S)	Amount of Teaching if P	Amount of Teaching if S	P/(P+S)	Total
Accounting						
1.	Atkinson, MaryAnne	P	337.00			
2.	Bailey, James	P	4.00			
3.	Gierlasinski, Norman	P	285.00			
4.	Heesacker, Gary	P	371.00			
5.	Holtfreter, Robert	P	460.00			
6.	Larson, Linda	P	47.00			
7.	Lasik, John	P	510.00			
8.	Leong, Scott	P	180.00			
9.	Martinis, Karen	P	479.00			
10.	Ruble, Michael	P	406.00			
11.	Tidd, Ronald	P	155.00			
12.	Zhong, Ke	P	250.00			
13.	Becker, Melissa	S		660.00		
14.	Boschee, Martin	S		240.00		
15.	Callihan, Ronald	S		285.00		
16.	Wilson, Asher	S		350.00		
	Total Accounting:		3,484.00	1,535.00	69%	5,019.00
Economics						
17.	Carbaugh, Robert	P	420.00			
18.	Ghosh, Koushik	P	175.00			
19.	Hedrick, David	P	465.00			
20.	Prante, Tyler	P	355.00			
21.	Savoian, Roy	P	7.00			
22.	Tenerelli, Thomas	P	347.00			
23.	Wassell, Jr., Charles	P	240.00			
24.	Elkins, Ronald	S		290.00		
25.	Gray, Peter	S		430.00		
	Total Economics:		2,009.00	720.00	74%	2,729.00
Business Administration						
26.	Alkire, Terry	P	505.00			
27.	Allen, Robert	P	355.00			
28.	Anderson, Jennifer	P	355.00			
29.	Avey, James	P	510.00			
30.	Bagamery, Bruce	P	205.00			
31.	Bayazit, Ozden	P	230.00			
32.	Beaghan, James	P	331.00			
33.	Boyle, Peter	P	224.00			
34.	Coetzer, Graeme	P	281.00			

35.	Graber Pigeon, Nancy	P	391.00			
36.	Johnson, Eldon	P	57.00			
37.	Ke, Ke (Grace)	P	310.00			
38.	Kulik, Brian	P	125.00			
39.	Lee, Yong	P	250.00			
40.	Liao, Kun	P	315.00			
41.	Nimnicht, James	P	340.00			
42.	Nixon, Don	P	170.00			
43.	Pritchard, Mark	P	355.00			
44.	Provaznik, William	P	250.00			
45.	Richardson, Gary	P	225.00			
46.	Richmond, Lynn	P	250.00			
47.	Stinson, Jeffrey	P	320.00			
48.	Trimble, Richard	P	260.00			
49.	Wang, Fang	P	227.00			
50.	Young, Michael	P	415.00			
51.	Cox, Roger	S		585.00		
52.	Hirsh, Paul	S		341.00		
53.	Horne, Michael	S		120.00		
54.	Kimel, Metiner	S		405.00		
55.	Larkin, Richard	S		270.00		
56.	Powell, Heather	S		480.00		
57.	Tito, Joan	S		195.00		
Total Business Administration:			7,256.00	2,396.00	75%	9,652.00
Master of Professional Accountancy (MPA)						
58.	Bailey, James	P	4.00			
59.	Larson, Linda	P	80.00			
60.	Tidd, Ronald	P	80.00			
61.	Kimel, Metiner	S		85.00		
Total MPA:			164.00	85.00	66%	249.00
Totals:			12,913.00	4,736.00	73%	17,649.00
Department: 60% required to be taught by participating members College: 75% required to be taught by participating members						

Table 9-1A: Summary of Faculty Sufficiency by Discipline and School
Spring 2009 Graduate and Undergraduate SCH by Degree Program

	Name	Participating or Supporting (P or S)	Amount of Teaching if P	Amount of Teaching if S	P/(P+S)	Total
Accounting						
1.	Atkinson, MaryAnne	P	315.00			
2.	Bailey, James	P	222.00			
3.	Gierlasinski, Norman	P	305.00			
4.	Heesacker, Gary	P	364.00			
5.	Holtfreter, Robert	P	328.00			
6.	Larson, Linda	P	336.00			
7.	Lasik, John	P	715.00			
8.	Leong, Scott	P	125.00			
9.	Martinis, Karen	P	313.00			
10.	Ruble, Michael	P	320.00			
11.	Tidd, Ronald	P	315.00			
12.	Zhong, Ke	P	110.00			
13.	Becker, Melissa	S		705.00		
14.	Boschee, Martin	S		270.00		
15.	Callihan, Ronald	S		175.00		
16.	Wilson, Asher	S		450.00		
	Total Accounting:		3,768.00	1,600.00	70%	5,368.00
Economics						
17.	Carbaugh, Robert	P	282.00			
18.	Ghosh, Koushik	P	285.00			
19.	Hedrick, David	P	350.00			
20.	Prante, Tyler	P	420.00			
21.	Tenerelli, Thomas	P	277.00			
22.	Wassell, Jr., Charles	P	195.00			
23.	Elkins, Ronald	S		310.00		
24.	Gray, Peter	S		450.00		
	Total Economics:		1,809.00	760.00	70%	2,569.00
Business Administration						
25.	Alkire, Terry	P	533.00			
26.	Allen, Robert	P	260.00			
27.	Anderson, Jennifer	P	340.00			
28.	Avey, James	P	362.00			
29.	Bagamery, Bruce	P	100.00			
30.	Bayazit, Ozden	P	238.00			
31.	Beaghan, James	P	205.00			
32.	Boyle, Peter	P	174.00			
33.	Coetzer, Graeme	P	325.00			
34.	Graber Pigeon, Nancy	P	335.00			

35.	Johnson, Eldon	P	215.00			
36.	Ke, Ke (Grace)	P	225.00			
37.	Kulik, Brian	P	375.00			
38.	Lee, Yong	P	400.00			
39.	Liao, Kun	P	285.00			
40.	Nimnicht, James	P	300.00			
41.	Nixon, Don	P	180.00			
42.	Pritchard, Mark	P	355.00			
43.	Provaznik, William	P	245.00			
44.	Richardson, Gary	P	395.00			
45.	Richmond, Lynn	P	250.00			
46.	Stinson, Jeffrey	P	285.00			
47.	Trimble, Richard	P	255.00			
48.	Wang, Fang	P	240.00			
49.	Young, Michael	P	224.00			
50.	Cotner Montoya, Judith	S		230.00		
51.	Cox, Roger	S		400.00		
52.	Hirsh, Paul	S		290.00		
53.	Kimel, Metiner	S		580.00		
54.	Larkin, Richard	S		215.00		
55.	Powell, Heather	S		365.00		
56.	Tito, Joan	S		170.00		
Total Business Administration:			7,101.00	2,250.00	80%	9,351.00
Master of Professional Accountancy (MPA)						
57.	Bailey, James	P	99.00			
58.	Leong, Scott	P	80.00			
59.	Zhong, Ke	P	80.00			
Total MPA:			259.00	0.00	100%	259.00
Totals:			12,937.00	4,610.00	74%	17,547.00
Department: 60% required to be taught by participating members						
College: 75% required to be taught by participating members						

Table 9-1A: Summary of Faculty Sufficiency by Discipline and School
Fall 2009 Graduate and Undergraduate SCH by Degree Program

	Name	Participating or Supporting (P or S)	Amount of Teaching if P	Amount of Teaching if S	P/(P+S)	Total
Accounting						
1.	Atkinson, MaryAnne	P	240.00			
2.	Gierlasinski, Norman	P	340.00			
3.	Heesacker, Gary	P	433.00			
4.	Holtfreter, Robert	P	275.00			
5.	Larson, Linda	P	355.00			
6.	Lasik, John	P	655.00			
7.	Leong, Scott	P	120.00			
8.	Martinis, Karen	P	399.00			
9.	Ruble, Michael	P	305.00			
10.	Tidd, Ronald	P	270.00			
11.	Zhong, Ke	P	290.00			
12.	Becker, Melissa	S		635.00		
13.	Boschee, Martin	S		195.00		
14.	Callihan, Ronald	S		290.00		
15.	Wilson, Asher	S		470.00		
	Total Accounting:		3,682.00	1,590.00	70%	5,272.00
Economics						
16.	Carbaugh, Robert	P	248.00			
17.	Dittmer, Timothy	P	460.00			
18.	Ghosh, Koushik	P	530.00			
19.	Hedrick, David	P	365.00			
20.	Prante, Tyler	P	505.00			
21.	Savoian, Roy	P	3.00			
22.	Tenerelli, Thomas	P	400.00			
23.	Wassell, Jr., Charles	P	462.00			
24.	Elkins, Ronald	S		290.00		
	Total Economics:		2,973.00	290.00	91%	3,263.00
Business Administration						
25.	Allen, Robert	P	475.00			
26.	Avey, James	P	495.00			
27.	Bagamery, Bruce	P	215.00			
28.	Bayazit, Ozden	P	91.00			
29.	Beaghan, James	P	275.00			
30.	Graber Pigeon, Nancy	P	375.00			
31.	Harman, Wendy	P	250.00			
32.	Hughes, Larry	P	435.00			
33.	Johnson, Eldon	P	135.00			
34.	Ke, Ke (Grace)	P	335.00			
35.	Kucuk, S. Umit	P	550.00			
36.	Kulik, Brian	P	135.00			

37.	Lee, Yong	P	275.00			
38.	Liao, Kun	P	395.00			
39.	Nimnicht, James	P	230.00			
40.	Nixon, Don	P	250.00			
41.	Provaznik, William	P	220.00			
42.	Richardson, Gary	P	335.00			
43.	Richmond, Lynn	P	260.00			
44.	Sinclair, Robert	P	280.00			
45.	Smith, Carlo	P	255.00			
46.	Stinson, Jeffrey	P	180.00			
47.	Wang, Fang	P	290.00			
48.	Wilson, Theresa (Terry)	P	230.00			
49.	Young, Michael	P	505.00			
50.	Cotner Montoya, Judith	S		160.00		
51.	Cox, Roger	S		240.00		
52.	Hellie, Larry	S		75.00		
53.	Hirsh, Paul	S		155.00		
54.	Kimel, Metiner	S		615.00		
55.	Larkin, Richard	S		530.00		
56.	Solem, Gregory	S		185.00		
Total Business Administration:			7,471.00	1,960.00	79%	9,431.00
Master of Professional Accountancy (MPA)						
57.	Kulik, Brian	P	140.00			
58.	Leong, Scott	P	130.00			
59.	Boschee, Martin	S		135.00		
Total MPA:			270.00	135.00	67%	405.00
Totals:			14,396.00	3,975.00	78%	18,371.00
Department: 60% required to be taught by participating members						
College: 75% required to be taught by participating members						

The data in Table 9-1A/B/C for the discipline section are found in the following four tables: Table 9-1B for the Fall 2008, Winter 2009, Spring 2009 and Fall 2009.

9.1B: DISCIPLINE

Table 9-1B: Summary of Faculty Sufficiency by Discipline and School
Fall 2008 Undergraduate SCH by Discipline

	Name	Participating or Supporting (P or S)	Amount of Teaching if P	Amount of Teaching if S	P/(P+S)	Total
ACCT						
1.	Atkinson, MaryAnne	P	260.00			
2.	Bailey, James	P	6.00			
3.	Gierlasinski, Norman	P	271.00			
4.	Heesacker, Gary	P	482.00			
5.	Holtfreter, Robert	P	270.00			
6.	Larson, Linda	P	305.00			
7.	Lasik, John	P	605.00			
8.	Leong, Scott	P	100.00			
9.	Martinis, Karen	P	396.00			
10.	Ruble, Michael	P	300.00			
11.	Tidd, Ronald	P	260.00			
12.	Zhong, Ke	P	375.00			
13.	Becker, Melissa	S		665.00		
14.	Boschee, Martin	S		130.00		
15.	Callihan, Ronald	S		195.00		
16.	Coleman, Carrol	S		215.00		
17.	Wilson, Asher	S		435.00		
	Total ACCT:		3,630.00	1,640.00	69%	5,270.00
ECON						
18.	Carbaugh, Robert	P	233.00			
19.	Ghosh, Koushik	P	540.00			
20.	Hedrick, David	P	375.00			
21.	Prante, Tyler	P	430.00			
22.	Saunders, Peter	P	460.00			
23.	Savoian, Roy	P	4.00			
24.	Tenerelli, Thomas	P	322.00			
25.	Wassell, Jr., Charles	P	360.00			
26.	Elkins, Ronald	S		280.00		
27.	Gray, Peter	S		615.00		
	Total ECON:		2,724.00	895.00	75%	3,619.00
FIN						
28.	Bagamery, Bruce	P	245.00			
29.	Johnson, Eldon	P	120.00			
30.	Richardson, Gary	P	295.00			
31.	Wang, Fang	P	273.00			
32.	Young, Michael	P	455.00			

	Total FIN:		1,388.00		100%	1,388.00
HRM						
33.	Avey, James	P	350.00			
34.	Coetzer, Graeme	P	365.00			
35.	Nimnicht, James	P	285.00			
36.	Hellie, Larry	S		110.00		
	Total HRM:		1,000.00	110.00	90%	1,110.00
MGT (Management & Organization)						
37.	Alkire, Terry	P	557.00			
38.	Allen, Robert	P	405.00			
39.	Anderson, Jennifer	P	479.00			
40.	Graber Pigeon, Nancy	P	361.00			
41.	Kulik, Brian	P	140.00			
42.	Nixon, Don	P	240.00			
43.	Provaznik, William	P	185.00			
44.	Richmond, Lynn	P	251.00			
45.	Cotner Montoya, Judith	S		165.00		
46.	Hirsh, Paul	S		305.00		
47.	Kimel, Metiner	S		590.00		
48.	Wilson, Asher	S		200.00		
	Total MGT:		2,618.00	1,260.00	68%	3,878.00
MKT						
49.	Beaghan, James	P	160.00			
50.	Boyle, Peter	P	135.00			
51.	Pritchard, Mark	P	285.00			
52.	Stinson, Jeffrey	P	225.00			
53.	Powell, Heather	S		315.00		
54.	Tito, Joan	S		165.00		
	Total MKT:		805.00	480.00	63%	1,285.00
OSC						
55.	Bayazit, Ozden	P	55.00			
56.	Ke, Ke (Grace)	P	205.00			
57.	Lee, Yong	P	285.00			
58.	Liao, Kun	P	575.00			
59.	Trimble, Richard	P	340.00			
60.	Cox, Roger	S		305.00		
61.	Larkin, Richard	S		200.00		
	Total OSC:		1,460.00	505.00	74%	1,965.00
Totals:			13,625.00	4,890.00	74%	18,515.00
Department: 60% required to be taught by participating members						
College: 75% required to be taught by participating members						

Table 9-1B: Summary of Faculty Sufficiency by Discipline and School
Winter 2009 Undergraduate SCH by Discipline

	Name	Participating or Supporting (P or S)	Amount of Teaching if P	Amount of Teaching if S	P/(P+S)	Total
ACCT						
1.	Atkinson, MaryAnne	P	337.00			
2.	Bailey, James	P	4.00			
3.	Gierlasinski, Norman	P	285.00			
4.	Heesacker, Gary	P	371.00			
5.	Holtfreter, Robert	P	460.00			
6.	Larson, Linda	P	47.00			
7.	Lasik, John	P	510.00			
8.	Leong, Scott	P	180.00			
9.	Martinis, Karen	P	479.00			
10.	Ruble, Michael	P	406.00			
11.	Tidd, Ronald	P	155.00			
12.	Zhong, Ke	P	250.00			
13.	Becker, Melissa	S		660.00		
14.	Boschee, Martin	S		240.00		
15.	Callihan, Ronald	S		285.00		
16.	Wilson, Asher	S		350.00		
	Total ACCT:		3,484.00	1,535.00	69%	5,019.00
ECON						
17.	Carbaugh, Robert	P	420.00			
18.	Ghosh, Koushik	P	175.00			
19.	Hedrick, David	P	465.00			
20.	Prante, Tyler	P	355.00			
21.	Savoian, Roy	P	7.00			
22.	Tenerelli, Thomas	P	347.00			
23.	Wassell, Jr., Charles	P	240.00			
24.	Elkins, Ronald	S		290.00		
25.	Gray, Peter	S		430.00		
	Total ECON:		2,009.00	720.00	74%	2,729.00
FIN						
26.	Bagamery, Bruce	P	205.00			
27.	Johnson, Eldon	P	57.00			
28.	Richardson, Gary	P	225.00			
29.	Wang, Fang	P	227.00			
30.	Young, Michael	P	415.00			
	Total FIN:		1,129.00		100%	1,129.00
HRM						
31.	Avey, James	P	510.00			
32.	Coetzer, Graeme	P	281.00			
33.	Nimnicht, James	P	340.00			
34.	Horne, Michael	S		120.00		

	Total HRM:		1,131.00	120.00	90%	1,251.00
MGT (Management & Organization)						
35.	Alkire, Terry	P	505.00			
36.	Allen, Robert	P	355.00			
37.	Anderson, Jennifer	P	355.00			
38.	Graber Pigeon, Nancy	P	391.00			
39.	Kulik, Brian	P	125.00			
40.	Nixon, Don	P	170.00			
41.	Provaznik, William	P	250.00			
42.	Richmond, Lynn	P	250.00			
43.	Hirsh, Paul	S		341.00		
44.	Kimel, Metiner	S		405.00		
	Total MGT:		2,401.00	746.00	76%	3,147.00
MKT						
45.	Beaghan, James	P	331.00			
46.	Boyle, Peter	P	224.00			
47.	Pritchard, Mark	P	355.00			
48.	Stinson, Jeffrey	P	320.00			
49.	Powell, Heather	S		480.00		
50.	Tito, Joan	S		195.00		
	Total MKT:		1,230.00	675.00	65%	1,905.00
OSC						
51.	Bayazit, Ozden	P	230.00			
52.	Ke, Ke (Grace)	P	310.00			
53.	Lee, Yong	P	250.00			
54.	Liao, Kun	P	315.00			
55.	Trimble, Richard	P	260.00			
56.	Cox, Roger	S		585.00		
57.	Larkin, Richard	S		270.00		
	Total OSC:		1,365.00	855.00	61%	2,220.00
Totals:			12,749.00	4,651.00	73%	17,400.00
<p>Department: 60% required to be taught by participating members College: 75% required to be taught by participating members</p>						

Table 9-1B: Summary of Faculty Sufficiency by Discipline and School
Spring 2009 Undergraduate SCH by Discipline

	Name	Participating or Supporting (P or S)	Amount of Teaching if P	Amount of Teaching if S	P/(P+S)	Total
ACCT						
1.	Atkinson, MaryAnne	P	315.00			
2.	Bailey, James	P	222.00			
3.	Gierlasinski, Norman	P	305.00			
4.	Heesacker, Gary	P	364.00			
5.	Holtfreter, Robert	P	328.00			
6.	Larson, Linda	P	336.00			
7.	Lasik, John	P	715.00			
8.	Leong, Scott	P	125.00			
9.	Martinis, Karen	P	313.00			
10.	Ruble, Michael	P	320.00			
11.	Tidd, Ronald	P	315.00			
12.	Zhong, Ke	P	110.00			
13.	Becker, Melissa	S		705.00		
14.	Boschee, Martin	S		270.00		
15.	Callihan, Ronald	S		175.00		
16.	Wilson, Asher	S		450.00		
	Total ACCT:		3,768.00	1,600.00	70%	5,368.00
ECON						
17.	Carbaugh, Robert	P	282.00			
18.	Ghosh, Koushik	P	285.00			
19.	Hedrick, David	P	350.00			
20.	Prante, Tyler	P	420.00			
21.	Tenerelli, Thomas	P	277.00			
22.	Wassell, Jr., Charles	P	195.00			
23.	Elkins, Ronald	S		310.00		
24.	Gray, Peter	S		450.00		
	Total ECON:		1,809.00	760.00	70%	2,569.00
FIN						
25.	Bagamery, Bruce	P	100.00			
26.	Johnson, Eldon	P	215.00			
27.	Richardson, Gary	P	395.00			
28.	Wang, Fang	P	240.00			
29.	Young, Michael	P	224.00			
	Total FIN:		1,174.00		100%	1,174.00
HRM						
30.	Avey, James	P	362.00			
31.	Coetzer, Graeme	P	325.00			
32.	Nimnicht, James	P	300.00			
	Total HRM:		987.00		100%	987.00
MGT (Management & Organization)						

33.	Alkire, Terry	P	533.00			
34.	Allen, Robert	P	260.00			
35.	Anderson, Jennifer	P	340.00			
36.	Graber Pigeon, Nancy	P	335.00			
37.	Kulik, Brian	P	375.00			
38.	Nixon, Don	P	180.00			
39.	Provaznik, William	P	245.00			
40.	Richmond, Lynn	P	250.00			
41.	Cotner Montoya, Judith	S		230.00		
42.	Hirsh, Paul	S		290.00		
43.	Kimel, Metiner	S		580.00		
	Total MGT:		2,518.00	1,100.00	70%	3,618.00
MKT						
44.	Beaghan, James	P	205.00			
45.	Boyle, Peter	P	174.00			
46.	Pritchard, Mark	P	355.00			
47.	Stinson, Jeffrey	P	285.00			
48.	Powell, Heather	S		365.00		
49.	Tito, Joan	S		170.00		
	Total MKT:		1,019.00	535.00	66%	1,554.00
OSC						
50.	Bayazit, Ozden	P	238.00			
51.	Ke, Ke (Grace)	P	225.00			
52.	Lee, Yong	P	400.00			
53.	Liao, Kun	P	285.00			
54.	Trimble, Richard	P	255.00			
55.	Cox, Roger	S		400.00		
56.	Larkin, Richard	S		215.00		
	Total OSC:		1,403.00	615.00	70%	2,018.00
Totals:			12,678.00	4,610.00	73%	17,288.00
Department: 60% required to be taught by participating members						
College: 75% required to be taught by participating members						

Table 9-1B: Summary of Faculty Sufficiency by Discipline and School
Fall 2009 Undergraduate SCH by Discipline

	Name	Participating or Supporting (P or S)	Amount of Teaching if P	Amount of Teaching if S	P/(P+S)	Total
ACCT						
1.	Atkinson, MaryAnne	P	240.00			
2.	Gierlasinski, Norman	P	340.00			
3.	Heesacker, Gary	P	433.00			
4.	Holtfreter, Robert	P	275.00			
5.	Larson, Linda	P	355.00			
6.	Lasik, John	P	655.00			
7.	Leong, Scott	P	120.00			
8.	Martinis, Karen	P	399.00			
9.	Ruble, Michael	P	305.00			
10.	Tidd, Ronald	P	270.00			
11.	Zhong, Ke	P	290.00			
12.	Becker, Melissa	S		635.00		
13.	Boschee, Martin	S		195.00		
14.	Callihan, Ronald	S		290.00		
15.	Wilson, Asher	S		470.00		
	Total ACCT:		3,682.00	1,590.00	70%	5,272.00
ECON						
16.	Carbaugh, Robert	P	248.00			
17.	Dittmer, Timothy	P	460.00			
18.	Ghosh, Koushik	P	530.00			
19.	Hedrick, David	P	365.00			
20.	Prante, Tyler	P	505.00			
21.	Savoian, Roy	P	3.00			
22.	Tenerelli, Thomas	P	400.00			
23.	Wassell, Jr., Charles	P	462.00			
24.	Elkins, Ronald	S		290.00		
	Total ECON:		2,973.00	290.00	91%	3,263.00
FIN						
25.	Bagamery, Bruce	P	215.00			
26.	Johnson, Eldon	P	135.00			
27.	Richardson, Gary	P	335.00			
28.	Wang, Fang	P	290.00			
29.	Young, Michael	P	505.00			
	Total FIN:		1,480.00		100%	1,480.00
HRM						
30.	Avey, James	P	495.00			
31.	Nimnicht, James	P	230.00			
32.	Hellie, Larry	S		75.00		
	Total HRM:		725.00	75.00	91%	800.00
MGT (Management & Organization)						

33.	Allen, Robert	P	475.00			
34.	Graber Pigeon, Nancy	P	375.00			
35.	Harman, Wendy	P	250.00			
36.	Hughes, Larry	P	435.00			
37.	Kulik, Brian	P	135.00			
38.	Nixon, Don	P	250.00			
39.	Provaznik, William	P	220.00			
40.	Richmond, Lynn	P	260.00			
41.	Sinclair, Robert	P	280.00			
42.	Cotner Montoya, Judith	S		160.00		
43.	Hirsh, Paul	S		155.00		
44.	Kimel, Metiner	S		615.00		
45.	Solem, Gregory	S		185.00		
Total MGT:			2,680.00	1,115.00	71%	3,795.00
MKT						
46.	Beaghan, James	P	275.00			
47.	Kucuk, S. Umit	P	550.00			
48.	Stinson, Jeffrey	P	180.00			
49.	Wilson, Theresa (Terry)	P	230.00			
Total MKT:			1,235.00		100%	1,235.00
OSC						
50.	Bayazit, Ozden	P	91.00			
51.	Ke, Ke (Grace)	P	335.00			
52.	Lee, Yong	P	275.00			
53.	Liao, Kun	P	395.00			
54.	Smith, Carlo	P	255.00			
55.	Cox, Roger	S		240.00		
56.	Larkin, Richard	S		530.00		
Total OSC:			1,351.00	770.00	64%	2,121.00
Totals:			14,126.00	3,840.00	79%	17,966.00
Department: 60% required to be taught by participating members						
College: 75% required to be taught by participating members						

9.1C: LOCATION

The data in Table 9-1A/B/C for each location are found in the following four tables: Table 9-1C for the Fall 2008, Winter 2009, Spring 2009 and Fall 2009.

Table 9-1C: Summary of Faculty Sufficiency by Discipline and School
Fall 2008 Undergraduate SCH by Location

	Name	Participating or Supporting (P or S)	Amount of Teaching if P	Amount of Teaching if S	P/(P+S)	Total
DESMO						
1.	Beaghan, James	P	160.00			
2.	Gierlasinski, Norman	P	271.00			
3.	Ke, Ke (Grace)	P	205.00			
4.	Nixon, Don	P	240.00			
5.	Wang, Fang	P	273.00			
6.	Zhong, Ke	P	375.00			
7.	Cotner Montoya, Judith	S		165.00		
8.	Cox, Roger	S		305.00		
9.	Hirsh, Paul	S		305.00		
10.	Wilson, Asher	S		635.00		
	Total DESMO:		1,524.00	1,410.00	52%	2,934.00
EBURG						
11.	Alkire, Terry	P	557.00			
12.	Anderson, Jennifer	P	479.00			
13.	Avey, James	P	350.00			
14.	Bailey, James	P	6.00			
15.	Carbaugh, Robert	P	233.00			
16.	Ghosh, Koushik	P	540.00			
17.	Graber Pigeon, Nancy	P	361.00			
18.	Hedrick, David	P	375.00			
19.	Heesacker, Gary	P	482.00			
20.	Holtfreter, Robert	P	270.00			
21.	Kulik, Brian	P	140.00			
22.	Lasik, John	P	605.00			
23.	Lee, Yong	P	285.00			
24.	Leong, Scott	P	100.00			
25.	Liao, Kun	P	575.00			
26.	Martinis, Karen	P	396.00			
27.	Nimnicht, James	P	285.00			
28.	Prante, Tyler	P	430.00			
29.	Pritchard, Mark	P	285.00			
30.	Provaznik, William	P	185.00			
31.	Richardson, Gary	P	295.00			
32.	Saunders, Peter	P	460.00			

33.	Savoian, Roy	P	4.00			
34.	Stinson, Jeffrey	P	225.00			
35.	Tenerelli, Thomas	P	322.00			
36.	Tidd, Ronald	P	260.00			
37.	Wassell, Jr., Charles	P	360.00			
38.	Young, Michael	P	455.00			
39.	Becker, Melissa	S		665.00		
40.	Elkins, Ronald	S		280.00		
41.	Gray, Peter	S		615.00		
42.	Hellie, Larry	S		110.00		
43.	Kimel, Metiner	S		590.00		
44.	Powell, Heather	S		315.00		
Total EBURG:			9,320.00	2,575.00	78%	11,895.00

LYNNW

45.	Allen, Robert	P	405.00			
46.	Atkinson, MaryAnne	P	260.00			
47.	Bagamery, Bruce	P	245.00			
48.	Bayazit, Ozden	P	55.00			
49.	Boyle, Peter	P	135.00			
50.	Coetzer, Graeme	P	365.00			
51.	Johnson, Eldon	P	120.00			
52.	Larson, Linda	P	305.00			
53.	Richmond, Lynn	P	251.00			
54.	Ruble, Michael	P	300.00			
55.	Trimble, Richard	P	340.00			
56.	Boschee, Martin	S		130.00		
57.	Callihan, Ronald	S		195.00		
58.	Coleman, Carrol	S		215.00		
59.	Larkin, Richard	S		200.00		
60.	Tito, Joan	S		165.00		
Total LYNNW:			2,781.00	905.00	75%	3,686.00

Totals:			13,625.00	4,890.00	74%	18,515.00
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Department: 60% required to be taught by **participating** members

College: 75% required to be taught by **participating** members

Table 9-1C: Summary of Faculty Sufficiency by Discipline and School
Winter 2009 Undergraduate SCH by Location

	Name	Participating or Supporting (P or S)	Amount of Teaching if P	Amount of Teaching if S	P/(P+S)	Total
DESMO						
1.	Beaghan, James	P	331.00			
2.	Gierlasinski, Norman	P	285.00			
3.	Ke, Ke (Grace)	P	310.00			
4.	Nixon, Don	P	170.00			
5.	Wang, Fang	P	227.00			
6.	Zhong, Ke	P	250.00			
7.	Cox, Roger	S		585.00		
8.	Hirsh, Paul	S		341.00		
9.	Wilson, Asher	S		350.00		
	Total DESMO:		1,573.00	1,276.00	55%	2,849.00
EBURG						
10.	Alkire, Terry	P	505.00			
11.	Anderson, Jennifer	P	355.00			
12.	Avey, James	P	510.00			
13.	Bailey, James	P	4.00			
14.	Carbaugh, Robert	P	420.00			
15.	Ghosh, Koushik	P	175.00			
16.	Graber Pigeon, Nancy	P	391.00			
17.	Hedrick, David	P	465.00			
18.	Heesacker, Gary	P	371.00			
19.	Holtfreter, Robert	P	460.00			
20.	Kulik, Brian	P	125.00			
21.	Lasik, John	P	510.00			
22.	Lee, Yong	P	250.00			
23.	Leong, Scott	P	180.00			
24.	Liao, Kun	P	315.00			
25.	Martinis, Karen	P	479.00			
26.	Nimnicht, James	P	340.00			
27.	Prante, Tyler	P	355.00			
28.	Pritchard, Mark	P	355.00			
29.	Provaznik, William	P	250.00			
30.	Richardson, Gary	P	225.00			
31.	Savoian, Roy	P	7.00			
32.	Stinson, Jeffrey	P	320.00			
33.	Tenerelli, Thomas	P	347.00			
34.	Tidd, Ronald	P	155.00			
35.	Wassell, Jr., Charles	P	240.00			
36.	Young, Michael	P	415.00			

37.	Becker, Melissa	S		660.00		
38.	Elkins, Ronald	S		290.00		
39.	Gray, Peter	S		430.00		
40.	Horne, Michael	S		120.00		
41.	Kimel, Metiner	S		405.00		
42.	Powell, Heather	S		480.00		
	Total EBURG:		8,524.00	2,385.00	78%	10,909.00
LYNNW						
43.	Allen, Robert	P	355.00			
44.	Atkinson, MaryAnne	P	337.00			
45.	Bagamery, Bruce	P	205.00			
46.	Bayazit, Ozden	P	230.00			
47.	Boyle, Peter	P	224.00			
48.	Coetzer, Graeme	P	281.00			
49.	Johnson, Eldon	P	57.00			
50.	Larson, Linda	P	47.00			
51.	Richmond, Lynn	P	250.00			
52.	Ruble, Michael	P	406.00			
53.	Trimble, Richard	P	260.00			
54.	Boschee, Martin	S		240.00		
55.	Callihan, Ronald	S		285.00		
56.	Larkin, Richard	S		270.00		
57.	Tito, Joan	S		195.00		
	Total LYNNW:		2,652.00	990.00	73%	3,642.00
Totals:			12,749.00	4,651.00	73%	17,400.00
<p>Department: 60% required to be taught by participating members College: 75% required to be taught by participating members</p>						

Table 9-1C: Summary of Faculty Sufficiency by Discipline and School
Spring 2009 Undergraduate SCH by Location

	Name	Participating or Supporting (P or S)	Amount of Teaching if P	Amount of Teaching if S	P/(P+S)	Total
DESMO						
1.	Beaghan, James	P	205.00			
2.	Gierlasinski, Norman	P	305.00			
3.	Ke, Ke (Grace)	P	225.00			
4.	Nixon, Don	P	180.00			
5.	Wang, Fang	P	240.00			
6.	Zhong, Ke	P	110.00			
7.	Cotner Montoya, Judith	S		230.00		
8.	Cox, Roger	S		400.00		
9.	Hirsh, Paul	S		290.00		
10.	Wilson, Asher	S		450.00		
	Total DESMO:		1,265.00	1,370.00	48%	2,635.00
EBURG						
11.	Alkire, Terry	P	533.00			
12.	Anderson, Jennifer	P	340.00			
13.	Avey, James	P	362.00			
14.	Bailey, James	P	222.00			
15.	Carbaugh, Robert	P	282.00			
16.	Ghosh, Koushik	P	285.00			
17.	Graber Pigeon, Nancy	P	335.00			
18.	Hedrick, David	P	350.00			
19.	Heesacker, Gary	P	364.00			
20.	Holtfreter, Robert	P	328.00			
21.	Kulik, Brian	P	375.00			
22.	Lasik, John	P	715.00			
23.	Lee, Yong	P	400.00			
24.	Leong, Scott	P	125.00			
25.	Liao, Kun	P	285.00			
26.	Martinis, Karen	P	313.00			
27.	Nimnicht, James	P	300.00			
28.	Prante, Tyler	P	420.00			
29.	Pritchard, Mark	P	355.00			
30.	Provaznik, William	P	245.00			
31.	Richardson, Gary	P	395.00			
32.	Stinson, Jeffrey	P	285.00			
33.	Tenerelli, Thomas	P	277.00			
34.	Tidd, Ronald	P	315.00			
35.	Wassell, Jr., Charles	P	195.00			
36.	Young, Michael	P	224.00			

37.	Becker, Melissa	S		705.00		
38.	Elkins, Ronald	S		310.00		
39.	Gray, Peter	S		450.00		
40.	Kimel, Metiner	S		580.00		
41.	Powell, Heather	S		365.00		
	Total EBURG:		8,625.00	2,410.00	78%	11,035.00
LYNNW						
42.	Allen, Robert	P	260.00			
43.	Atkinson, MaryAnne	P	315.00			
44.	Bagamery, Bruce	P	100.00			
45.	Bayazit, Ozden	P	238.00			
46.	Boyle, Peter	P	174.00			
47.	Coetzer, Graeme	P	325.00			
48.	Johnson, Eldon	P	215.00			
49.	Larson, Linda	P	336.00			
50.	Richmond, Lynn	P	250.00			
51.	Ruble, Michael	P	320.00			
52.	Trimble, Richard	P	255.00			
53.	Boschee, Martin	S		270.00		
54.	Callihan, Ronald	S		175.00		
55.	Larkin, Richard	S		215.00		
56.	Tito, Joan	S		170.00		
	Total LYNNW:		2,788.00	830.00	77%	3,618.00
Totals:			12,678.00	4,610.00	73%	17,288.00
<p>Department: 60% required to be taught by participating members College: 75% required to be taught by participating members</p>						

Table 9-1C: Summary of Faculty Sufficiency by Discipline and School
Fall 2009 Undergraduate SCH by Location

	Name	Participating or Supporting (P or S)	Amount of Teaching if P	Amount of Teaching if S	P/(P+S)	Total
DESMO						
1.	Beaghan, James	P	275.00			
2.	Gierlasinski, Norman	P	340.00			
3.	Harman, Wendy	P	250.00			
4.	Ke, Ke (Grace)	P	335.00			
5.	Leong, Scott	P	120.00			
6.	Nixon, Don	P	250.00			
7.	Wang, Fang	P	290.00			
8.	Zhong, Ke	P	290.00			
9.	Cotner Montoya, Judith	S		160.00		
10.	Cox, Roger	S		240.00		
11.	Hirsh, Paul	S		155.00		
12.	Wilson, Asher	S		470.00		
	Total DESMO:		2,150.00	1,025.00	68%	3,175.00
EBURG						
13.	Avey, James	P	495.00			
14.	Carbaugh, Robert	P	248.00			
15.	Dittmer, Timothy	P	460.00			
16.	Ghosh, Koushik	P	530.00			
17.	Graber Pigeon, Nancy	P	375.00			
18.	Hedrick, David	P	365.00			
19.	Heesacker, Gary	P	433.00			
20.	Holtfreter, Robert	P	275.00			
21.	Hughes, Larry	P	435.00			
22.	Kucuk, S. Umit	P	550.00			
23.	Kulik, Brian	P	135.00			
24.	Lasik, John	P	655.00			
25.	Lee, Yong	P	275.00			
26.	Liao, Kun	P	395.00			
27.	Martinis, Karen	P	399.00			
28.	Nimnicht, James	P	230.00			
29.	Prante, Tyler	P	505.00			
30.	Provaznik, William	P	220.00			
31.	Richardson, Gary	P	335.00			
32.	Savoian, Roy	P	3.00			
33.	Sinclair, Robert	P	280.00			
34.	Smith, Carlo	P	255.00			
35.	Stinson, Jeffrey	P	180.00			
36.	Tenerelli, Thomas	P	400.00			

37.	Tidd, Ronald	P	270.00			
38.	Wassell, Jr., Charles	P	462.00			
39.	Young, Michael	P	505.00			
40.	Becker, Melissa	S		635.00		
41.	Elkins, Ronald	S		290.00		
42.	Hellie, Larry	S		75.00		
43.	Kimel, Metiner	S		615.00		
44.	Solem, Gregory	S		185.00		
	Total EBURG:		9,670.00	1,800.00	84%	11,470.00
LYNNW						
45.	Allen, Robert	P	475.00			
46.	Atkinson, MaryAnne	P	240.00			
47.	Bagamery, Bruce	P	215.00			
48.	Bayazit, Ozden	P	91.00			
49.	Johnson, Eldon	P	135.00			
50.	Larson, Linda	P	355.00			
51.	Richmond, Lynn	P	260.00			
52.	Ruble, Michael	P	305.00			
53.	Wilson, Theresa (Terry)	P	230.00			
54.	Boschee, Martin	S		195.00		
55.	Callihan, Ronald	S		290.00		
56.	Larkin, Richard	S		530.00		
	Total LYNNW:		2,306.00	1,015.00	69%	3,321.00
Totals:			14,126.00	3,840.00	79%	17,966.00
Department: 60% required to be taught by participating members						
College: 75% required to be taught by participating members						

STANDARD 10: FACULTY QUALIFICATIONS

The faculty of the school has, and maintains expertise to accomplish the mission and to ensure this occurs, the school has clearly defined processes to evaluate individual faculty member's contributions to the school's mission. The school specifies for both academically qualified and professionally qualified faculty, the required initial qualifications of faculty (original academic preparation and/or professional experience) as well as requirements for maintaining faculty competence (intellectual contributions, professional development, or practice).

In the Meaning of Our Mission, we speak about teaching excellence that is strengthened by research. Specifically, metrics are defined by the AQ faculty ratio and the AQ + PQ faculty ratio as well as the determination of Faculty Sufficiency (e.g., Participating Faculty and Supporting Faculty from Standard 9). Faculty research is primarily in the area of intellectual contributions to practice, and learning and pedagogical research.

Meaning of Our Mission and Metrics

<i>Quality in Education</i>	<i>Metrics</i>
We provide quality in undergraduate education through teaching excellence.	Student Evaluation of Instruction (SEOI)
We provide quality in undergraduate education by delivering courses with an appropriate mix of academically/professionally-qualified faculty and participating/supporting faculty.	AQ faculty ratio AQ+PQ faculty ratio Participating and supporting faculty ratio
We provide quality in undergraduate education through our faculty who research primarily in the area of contributions to practice, and learning and pedagogical research, and secondarily in discipline-based research.	Faculty research output

Table 10-1 provides data and information for faculty (who taught during the Self-Study Year of 2008-09 for the Fall 2008, Winter 2009 and/or Spring 2009) and covers faculty qualifications, development activities and normal professional responsibilities. Professional responsibilities refer to undergraduate (UG) teaching and/or graduate teaching (GR). Table 10-1 also includes information about percent of time dedicated to the school's mission. [Table 10-1 will be updated for the Fall 2009 and Winter 2010 and submitted to the Peer Review Team after the census for Winter term 2010.]

There is one tenured faculty member in Accounting (Dr. Michael Ruble) and one tenured faculty member in Finance (Dr. Gary Richardson) that is designated "other" rather than AQ. While Ruble has one peer-reviewed journal article during 2005-09, he has nine (9) court appearances as an expert witness and nine (9) depositions in cases involving economic damages for individuals (from death, loss of limb, or disability). His work (e.g., methodology for estimating economic damages) has been cited in a number of references. Most recently, an article by James A. DiGabriele ("Core Components in Estimating Economic Damages for Individuals," *The CPA Journal*, February 2009, 61-64) references the personal consumption tables developed by Ruble, Patton and Nelson. There are citations in court cases related to the consumption tables:

- 25 Miss.C.L.Rev 159, Spring 2006, p.4
- 262 F.Supp.2d273; 2003 U.S. Dist. LEXIS 7626, May 2008, pp. 29-30
- 2008 NY Slip Op 51160U: 19 Misc.3D 1144A; 867 N.Y.S.2d 16; 2008 N.Y. Misc LEXIS 338, April 22, 2008, pp. 24-25

Court appearances, depositions and journal citation are not included in Table 10-1, but these are good examples of the legal acceptance and public value of Ruble’s expertise.

Richardson has developed a research agenda, but has yet to deliver on the research. At present, his reassigned time (one course) for research has been revoked. The prospect for meeting the CB Standard for Faculty Research by the Spring 2010 is problematic.

There are two faculty members (Paul Hirsh and Joan Tito) that are designated “other” rather than PQ. Hirsh will not be teaching after the Fall 2009, and Tito is no longer teaching for the CB.

**Table 10-1: Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities
(RE: Standard 10)**

All members who taught during Fall 2008-Spring 2009
and their Intellectual Contributions records for the period 2004-2005 through 2008-2009

Accounting												
Name	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Academically Qualified	Professionally Qualified	Other	Five-Year Summary of Development Activities Supporting AQ or PQ Status					Normal Professional Responsibilities
							Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	
Atkinson, MaryAnne	Ph.D., 1990	1996	100.0%	Yes			10		5			UG
Bailey, James A. ¹	Ph.D., 1992	2007	100.0%	Yes			5					UG,GR
Becker, Melissa A. ²	M.B.A., 1983	2005	100.0%		Yes			1	1			UG
Boschee, Martin A. ²	M.B.A., 1971	2004	56.0%		Yes			1				UG,GR
Callihan, Ronald ²	M.B.A., 1985	2005	56.0%		Yes			1				UG
Coleman, Carrol Don ²	M.B.A., 1979	2008	33.0%		Yes			1				UG
Gierlasinski, Norman J.	D.B.A., 1984	1986	100.0%	Yes			5					UG
Heesacker, Gary W.	M.B.A., 1969	1972	100.0%		Yes		3					UG
Holtfreter, Robert E.	Ph.D., 1978	1993	100.0%	Yes			22					UG
Larson, Linda L.	D.B.A., 1997	2006	100.0%	Yes			11				1	UG,GR
Lasik, John J. ²	M.B.A., 1977	1980	100.0%		Yes		3				1	UG
Leong, Scott	Ph.D., 2003	2007	100.0%	Yes			7		1			UG,GR
Martinis, Karen D.	M.B.A., 1979	1979	100.0%		Yes		6			9		UG
Ruble, Michael R.	Ph.D., 1984	1978	100.0%			Yes	8			4	2	UG
Tidd, Ronald	Ph.D., 1992	2001	100.0%	Yes			6					UG,GR
Wilson, Asher ²	J.D., 1975	1986	78.0%		Yes			1				UG
Zhong, Ke	Ph.D., 2005	2008	100.0%	Yes			10				1	UG,GR
Accounting:				8	8	1	96	5	7	13	5	
(FTE):				8.00	6.23	1.00						

Economics												
Name	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Academically Qualified	Professionally Qualified	Other	Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	Normal Professional Responsibilities
Carbaugh, Robert J.	Ph.D., 1974	1985	100.0%	Yes			16		7			UG
Elkins, Ronald D. ²	M.S., 1988	1995	100.0%		Yes							UG
Ghosh, Koushik	Ph.D., 1994	1993	100.0%	Yes			14			1		UG
Gray, Peter ^{1,2}	M.S., 1987	2008	78.0%		Yes							UG
Hedrick, David W.	Ph.D., 1984	1987	100.0%	Yes			5					UG
Prante, Tyler	Ph.D., 2008	2008	100.0%	Yes			9				2	UG
Saunders, Peter J.	Ph.D., 1981	1988	100.0%	Yes			8					UG
Savoian, Roy	Ph.D., 1979	1998	100.0%		Yes		1					ADM
Tenerelli, Thomas	Ph.D., 2006	2007	100.0%	Yes			2				1	UG
Wassell, Jr., Charles S.	Ph.D., 2003	2001	100.0%	Yes			7					UG
Economics:				7	3	0	62	0	7	1	3	
(FTE):				7.00	2.78							
Finance and Operations Supply Chain												
Name	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Academically Qualified	Professionally Qualified	Other	Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	Normal Professional Responsibilities
Bagamery, Bruce D.	Ph.D., 1982	1988	100.0%	Yes			13					UG
Bayazit, Ozden	Ph.D., 2001	2003	100.0%	Yes			7					UG
Cox, Roger L. ²	M.S., 1977	2006	67.0%		Yes			1				UG
Johnson, Eldon C.	D.B.A., 1978	1977	100.0%	Yes			8					UG
Ke, Ke (Grace)	Ph.D., 2004	2008	100.0%	Yes			4				1	UG
Larkin, Richard ²	Ed.D., 1996	2000	56.0%		Yes							UG
Lee, Yong Joo	Ph.D., 2009	2007	100.0%	Yes			1					UG
Liao, Kun	Ph.D., 2008	2007	100.0%	Yes			14				2	UG
Richardson, Gary M.	Ph.D., 1993	1993	100.0%			Yes	2					UG
Trimble, Richard T. ^{1,2}	Ph.D., 1994	2002	67.0%		Yes		3					UG
Wang, Fang	Ph.D., 2007	2007	100.0%	Yes			6				2	UG
Young, Michael T.	Ph.D., 1992	2007	100.0%	Yes			9					UG

Finance and Operations Supply Chain:				8	3	1	67	1	0	0	5	
(FTE):				8.00	1.90	1.00						
Management												
Name	Highest Degree Earned and Year	Date of First Appointment to the School	Percent of Time Dedicated to the School's Mission	Academically Qualified	Professionally Qualified	Other	Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	Normal Professional Responsibilities
Alkire, Terry D. ²	M.B.A., 1990	2006	100.0%		Yes							UG
Allen, Robert L. ²	M.A., 1978	2001	78.0%		Yes			1				UG
Anderson, Jennifer ^{1,2}	M.B.A., 1999	2006	100.0%		Yes			1				UG
Avey, James B.	Ph.D., 2007	2007	100.0%	Yes			40	1			1	UG
Beaghan, James P.	D.B.A., 1987	1983	100.0%	Yes			5					UG
Boyle, Peter J.	Ph.D., 1994	1994	100.0%	Yes			7					UG
Coetzer, Graeme ¹	Ph.D., 2002	2003	100.0%	Yes			12					UG
Cotner Montoya, Judith ²	M.B.A., 1981	2006	67.0%		Yes			1				UG
Graber Pigeon, Nancy ³	J.D., 1990	1994	100.0%	Yes			2					UG
Hellie, Larry ²	M.B.A., 1972	2008	11.0%		Yes							UG
Hirsh, Paul M. ²	MIM, 1972	2005	89.0%			Yes						UG
Horne, Michael ^{1,2}	M.S., 1994	2007	22.0%		Yes							UG
Kimel, Metiner G. ²	J.D., 1991	2007	100.0%		Yes							UG,GR
Kulik, Brian W.	Ph.D., 2006	2005	100.0%	Yes			16				2	UG,GR
Nimnicht, James L.	Ph.D., 1990	1988	100.0%	Yes			7	4	9			UG
Nixon, Don R.	Ph.D., 1982	1986	100.0%	Yes			6					UG
Powell, Heather ^{1,2}	M.B.A., 2004	2008	78.0%		Yes			3			4	UG
Pritchard, Mark P.	Ph.D., 1992	2006	100.0%	Yes			16					UG
Provaznik, William J. ²	A.B.D., N/A	2008	67.0%	Yes			5	1	3			UG
Richmond, Lynn	Ph.D., 1970	1992	100.0%	Yes			7					UG
Stinson, Jeffrey Lewis	Ph.D., 2005	2008	100.0%	Yes			13				1	UG
Tito, Joan ^{1,2}	M.B.A., 2000	2001	33.0%			Yes						UG
Management:				12	8	2	136	8	7	9	8	
(FTE):				11.67	5.56	1.22						
College Totals:				35	22	4	361	14	21	23	21	
(FTE):				34.67	16.47	3.22						
¹ Members resigned, terminated or not re-appointed for 2009-10 ² Annual contract, nontenure-track, or quarter-by-quarter adjunct faculty ³ Member was appointed to a tenure-track assistant professor position in Fall 2007. Prior to that time she was an annual contract nontenure-track faculty.												

Standard 10 is calculated for “Percent of Time Dedicated to Mission” by each quarter term for the Self-Study Year – the 2008-09 academic year (Fall 2008, Winter 2009, Spring 2009) – and the Fall 2009.

Tables that measure Standard 10 are provided in this section and are based on four categories:

1. by degree programs as reflected in Table 10-2A (with faculty listed by name);
2. by discipline as presented in Tables 10-2B (with faculty listed by name);
3. by location (the main campus in Ellensburg and university centers at CWU-Des Moines and CWU-Lynnwood) as depicted in Tables 10-2C (with faculty listed by name); and,
4. by CB in the aggregate.

Faculty Qualifications from Standard 10 require that at least 50% of the faculty are academically-qualified (AQ) and at least 90% of the faculty are academically-qualified (AQ) and professionally-qualified (PQ) in each degree program, discipline, location, and in the aggregate.

Table 10-2A/B/C is a synopsis compiled from these tables and summarizes data about AQ and AQ+PQ. For the Fall 2008, thresholds are exceeded by degree programs and locations, and all disciplines except for Finance (AQ+PQ=80%; due to Richardson) and Management (AQ=47% due to Hirsh). In the aggregate, the College of Business is 64% AQ and 94% AQ+PQ. For the Winter 2009, all thresholds are met except for Finance (AQ+PQ=80% due to Richardson and Des Moines and Lynnwood are slightly below 90% (AQ+PQ=89%). For the Spring 2009, Finance (AQ+PQ=80% due to Richardson) and Management (AQ=47% due to Hirsh) are below thresholds and Lynnwood slightly below (at AQ+PQ=89%).

For the Fall 2009, the trend for Finance (AQ+PQ=80% due to Richardson) persists while Management improves (AQ=77%) because an annual contract faculty member (Paul Hirsh) is replaced by a new hire – tenure-track faculty member (Dr. Wendy Harman). This will continue through 2009-10 and beyond since Hirsh will not be used beyond the Fall 2009 (where he is an adjunct instructor). A deficiency emerges in Accounting. Aside from Ruble as “other” rather than AQ, there is Dr. Scott Leong, an untenured tenure-track faculty member. His AQ status lapses because his five year window for AQ designation from his PhD in 2003 expires. He is currently pursuing a research agenda to address the deficiency. It is problematic whether or not he can regain his AQ status during 2009-10 academic year. [Leong’s progress will be reflected in updates to the Peer Review Team.]

In the aggregate for the CB, AQ faculty total 70% and AQ+PQ faculty total 94% for the Fall 2009.

There are faculty searches in accounting and management that, if successful, can alleviate the deficiency in accounting at the undergraduate and MPA degree levels, and enhance overall performance across departments, disciplines and locations.

During the Summer and Fall 2009, the CB is enjoying impressive success with faculty searches that will engender improvement in faculty qualifications and sufficiency for 2009-10, 2010-11 and beyond. The emphasis will continue to be on hiring academically-qualified (AQ) faculty across all locations. The new hires, all AQ, include:

<u>Faculty Member</u>	<u>Ph. D. University</u>	<u>Department</u>	<u>Location</u>
William Bailey	CPA; JD – BYU; LLM in Tax - Univ. of Washington	Accounting (Tax and Law)	CWU-Lynnwood Starts: September 2010
Marv Bouillon*	University of Kansas	Accounting	Ellensburg Starts: January 2010

Shaun Hansen	Purdue	Management; Organizational Behavior/HR	CWU-Lynnwood Starts: March 2010
Wendy Harman	University of Washington	Management	CWU-Des Moines Started: Sept. 2009
Larry Hughes	University of Nebraska- Lincoln	Management Organizational Behavior/HR	Ellensburg Started: Sept. 2009
Samuel Otim	Auburn	Finance & OSC (MIS)	Ellensburg Starts: January 2010
Bill Provaznik**	University of Nebraska – Lincoln (ABD)	Strategic Management	Ellensburg Starts: January 2010
Carlo Smith	University of Tennessee- Knoxville	OSC	Ellensburg Started: Sept. 2009

*Bouillon is currently chair of the accounting department and the finance department at Iowa State University. He will start at CWU in January 2010 and immediately assume duties and responsibilities as the new chair of the Department of Accounting.

**Provaznik served as a nontenure-track, annual contract faculty member at CWU since September 2009. He starts as a tenure-track faculty in January 2010.

In addition to completed searches, there are 2 searches in accounting where offers have been made at associate professor-level and competitive salaries, and are under consideration by each candidate at time of writing the SER. Both are experienced faculty with strong teaching and well-established research records to warrant AQ status.

In conclusion, there are specific disciplines (e.g., management and accounting) where improvements are expected for the remainder of the 2009-10 academic year because of a new tenure-track (AQ) faculty members, not rehiring nontenure-track faculty members (who is not PQ) and the return of Terry Alkire who is pursuing a doctoral degree at Grenoble Graduate School of Management. In addition, there is a tenured faculty member in Accounting (Ruble) who is currently “other” and expected to achieve AQ status by the Spring 2010.

Table 10-2A/B/C**Synopsis for Deployment of Qualified Faculty**

The threshold is 50% AQ and 90% AQ+PQ

	Fall 2008		Winter 2009		Spring 2009		Fall 2009	
Degree Program	AQ	AQ+PQ	AQ	AQ+PQ	AQ	AQ+PQ	AQ	AQ+PQ
Accounting	53%	93%	54%	93%	54%	93%	43%	86%
Economics	72%	100%	68%	100%	77%	100%	76%	100%
Business Administration	68%	92%	69%	92%	68%	92%	82%	96%
MPA	88%	100%	75%	100%	100%	100%	37%	63%
CB	66%	95%	65%	94%	67%	94%	68%	92%
	Fall 2008		Winter 2009		Spring 2009		Fall 2009	
Discipline	AQ	AQ+PQ	AQ	AQ+PQ	AQ	AQ+PQ	AQ	AQ+PQ
ACCT	53%	93%	54%	93%	54%	93%	43%	86%
ECON	72%	100%	68%	100%	77%	100%	76%	100%
FIN	80%	80%	80%	80%	80%	80%	80%	80%
HRM	96%	100%	93%	100%	100%	100%	95%	100%
MGT	47%	91%	50%	90%	47%	91%	77%	99%
MKT	78%	94%	78%	94%	78%	94%	100%	100%
OSC	68%	100%	68%	100%	68%	100%	78%	100%
CB	64%	94%	64%	94%	65%	94%	70%	94%
	Fall 2008		Winter 2009		Spring 2009		Fall 2009	
Location	AQ	AQ+PQ	AQ	AQ+PQ	AQ	AQ+PQ	AQ	AQ+PQ
Des Moines	67%	90%	72%	89%	67%	90%	72%	89%
Ellensburg	64%	97%	63%	97%	65%	97%	72%	97%
Lynnwood	63%	90%	64%	89%	64%	89%	63%	91%
CB	64%	94%	64%	94%	65%	94%	70%	94%

10.2A: DEGREE PROGRAM

The data in Table 10-2A/B/C for the degree program section are found in the following four tables: Table 10-2A for the Fall 2008, Winter 2009, Spring 2009 and Fall 2009.

Table 10-2A: Calculations Relative to Deployment of Qualified Faculty

Fall 2008 Graduate and Undergraduate By Degree Program

	Name	Qualification	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios Per STD 10	Total
Accounting (Undergraduate)							
1.	Atkinson, MaryAnne	AQ	100.0				
2.	Bailey, James	AQ	100.0				
3.	Gierlasinski, Norman	AQ	100.0				
4.	Holtfreter, Robert	AQ	100.0				
5.	Larson, Linda	AQ	100.0				
6.	Leong, Scott	AQ	100.0				
7.	Tidd, Ronald	AQ	100.0				
• 8.	Zhong, Ke	AQ	100.0				
9.	Becker, Melissa	PQ		100.0			
10.	Boschee, Martin	PQ		56.0			
11.	Callihan, Ronald	PQ		56.0			
• 12.	Coleman, Carrol	PQ		33.0			
13.	Heesacker, Gary	PQ		100.0			
14.	Lasik, John	PQ		100.0			
15.	Martinis, Karen	PQ		100.0			
16.	Wilson, Asher	PQ		78.0			
17.	Ruble, Michael	None			100.0		
	Total Accounting (Undergraduate):		800.0	623.0	100.0	53% -- 93%	1,523.0
Economics							
18.	Carbaugh, Robert	AQ	100.0				
19.	Ghosh, Koushik	AQ	100.0				
20.	Hedrick, David	AQ	100.0				
• 21.	Prante, Tyler	AQ	100.0				
22.	Saunders, Peter	AQ	100.0				
23.	Tenerelli, Thomas	AQ	100.0				
24.	Wassell, Jr., Charles	AQ	100.0				
25.	Elkins, Ronald	PQ		100.0			
• 26.	Gray, Peter	PQ		78.0			
27.	Savoian, Roy	PQ		100.0			
	Total Economics:		700.0	278.0		72% -- 100%	978.0
Business Administration							
28.	Avey, James	AQ	100.0				
29.	Bagamery, Bruce	AQ	100.0				

30.	Bayazit, Ozden	AQ	100.0				
31.	Beaghan, James	AQ	100.0				
32.	Boyle, Peter	AQ	100.0				
33.	Coetzer, Graeme	AQ	100.0				
34.	Graber Pigeon, Nancy	AQ	100.0				
35.	Johnson, Eldon	AQ	100.0				
• 36.	Ke, Ke (Grace)	AQ	100.0				
47.	Kulik, Brian	AQ	100.0				
38.	Lee, Yong	AQ	100.0				
39.	Liao, Kun	AQ	100.0				
40.	Nimnicht, James	AQ	100.0				
41.	Nixon, Don	AQ	100.0				
42.	Pritchard, Mark	AQ	100.0				
• 43.	Provaznik, William	AQ	67.0				
44.	Richmond, Lynn	AQ	100.0				
• 45.	Stinson, Jeffrey	AQ	100.0				
46.	Wang, Fang	AQ	100.0				
47.	Young, Michael	AQ	100.0				
48.	Alkire, Terry	PQ		100.0			
49.	Allen, Robert	PQ		78.0			
50.	Anderson, Jennifer	PQ		100.0			
51.	Cotner Montoya, Judith	PQ		67.0			
52.	Cox, Roger	PQ		67.0			
53.	Hellie, Larry	PQ		11.0			
54.	Kimel, Metiner	PQ		100.0			
55.	Larkin, Richard	PQ		56.0			
56.	Powell, Heather	PQ		78.0			
57.	Trimble, Richard	PQ		67.0			
58.	Hirsh, Paul	None			89.0		
59.	Richardson, Gary	None			100.0		
60.	Tito, Joan	None			33.0		
	Total Business Administration:		1,967.0	724.0	222.0	68% -- 92%	2,913.0
Master of Professional Accountancy (MPA)							
61.	Bailey, James	AQ	100.0				
62.	Kulik, Brian	AQ	100.0				
63.	Larson, Linda	AQ	100.0				
64.	Leong, Scott	AQ	100.0				
65.	Boschee, Martin	PQ		56.0			
	Total MPA:		400.0	56.0	0.0	88% -- 100%	456.0
	Totals:		3,867.0	1,681.0	322.0	66% -- 95%	5,870.0
At least 50 % must be academically qualified members							
At least 90 % must be academically or professionally qualified members							
• Members who were hired during 2008-Fall.							

Table 10-2A: Calculations Relative to Deployment of Qualified Faculty
Winter 2009 Graduate and Undergraduate By Degree Program

	Name	Qualification	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios Per STD 10	Total
Accounting (Undergraduate)							
1.	Atkinson, MaryAnne	AQ	100.0				
2.	Bailey, James	AQ	100.0				
3.	Gierlasinski, Norman	AQ	100.0				
4.	Holtfreter, Robert	AQ	100.0				
5.	Larson, Linda	AQ	100.0				
6.	Leong, Scott	AQ	100.0				
7.	Tidd, Ronald	AQ	100.0				
8.	Zhong, Ke	AQ	100.0				
9.	Becker, Melissa	PQ		100.0			
10.	Boschee, Martin	PQ		56.0			
11.	Callihan, Ronald	PQ		56.0			
12.	Heesacker, Gary	PQ		100.0			
13.	Lasik, John	PQ		100.0			
14.	Martinis, Karen	PQ		100.0			
15.	Wilson, Asher	PQ		78.0			
16.	Ruble, Michael	None			100.0		
	Total Accounting (Undergraduate):		800.0	590.0	100.0	54% -- 93%	1,490.0
Economics							
17.	Carbaugh, Robert	AQ	100.0				
18.	Ghosh, Koushik	AQ	100.0				
19.	Hedrick, David	AQ	100.0				
20.	Prante, Tyler	AQ	100.0				
21.	Tenerelli, Thomas	AQ	100.0				
22.	Wassell, Jr., Charles	AQ	100.0				
23.	Elkins, Ronald	PQ		100.0			
24.	Gray, Peter	PQ		78.0			
25.	Savoian, Roy	PQ		100.0			
	Total Economics:		600.0	278.0		68% -- 100%	878.0
Business Administration							
26.	Avey, James	AQ	100.0				
27.	Bagamery, Bruce	AQ	100.0				
28.	Bayazit, Ozden	AQ	100.0				
29.	Beaghan, James	AQ	100.0				
30.	Boyle, Peter	AQ	100.0				
31.	Coetzer, Graeme	AQ	100.0				
32.	Graber Pigeon, Nancy	AQ	100.0				

33.	Johnson, Eldon	AQ	100.0				
34.	Ke, Ke (Grace)	AQ	100.0				
35.	Kulik, Brian	AQ	100.0				
36.	Lee, Yong	AQ	100.0				
37.	Liao, Kun	AQ	100.0				
38.	Nimnicht, James	AQ	100.0				
39.	Nixon, Don	AQ	100.0				
40.	Pritchard, Mark	AQ	100.0				
41.	Provaznik, William	AQ	67.0				
42.	Richmond, Lynn	AQ	100.0				
43.	Stinson, Jeffrey	AQ	100.0				
44.	Wang, Fang	AQ	100.0				
45.	Young, Michael	AQ	100.0				
46.	Alkire, Terry	PQ		100.0			
47.	Allen, Robert	PQ		78.0			
48.	Anderson, Jennifer	PQ		100.0			
49.	Cox, Roger	PQ		67.0			
50.	Horne, Michael	PQ		22.0			
51.	Kimel, Metiner	PQ		100.0			
52.	Larkin, Richard	PQ		56.0			
53.	Powell, Heather	PQ		78.0			
54.	Trimble, Richard	PQ		67.0			
55.	Hirsh, Paul	None			89.0		
56.	Richardson, Gary	None			100.0		
57.	Tito, Joan	None			33.0		
Total Business Administration:			1,967.0	668.0	222.0	69% -- 92%	2,857.0
Master of Professional Accountancy (MPA)							
58.	Bailey, James	AQ	100.0				
59.	Larson, Linda	AQ	100.0				
60.	Tidd, Ronald	AQ	100.0				
61.	Kimel, Metiner	PQ		100.0			
Total MPA:			300.0	100.0	0.0	75% -- 100%	400.0
Totals:			3,667.0	1,636.0	322.0	65% -- 94%	5,625.0
At least 50 % must be academically qualified members							
At least 90 % must be academically or professionally qualified members							

Table 10-2A: Calculations Relative to Deployment of Qualified Faculty
Spring 2009 Graduate and Undergraduate By Degree Program

	Name	Qualification	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios Per STD 10	Total
Accounting (Undergraduate)							
1.	Atkinson, MaryAnne	AQ	100.0				
2.	Bailey, James	AQ	100.0				
3.	Gierlasinski, Norman	AQ	100.0				
4.	Holtfreter, Robert	AQ	100.0				
5.	Larson, Linda	AQ	100.0				
6.	Leong, Scott	AQ	100.0				
7.	Tidd, Ronald	AQ	100.0				
8.	Zhong, Ke	AQ	100.0				
9.	Becker, Melissa	PQ		100.0			
10.	Boschee, Martin	PQ		56.0			
11.	Callihan, Ronald	PQ		56.0			
12.	Heesacker, Gary	PQ		100.0			
13.	Lasik, John	PQ		100.0			
14.	Martinis, Karen	PQ		100.0			
15.	Wilson, Asher	PQ		78.0			
16.	Ruble, Michael	None			100.0		
	Total Accounting (Undergraduate):		800.0	590.0	100.0	54% -- 93%	1,490.0
Economics							
17.	Carbaugh, Robert	AQ	100.0				
18.	Ghosh, Koushik	AQ	100.0				
19.	Hedrick, David	AQ	100.0				
20.	Prante, Tyler	AQ	100.0				
21.	Tenerelli, Thomas	AQ	100.0				
22.	Wassell, Jr., Charles	AQ	100.0				
23.	Elkins, Ronald	PQ		100.0			
24.	Gray, Peter	PQ		78.0			
	Total Economics:		600.0	178.0		77% -- 100%	778.0
Business Administration							
25.	Avey, James	AQ	100.0				
26.	Bagamery, Bruce	AQ	100.0				
27.	Bayazit, Ozden	AQ	100.0				
28.	Beaghan, James	AQ	100.0				
29.	Boyle, Peter	AQ	100.0				
30.	Coetzer, Graeme	AQ	100.0				
31.	Graber Pigeon, Nancy	AQ	100.0				
32.	Johnson, Eldon	AQ	100.0				

33.	Ke, Ke (Grace)	AQ	100.0				
34.	Kulik, Brian	AQ	100.0				
35.	Lee, Yong	AQ	100.0				
36.	Liao, Kun	AQ	100.0				
37.	Nimnicht, James	AQ	100.0				
38.	Nixon, Don	AQ	100.0				
39.	Pritchard, Mark	AQ	100.0				
40.	Provaznik, William	AQ	67.0				
41.	Richmond, Lynn	AQ	100.0				
42.	Stinson, Jeffrey	AQ	100.0				
43.	Wang, Fang	AQ	100.0				
44.	Young, Michael	AQ	100.0				
45.	Alkire, Terry	PQ		100.0			
46.	Allen, Robert	PQ		78.0			
47.	Anderson, Jennifer	PQ		100.0			
48.	Cotner Montoya, Judith	PQ		67.0			
49.	Cox, Roger	PQ		67.0			
50.	Kimel, Metiner	PQ		100.0			
51.	Larkin, Richard	PQ		56.0			
52.	Powell, Heather	PQ		78.0			
53.	Trimble, Richard	PQ		67.0			
54.	Hirsh, Paul	None			89.0		
55.	Richardson, Gary	None			100.0		
56.	Tito, Joan	None			33.0		
	Total Business Administration:		1,967.0	713.0	222.0	68% -- 92%	2,902.0
Master of Professional Accountancy (MPA)							
57.	Bailey, James	AQ	100.0				
58.	Leong, Scott	AQ	100.0				
59.	Zhong, Ke	AQ	100.0				
	Total MPA:		300.0	0.0	0.0	100% -- 100%	300.0
Totals:			3,667.0	1,481.0	322.0	67% -- 94%	5,470.0
At least 50 % must be academically qualified members							
At least 90 % must be academically or professionally qualified members							

Table 10-2A: Calculations Relative to Deployment of Qualified Faculty
Fall 2009 Graduate and Undergraduate By Degree Program

	Name	Qualification	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios Per STD 10	Total
Accounting							
1.	Atkinson, MaryAnne	AQ	100.0				
2.	Gierlasinski, Norman	AQ	100.0				
3.	Holtfreter, Robert	AQ	100.0				
4.	Larson, Linda	AQ	100.0				
5.	Tidd, Ronald	AQ	100.0				
6.	Zhong, Ke	AQ	100.0				
7.	Becker, Melissa	PQ		100.0			
8.	Boschee, Martin	PQ		67.0			
9.	Callihan, Ronald	PQ		56.0			
10.	Heesacker, Gary	PQ		100.0			
11.	Lasik, John	PQ		100.0			
12.	Martinis, Karen	PQ		100.0			
13.	Wilson, Asher	PQ		78.0			
14.	Leong, Scott	None			100.0		
15.	Ruble, Michael	None			100.0		
	Total Accounting:		600.0	601.0	200.0	43% -- 86%	1,401.0
Economics							
16.	Carbaugh, Robert	AQ	100.0				
17.	Dittmer, Timothy	AQ	100.0				
18.	Ghosh, Koushik	AQ	100.0				
19.	Hedrick, David	AQ	33.0				
20.	Prante, Tyler	AQ	100.0				
21.	Tenerelli, Thomas	AQ	100.0				
22.	Wassell, Jr., Charles	AQ	100.0				
23.	Elkins, Ronald	PQ		100.0			
24.	Savoian, Roy	PQ		100.0			
	Total Economics:		633.0	200.0		76% -- 100%	833.0
Business Administration							
37.	Avey, James	AQ	100.0				
25.	Bagamery, Bruce	AQ	100.0				
26.	Bayazit, Ozden	AQ	100.0				
38.	Beaghan, James	AQ	100.0				
39.	Graber Pigeon, Nancy	AQ	100.0				
• 40.	Harman, Wendy	AQ	100.0				
• 41.	Hughes, Larry	AQ	100.0				
27.	Johnson, Eldon	AQ	100.0				

28.	Ke, Ke (Grace)	AQ	100.0				
• 42	Kucuk, S. Umit	AQ	89.0				
43.	Kulik, Brian	AQ	100.0				
29.	Lee, Yong	AQ	100.0				
30.	Liao, Kun	AQ	100.0				
44.	Nimnicht, James	AQ	100.0				
45.	Nixon, Don	AQ	100.0				
46.	Provaznik, William	AQ	67.0				
47.	Richmond, Lynn	AQ	100.0				
• 48	Sinclair, Robert	AQ	89.0				
• 31	Smith, Carlo	AQ	100.0				
49.	Stinson, Jeffrey	AQ	100.0				
32.	Wang, Fang	AQ	100.0				
• 50	Wilson, Theresa (Terry)	AQ	67.0				
33.	Young, Michael	AQ	100.0				
51.	Allen, Robert	PQ		89.0			
52.	Cotner Montoya, Judith	PQ		11.0			
34.	Cox, Roger	PQ		67.0			
53.	Hellie, Larry	PQ		11.0			
54.	Kimel, Metiner	PQ		100.0			
35.	Larkin, Richard	PQ		78.0			
• 55	Solem, Gregory	PQ		11.0			
56.	Hirsh, Paul	None			11.0		
36.	Richardson, Gary	None			100.0		
Total Business Administration:			2,212.0	367.0	111.0	82% -- 96%	2,690.0
Master of Professional Accountancy (MPA)							
3.	Kulik, Brian	AQ	100.0				
1.	Boschee, Martin	PQ		67.0			
2.	Leong, Scott	None			100.0		
Total MPA:			100.0	67.0	100.0	37% -- 63%	267.0
Totals:			3,545.0	1,235.0	411.0	68% -- 92%	5,191.0
At least 50 % must be academically qualified members							
At least 90 % must be academically or professionally qualified members							
• Members who were hired during 2009-Fall.							

10-2B: DISCIPLINE

The data in Table 10-2A/B/C for the discipline section are found in the following four tables: Table 10-2B for the Fall 2008, Winter 2009, Spring 2009 and Fall 2009.

Table 10-2B: Calculations Relative to Deployment of Qualified Faculty

Fall 2008 Undergraduate by Discipline

	Name	Qualification	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios Per STD 10	Total
ACCT							
1.	Atkinson, MaryAnne	AQ	100.0				
2.	Bailey, James	AQ	100.0				
3.	Gierlasinski, Norman	AQ	100.0				
4.	Holtfreter, Robert	AQ	100.0				
5.	Larson, Linda	AQ	100.0				
6.	Leong, Scott	AQ	100.0				
7.	Tidd, Ronald	AQ	100.0				
• 8.	Zhong, Ke	AQ	100.0				
9.	Becker, Melissa	PQ		100.0			
10.	Boschee, Martin	PQ		56.0			
11.	Callihan, Ronald	PQ		56.0			
• 12.	Coleman, Carrol	PQ		33.0			
13.	Heesacker, Gary	PQ		100.0			
14.	Lasik, John	PQ		100.0			
15.	Martinis, Karen	PQ		100.0			
16.	Wilson, Asher	PQ		78.0			
17.	Ruble, Michael	None			100.0		
	Total ACCT:		800.0	623.0	100.0	53% -- 93%	1,523.0
ECON							
18.	Carbaugh, Robert	AQ	100.0				
19.	Ghosh, Koushik	AQ	100.0				
20.	Hedrick, David	AQ	100.0				
• 21.	Prante, Tyler	AQ	100.0				
22.	Saunders, Peter	AQ	100.0				
23.	Tenerelli, Thomas	AQ	100.0				
24.	Wassell, Jr., Charles	AQ	100.0				
25.	Elkins, Ronald	PQ		100.0			
• 26.	Gray, Peter	PQ		78.0			
27.	Savoian, Roy	PQ		100.0			
	Total ECON:		700.0	278.0		72% -- 100%	978.0
FIN							
28.	Bagamery, Bruce	AQ	100.0				
29.	Johnson, Eldon	AQ	100.0				

30.	Wang, Fang	AQ	100.0				
31.	Young, Michael	AQ	100.0				
32.	Richardson, Gary	None			100.0		
	Total FIN:		400.0		100.0	80% -- 80%	500.0
HRM							
33.	Avey, James	AQ	100.0				
34.	Coetzer, Graeme	AQ	100.0				
35.	Nimnicht, James	AQ	100.0				
36.	Hellie, Larry	PQ		11.0			
	Total HRM:		300.0	11.0		96% -- 100%	311.0
MGT (Management & Organization)							
37.	Graber Pigeon, Nancy	AQ	100.0				
38.	Kulik, Brian	AQ	100.0				
39.	Nixon, Don	AQ	100.0				
• 40.	Provaznik, William	AQ	67.0				
41.	Richmond, Lynn	AQ	100.0				
42.	Alkire, Terry	PQ		100.0			
43.	Allen, Robert	PQ		78.0			
44.	Anderson, Jennifer	PQ		100.0			
45.	Cotner Montoya, Judith	PQ		67.0			
46.	Kimel, Metiner	PQ		100.0			
47.	Hirsh, Paul	None			89.0		
	Total MGT:		467.0	445.0	89.0	47% -- 91%	1,001.0
MKT							
48.	Beaghan, James	AQ	100.0				
49.	Boyle, Peter	AQ	100.0				
50.	Pritchard, Mark	AQ	100.0				
• 51.	Stinson, Jeffrey	AQ	100.0				
52.	Powell, Heather	PQ		78.0			
53.	Tito, Joan	None			33.0		
	Total MKT:		400.0	78.0	33.0	78% -- 94%	511.0
OSC							
54.	Bayazit, Ozden	AQ	100.0				
• 55.	Ke, Ke (Grace)	AQ	100.0				
56.	Lee, Yong	AQ	100.0				
57.	Liao, Kun	AQ	100.0				
58.	Cox, Roger	PQ		67.0			
59.	Larkin, Richard	PQ		56.0			
60.	Trimble, Richard	PQ		67.0			
	Total OSC:		400.0	190.0		68% -- 100%	590.0
Totals:			3,467.0	1,625.0	322.0	64% -- 94%	5,414.0

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

- Members who were hired during 2008-Fall.

Table 10-2B: Calculations Relative to Deployment of Qualified Faculty
Winter 2009 Undergraduate by Discipline

	Name	Qualification	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios Per STD 10	Total
ACCT							
1.	Atkinson, MaryAnne	AQ	100.0				
2.	Bailey, James	AQ	100.0				
3.	Gierlasinski, Norman	AQ	100.0				
4.	Holtfreter, Robert	AQ	100.0				
5.	Larson, Linda	AQ	100.0				
6.	Leong, Scott	AQ	100.0				
7.	Tidd, Ronald	AQ	100.0				
8.	Zhong, Ke	AQ	100.0				
9.	Becker, Melissa	PQ		100.0			
10.	Boschee, Martin	PQ		56.0			
11.	Callihan, Ronald	PQ		56.0			
12.	Heesacker, Gary	PQ		100.0			
13.	Lasik, John	PQ		100.0			
14.	Martinis, Karen	PQ		100.0			
15.	Wilson, Asher	PQ		78.0			
16.	Ruble, Michael	None			100.0		
	Total ACCT:		800.0	590.0	100.0	54% -- 93%	1,490.0
ECON							
17.	Carbaugh, Robert	AQ	100.0				
18.	Ghosh, Koushik	AQ	100.0				
19.	Hedrick, David	AQ	100.0				
20.	Prante, Tyler	AQ	100.0				
21.	Tenerelli, Thomas	AQ	100.0				
22.	Wassell, Jr., Charles	AQ	100.0				
23.	Elkins, Ronald	PQ		100.0			
24.	Gray, Peter	PQ		78.0			
25.	Savoian, Roy	PQ		100.0			
	Total ECON:		600.0	278.0		68% -- 100%	878.0
FIN							
26.	Bagamery, Bruce	AQ	100.0				
27.	Johnson, Eldon	AQ	100.0				
28.	Wang, Fang	AQ	100.0				
29.	Young, Michael	AQ	100.0				

30.	Richardson, Gary	None			100.0		
Total FIN:			400.0		100.0	80% -- 80%	500.0
HRM							
31.	Avey, James	AQ	100.0				
32.	Coetzer, Graeme	AQ	100.0				
33.	Nimnicht, James	AQ	100.0				
34.	Horne, Michael	PQ		22.0			
Total HRM:			300.0	22.0		93% -- 100%	322.0
MGT (Management and Organization)							
35.	Graber Pigeon, Nancy	AQ	100.0				
36.	Kulik, Brian	AQ	100.0				
37.	Nixon, Don	AQ	100.0				
38.	Provaznik, William	AQ	67.0				
39.	Richmond, Lynn	AQ	100.0				
40.	Alkire, Terry	PQ		100.0			
41.	Allen, Robert	PQ		78.0			
42.	Anderson, Jennifer	PQ		100.0			
43.	Kimel, Metiner	PQ		100.0			
44.	Hirsh, Paul	None			89.0		
Total MGT:			467.0	378.0	89.0	50% -- 90%	934.0
MKT							
45.	Beaghan, James	AQ	100.0				
46.	Boyle, Peter	AQ	100.0				
47.	Pritchard, Mark	AQ	100.0				
48.	Stinson, Jeffrey	AQ	100.0				
49.	Powell, Heather	PQ		78.0			
50.	Tito, Joan	None			33.0		
Total MKT:			400.0	78.0	33.0	78% -- 94%	511.0
OSC							
51.	Bayazit, Ozden	AQ	100.0				
52.	Ke, Ke (Grace)	AQ	100.0				
53.	Lee, Yong	AQ	100.0				
54.	Liao, Kun	AQ	100.0				
55.	Cox, Roger	PQ		67.0			
56.	Larkin, Richard	PQ		56.0			
57.	Trimble, Richard	PQ		67.0			
Total OSC:			400.0	190.0		68% -- 100%	590.0
Totals:			3,367.0	1,536.0	322.0	64% -- 94%	5,225.0
At least 50 % must be academically qualified members							
At least 90 % must be academically or professionally qualified members							

Table 10-2B: Calculations Relative to Deployment of Qualified Faculty
Spring 2009 Undergraduate by Discipline

	Name	Qualification	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios Per STD 10	Total
ACCT							
1.	Atkinson, MaryAnne	AQ	100.0				
2.	Bailey, James	AQ	100.0				
3.	Gierlasinski, Norman	AQ	100.0				
4.	Holtfreter, Robert	AQ	100.0				
5.	Larson, Linda	AQ	100.0				
6.	Leong, Scott	AQ	100.0				
7.	Tidd, Ronald	AQ	100.0				
8.	Zhong, Ke	AQ	100.0				
9.	Becker, Melissa	PQ		100.0			
10.	Boschee, Martin	PQ		56.0			
11.	Callihan, Ronald	PQ		56.0			
12.	Heesacker, Gary	PQ		100.0			
13.	Lasik, John	PQ		100.0			
14.	Martinis, Karen	PQ		100.0			
15.	Wilson, Asher	PQ		78.0			
16.	Ruble, Michael	None			100.0		
	Total ACCT:		800.0	590.0	100.0	54% -- 93%	1,490.0
ECON							
17.	Carbaugh, Robert	AQ	100.0				
18.	Ghosh, Koushik	AQ	100.0				
19.	Hedrick, David	AQ	100.0				
20.	Prante, Tyler	AQ	100.0				
21.	Tenerelli, Thomas	AQ	100.0				
22.	Wassell, Jr., Charles	AQ	100.0				
23.	Elkins, Ronald	PQ		100.0			
24.	Gray, Peter	PQ		78.0			
	Total ECON:		600.0	178.0		77% -- 100%	778.0
FIN							
25.	Bagamery, Bruce	AQ	100.0				
26.	Johnson, Eldon	AQ	100.0				
27.	Wang, Fang	AQ	100.0				
28.	Young, Michael	AQ	100.0				
29.	Richardson, Gary	None			100.0		
	Total FIN:		400.0		100.0	80% -- 80%	500.0
HRM							
30.	Avey, James	AQ	100.0				
31.	Coetzer, Graeme	AQ	100.0				

32.	Nimnicht, James	AQ	100.0				
Total HRM:			300.0			100% -- 100%	300.0
MGT (Management and Organization)							
33.	Graber Pigeon, Nancy	AQ	100.0				
34.	Kulik, Brian	AQ	100.0				
35.	Nixon, Don	AQ	100.0				
36.	Provaznik, William	AQ	67.0				
37.	Richmond, Lynn	AQ	100.0				
38.	Alkire, Terry	PQ		100.0			
39.	Allen, Robert	PQ		78.0			
40.	Anderson, Jennifer	PQ		100.0			
41.	Cotner Montoya, Judith	PQ		67.0			
42.	Kimel, Metiner	PQ		100.0			
43.	Hirsh, Paul	None			89.0		
Total MGT:			467.0	445.0	89.0	47% -- 91%	1,001.0
MKT							
44.	Beaghan, James	AQ	100.0				
45.	Boyle, Peter	AQ	100.0				
46.	Pritchard, Mark	AQ	100.0				
47.	Stinson, Jeffrey	AQ	100.0				
48.	Powell, Heather	PQ		78.0			
49.	Tito, Joan	None			33.0		
Total MKT:			400.0	78.0	33.0	78% -- 94%	511.0
OSC							
50.	Bayazit, Ozden	AQ	100.0				
51.	Ke, Ke (Grace)	AQ	100.0				
52.	Lee, Yong	AQ	100.0				
53.	Liao, Kun	AQ	100.0				
54.	Cox, Roger	PQ		67.0			
55.	Larkin, Richard	PQ		56.0			
56.	Trimble, Richard	PQ		67.0			
Total OSC:			400.0	190.0		68% -- 100%	590.0
Totals:			3,367.0	1,481.0	322.0	65% -- 94%	5,170.0
At least 50 % must be academically qualified members							
At least 90 % must be academically or professionally qualified members							

Table 10-2B: Calculations Relative to Deployment of Qualified Faculty
Fall 2009 Undergraduate by Discipline

	Name	Qualification	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios Per STD 10	Total
ACCT							
1.	Atkinson, MaryAnne	AQ	100.0				
2.	Gierlasinski, Norman	AQ	100.0				
3.	Holtfreter, Robert	AQ	100.0				
4.	Larson, Linda	AQ	100.0				
5.	Tidd, Ronald	AQ	100.0				
6.	Zhong, Ke	AQ	100.0				
7.	Becker, Melissa	PQ		100.0			
8.	Boschee, Martin	PQ		67.0			
9.	Callihan, Ronald	PQ		56.0			
10.	Heesacker, Gary	PQ		100.0			
11.	Lasik, John	PQ		100.0			
12.	Martinis, Karen	PQ		100.0			
13.	Wilson, Asher	PQ		78.0			
14.	Leong, Scott	None			100.0		
15.	Ruble, Michael	None			100.0		
	Total ACCT:		600.0	601.0	200.0	43% -- 86%	1,401.0
ECON							
16.	Carbaugh, Robert	AQ	100.0				
17.	Dittmer, Timothy	AQ	100.0				
18.	Ghosh, Koushik	AQ	100.0				
19.	Hedrick, David	AQ	33.0				
20.	Prante, Tyler	AQ	100.0				
21.	Tenerelli, Thomas	AQ	100.0				
22.	Wassell, Jr., Charles	AQ	100.0				
23.	Elkins, Ronald	PQ		100.0			
24.	Savoian, Roy	PQ		100.0			
	Total ECON:		633.0	200.0		76% -- 100%	833.0
FIN							
25.	Bagamery, Bruce	AQ	100.0				
26.	Johnson, Eldon	AQ	100.0				
27.	Wang, Fang	AQ	100.0				
28.	Young, Michael	AQ	100.0				
29.	Richardson, Gary	None			100.0		
	Total FIN:		400.0		100.0	80% -- 80%	500.0
HRM							
30.	Avey, James	AQ	100.0				

31.	Nimnicht, James	AQ	100.0				
32.	Hellie, Larry	PQ		11.0			
	Total HRM:		200.0	11.0		95% -- 100%	211.0
MGT (Management & Organization)							
33.	Graber Pigeon, Nancy	AQ	100.0				
• 34.	Harman, Wendy	AQ	100.0				
• 35.	Hughes, Larry	AQ	100.0				
36.	Kulik, Brian	AQ	100.0				
37.	Nixon, Don	AQ	100.0				
38.	Provaznik, William	AQ	67.0				
39.	Richmond, Lynn	AQ	100.0				
• 40.	Sinclair, Robert	AQ	89.0				
41.	Allen, Robert	PQ		89.0			
42.	Cotner Montoya, Judith	PQ		11.0			
43.	Kimel, Metiner	PQ		100.0			
• 44.	Solem, Gregory	PQ		11.0			
45.	Hirsh, Paul	None			11.0		
	Total MGT:		756.0	211.0	11.0	77% -- 99%	978.0
MKT							
46.	Beaghan, James	AQ	100.0				
• 47.	Kucuk, S. Umit	AQ	89.0				
48.	Stinson, Jeffrey	AQ	100.0				
• 49.	Wilson, Theresa (Terry)	AQ	67.0				
	Total MKT:		356.0			100% -- 100%	356.0
OSC							
50.	Bayazit, Ozden	AQ	100.0				
51.	Ke, Ke (Grace)	AQ	100.0				
52.	Lee, Yong	AQ	100.0				
53.	Liao, Kun	AQ	100.0				
• 54.	Smith, Carlo	AQ	100.0				
55.	Cox, Roger	PQ		67.0			
56.	Larkin, Richard	PQ		78.0			
	Total OSC:		500.0	145.0		78% -- 100%	645.0
Totals:			3,445.0	1,168.0	311.0	70% -- 94%	4,924.0
At least 50 % must be academically qualified members							
At least 90 % must be academically or professionally qualified members							
• Members who were hired during 2009-Fall.							

10-2C: LOCATION

The data in Table 10-2A/B/C for the location section are found in the following four tables: Table 10-2C for the Fall 2008, Winter 2009, Spring 2009 and Fall 2009.

Table 10-2C: Calculations Relative to Deployment of Qualified Faculty

Fall 2008 Undergraduate by Location

	Name	Qualification	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios Per STD 10	Total
DESMO							
1.	Beaghan, James	AQ	100.0				
2.	Gierlasinski, Norman	AQ	100.0				
• 3.	Ke, Ke (Grace)	AQ	100.0				
4.	Nixon, Don	AQ	100.0				
5.	Wang, Fang	AQ	100.0				
• 6.	Zhong, Ke	AQ	100.0				
7.	Cotner Montoya, Judith	PQ		67.0			
8.	Cox, Roger	PQ		67.0			
9.	Wilson, Asher	PQ		78.0			
10.	Hirsh, Paul	None			89.0		
	Total DESMO:		600.0	212.0	89.0	67% -- 90%	901.0
EBURG							
11.	Avey, James	AQ	100.0				
12.	Bailey, James	AQ	100.0				
13.	Carbaugh, Robert	AQ	100.0				
14.	Ghosh, Koushik	AQ	100.0				
15.	Graber Pigeon, Nancy	AQ	100.0				
16.	Hedrick, David	AQ	100.0				
17.	Holtfreter, Robert	AQ	100.0				
18.	Kulik, Brian	AQ	100.0				
19.	Lee, Yong	AQ	100.0				
20.	Leong, Scott	AQ	100.0				
21.	Liao, Kun	AQ	100.0				
22.	Nimnicht, James	AQ	100.0				
• 23.	Prante, Tyler	AQ	100.0				
24.	Pritchard, Mark	AQ	100.0				
• 25.	Provaznik, William	AQ	67.0				
26.	Saunders, Peter	AQ	100.0				
• 27.	Stinson, Jeffrey	AQ	100.0				
28.	Tenerelli, Thomas	AQ	100.0				
29.	Tidd, Ronald	AQ	100.0				
30.	Wassell, Jr., Charles	AQ	100.0				
31.	Young, Michael	AQ	100.0				
32.	Alkire, Terry	PQ		100.0			

33.	Anderson, Jennifer	PQ		100.0			
34.	Becker, Melissa	PQ		100.0			
35.	Elkins, Ronald	PQ		100.0			
• 36.	Gray, Peter	PQ		78.0			
37.	Heesacker, Gary	PQ		100.0			
38.	Hellie, Larry	PQ		11.0			
39.	Kimel, Metiner	PQ		100.0			
40.	Lasik, John	PQ		100.0			
41.	Martinis, Karen	PQ		100.0			
42.	Powell, Heather	PQ		78.0			
43.	Savoian, Roy	PQ		100.0			
44.	Richardson, Gary	None			100.0		
Total EBURG:			2,067.0	1,067.0	100.0	64% -- 97%	3,234.0

LYNNW

45.	Atkinson, MaryAnne	AQ	100.0				
46.	Bagamery, Bruce	AQ	100.0				
47.	Bayazit, Ozden	AQ	100.0				
48.	Boyle, Peter	AQ	100.0				
49.	Coetzer, Graeme	AQ	100.0				
50.	Johnson, Eldon	AQ	100.0				
51.	Larson, Linda	AQ	100.0				
52.	Richmond, Lynn	AQ	100.0				
53.	Allen, Robert	PQ		78.0			
54.	Boschee, Martin	PQ		56.0			
55.	Callihan, Ronald	PQ		56.0			
• 56.	Coleman, Carrol	PQ		33.0			
57.	Larkin, Richard	PQ		56.0			
58.	Trimble, Richard	PQ		67.0			
59.	Ruble, Michael	None			100.0		
60.	Tito, Joan	None			33.0		
Total LYNNW:			800.0	346.0	133.0	63% -- 90%	1,279.0

Totals:			3,467.0	1,625.0	322.0	64% -- 94%	5,414.0
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At least **50 %** must be **academically** qualified members

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

- Members who were hired during 2008-Fall.

Note: Asher Wilson teaches primarily for the Accounting Department, but also teaches courses in advanced business law.

Table 10-2C: Calculations Relative to Deployment of Qualified Faculty
Winter 2009 Undergraduate by Location

	Name	Qualification	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios Per STD 10	Total
DESMO							
1.	Beaghan, James	AQ	100.0				
2.	Gierlasinski, Norman	AQ	100.0				
3.	Ke, Ke (Grace)	AQ	100.0				
4.	Nixon, Don	AQ	100.0				
5.	Wang, Fang	AQ	100.0				
6.	Zhong, Ke	AQ	100.0				
7.	Cox, Roger	PQ		67.0			
8.	Wilson, Asher	PQ		78.0			
9.	Hirsh, Paul	None			89.0		
	Total DESMO:		600.0	145.0	89.0	72% -- 89%	834.0
EBURG							
10.	Avey, James	AQ	100.0				
11.	Bailey, James	AQ	100.0				
12.	Carbaugh, Robert	AQ	100.0				
13.	Ghosh, Koushik	AQ	100.0				
14.	Graber Pigeon, Nancy	AQ	100.0				
15.	Hedrick, David	AQ	100.0				
16.	Holtfreter, Robert	AQ	100.0				
17.	Kulik, Brian	AQ	100.0				
18.	Lee, Yong	AQ	100.0				
19.	Leong, Scott	AQ	100.0				
20.	Liao, Kun	AQ	100.0				
21.	Nimnicht, James	AQ	100.0				
22.	Prante, Tyler	AQ	100.0				
23.	Pritchard, Mark	AQ	100.0				
24.	Provaznik, William	AQ	67.0				
25.	Stinson, Jeffrey	AQ	100.0				
26.	Tenerelli, Thomas	AQ	100.0				
27.	Tidd, Ronald	AQ	100.0				
28.	Wassell, Jr., Charles	AQ	100.0				
29.	Young, Michael	AQ	100.0				
30.	Alkire, Terry	PQ		100.0			
31.	Anderson, Jennifer	PQ		100.0			
32.	Becker, Melissa	PQ		100.0			
33.	Elkins, Ronald	PQ		100.0			
34.	Gray, Peter	PQ		78.0			
35.	Heesacker, Gary	PQ		100.0			

36.	Horne, Michael	PQ		22.0			
37.	Kimel, Metiner	PQ		100.0			
38.	Lasik, John	PQ		100.0			
39.	Martinis, Karen	PQ		100.0			
40.	Powell, Heather	PQ		78.0			
41.	Savoian, Roy	PQ		100.0			
42.	Richardson, Gary	None			100.0		
Total EBURG:			1,967.0	1,078.0	100.0	63% -- 97%	3,145.0
LYNNW							
43.	Atkinson, MaryAnne	AQ	100.0				
44.	Bagamery, Bruce	AQ	100.0				
45.	Bayazit, Ozden	AQ	100.0				
46.	Boyle, Peter	AQ	100.0				
47.	Coetzer, Graeme	AQ	100.0				
48.	Johnson, Eldon	AQ	100.0				
49.	Larson, Linda	AQ	100.0				
50.	Richmond, Lynn	AQ	100.0				
51.	Allen, Robert	PQ		78.0			
52.	Boschee, Martin	PQ		56.0			
53.	Callihan, Ronald	PQ		56.0			
54.	Larkin, Richard	PQ		56.0			
55.	Trimble, Richard	PQ		67.0			
56.	Ruble, Michael	None			100.0		
57.	Tito, Joan	None			33.0		
Total LYNNW:			800.0	313.0	133.0	64% -- 89%	1,246.0
Totals:			3,367.0	1,536.0	322.0	64% -- 94%	5,225.0
At least 50 % must be academically qualified members							
At least 90 % must be academically or professionally qualified members							

Table 10-2C: Calculations Relative to Deployment of Qualified Faculty
Spring 2009 Undergraduate by Location

	Name	Qualification	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios Per STD 10	Total
DESMO							
1.	Beaghan, James	AQ	100.0				
2.	Gierlasinski, Norman	AQ	100.0				
3.	Ke, Ke (Grace)	AQ	100.0				
4.	Nixon, Don	AQ	100.0				
5.	Wang, Fang	AQ	100.0				
6.	Zhong, Ke	AQ	100.0				
7.	Cotner Montoya, Judith	PQ		67.0			
8.	Cox, Roger	PQ		67.0			
9.	Wilson, Asher	PQ		78.0			
10.	Hirsh, Paul	None			89.0		
	Total DESMO:		600.0	212.0	89.0	67% -- 90%	901.0
EBURG							
11.	Avey, James	AQ	100.0				
12.	Bailey, James	AQ	100.0				
13.	Carbaugh, Robert	AQ	100.0				
14.	Ghosh, Koushik	AQ	100.0				
15.	Graber Pigeon, Nancy	AQ	100.0				
16.	Hedrick, David	AQ	100.0				
17.	Holtfreter, Robert	AQ	100.0				
18.	Kulik, Brian	AQ	100.0				
19.	Lee, Yong	AQ	100.0				
20.	Leong, Scott	AQ	100.0				
21.	Liao, Kun	AQ	100.0				
22.	Nimnicht, James	AQ	100.0				
23.	Prante, Tyler	AQ	100.0				
24.	Pritchard, Mark	AQ	100.0				
25.	Provaznik, William	AQ	67.0				
26.	Stinson, Jeffrey	AQ	100.0				
27.	Tenerelli, Thomas	AQ	100.0				
28.	Tidd, Ronald	AQ	100.0				
29.	Wassell, Jr., Charles	AQ	100.0				
30.	Young, Michael	AQ	100.0				
31.	Alkire, Terry	PQ		100.0			
32.	Anderson, Jennifer	PQ		100.0			
33.	Becker, Melissa	PQ		100.0			
34.	Elkins, Ronald	PQ		100.0			
35.	Gray, Peter	PQ		78.0			

36.	Heesacker, Gary	PQ		100.0			
37.	Kimel, Metiner	PQ		100.0			
38.	Lasik, John	PQ		100.0			
39.	Martinis, Karen	PQ		100.0			
40.	Powell, Heather	PQ		78.0			
41.	Richardson, Gary	None			100.0		
	Total EBURG:		1,967.0	956.0	100.0	65% -- 97%	3,023.0
LYNNW							
42.	Atkinson, MaryAnne	AQ	100.0				
43.	Bagamery, Bruce	AQ	100.0				
44.	Bayazit, Ozden	AQ	100.0				
45.	Boyle, Peter	AQ	100.0				
46.	Coetzer, Graeme	AQ	100.0				
47.	Johnson, Eldon	AQ	100.0				
48.	Larson, Linda	AQ	100.0				
49.	Richmond, Lynn	AQ	100.0				
50.	Allen, Robert	PQ		78.0			
51.	Boschee, Martin	PQ		56.0			
52.	Callihan, Ronald	PQ		56.0			
53.	Larkin, Richard	PQ		56.0			
54.	Trimble, Richard	PQ		67.0			
55.	Ruble, Michael	None			100.0		
56.	Tito, Joan	None			33.0		
	Total LYNNW:		800.0	313.0	133.0	64% -- 89%	1,246.0
Totals:			3,367.0	1,481.0	322.0	65% -- 94%	5,170.0
At least 50 % must be academically qualified members							
At least 90 % must be academically or professionally qualified members							

Table 10-2C: Calculations Relative to Deployment of Qualified Faculty
Fall 2009 Undergraduate by Location

	Name	Qualification	AQ Faculty - % of Time Devoted to Mission	PQ Faculty - % of Time Devoted to Mission	Other Faculty - % of Time Devoted to Mission	Qualification Ratios Per STD 10	Total
DESMO							
1.	Beaghan, James	AQ	100.0				
2.	Gierlasinski, Norman	AQ	100.0				
• 3.	Harman, Wendy	AQ	100.0				
4.	Ke, Ke (Grace)	AQ	100.0				
5.	Nixon, Don	AQ	100.0				
6.	Wang, Fang	AQ	100.0				
7.	Zhong, Ke	AQ	100.0				
8.	Cotner Montoya, Judith	PQ		11.0			
9.	Cox, Roger	PQ		67.0			
10.	Wilson, Asher	PQ		78.0			
11.	Hirsh, Paul	None			11.0		
12.	Leong, Scott	None			100.0		
	Total DESMO:		700.0	156.0	111.0	72% -- 89%	967.0
EBURG							
13.	Avey, James	AQ	100.0				
14.	Carbaugh, Robert	AQ	100.0				
15.	Dittmer, Timothy	AQ	100.0				
16.	Ghosh, Koushik	AQ	100.0				
17.	Graber Pigeon, Nancy	AQ	100.0				
18.	Hedrick, David	AQ	33.0				
19.	Holtfreter, Robert	AQ	100.0				
• 20.	Hughes, Larry	AQ	100.0				
• 21.	Kucuk, S. Umit	AQ	89.0				
22.	Kulik, Brian	AQ	100.0				
23.	Lee, Yong	AQ	100.0				
24.	Liao, Kun	AQ	100.0				
25.	Nimnicht, James	AQ	100.0				
26.	Prante, Tyler	AQ	100.0				
27.	Provaznik, William	AQ	67.0				
• 28.	Sinclair, Robert	AQ	89.0				
• 29.	Smith, Carlo	AQ	100.0				
30.	Stinson, Jeffrey	AQ	100.0				
31.	Tenerelli, Thomas	AQ	100.0				
32.	Tidd, Ronald	AQ	100.0				
33.	Wassell, Jr., Charles	AQ	100.0				
34.	Young, Michael	AQ	100.0				
35.	Becker, Melissa	PQ		100.0			
36.	Elkins, Ronald	PQ		100.0			

37.	Heesacker, Gary	PQ		100.0			
38.	Hellie, Larry	PQ		11.0			
39.	Kimel, Metiner	PQ		100.0			
40.	Lasik, John	PQ		100.0			
41.	Martinis, Karen	PQ		100.0			
42.	Savoian, Roy	PQ		100.0			
• 43.	Solem, Gregory	PQ		11.0			
44.	Richardson, Gary	None			100.0		
Total EBURG:			2,078.0	722.0	100.0	72% -- 97%	2,900.0
LYNNW							
45.	Atkinson, MaryAnne	AQ	100.0				
46.	Bagamery, Bruce	AQ	100.0				
47.	Bayazit, Ozden	AQ	100.0				
48.	Johnson, Eldon	AQ	100.0				
49.	Larson, Linda	AQ	100.0				
50.	Richmond, Lynn	AQ	100.0				
• 51.	Wilson, Theresa (Terry)	AQ	67.0				
52.	Allen, Robert	PQ		89.0			
53.	Boschee, Martin	PQ		67.0			
54.	Callihan, Ronald	PQ		56.0			
55.	Larkin, Richard	PQ		78.0			
56.	Ruble, Michael	None			100.0		
Total LYNNW:			667.0	290.0	100.0	63% -- 91%	1,057.0
Totals:			3,445.0	1,168.0	311.0	70% -- 94%	4,924.0
At least 50 % must be academically qualified members							
At least 90 % must be academically or professionally qualified members							
• Members who were hired during 2009-Fall.							

STANDARD 11: FACULTY MANAGEMENT AND SUPPORT

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

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

CWU faculty are evaluated based on teaching, research and service using a process prescribed by the *Collective Bargaining Agreement*. As prescribed in the *CBA (Article 21)*, the process is used for reappointment, tenure, promotion and post-tenure review. The process includes an independent evaluation at all levels: department personnel committee (DPC), department chair, college personnel committee (CPC), college dean, and then the provost. Positive recommendations are forwarded to the president for approval by the Board of Trustees.

The CB Mission identifies expectations for faculty in the College by emphasizing teaching excellence, strengthened by research and supported by professional service. There is a clearly articulated research standard for faculty who teach exclusively at the undergraduate level and faculty who carry a teaching load that includes graduate courses in the MPA program.

CB FACULTY RESEARCH STANDARDS AND RGAP

A faculty member in the College of Business will be considered AQ provided she/he possesses a doctoral degree in (or related to) the field in which she/he is teaching and over the most recent five-year period *undergraduate faculty members* have made 4 intellectual contributions with 2 coming from Category A and the other 2 from Category A or Category B. Also, over the most recent five-year period, *graduate faculty members* have made 4 contributions with at least 3 coming from Category A.

Category A:

- Refereed journal articles (peer and nationally-recognized editor-reviewed academic, professional and pedagogical journals)
- Research monographs
- Scholarly books
- Text books

Category B:

- Refereed proceedings from national, international or regional scholarly meetings (full papers)
- Refereed papers presented at academic or professional meetings
- Chapters in textbooks or book of readings
- Publicly available research working papers
- Papers presented at faculty research seminars at other universities or other academic settings outside CWU
- Publication in trade, in-house and other editor-reviewed journals
- Book reviews published in a journal
- Written cases with instructional materials published by a publishing house, academic journal or proceedings
- Instructional software that is published by a publishing house
- Conference presentation

- Course materials (study guides, test banks, etc) that are published by a publishing house

Support for faculty research comes in many forms across campus. Every tenured and tenure-track faculty member receives \$700 annually under the *Collective Bargaining Agreement*. In addition, travel funds are available through a competitive grant submission program from the Office of Graduate Studies and Research (OGS&R). The OGS&R also awards, through a competitive selection process, a one-quarter term leave for research during the academic year. Sabbatical leaves are also available through an application process.

In the College of Business, tenured and tenure-track faculty are eligible for a one course reassignment to conduct research leading to a refereed journal article and achievement or maintenance of AQ status. If sufficient progress has not been accomplished in a five-year period, then the reassigned time for research can be revoked. Department travel funds are also available at various levels, depending on department criteria. A program at CWU that is unique to the College of Business involves the Research Grant Awards Program (RGAP) which is described below. It has proven to be a highly successful incentive since it was approved by the CB faculty in October 2002. Since that time more than 150 refereed journal articles have been published and more than \$280,000 have been awarded to the faculty.

A research stipend of \$2,000 per CB author, with a maximum of \$4,000 per Category A paper, will be awarded upon presentation to the Dean of:

- an unconditional acceptance letter;
- a copy of the accepted manuscript; and,
- a proposal (1-2 pages) for future research project(s).

Subject to the \$2,000 per author restriction, the distribution of funds among CB co-authors will be determined by the lead author. The author/coauthor may receive a maximum of two (2) research stipends in a given year. In the event that the total research grant money is exhausted prior to funding approved research-stipend applications, the unfunded applications will be given funding priority in the order received when moneys become available. The Research Grants Award Program will be subject to a continuous improvement process as represented by an annual review of the program.

FACULTY DEVELOPMENT

The CB determined that it could better align faculty activities with its mission by creating a five category system for faculty development. Expanding on the traditional categories of teaching, research and service, the CB classified faculty activities into five mission-related categories: 1) instructional performance, 2) intellectual contributions, 3) professional activities, 4) service (excluding professional activities), and 5) faculty development. The five-category system is detailed in the *CB Professional Record Guidelines* document (presented on the next page) and forms the basis for the Professional Record submitted for personnel evaluation (reappointment, tenure, promotion and post-tenure review).

The primary responsibility for working with faculty has been shared among the department chair, faculty colleagues, and the dean. Department chairs and faculty colleagues focus their efforts on working with faculty to develop instructional skills, cultivate a research agenda, and to develop an appropriate level of service to the institution and to their disciplines. The dean, in conjunction with the department chair, focuses effort on developing and disbursing a financial base for faculty development activity and to support research efforts.

College of Business

Professional Record Guidelines

Three copies of the Professional Record should be completed and delivered (one each to: Dept. Chair, CWU-Lynnwood and CWU-Des Moines) no later than the deadline specified in the CB Academic Calendar for the appropriate review process. Each copy should include a title page that presents the following information:

Name _____ Department _____

Quarter /Year Included in this File: From _____ Through _____

Current Rank _____ Date of Last Promotion _____

Date of Last Merit Award _____

The Professional Record and the processes for reappointment, tenure, promotion, and merit are designed to provide opportunities for self, peer, student, and supervisory review of performance. The file is also designed to facilitate accreditation reporting. Please list accomplishments and supporting documentation where appropriate in chronological order in each of the five areas as they apply.

1. Instructional Performance--A teaching portfolio approach is used to show evidence of teaching effectiveness which includes general advising of undergraduate students. The portfolio supporting the faculty member's instructional performance should include at a minimum: (a) list of all courses taught during the review period, (b) student evaluations of Instruction, (c) number of assigned advisees, (d) self-evaluation statement with a continuous quality improvement focus, and (e) three of the following items to serve as supporting documentation for the self-evaluation statement:
 - instructional philosophy and/or goals,
 - teaching methods and objectives,
 - course syllabi,
 - assignments and/or exams,
 - unique class or course assessment procedures,
 - classroom visitations by faculty colleagues,
 - involvement with cooperative education and field experiences,
 - relationship of course elements to business/economic issues,
 - relationship of course elements to department, school, and/or university missions,
 - student projects, or
 - other evidence of instructional performance, such as awards and/or honors.
2. Intellectual Contributions--Outputs classified as intellectual contributions should be related to the primary teaching area and available for public scrutiny by academic peers and practitioners. Further, opportunity should exist for the contributor to receive feedback from academic peers and practitioners. The report of intellectual contributions should be presented in bibliographic form and should include accompanying copies of the works. Following are examples of contributions within the CB:

- publication in refereed journals,
 - publication in professional journals,
 - textbooks,
 - chapters in scholarly books,
 - research monographs,
 - publication in proceedings of scholarly conferences,
 - papers presented at academic meetings,
 - funded research reports (if widely disseminated to peers and practitioners),
 - presentations at academic meetings,
 - presentations at professional meetings,
 - study guides and instructors' manuals,
 - written cases with instructional materials,
 - instructional software,
 - presentations at faculty workshops, and
 - other evidence.
3. Professional Activities--Professional activities refer to the delivery of services and/or completion of projects related to one's primary teaching area. Often, the faculty member is uniquely qualified to deliver the professional activity. Sufficient description should be provided to build a link between the activity and one's primary teaching area. Examples reported within the CB include:
- design and delivery of continuing professional education programs,
 - discussant or panel member at academic and/or professional conferences,
 - editorial review for academic journals,
 - textbook reviews,
 - consulting/outside work related to primary teaching area, both paid and unpaid,
 - funded research reports (not widely disseminated to peers and practitioners),
 - service on committees where faculty expertise is extended to the group,
 - delivery of a lecture to various groups such as clubs, public schools, annual stockholder meetings, etc.,
 - guest commentator on television and radio,
 - guest contributor to local newspapers and other publications,
 - design and delivery of short courses, such as Senior Ventures, and
 - other evidence.
4. Service--Special services to students, to the department, school or university, to the community, or to the public not previously listed under professional activities. Examples of service activities include:
- student advisement/assistance with career planning and placement,
 - committee work for the department, school, and university,
 - advisorship of student organizations,
 - involvement with alumni groups,
 - support to academic and/or professional organizations (not included under Professional Activities above),
 - support to community/regional/national organizations, and
 - other evidence.

5. Faculty Development--This category includes activities undertaken to maintain or improve competencies related to teaching, intellectual contributions, professional activities, or service. Provide a brief description of the activity. Examples reported within the CB include:
- completion of continuing professional education credits to maintain certification,
 - university-industry interchanges, such as the Boeing interchange,
 - participation in plant and business tours,
 - computer skills workshops completed,
 - attendance at plenary and concurrent sessions of academic/professional conferences,
 - seminars and workshops attended,
 - various teaching renewal experiences,
 - study programs leading to completion of requirements for professional certification,
 - books read intended to maintain or improve faculty competencies, and
 - other evidence.

Approved by Faculty Policy Committee November 12, 1996

Reviewed by CB Executive Committee December 5, 1996

Approved by CB Dean December 19, 1996

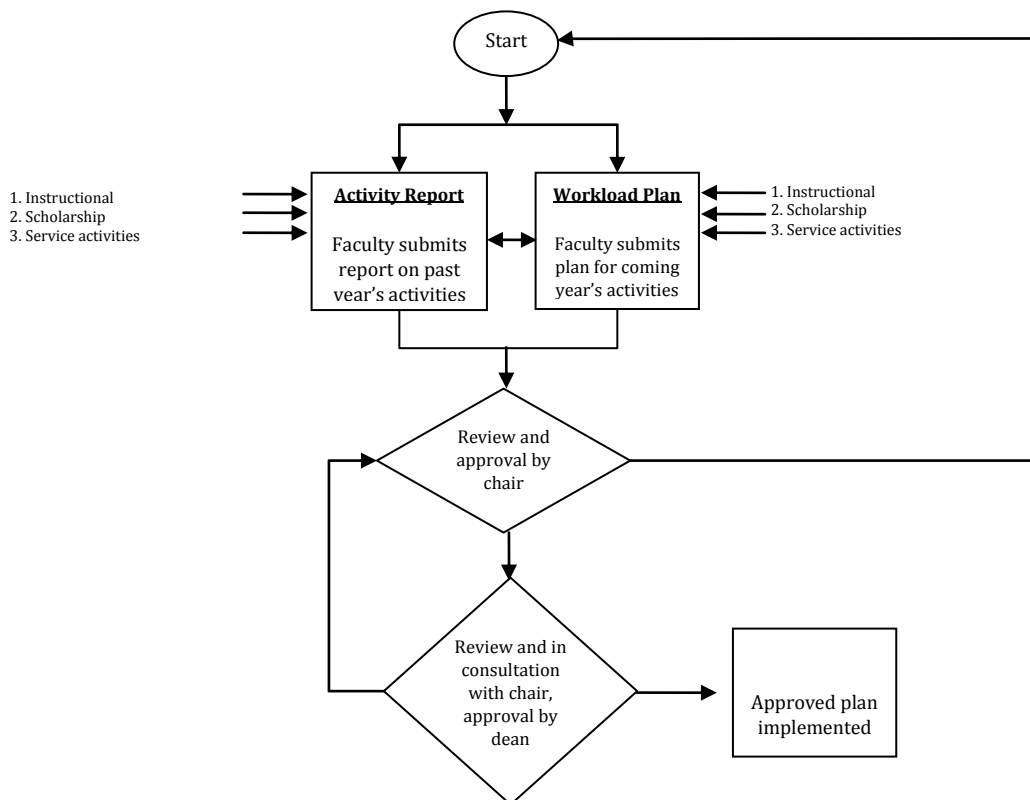
Updated Name Change: Fall 2001

Updated to Conform to CWU CBA: Fall 2008

As depicted in Figure 3, all full-time, tenure-track faculty annually submit two documents: 1) a Workload Plan – a document that expresses the desired set of courses to be taught during the upcoming year, along with priorities for scholarly and service activity; (2) an Activity Report -- a report of current-year activities and/or performance related to instructional activity, scholarship and service as presented on the Workload form. The dean and department chair review these documents, one a forward look at planned activities in teaching, research and service, and the other document reflecting on past activities in these three areas of evaluation.

Chairs view this as an appropriate time to help the faculty align their activities with the portfolio of activities desired for the department and the college. Adjustments are frequently made to the plans at this point in the process. The chair and dean of the college use the review as an opportunity to focus on faculty development.

Figure 3. Annual Assessment of Faculty Plans and Activities



Faculty are expected to meet the requirement of 45 workload units annually which is typically distributed among 30 workload units of instruction, 10 workload units of research and 5 workload units of service. Instructional load also includes advising of students.

To ensure adequate support for mission-based activities, the CB has several strategies aimed at generating financial funds. External fundraising efforts have resulted in the establishment of faculty development funds housed in the CWU Foundation. The CB Advisory Board has created additional faculty development support.

At the beginning of each academic year, state funds, a portion of net revenues from the prior year's summer school operation, and an allocation of foundation funds earmarked for specific activities such as faculty travel, are made available to CB departments. Requests for funding for faculty development activities are submitted by individual faculty members to department chairs who review the requests and make the funding decision.

In summary, the CB has well-developed systems in place to integrate budget, enrollment management, and faculty planning. Full-time faculty submit plans to the dean through the chairs that include the entire range of faculty activities. Review steps ensure plans are properly aligned with the college and department missions. State funding is augmented by private donations, earnings from endowed funds, and net revenues from summer school to provide adequate support for activities that implement the mission.

STANDARD 12: AGGREGATE FACULTY AND STAFF EDUCATIONAL RESPONSIBILITY

The business school's faculty in aggregate, its faculty subunits, and individual faculty, administrators, and staff share responsibility to:

Ensure adequate time is devoted to learning activities for all faculty members and students.

Ensure adequate student-faculty contact across the learning experience.

Set high expectations for academic achievement and provide leadership toward those expectations.

Evaluate instructional effectiveness and overall student achievement.

Continuously improve instructional programs.

Innovate in instructional processes.

The College of Business vision states that we “will be recognized as a premier learning community creating an environment in which students, faculty and staff reach their full potential.” To create that community requires effective delivery, evaluation, and continuous improvement of instructional resources. By providing the highest quality technological resources, consistent course content, monitoring, and improvement, the CB provides an environment in which students, faculty, and staff are able to reach their highest possible level of academic achievement.

The “Meaning of Our Mission” identifies Quality in Education as an element of the mission. It is supported by instructional resources related to: physical facilities, distance education facilities, and library data-base resources – with an appropriate metric for each.

Meaning of Our Mission and Metrics

<i>Quality in Education</i>	<i>Metrics</i>
<i>We provide quality in undergraduate education through excellent physical facilities, distance education facilities, and library data-base resources.</i>	<i>Physical facilities DE facilities Library data-base resources</i>

CWU provides resources to meet the instructional responsibilities of academic programs in the College of Business. These include resources related to physical facilities and infrastructure, instructional technology, faculty computing and integration, and library and information resources.

Physical Facilities

CB faculty, staff and students enjoy state-of-the-art facilities. Significant improvements of the physical facilities have been completed at all CB program sites in recent years.

Shaw-Smyser Hall An extensive remodeling of Shaw-Smyser Hall, home of the College of Business at the main campus in Ellensburg, was completed in 1994. The facility houses the Departments of Accounting, Finance & OSC, Economics, and Management, and the Office of the Dean. The present configuration includes 13 classrooms and 6 computer labs. All 13 classrooms are fully “technology enabled.” The seating capacity of the classrooms range from 25 to 109.



Snoqualmie Hall Since the Fall Quarter 2003, CWU-Lynnwood has been housed in a 51,000 square-foot building on the Edmonds Community College campus. The design and construction of Snoqualmie Hall included state of the art instructional technology.



Each classroom in the facility is equipped with the latest in computer-controlled screens, lights and LCD projectors. This technology was not available at previous locations. After completing the two-year transfer degree, CWU-Lynnwood students can pursue bachelor's degrees in Business Administration and in Accounting. The MPA is also offered, primarily through distance education. (interactive compressed video). CWU-Lynnwood had previously been located in six different temporary locations over the last 35 years.

Higher Education Center CWU-Des Moines has replaced CWU-SeaTac. This facility is co-located on the Highline Community college campus. This facility was fully occupied in Spring Quarter 2005 and includes the latest instructional technologies. The program offerings are identical to those at CWU-Lynnwood.



Instructional Technology

Nearly all business courses on the main campus in Ellensburg are taught in Shaw-Smyser Hall. Within Shaw-Smyser, there are six computer labs and a total of about 160 computers available for students. In 13 other buildings across the Ellensburg campus, there are more than 400 computers available in more than 21 computer labs. At CWU-Lynnwood, located on the campus of Edmonds Community college, there are two student computer labs each housing 30+ computers. The CWU-Des Moines site, located on the campus of Highline Community College, also has two student computer labs with 40+ computers. Software available in the labs includes the Microsoft Office suite, SPSS, Oracle, business simulation programs, web design software, and MSDN academic alliance software. Upon enrollment, every student at CWU is given an e-mail account and network storage for a personal web page.

Other resources facilitate technology mediated instruction. Classrooms in Shaw Smyser are "technology enabled" with computers, data and video projectors, overhead projectors, network/internet connections, TV/VCR and satellite access to CNN and CNBC. The CWU Ellensburg campus has several classrooms that are capable of originating and receiving interactive video classes. One of these classrooms is in Shaw-Smyser. CWU-Lynnwood has two classrooms and a small conference room equipped this technology. CWU-Des Moines facility has 5 classrooms equipped with DE equipment. With this technology, students and faculty can interactively conduct classes in real time, even though the instructor may be in Lynnwood and students in Ellensburg. This technology has also been employed to accommodate enrollments in the Master of Professional Accountancy program, with some classes originating with faculty at Ellensburg, CWU-Des Moines or CWU-Lynnwood.

Each faculty member has computer technology in his/her office, with ever-improving hardware configuration, connection to the university network and to the internet via a high speed T1 connection. Software available to faculty generally includes the Microsoft office suite, virus protection software,

network access programs, e-mail clients, and SPSS or SAS. Individual faculty members may also have more unique software specific to their own teaching and/or research needs.

Through the SAFARI system, a PeopleSoft curriculum management system, each faculty member has on-line access (remote or local) to student information (transcripts, current class schedule, etc.), which can be used for advising, planning for course content, and career planning. SAFARI can block enrollment for students without course prerequisites including admission to the major.

Finally, in addition to traditional library book and document holdings, the CWU library allows student and faculty access to over 60 on-line databases and over 9,000 full text periodicals. Access is mostly available from any location, on campus or remote. An "Internet Resources" portal, accessible from the library home page, provides an easy launching point from which to navigate too many of these on-line resources. Access to library materials is greatly expanded through the university's participation in the Orbis Cascade Alliance, a consortium that combines the information from Pacific Northwest academic libraries into a single unified database.

STANDARD 13: INDIVIDUAL FACULTY EDUCATIONAL RESPONSIBILITY

Individual teaching faculty members:

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

Uniform CWU-wide policies and procedures exist for creating and changing curriculum. The University policies manual states that curriculum change starts at the department level, and proceeds through approval by the appropriate dean, provost, and Faculty Senate Curriculum Committee.

In line with university policy, suggestions for curriculum change within the CB may surface with various stakeholders, but the initial process leading to change always involves faculty at the department level. Following review within the department, the approval of the department chair and the dean are required. The CB Curriculum Committee and CB Executive Committee review significant changes prior to approval by the dean.

[Learning goals, program and course objectives, and assessment of outcomes is covered later in the Assurance of Learning related to students.]

The CB requires Student Evaluation of Instruction (SEOI) for every CB class, every quarter. The SEOI's are reviewed by the chair and the dean. If issues of a significant nature surface during the review, a team approach involving the faculty member, dean, and department chair is utilized to seek resolution. Faculty instructional effectiveness is reviewed on an annual basis for tenure-track and nontenure-track faculty as part of the retention and promotion processes. Tenured faculty are subject to review via the post-tenure review process, initially every 3 years and now every 5 years.

On an annual basis, faculty submit a Workload Plan and Activities Report for the past year. The Plan and Report are required for all tenured and tenure-track faculty, for every academic year, and reviewed by the department chair and dean. [See Standard 11 for details.] The annual review provides the opportunity to consider specialized instructional development and improvement programs. Separately, a mentoring program is being developed to help faculty who may need assistance with their instructional skills. The atmosphere within the CB and the attitude of most of the faculty lead to the informal sharing of teaching techniques and innovations.

STANDARD 14: STUDENT EDUCATIONAL RESPONSIBILITY

Individual students:

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

Teaching is a priority at CWU and in the College of Business. We foster a learning environment characterized by an accessible faculty and a high degree of faculty and student interaction. Students at each of the College of Business locations can depend on a consistent, high quality, learning experience. Through our monitoring processes and focus on continuous improvement, current and future students can expect to develop the knowledge, competencies and skills necessary to pursue productive careers in a changing world irrespective of location where they matriculate. We transform lives through a learning environment built on a foundation of teaching excellence, effective curricula and state-of-the-art physical facilities.

As described in Standard 1, the Mission Statement has undergone periodic review and revision. One major development occurred in Winter and Spring of 2005, based on an initiative from student leaders in Ellensburg. In the aftermath of questions about corporate conduct and issues of business ethics, students recognized a need for an honor code at CWU. As a result, the CB Dean's Council of student leaders in Ellensburg began a discussion that led to a draft Statement of Conduct that included a Code of Honor. The draft Statement of Conduct was presented by one of our student leaders to CB faculty (twice) and the CB Advisory Board. Students at university centers were also consulted. The Statement of Conduct was adopted by the faculty in April 2005 and integrated into the Mission Statement.

A diverse group of students – from varied backgrounds and including traditional age students and nontraditional, place-bound students -- are able to complete a quality education. Education at a high level of quality derives from concern for students at the individual level, and personalized, innovative instruction supported by appropriate learning technologies.

STANDARD 15: MANAGEMENT OF CURRICULA

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

The College of Business offers a Bachelor of Science in Business Administration (BSBA) with specializations (finance, general business, human resource management, management and organization, marketing management, and operations & supply chain management), a Bachelor of Science in Accounting (BSAcc) and one specialized masters, a Masters of Professional Accountancy (MPA). Aside from a certificate in Supply Chain Management, there is additionally a Bachelor of Science in Economics (BSEcon) with specializations (economic and business forecasting, general, and managerial). The focus of the self-evaluation report is primarily on the undergraduate degree programs and to a lesser extent, the MPA. The certificate program is excluded from the AOL portion of the SER. Standard 18 is excluded from this report since no general graduate degree is offered. Standard 21 is also excluded as there are no doctoral offerings.

The CB curriculum has two major sources of input, departments and the Curricula and Assurance of Learning Committee, an inter-departmental faculty committee. Admission to the CB for the BSBA, BSAcc, and BSEcon's (managerial and economic & business forecasting specializations) is contingent on successful completion of a standard set of courses including introductory accounting courses, introductory economics courses, introductory English courses, math courses including statistics, and a business law course. [The BSEcon general specialization does not utilize the business core except for MIS 386 so its prerequisites differ.] The BSBA, the BSAcc, and the BSEcon have different degree goals. The BSBA and BSAcc share a common core that is at the heart of the educational experience for a CWU business administration and accounting graduate. The common core is the focus of the Assurances of Learning (AOL) program. This core focuses on the traditional content areas of finance, marketing, management, operations & supply chain, information systems, capped by a strategic management course. The BSEcon in its AOL program utilizes economic courses like research methods, public finance, and managerial economics including an economics capstone course. Although faculty provide the primary inputs into the curriculum, clearly they bring an informed perspective from industry sources. As an example, the Operations & Supply Chain faculty host an annual student career workshop which features a panel of industry professional from companies like Boeing, PACCAR, T-Mobile, Microsoft, Nintendo, Weyerhaeuser, and Puget Sound Energy. For another example, accounting professionals, with whom the Accounting faculty are highly networked, are an informal source of information for the Accounting curriculum.

The College of Business has actively managed its curriculum in response to results since at least 2005 when admission standards were changed in response to student success rates in the program. In 2002, the administration of the Educational Testing Service (ETS) Field exam in the capstone course, MGT 489-Strategic Management began. (Appendix 2 features the history of the ETS exam.) Since 2007, a more systematic approach has been utilized complete with timetables for a more consistent evaluation process.

BSBA/BSAcc: In addition to the quarterly administration of the ETS exam, there is now a systematic and continuous data collection process for rubrics. There was, prior to Fall 2008, no appropriate, consistent assessment vehicle across MGT 489 sections (the capstone course). Now each quarter in MGT 489, written case studies, videotaped oral presentations, and peer evaluations in leadership and teamwork are collected from all students. Samples of the writing and the oral communication presentations are

then drawn and distributed to the Committee for scoring. (Appendix 3 displays the rubrics and results.) In order to have a common application of the critical thinking rubric, the written communication rubric, and the ethics rubric, the MGT 489 faculty agreed to a common case to be used across all sections of MGT 489. Each class also features an oral presentation where all students must present. Each class must also feature group work whereby students can evaluate each other on teamwork and leadership skills. Thus the ETS Field exam, a written case analysis, an oral presentation, and a group project are now common to all sections of MGT 489.

BSEcon has a similar program which now includes an ETS exam administered through its capstone course, ECON 406 as well as a rubric assessment program administered through its own faculty (See Appendix 4).

The MPA program also has a program which includes the CPA exam and a written communication rubric [See Appendix 5.]

STANDARD 16: UNDERGRADUATE LEARNING GOALS

Bachelor's or undergraduate level degree: Knowledge and skills. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program.

This section begins with the overview of the CB curriculum, associated metrics, timelines, etc. followed by a discussion of the subtleties associated with the BSBA, BSAcc, and the BSEcon.

The curriculum and associated metrics are driven by the CB Mission:

CWU's College of Business faculty and staff create value and opportunity for our students by focusing on quality in undergraduate education at the Ellensburg campus and university centers in the Puget Sound and central regions of Washington state. We accomplish this through emphasis on excellence in teaching, strengthened by faculty research and supported by professional service.

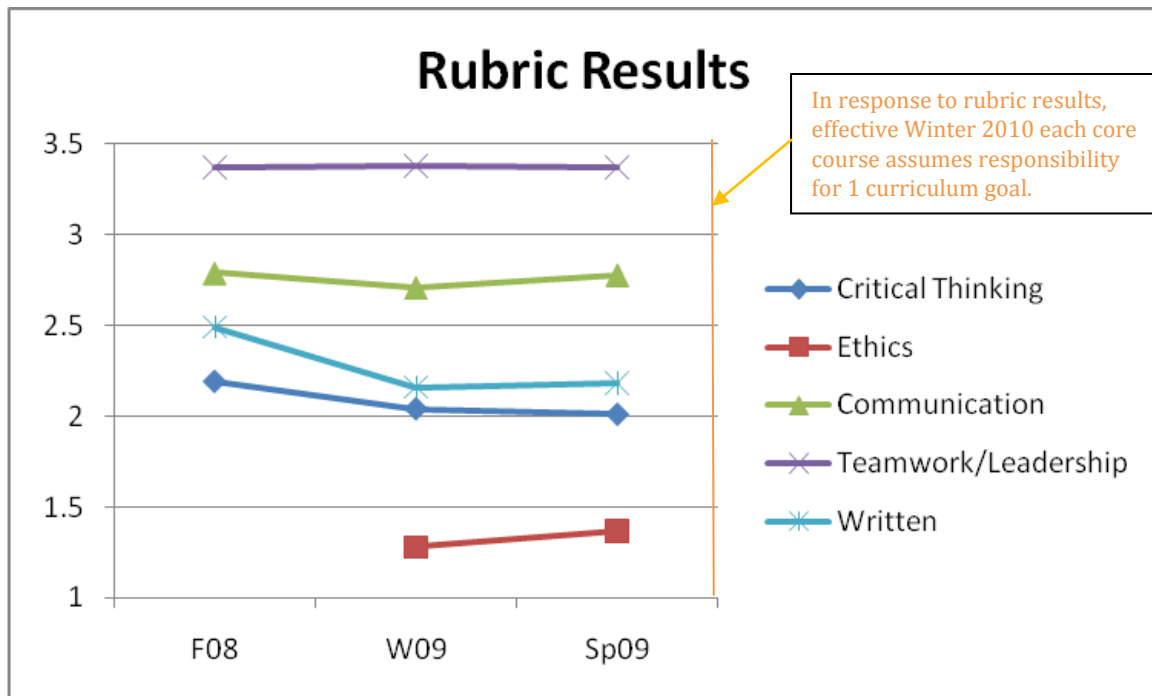
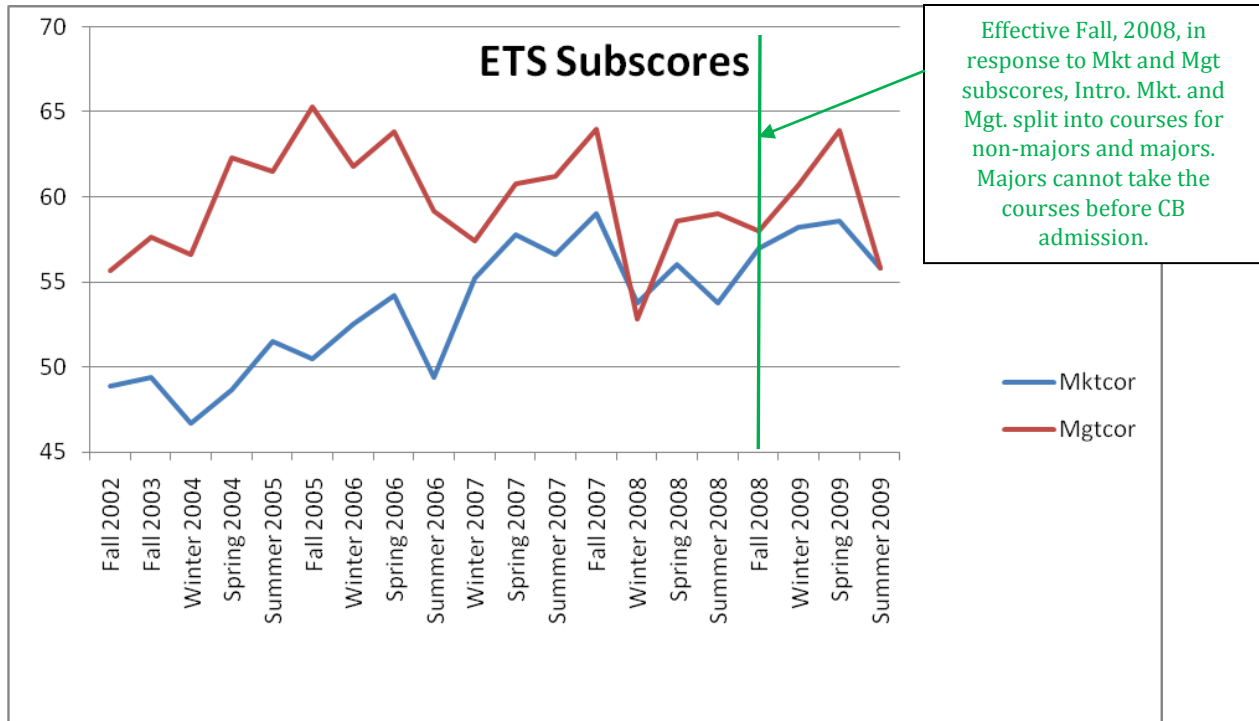
MEANING OF OUR MISSION AND METRICS

<i>Value</i>	<i>Metrics</i>
We create value by graduating students who possess foundation knowledge in accounting, economics, finance, marketing, information systems, and management.	ETS Major Field Exam – Overall score
We create value by graduating students who possess appropriate skills in the following areas: written communication, oral communication, teamwork, critical thinking and ethics.	Rubrics for: -written comm. -oral comm. -critical thinking -ethics -teamwork

Assurances of Learning Program-BSBA, BSAcc							
Objective	Year	Methods	Sample	Findings	Interpretation	Action	Timetable
Possess Foundation Knowledge	07-08	ETS scores, 02-06	All graduating seniors in 489, Strategic Mgmt.	A)Mkt/Mgmt subscores weaker than Acct, Econ, Fin, Inter., Quant, IS in comparison to other universities. B)Performance of ACCT majors from BA majors is co-mingled.	A)Students taking Mkt, Mgt Intro class before CB admission. Elapsed time to ETS too long. -Non-CB student's presence in Mkt, Mgt class waters down course content. B)Do not know how to improve the performance of ACCT/BA majors based on major.	A)Effective '08-09, must be CB admitted before taking Mkt/Mgt. -Separate Mkt, Mgt. classes for non-majors. B)Beginning Jan. 2008, separate exam results by major requested.	Revisit ETS in 09-10
Skills: Written	07-08	Develop & test rubric applied to case study	30 E-burg campus 489 graduating seniors	Not all 489s have ind. cases.	None as of yet.	Incorporate ind. written cases in all 489.	Apply rubric 08-09. Assess results and implement changes 09-10.
	08-09	Rubric	All graduating seniors in 489, Strategic Mgmt., Written Case	Written Skills on a 1-4 scale judged to be in 2 range	Judged too low.	Effective, Winter 10, Mkt core course will feature common writing element.	Assess results 10-11.
Skills: Oral	07-08	Develop & test oral rubric to 489 presentations	489 Westside graduating seniors	None as of yet	None as of yet		Apply rubric 08-09. Assess results and implement changes 09-10.
	08-09	Rubric	All graduating seniors in 489, Strategic Mgmt.	Oral Skills on a 1-4 scale judged to be in 2 range.	Judged too low.	Effective, Winter 10, MIS core course will feature common presentation element.	Assess results 10-11.

Objective	Year	Methods	Sample	Findings	Interpretation	Action	Timetable
Skills: Teamwork	07-08	Develop and test rubric	389 (Bus. & Society) E-burg students	None as of yet	None as of yet		Apply rubric 08-09. Assess results and implement changes 09-10.
	08-09	Rubric	All graduating seniors in 489, Strategic Mgmt.	Teamwork/Leadership on 1-4 scale judged to be in 3 range.	Judged suspicious. Students evaluate each other. Maybe need to reexamine approach.	Effective Winter 10, OSC core will feature common teamwork/leadership element.	Assess results 10-11.
Skills: Quant. & Qual. Critical Thinking	07-08	Develop & test rubric	To be Determined	No 489's ind. cases are quant. Rubric has issues	None as of yet	Incorporate ind. written cases with quant in all 489's.	Apply rubric 08-09. Assess results and implement changes 09-10.
	08-09	Rubric	All graduating seniors in 489, Strategic Mgmt.	Critical Thinking on a 1-4 scale judged to be in 2 range.	Judged too low.	Effective Winter 10, FIN core will feature common critical thinking element.	Assess results 10-11.
Value: Comprehend Ethical Issues	07-08	Develop & test rubric & approach		Spring '08 test run in 389 indicates improvements needed	Test run of an ethics module in an ethics-focused course incorrect setting.	Test run in another course to be determined.	Develop, test, and apply 08-09; Assess results and implement changes 09-10.
	08-09	Rubric	All graduating seniors in 489, Strategic Mgmt.	Ethics on a 1-4 judged to be in 1 range	Issues of case used and lack of common consensus among faculty as what constitutes this domain	Effective Winter 10, MGT core will feature common ethics element	Assess results 10-11.

“Informing the curriculum” and “closing the loop” are familiar expressions in Assurances of Learning programs. Specifically they address changes made to curricula in response to results. Rather dramatic changes have occurred in CB curriculum in response to ETS exam results and in response to rubric results. The history of the ETS Field exam is described in greater detail in Appendix 2. The following graphically demonstrates two important moments in the on-going program for informing the curriculum.



Specifically in response to the rubric results for the '08-09 year, each core course assumes responsibility for a particular goal, effective January 2010. For example, the marketing core course will feature in its syllabi the statement,

- “The Marketing faculty wants to assist their students in assessing and developing their ability to communicate effectively in writing. Students in this course will submit a graded writing sample and those whose grade is reduced by 20% for poor writing will be referred to the CWU Writing Center.”

In management syllabi, the following will appear:

- “The Management faculty wants to assist their students in comprehending ethical issues in business and applying an ethical framework to business decision making. Ethical issues will be covered in class and students can expect to be tested on their ability to recognize such issues and apply an ethical framework to business decision making.”

For the finance core course,

- “The Finance faculty will assist Accounting and Business Administration majors to develop critical-thinking skills for decision making. This course includes a case study to test assurance of learning over critical thinking skills. The case will be administered at the end of the quarter and will account for 10% of the course grade.”

With regard to the management information systems core course, its syllabi will feature the statement,

- “As a means to further develop student competency in oral communication skills, students in MIS 386 will be required to participate in one or more group presentations or individual presentations that will account for a minimum of 10% of the course grade.”

Finally, the operations supply chain course core syllabi will have the statement,

- “As a means to further develop student competency in team building and collaboration skills, students in OSC 323 will be required to participate in one or more group projects that will account for a minimum of 10% of their course grade.”

Turning to the BSEcon, the AOL program is not as fully developed as the BSBA and BSAcc program. The lack of sophistication is attributable in large part to the small number of majors. For instance, less than 30 students have taken the Economic ETS exam in the last year in contrast to 460 BA and Acc majors during the same quarters. Such small numbers make it difficult to pilot test or to achieve quickly an N of sufficient size upon which to comfortably act. Regardless, BSEcon does have an AOL program and while much remains to be done, thus far, the results have been impressive, particularly with regard to the Spring 2009 ETS exam results. In the overall score, they performed at the 85th percentile in the nation overall, 70th percentile in micro-economics and 95th percentile in macro-economics.

Assurances of Learning Program-BSEcon							
Objective	Year	Method	Sample	Findings	Interpretation	Action	Timetable
Possess Foundation Knowledge	06-07	Internally created exam	Graduating Seniors in 401, 402	Knowledge seemed adequate	Unable to benchmark nationally	Adopted ETS Exit Exam	Effective 07-08
Lack of suitable AOL exit course	06-07					Added Econ 406- Economics Assessment to curriculum	Effective 07-08
Skills: Written	08-09	Develop & test rubric applied to major paper	Graduating seniors in Econ 406		None as of yet		Develop & test rubric, 08-09. Apply rubric 09-10. Assess results 10-11. Changes implemented 11-12.
Skills: Oral	08-09	Develop & test rubric	Econ 426 Noted that Econ 426 is not taken by managerial students	None as of yet	None as of yet	Will expand courses to include managerial	Develop & test rubric, 08-09. Apply rubric 09-10. Assess results 10-11. Changes implemented 11-12
Skills: Quant. & Qual. Critical Thinking	08-09	Develop & test rubric	Econ 401, 402		None as of yet		Develop & Test Rubric, 08-09. Apply rubric 09-10. Assess results 10-11. Changes implemented 11-12

The admission standard to all degree programs have been “informed” as well. In order to assume a certain level of preparedness, prior to admission to the CB, applicants for BSBA, BSAcc, and BSEcon degree programs must have:

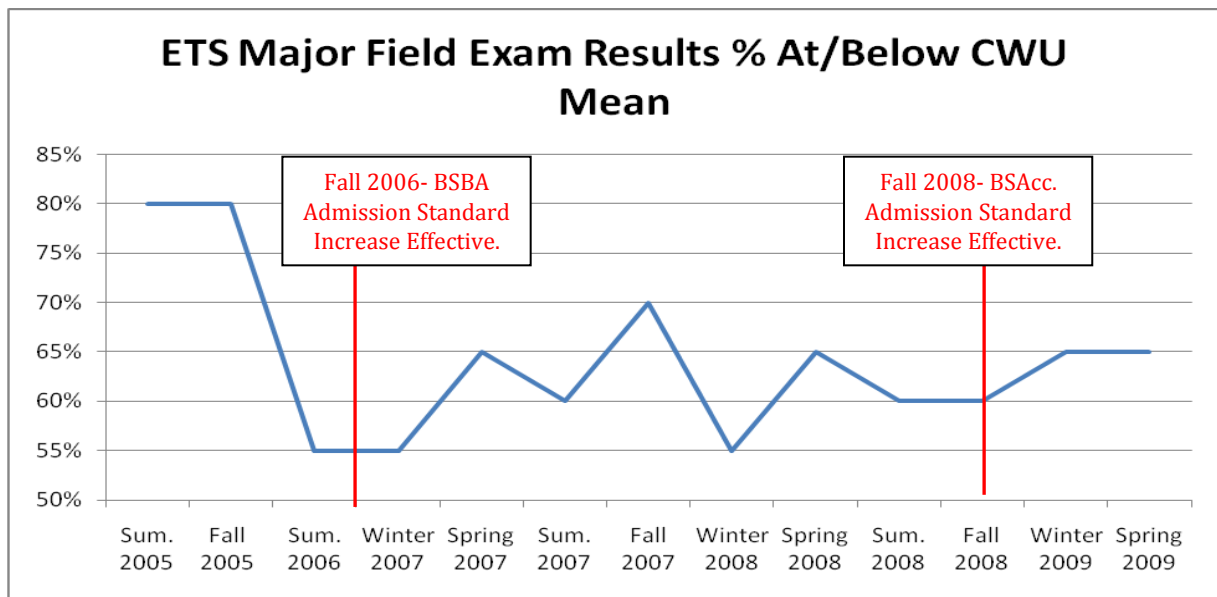
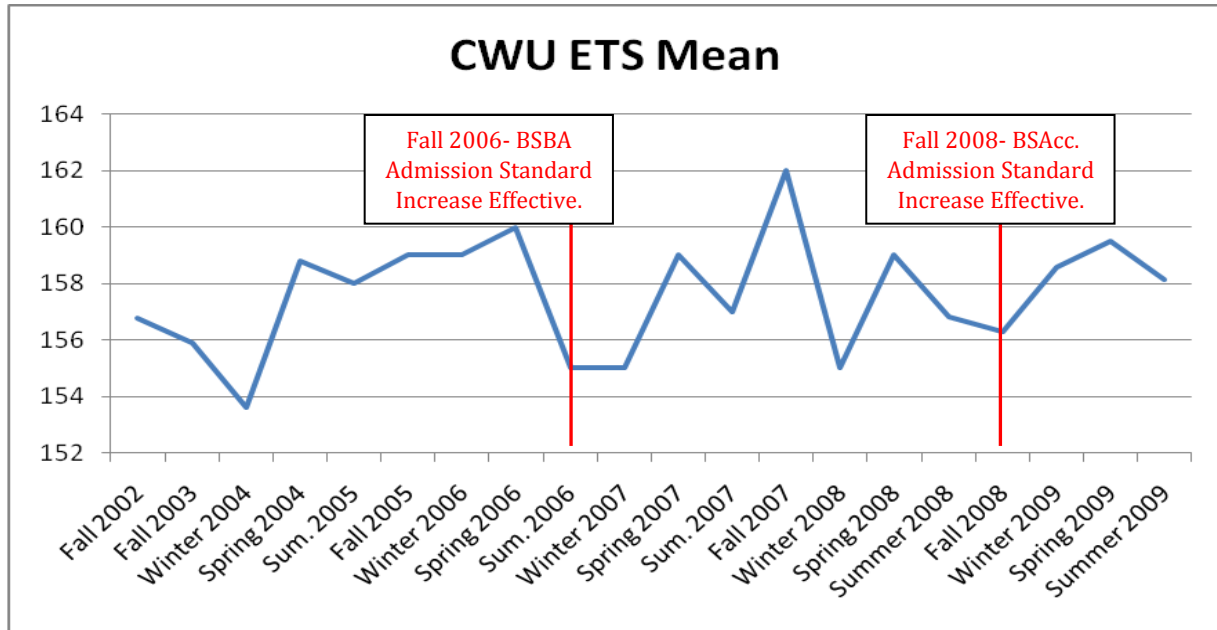
- achieved a cumulative GPA of 2.5 in the CB preadmission-specific courses (ACCT 251, etc.) with a minimum grade of “C-” (1.70) in each course for all of the undergraduate degree programs.
- achieved a minimum overall GPA of 2.50 in all collegiate studies, except for the BSBA which requires a 2.0 cumulative
- and completed English 101 and 102 (or transfer equivalent), except for the accounting program which mandates completion of all General Education requirements.

The history of outcomes assessment for “informing admission standards” is as follows:

BS-Business Administration							
Objective	Year	Methods	Sample	Findings	Interpretation	Action	Timetable
CB Admission	05-06	Transcripts examined.	Students admitted on a 2.25 or thereabouts.	Did not do well in program.	Admission GPA too low.	Raised CB Admission to 2.5.	Effective 06-07. Reassess 09-10.
Student Program Exit: Graduation & Application to Major confounded	07-08	Degree Check Out in Registrar's Office.	91 of 1500 students applying for graduation had not yet been admitted to CB.	Students using Instructor Permission circumvent curriculum prereqs.	Tragedy of Commons. Fac/Staff had no idea of the aggregate impact.	Informed faculty and staff. Tightened up CB Admission Process and adjusted 300-400 level CB courses to be prereq course & admission to major.	CB Prereq overrides decreased from 342 in Fall07 to 201 Winter08, 213 Spr.08 Judged reasonable given # of transfers and that SAFARI does not recognize equivalents. By '08-'09, issues with Degree Check Out eliminated.

BS-Accounting							
Learning Objectives	Year	Methods	Sample	Findings	Interpretation	Action	Timetable
Preadmission	07-08	Transcript Analysis	Students admitted at 2.25 or thereabouts	Transfer students being sent back graduating year to complete gen ed requirements. Many students really BA majors.	Transfers transferring too soon. Many BA students using lower Acct. admission standard as circumvention to continue their studies.	Must have Gen Ed completed. Cumulative GPA 2.5. Matched BSBA Pre-Adm. Standard of 2.5. Increased cum GPA to 2.5	Effective 08-09. Assess 09-10.
Student Program Exit: Graduation & Application to Major confounded	07-08	Degree Check Out in Registrar's Office.	91 of 1500 Students applying for graduation	Students using Instructor Permission circumvent curriculum prereqs.	Tragedy of Commons. Fac/Staff had no idea of the aggregate impact	Informed faculty and staff. Tightened up CB Admission Process and adjusted 300-400 level CB courses to be prereq AND admission to major.	CB Prereq overrides decreased from 342 in Fall07 to 201 Winter 08, 213 Spr.08 Judged reasonable given # of transfers and that SAFARI does not recognize equivalents. By '08-'09, issues with Degree Check Out eliminate.

Though true cause and effect is hard to ascertain, it has been anticipated that raising admission standards would have an impact on the ETS exam scores.



BS-Economics							
Learning Objectives	Year	Methods	Sample	Findings	Interpretation	Action	Timetable
Preadmission	08-09	Admission Applications	Students applying to BSEcon program and BSBA	Students were not infrequently applying to Economics program and then reapplying to BSBA	Students were falsely declaring Econ as a major to get access to bus. adm. courses	Make Econ adm. standards consistent with the BSAcc and BSBA.	Effective 09-10. Assess 10-11.

Finally, an exploration of remaining subtle differences between the undergraduate degree programs follows.

BS Business Administration Program Outcomes. For all BS in Business Administration (BSBA) graduates, the two departments responsible for this degree, the Department of Management and the Department of Finance and Operations and Supply Chain Management, have identified overall educational outcomes related to knowledge, values and skills. There are three outcome categories that have existed for many years, but effective Fall 2008, the outcomes have become more finely articulated. Students should be able to demonstrate proficiency upon completion of BSBA program the following:

Knowledge-based Educational Outcomes—BSBA students should:

- have a working knowledge of business administration that will aid them in private, government, or non-profit careers and/or prepare them for additional education.

Value-based Educational Outcomes—BSBA students should:

- comprehend ethical issues and be able to apply an 'ethical decision-making framework' to business decisions.

Skills-based Educational Outcomes—BSBA students should:

- function effectively when in teams both as a leader and as a member.
- demonstrate effective oral communication skills.
- demonstrate effective written communication skills.
- apply quantitative and qualitative critical thinking skills to access, develop, and use information to analyze business problems and propose feasible solutions.

BS Accounting Program Outcomes. The broadly stated outcomes, effective beginning Fall, 2008, for this program are:

- help students learn foundation knowledge and skills in accounting and business that will aid them in private, government, or non-profit careers or prepare them for additional education for public accounting careers; and
- recruit and admit students into the Bachelor of Science in Accounting Program who are capable of learning the foundation knowledge and skills in accounting and business.

BS Economics Program Outcomes.

- possess the tools which enable analysis and understanding of macro and micro economic problems and policies.
- possess qualifications and knowledge which will help them to find employment in fields related to economics.
- acquire and be able to use basic tools to carry out quantitatively oriented tasks in their employment or field of graduate study.
- possess communication and economic skills desirable in future employment or graduate studies.

STANDARD 17: UNDERGRADUATE EDUCATIONAL LEVEL

The bachelor's or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure the learning goals are accomplished.

Central Washington University is a comprehensive II institution with Baccalaureate/Masters programs. The College of Business degrees consists of 180 credits delivered in quarters at 5 credits per course. Appendix 6 features the curriculum for the BSBA, the BSAcc, the BSEcon, and the MPA. The State of Washington has mandated the 4-year institutions accept up to 105 credits. Students may transfer at any time from any community college and/or four-year institution and, upon favorable review, be accepted to CWU.

CWU GENERAL REGULATIONS

The following is from the 2009-2010 Catalog (p. 34) regarding CWU's undergraduate degree graduation requirements.

Students are eligible for award of a bachelor's degree if they fulfill the following requirements established by the faculty:

Credits

- A minimum of 180 quarter credits is required. Students should note, however, that some bachelor's degrees have requirements in excess of 180 credits. Central allows a maximum of 135 quarter (90 semester) credits to transfer from any combination of regionally accredited institutions, including no more than 105 quarter (70 semester) credits of lower division (100-200 level) coursework from two-year or four-year colleges. Additional coursework which exceeds this amount may be used to meet specific requirements, but additional credits will not be allowed to count toward the 180 credit requirement for graduation.
- A minimum of 60 credits of upper division study is required. (These are earned in courses numbered 300 and above.) Credits earned in study at the lower division (courses numbered 100- 299) will not be allowed toward meeting this requirement.
- Students must study on the University campus or at an established University center at least three quarters and earn a minimum of 45 credits. Credits earned through industrial or military experience, or through credit by examination may not be used to meet residency requirements.
- No more that forty-five (45) total quarter credits through CLEP or other sources of non-traditional credit may apply to graduation.
- Transfer students must earn from CWU a minimum of 10 credits in the major and, if a minor is declared, 10 credits in the minor.
- Cooperative education courses will apply toward graduation requirements, but in no case will a student be allowed to count more than 10 credits at the 290 level nor more than 20 total credits toward graduation requirements. No more than 10 credits are accepted in transfer. No more than eight credits may be applied to a graduate degree. Cooperative education courses may be repeated if field experience learning objectives and activities are distinctly different from previous work or field experience.

Degree Components

- The general education program must be completed as defined in the University catalog.
- Students transferring from Washington community colleges holding the appropriate academic transfer associate degree will have met the general education program requirements.
- Completion of all requirements for a major as specified by the appropriate department is required.

- Completion of a minor is required when the major contains fewer than 60 credits. In that case the total credits of major and minor must total to at least 60 credits.
- Foreign language requirement: students seeking the Bachelor of Arts (B.A.) degree must complete one year college/university study of a single foreign language or two years high school study of a single foreign language.
- All professional education programs require completion of professional education courses in addition to completion of major requirements.

Scholastic Requirements

Graduation and graduation with honors are based on credits and grade point averages (GPA) earned at the time the degree is awarded. Once a degree is awarded the academic record is frozen. Changes in grades made after the award of the degree have no effect on the degree. Final responsibility for meeting graduation requirements resides with the student.

- In order to graduate, students must have achieved a cumulative grade-point average of at least 2.0 in courses taken at Central.
- Students must also have achieved a cumulative grade point average of at least 2.25 in the major and 2.0 in the minor field of study. All courses fulfilling the major and minor requirements, including courses accepted in transfer, are used in computing the major and minor GPA.
- Specific degree and professional certification programs may have more stringent degree requirements than those specified above.

COLLEGE OF BUSINESS SPECIFIC REQUIREMENTS

The prerequisites for admission to CB remain the same regardless of when students transfer.

Specific to graduating with an accounting degree, per the 2009-10 catalog (p. 86)

- The major occupies 114-115 credits of the 180 required.
- The department requires a cumulative grade point average of at least 2.0 in in-the-major upper-division accounting courses completed at CWU in addition to the university grade point average requirements that apply to all CWU major programs.
- Upper division (300-400 level) courses may be transferred toward meeting the major requirements only with the approval of the department chair and the college dean (or designee).
- Transfer students must earn at least 45 credits at CWU.
- Transfer students and post-baccalaureate students must complete at least 20 CWU in-the-major upper-division accounting credits to be eligible for the accounting degree.
- In addition to the 20 CWU in-the-major upper-division credits, transfer students and post-baccalaureate students must complete an additional 17 CWU in the major accounting major required or elective credits to be eligible for the accounting degree.
- Lower-division (100-200 level) accounting or business courses cannot be transferred to meet upper-division (300-400) course requirements. (09-10 CWU catalog, p. 86)

Regarding the BSBA major, the following special rules apply, per the 2009-10 catalog (p. 91):

- Equivalent lower division (100-200 level) courses may be transferred toward meeting the pre-admission requirement. Upper-division (300-400 level) courses may also be transferred toward meeting the business core and specialization requirements, but only with the approval of the department chair and the college dean (or designee).
- Students must earn a minimum cumulative GPA of 2.25 in the 99-100 credit in-the-major coursework to be eligible for a degree. In addition, the Department requires a minimum GPA of 2.25 in the 59-60 credit upper-division component of the in-the-major total.

- Transfer students must complete at least 40 CWU business credits to be eligible for the business administration degree.
- The BSBA program requires a single specialization of at least 25 credits. Occasionally a student requests a second specialization. To be eligible for a second specialization, a minimum of 20 unique credits must be completed. Unique in this sense means the credits have not been used as part of any other BSBA specialization.

Regarding the BSEcon major, as found on p. 88-89 of the CWU 09-10 Catalog, the following special rules apply to students seeking the BSEcon degree,

- Equivalent lower-division (100-200 level) courses may be transferred toward meeting the pre-admission requirements for any BS degree in the College of Business. Upper-division (300-400 level) courses may be transferred toward meeting the major requirements only with the approval of the department chair and college dean or designee.
- Transfer students must earn a minimum of 45 quarter credits at CWU to be eligible for the BS Economics degree. Transfer students earning fewer than 45 quarter credits in their major at CWU must receive approval from the college dean prior to graduation.
- Depending on the specialization, the major ranges from 82 credits to 98 credits.
- A cumulative GPA of 2.5 in all collegiate study is required. A minimum of 2.5 in the major courses is required with a minimum grade of C- in each major course.

NOT APPLICABLE

STANDARD 19: SPECIALIZED MASTER'S DEGREE LEARNING GOALS

Master level degree in specialized programs: Knowledge and Skills. Participation in a master's level program presupposes the base of general knowledge and skills appropriate to an undergraduate degree and is at a more advanced level.

MASTER OF PROFESSIONAL ACCOUNTANCY

Effective Fall, 2008, the goals for the Master of Professional Accountancy degree program are two-fold:

1. Help students enter the public accounting profession by developing the entry-level knowledge and skills expected by the profession in the areas of auditing and attestation, financial accounting and reporting, regulation, business environment and concepts, and writing; and
2. Recruit and admit students into the MPA Program who are capable of developing the entry-level knowledge and skills expected by the public accounting profession.

MPA						
Objectives	Year	Method	Sample	Findings	Action	Timetable
Entry level knowledge & skills in business environment and concepts	08-09	-CPA Exam section on Business Environment & Concepts -Comp. Exam (simulation/case study)	-Students completing ACCT. 505/MGT 525 -Students completing MPA		-CPA exam 01/09 -Comp Exam 05/09	Assess results 09-10. Implement changes 10-11.
Entry level knowledge & skills in regulation	08-09	-CPA Exam section on regulation -Comp. Exam (simulation/case study)	-Students completing ACCT. 585/520/570 -Students completing MPA		-CPA exam 04/09 -Comp Exam 05/09	Assess results 09-10. Implement changes 10-11.
Entry level knowledge & skills in auditing and attestation	08-09	-CPA Exam section on auditing and attestation -Comp. Exam (simulation/case study)	-Students completing ACCT 510/583 -Students completing MPA		-CPA exam 05/09 -Comp Exam 05/09	Assess results 09-10. Implement changes 10-11.
Entry level knowledge & skills in financial accounting	08-09	-CPA exam section on financial accounting -Comp. Exam- (simulation/case study)	-Students completing ACCT 581/ volunteering their scores -Students completing MPA		-CPA exam 07/09 post graduation -Comp Exam 05/09	Assess results 09-10. Implement changes 10-11.
Entry level knowledge & skills in writing	08-09	-Comp. Exam- (simulation/case study)	-Students completing MPA		-Comp Exam 05/09	Assess results 09-10. Implement changes 10-11.
Admission Standard	08-09	Assess GMAT/GPA Admission	Students admitted 08-09 & 09-10			Assess 10-11. Implement changes 11-12.

08-09 UPDATE

The MPA Comprehensive Exam was given during May 2009. At least two accounting members evaluated most student responses using the College of Business' Written Communication Rubric. The mastery criterion set by the MPA program for Northwest Commission on Colleges and University standard requirements is that 90% of the students score three or higher in each area. According to the results, approximately 70% of the scores were three or higher which is lower than the criterion. The faculty noted that some of the international students did not do well with the written communication rubric. The faculty discussed raising the TOEFL minimum for graduate students, so international student come with better English skills.

Also, while CPA Exam information is being collected when students volunteer it, it has become apparent that the CPA Exam providers' process is at odds with the way that MPA AOLs are set up. Specifically, apparently the CPA exam scores are no longer released until after students show proof of the required necessary 225 quarter credit hours. This means that students who took portions of the exam, for example in January, would have no idea if they passed that section until after they graduate. Thus, reliance on CPA exam results for the AOL program needs to be reevaluated. With new leadership in the department chair position beginning January 2010, curricular matters, staffing, and status of the MPA program will be considered during the remainder of 2009-10.

09-10 UPDATE

The main driver affecting the accounting faculty's vote was a lack of success in hiring accounting faculty. The main issue behind that lack of success was salaries offered were not competitive. The new president and provost have been supportive of being competitive and since Summer, one new accounting department chair has been hired and as of this writing other offers are being tendered and accepted. Success will no doubt energize AOL assessments in the MPA program.

STANDARD 20: MASTER'S EDUCATIONAL LEVEL

The master's level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure the learning goals are accomplished.

General Regulations for CWU. The following are the general regulations governing master's degrees. Additional requirements established by specific departments and programs may be found in this catalog under the special headings of these units. Before a decision to enter into a particular graduate degree program is made, the student is urged to communicate directly with the department to determine the most current program requirements. The student is responsible for seeking academic advising in the department or program of the specialization chosen. The department can assist in many of the details necessary to completing program requirements, especially early in the student's program.

Please note that each graduate department is headed by a chair who is responsible for working with graduate students in developing individual courses of study, establishing graduate committees, and in advising graduate students. Some graduate departments also have a graduate coordinator. In such cases, graduate students are expected to work with this person as the program's chief officer for graduate affairs. In all matters relating to university regulations, the dean of Graduate Studies and Research is the final arbiter, though he or she consults with departmental officers in carrying out these duties.

Graduate Level Credit. Graduate level credit is given for all courses at CWU numbered at the 500 level and above. However, courses which are specifically numbered "500" are reserved for professional development courses and cannot be counted toward a master's degree.

Graduate courses numbered 501 and above are typically restricted to students who have earned a bachelor's degree and who have formally been admitted to a graduate program of the university. Some courses may also require competitive admission to a specific departmental graduate program.

Undergraduate Level Credit. Courses at the 100, 200, and 300 levels are not applicable to a master's degree at CWU. Courses at the 400 level may be accepted for credit toward a graduate degree at CWU provided that they are taken after the student has been admitted to the master's degree program and are approved as part of the student's official course of study. In such cases, graduate students are expected to perform at a high level, while completing requirements additional to those expected of undergraduates enrolled in the course.

Transferring Credit to CWU Graduate Degree Programs. Courses taken prior to formal admission to a CWU master's degree program may be considered for transfer to a CWU master's degree program provided that the criteria below are met.

A total of fifteen (15) graduate quarter credits may be applied to a CWU master's degree, of which no more than nine (9) quarter credits (six (6) semester credits) may be from accredited institutions offering graduate degrees other than CWU.

Credits accepted in transfer are those that are part of an accredited institution's regular graduate degree programs. In cases where courses sought for transfer generate both undergraduate and graduate credit, students receiving transfer credit are expected to have elected the course(s) at the graduate level and thus have completed more qualitatively and quantitatively than those who have taken the course(s) for undergraduate credit. Credit sought for transfer must be graded "B" or better and must have been completed no more than six years before the date of the student's master's degree program completion.

ACADEMIC POLICIES

Scholastic Standards. Any graduate student in a master's program whose cumulative grade point average falls below 3.0 at the end of any quarter will be placed on academic probation for the next academic quarter. While on probation, a student may not hold a graduate assistantship. If, after one quarter of probation, the student fails to raise her or his cumulative grade point average to 3.0 or above, the student will be dropped from the university. Students may not receive a master's degree from Central if their cumulative grade point average is below 3.0.

The cumulative grade point average is calculated using all courses taken after admission into a graduate program, whether part of the approved course of study or not. Grades for all courses included on the course of study must average at least 3.0 (B). Credit will not be accepted for courses on the course of study in which a grade lower than "C" is earned.

Student Study Load. The normal course load for graduate students not holding a graduate assistantship is 16 credits per quarter, 10-14 for those with assistantships. Graduate assistants taking over 14 credits must have approval from the Office of Graduate Studies and Research. For a graduate student not holding an assistantship, a study load above 15 credits and up to 20 credits may be approved by the chair or graduate coordinator of the department of the student's specialization. Loads above 20 credits are not normally permitted. Exceptions may be made only by the dean of Graduate Studies and Research.

Maximum Time Limit to Degree Completion. No credit earned more than six years before the date of the master's degree award may be counted as part of the degree credit requirement except as may be approved by formal action by the dean of Graduate Studies and Research. This includes applicable work transferred from other institutions.

Master's degree students are expected to complete all requirements for the master's degree within six years from the date of first enrollment. Students seeking to interrupt their studies may do so with the approval of the chair or graduate coordinator of the home department, but must pay a non-refundable fee for registration as an on-leave student. This fee covers four successive academic quarters beginning with Fall quarter. While on-leave, graduate students retain library privileges. If a degree program is not completed during the six year period from the quarter for which a student was admitted, the student must reapply to the university. If readmitted, only those credits graded B or better and completed no more than six years from the date of the student's program completion may be counted toward the degree.

Continuous Registration. All master's degree students, including students in attendance only during Summer quarter, must satisfy the continuous registration requirement each Fall quarter or Summer to maintain active status. Students whose master's program runs throughout the academic year will be assessed this fee every Fall quarter. Students whose program meets primarily in the Summer months will be assessed the on-leave fee at the beginning of Summer quarter. A master's degree student may register as a full-time, part-time or as an on-leave student to satisfy the requirement. Students desiring on-leave status are required to pay a \$40 fee each Fall quarter. Failure to maintain continuous registration will be taken by the university to signify the student's resignation from the program. Students who resign and later wish to resume study toward a degree must reapply for admission and complete all steps outlined for master's admission. Readmission cannot be guaranteed.

Graduate Committee. Every master's degree candidate must have a graduate committee of at least three members. Interdisciplinary membership is strongly recommended. In some departments, a

student may choose her/his committee in consultation with an advisor; in others, the chair or graduate coordinator assigns graduate committees. In either case, the graduate student is expected to work with the department chair or graduate coordinator in forming her/his committee. The student must submit a Graduate Committee and Option Approval Form to the graduate office. If approved, the committee becomes the student's official advisory committee. The thesis or non-thesis project advisor is the student's graduate committee chair and generally is a faculty member in the department of specialization.

Only a regular member of the graduate faculty may serve as chair of a graduate committee. Adjunct faculty may serve as committee members with the approval of the dean of Graduate Studies and Research.

The Graduate Faculty. At CWU, graduate professors are teachers and mentors, as well as active researchers and artists. They blend instructional and research activities and in so doing afford our graduate students the benefit of state-of-the-art research and creative experience with personalized instruction.

Course of Study. All candidates must complete at least 45 credits (some programs require more credits) as outlined in an official course of study, endorsed by the department chair or graduate coordinator and the committee chair and filed with and approved by the Office of Graduate Studies and Research. The credit on the course of study must be separate and distinct from credit applied toward any other degree. Course of study forms are available in the graduate office, Barge Hall 305.

Advancement to Candidacy

A student becomes eligible for advancement to candidacy for a master's degree upon fulfillment of the following requirements:

1. Completion of the course requirements as set forth in the Course of Study;
2. Completion of the thesis or thesis option where appropriate;
3. Attainment of a cumulative grade point average of 3.0 (B) or better for all courses taken since admission to the graduate program and all work included in the Course of Study;
4. Completion of additional departmental requirements, e.g., proficiency in a foreign language;
5. Fulfillment of the statute of time limitation (six years) requirement; and
6. Passing of an oral and/or written examination covering courses, seminars, and thesis, or other examinations deemed necessary by the major department.

Graduation. Application for a master's degree must be submitted to the Office of Graduate Studies and Research by the stated quarterly deadline. (The application is generated by the graduate office.) The application will not be completed without payment of binding and degree fees. The fee for the master's degree is \$14 plus a \$1 student benefit fee. The application is for a specific quarter of degree conferral. If requirements are not met, the student must reapply and pay the fees for degree conferral in a subsequent quarter.

MASTER OF PROFESSIONAL ACCOUNTANCY SPECIFIC REQUIREMENTS

Overview

The accounting department offers a master of professional accountancy degree. We help our students enter the public accounting profession by developing the entry-level knowledge and skills expected by the profession in the areas of auditing and attestation, financial accounting and reporting, regulation, business environment and concepts, and writing.

Admission Requirements

In addition to general regulations for admission to master's programs, admission to the master of professional accountancy program requires the following:

Meet one of the following four degree requirements:

1. Bachelor's degree in accounting from an accredited university; or
2. Bachelor's degree in business administration from an accredited university may be provisionally accepted. Full acceptance for provisionally accepted students shall result upon completion of the core accounting courses listed below with a 2.7 grade point average.

ACCT 305, Cost Accounting	ACCT 351, Intermediate Accounting II
ACCT 346, Income Tax Accounting I	ACCT 460 Auditing
ACCT 350, Intermediate Accounting I	
3. Bachelor's degree in managerial/business economics from an accredited university may be provisionally accepted. Full acceptance for provisionally accepted students shall result upon completion of the core business and accounting courses listed below with a 2.7 grade point average.

ACCT 305, Cost Accounting	ACCT 460, Auditing
ACCT 346, Income Tax Accounting I	MGT 489, Strategic Management
ACCT 350, Intermediate Accounting I	BUS 241, Legal Environment of Business
ACCT 351, Intermediate Accounting II	
4. Bachelor's degree from an accredited university in an area other than accounting, business administration, or managerial/business economics may be provisionally accepted. Full acceptance for provisionally accepted students will result upon completion of the following core business courses with a 3.0 grade point average and the core accounting courses with a 2.7 grade point average.

ACCT 251, Accounting I	MKT 360, Principles of Marketing
ACCT 252, Accounting II	ACCT 305, Cost Accounting
BUS 221, Introductory Business Statistics	ACCT 346, Income Tax Accounting I
BUS 241, Legal Environment of Business	ACCT 350, Intermediate Accounting I
ECON 201, Principles of Economics Micro	ACCT 351, Intermediate Acct. II
ECON 202, Principles of Econ. Macro	ACCT 460, Auditing
FIN 370, Intro. of Financial Management	MGT 489, Strategic Management

Applicants are required to submit a Test of English as a Foreign Language (TOEFL) Internet-based score of 79 or above or paper-based score of 550 or above, if their native language is not English. Student wishing to have credits from non-United States institutions considered for transfer into the College of Business for any major or minor must have their transcripts evaluated through outside credential evaluators who are members of the National Association of Credential Evaluation Services (NACES), such as Foundation for International Services (FIS), the World Education Services (WES), or Educational Perspectives.

Applicants are required to submit Graduate Management Admission Test (GMAT) scores instead of Graduate Record Examination (GRE) scores. A minimum GMAT total score of 500 is desired for admission into the MPA Program. Admission to the program will be competitive based mainly on grade-point average and scores on the Graduate Management Admission Test (GMAT) using the following formula:

$(\text{grade point average on a 4.0 scale} \times 200) = 800 \text{ points possible}$

$+ (\text{GMAT}) = 800 \text{ points possible}$

Total Score = 1,600 points possible

The factor will be used for the initial ranking of candidates for admission consideration. In addition to the factor rankings, the department may use other considerations to develop the final admissions list. Due to space considerations, a separate admissions list will be developed for each location. Students will be accepted into the program at a specific location and will be allowed to take classes only at that location. Students may not transfer to other locations without the permission of the department chair.

Program Requirements

The MPA is a 46-credit program with 9 required courses and 1 elective course. To graduate with the MPA degree, the Office of Graduate Studies and Research requires a cumulative grade-point average of at least 3.0 in the courses listed in the student's course of study. In addition, the student must successfully pass the comprehensive exam (ACCT 700) in the last quarter of coursework and comply with the procedural requirements of the university and the Office of Graduate Studies and Research.

No more than five elective credit hours may be transferred toward meeting the requirements of the MPA program. Subject to the approval of the department chair and the college dean or designee, those credits can be earned in other accredited graduate programs. MPA degree students must register for the Uniform CPA Examination during the first two weeks of Fall quarter and take three sections of the examination and schedule the fourth section before graduation. Students must submit copies of their CPA examination scores to the MPA program director within 10 days of receiving the results for each section.

The curriculum for the MPA degree is found in Appendix 6.

NOT APPLICABLE

CENTRAL WASHINGTON UNIVERSITY
COLLEGE OF BUSINESS
MISSION STATEMENT

VISION

CWU's College of Business will be recognized as a premier learning community creating an environment in which students, faculty and staff reach their full potential.

MISSION

CWU's College of Business faculty and staff create value and opportunity for our students by focusing on quality in undergraduate education at the Ellensburg campus and university centers in the Puget Sound and central regions of Washington state. We accomplish this through emphasis on excellence in teaching, strengthened by faculty research and supported by professional service.

MEANING OF OUR MISSION

Value

- We create value by graduating students who possess foundation knowledge in accounting, economics, finance, information systems, marketing, and management.
- We create value by graduating students who possess appropriate skills in the following areas: written communication, oral communication, teamwork, critical thinking and ethics.
- We create value by graduating students who are satisfied with their educational experience.

Opportunity

- We create opportunity by providing accessibility to students in Washington state through programs and courses delivered at the Ellensburg campus and at well-established University Centers co-located on dynamic community college campuses.
- We create opportunity for a diverse student population.
- We create opportunity by providing an affordable business education.

Quality in Education

- We provide quality in undergraduate education through teaching excellence.
- We provide quality in undergraduate education by delivering courses with an appropriate mix of academically/professionally-qualified faculty and participating/supporting faculty.
- We provide quality in undergraduate education through our faculty who research primarily in the area of contributions to practice, and learning and pedagogical research, and secondarily in discipline-based research.
- We provide quality in undergraduate education through excellent physical facilities, distance education facilities, and library data-base resources.
- We provide quality in undergraduate education through our linkages with the College of Business Advisory Board, alumni and employers, and well as through faculty professional service (e.g., serving on professional boards).

OUR SHARED VALUES

The faculty and staff of the CB share a set of core beliefs and commitments.

We believe in:

- student success
- lifelong learning
- integrity and ethical behavior
- excellence
- *We commit ourselves to:*
- prepare students for the future
- impart knowledge on which students can build
- treat everyone with respect and fairness
- exemplify our values by serving as teachers and role models
- maintain currency in our academic disciplines and professional fields
- engage in scholarly activities that contribute to the body of knowledge in our disciplines

STATEMENT OF CONDUCT

The College of Business is a learning community committed to a set of core values based on integrity, respect and responsibility that guide our interactions.

Integrity: the quality of possessing and steadfastly adhering to high moral principles or professional standards

Members of our community are expected to act with integrity and honesty. These qualities are essential in providing a basis for trust, and are at the foundation of what molds the character of business professionals.

Respect: to show consideration or thoughtfulness in relation to others

Our community respects the right of all people to express their ideas, beliefs, and opinions. Our relationships are based on mutual respect for one another, and differences of opinion are discussed openly and civilly. These discussions will focus on the issues, rather than attacking either party, and are presented in a courteous manner. We are sensitive to the impacts of both our words and actions on others.

Responsibility: the state, fact, or position of being accountable and responsible

We accept responsibility for our actions and the consequences resulting from them. We understand and expect those around us to hold us accountable for our dealings and behavior. We deliver on the commitments and promises we make to others.

CODE OF HONOR

As College of Business students we pledge to uphold these standards of professionalism and conduct ourselves in accordance with them. We will not lie, cheat, or steal, and will not tolerate those who do. Our behavior defines who we are and what we will become.

APPENDIX 2: ETS FIELD EXAM HISTORY

ETS Field Exam History, Fall 2002-Summer 2009

End-of-Major Evaluation of Student Learning. Following a successful pilot test during Fall Quarter 2002, the CB adopted the ETS Field Examination for Business. Except for economics majors, the examination currently is administered to senior-level CB majors as part of MGT 489-Strategic Management, an end-of-program capstone course. In order to create a more level playing testing situation, the prerequisites to MGT 489 are now strictly enforced. CB has participated for several terms for which two sets of national norms are available from ETS (2003-2005 and August 2006-June 2009). During those two time periods, CB has 996 students participating in this assessment program. During the 2003-2005 time period, the nationally-normed comparison data is based on 513 institutions with 109,982 individuals. For the August 2006-June 2009 time period, 618 institutions and 132,647 students participated.

Summary results for the overall test appear in the table following. The data reveal that CWU has scored consistently higher than the nationally-normed data. They also provide a starting point from which to assess future improvements.

ETS Business Field Exam Overall Results

Quarter	# CWU Students	CWU Mean	All Schools Mean	% At/Below CWU Mean
Fall 2002	85	156.8	NA	NA
Fall 2003	88	155.9	151.9	70%
Winter 2004	138	153.6	151.9	60%
Spring 2004	104	158.8	151.9	80%

Beginning Summer 2005, in order to confirm consistent quality across the 3 sites, the ETS major field exam results were recorded by location of the Ellensburg campus and the centers at Des Moines and Lynnwood.

ETS Major Field Exam Results

Quarter	Location	# Students	CWU Mean	All Schools Mean	% At/Below CWU Mean
Sum. 2005	Ellensburg	23	164	151.5	95%
	Des Moines	21	153	151.5	50%
	Lynnwood	26/21	152/161	151.5	45%/90%
Fall 2005	CB ALL	91	158	151.5	80%
	Ellensburg	16/19	155/160	151.5	65%/85%
	Des Moines	14	164	151.5	95%
	Lynnwood	31	156	151.5	70%
Winter 2006	CB ALL	80	159	151.5	80%
	Ellensburg	29/27	161/156	NA	NA
	Des Moines	26	159	NA	NA
	Lynnwood	32	160	NA	NA
Spring 2006	CB ALL	114	159	NA	NA
	Ellensburg	33/29/26/43	164/163/159/162	NA	NA
	Des Moines	30	154	NA	NA
	Lynnwood	49	155	NA	NA
	CB All	210	160	NA	NA

Sum. 2006	Ellensburg	16/25	157/156	153.1	60%
	Des Moines	30	151	153.1	40%
	Lynnwood	27/26	153/158	153.1	50%/65%
	CB ALL	124	155	153.1	55%
Fall 2006	No exams administered			153.1	
Winter 2007	Ellensburg	26/33	158/155	153.1	65%/55%
	Des Moines	25/21	153/150	153.1	50%/40%
	Lynnwood	32/34	155/159	153.1	55%/65%
	CB All	171	155	153.1	55%
Spring 2007	Ellensburg	32/59/25/27	154/157/158/162	153.1	50%/60%/65%/70%
	Des Moines	25	163	153.1	75%
	Lynnwood	32	158	153.1	65%
	CB ALL	200	159	153.1	65%
Sum. 2007	Ellensburg	19/23	157/160	153.1	60%/65%
	Des Moines	25	155	153.1	55%
	Lynnwood	19/24	159/154	153.1	65/55%
	CB ALL	110	157	153.1	60%
Fall 2007	Ellensburg	23/22	167/160	153.1	80%/65%
	Des Moines	21	158	153.1	65%
	Lynnwood	28	161	153.1	70%
	CB ALL	94	162	153.1	70%

Please note that in the 9 quarters from Summer 2005 to Fall 2007, across 21 classes, Ellensburg campus, with 575 test takers, has had a grand average of 159. Des Moines, with 238 test takers over 10 sections had a grand average of 156. Across 13 exams with 381 test takers, Lynnwood's grand average is 157. Seeing no real actionable differences between the three locations of test administration in terms of overall scores, the scores for Ellensburg, Des Moines, and Lynnwood are collapsed across campus in the following discussion of the functional areas of business and effective Winter 2008 the scores are reported by major as well as location. It is observable that in general BS-Accounting students outperform BS-Business Administration students in overall scores. One hypothesis as to the difference in scores is Accounting requires a 2.5 for all collegiate study at time of admission in contrast to Business Administration which requires a 2.0.

Winter 2008	Ellensburg	20	151	153.1	40%
	Des Moines	43	156	153.1	60%
	Lynnwood	60	156	153.1	60%
	Accounting	62	158	153.1	65%
	Business Adm.	61	152	153.1	45%
	CB ALL	123	155	153.1	55%
Spring 2008	Ellensburg	104	159	153.1	65%
	Des Moines	27	156	153.1	60%
	Lynnwood	50	160	153.1	65%
	Accounting	97	161	153.1	70%
	Business Adm.	93	157	153.1	60%
	CB ALL	181	159	153.1	65%
Sum. 2008	Ellensburg	27	158.20	153.1	65%
	Des Moines	33	152.79	153.1	45%
	Lynnwood	43	158.98	153.1	65%
	Accounting	56	160.66	153.1	70%
	Business Adm.	52	152.40	153.1	45%
	CB ALL	103	156.81	153.1	60%
Fall 2008	Ellensburg	48	157.27	153.1	60%

	Des Moines	29	156.72	153.1	60%
	Lynnwood	20	153.25	153.1	50%
	Accounting	39	159.97	153.1	65%
	Business Adm.	63	154.02	153.1	50%
	CB ALL	97	156.28	153.1	60%
Winter 2009	Ellensburg	48	161.13	153.1	70%
	Des Moines	36	155.64	153.1	55%
	Lynnwood	47	158.17	153.1	65%
	Accounting	65	160.89	153.1	70%
	Business Adm.	68	155.88	153.1	60%
	CB ALL	131	158.56	153.1	65%
Spring 2009	Ellensburg	111	160.60	153.1	70%
	Des Moines	25	157.13	153.1	60%
	Lynnwood	48	158.00	153.1	65%
	Accounting	84	161.99	153.1	70%
	Business Adm.	104	157.50	153.1	60%
	CB ALL	184	159.52	153.1	65%
CB ALL GRAND AVG.	Aug. 2006-June 2009	1518	157.56	153.1	60%
Sum. 2009	Ellensburg	34	163.37	NA	NA
	Des Moines	34	154.72	NA	NA
	Lynnwood	43	156.42	NA	NA
	Accounting	58	161.17	NA	NA
	Business Adm.	58	154.27	NA	NA
	CB ALL	111	158.13	NA	NA

The ETS Field Exam in Business also provides valuable student performance information in eight specific functional areas of business. As revealed in following tables, for both time periods, '03-'05 and '06-'09, %At/Below CWU Mean, CWU students consistently perform better in the more quantitative areas of business than they do in the less quantitative areas.

%At/Below CWU Mean		
	'03-'05	'06-'09
Accounting	86%	85%
Finance	71%	65%
Economics	74%	75%
Quantitative Bus. Analysis	78%	65%
Information Systems		70%
Legal and Social	49%	65%
International	61%	65%
Marketing	57%	60%
Management	59%	65%

National comparisons are complex. Specifically, examining the list of institutions which take the exam shows that the '06-07 list had 30% AACSB accredited schools taking the exam and the '06-08 (before it was expanded to include the 2009 institutions) list shows 29% of the list is AACSB accredited. However visual inspection indicates that there seem to be many Research I institutions using the exam. Thus, perhaps a better gage might be the number of questions answered correctly. With only two exceptions (quantitative business analysis and legal and social environment) does the number of questions answered correctly decrease between '03-'05 and '06-'09. Fall '08 also is a benchmark. Effective that year in the catalog, access to upper-division courses without admission to the College of Business was cut off, and a separate intro to management course was created for non-majors as was a separate course for intro to marketing. No longer were majors and non majors in the same courses. While immediate effects would not really be expected since it takes a while for students under different

catalog years to work through the system, it is observable that the questions answered correctly in those two areas are beginning to rise.

Accounting Area Assessment

Quarter	# CWU Students	CB Mean % Correct	Nat'l Mean % Correct	% At/Below CWU Mean
Fall 2002	85	50.8	NA	NA
Fall 2003	88	52.1	44.6	85%
Winter 2004	138	49.2	44.6	70%
Spring 2004	104	56.7	44.6	95%
Summer 2005	91	54.0	44.4	90%
Fall 2005	80	52.8	44.4	90%
Overall X, 03-05		52.9		86%
Winter 2006	114	54.3	NA	NA
Spring 2006	210	54.2	NA	NA
Summer 2006	124	52.0	49.8	55%
Winter 2007	171	57.2	49.8	80%
Spring 2007	200	58.8	49.8	85%
Summer 2007	110	57.4	49.8	80%
Fall 2007	94	61.0	49.8	95%
Winter 2008	123	57.4	49.8	80%
Spring 2008	179	59.8	49.8	90%
Summer 2008	103	59.8	49.8	90%
Fall 2008	97	55.8	49.8	90%
Winter 2009	127	60.7	49.8	90%
Spring 2009	184	60.2	49.8	90%
Overall X, 06-09	1836	58.4	49.8	85%
Summer 2009	111	58.8	NA	NA

Finance Area Assessment

Quarter	# CWU Students	CB Mean % Correct	Nat'l Mean % Correct	% At/Below CWU Mean
Fall 2002	85	43.3	NA	NA
Fall 2003	88	41.8	36.6	75%
Winter 2004	138	38.6	36.6	55%
Spring 2004	104	41.1	36.6	75%
Summer 2005	91	41.8	36.1	80%
Fall 2005	80	40.0	36.1	70%
Overall X, 03-05		40.6		71%
Winter 2006	114	43.8	NA	NA
Spring 2006	210	42.7	NA	NA
Summer 2006	124	44.8	55.0	5%
Winter 2007	171	60.2	55.0	70%
Spring 2007	200	62.2	55.0	75%
Summer 2007	110	60.2	55.0	70%
Fall 2007	94	68.0	55.0	90%
Winter 2008	123	59.2	55.0	65%
Spring 2008	179	63.2	55.0	80%
Summer 2008	103	62.5	55.0	75%
Fall 2008	97	58.5	55.0	60%
Winter 2009	127	64.0	55.0	80%

Spring 2009	184	66.6	55.0	85%
Overall X, 06-09	1836	60.9	55.0	65%
Summer 2009	111	61.5	NA	NA

Economics Area Assessment

Quarter	# CWU Students	CB Mean % Correct	Nat'l Mean % Correct	% At/Below CWU Mean
Fall 2002	85	46.9	NA	NA
Fall 2003	88	48.1	43.2	70%
Winter 2004	138	45.7	43.2	55%
Spring 2004	104	50.1	43.2	80%
Summer 2005	91	48.8	42.7	80%
Fall 2005	80	51.3	42.7	85%
Overall X, 03-05		48.8		74%
Winter 2006	114	50.3	NA	NA
Spring 2006	210	48.2	NA	NA
Summer 2006	124	46.6	47.8	35%
Winter 2007	171	53.2	47.8	75%
Spring 2007	200	53.8	47.8	75%
Summer 2007	110	50.8	47.8	60%
Fall 2007	94	57.0	47.8	90%
Winter 2008	123	51.6	47.8	65%
Spring 2008	179	55.6	47.8	85%
Summer 2008	103	54.0	47.8	80%
Fall 2008	97	51.5	47.8	65%
Winter 2009	127	56.5	47.8	85%
Spring 2009	184	54.3	47.8	80%
Overall X, 06-09	1836	53.7	47.8	75%
Summer 2009	111	52.5	NA	NA

Quantitative Business Analysis Area Assessment

Quarter	# CWU Students	CB Mean % Correct	Nat'l Mean % Correct	% At/Below CWU Mean
Fall 2002	85	62.3	NA	NA
Fall 2003	88	61.5	56.7	65%
Winter 2004	138	60.2	56.7	60%
Spring 2004	104	63.1	56.7	75%
Summer 2005	91	61.5	36.1	95%
Fall 2005	80	65.5	36.1	95%
Overall X, 03-05		62.4		78%
Winter 2006	114	64.0	NA	NA
Spring 2006	210	66.3	NA	NA
Summer 2006	124	59.0	46.1	95%
Winter 2007	171	48.2	46.1	55%
Spring 2007	200	49.5	46.1	60%
Summer 2007	110	47.4	46.1	50%
Fall 2007	94	52.0	46.1	80%
Winter 2008	123	44.2	46.1	30%
Spring 2008	179	48.4	46.1	55%
Summer 2008	103	45.8	46.1	35%

Fall 2008	97	50.3	46.1	70%
Winter 2009	127	50.7	46.1	70%
Spring 2009	184	49.4	46.1	65%
Overall X, 06-09	1836	49.5	46.1	65%
Summer 2009	111	51	NA	NA

Legal & Social Environment Area Assessment

Quarter	# CWU Students	CB Mean % Correct	Nat'l Mean % Correct	% At/Below CWU Mean
Fall 2002	85	54.2	49.8	70%
Fall 2003	88	48.4	49.8	30%
Winter 2004	138	47.8	49.8	25%
Spring 2004	104	54.6	49.8	65%
Summer 2005	91	53.8	49.8	70%
Fall 2005	80	52.0	49.8	55%
Overall X, 03-05		51.3		49%
Winter 2006	114	53.8	NA	NA
Spring 2006	210	51.2	NA	NA
Summer 2006	124	48.4	45.9	55%
Winter 2007	171	44.8	45.9	30%
Spring 2007	200	52.0	45.9	80%
Summer 2007	110	49.6	45.9	65%
Fall 2007	94	53.0	45.9	85%
Winter 2008	123	47.4	45.9	50%
Spring 2008	179	50.4	45.9	70%
Summer 2008	103	49.5	45.9	65%
Fall 2008	97	50.5	45.9	70%
Winter 2009	127	48.5	45.9	55%
Spring 2009	184	52.4	45.9	80%
Overall X, 06-09	1836	49.7	45.9	65%
Summer 2009				

International Issues Area Assessment

Quarter	# CWU Students	CB Mean % Correct	Nat'l Mean % Correct	% At/Below CWU Mean
Fall 2002	85	43.5	NA	NA
Fall 2003	88	46.9	44.6	55%
Winter 2004	138	43.1	44.6	35%
Spring 2004	104	48.8	44.6	65%
Summer 2005	91	49.5	44.4	75%
Fall 2005	80	50.3	44.4	75%
Overall X, 03-05		47.7		61%
Winter 2006	114	52.3	NA	NA
Spring 2006	210	51.2	NA	NA
Summer 2006	124	50.2	54.1	25%
Winter 2007	171	59.0	54.1	65%
Spring 2007	200	59.8	54.1	65%
Summer 2007	110	57.6	54.1	60%
Fall 2007	94	64.0	54.1	85%
Winter 2008	123	58.0	54.1	65%
Spring 2008	179	60.1	54.1	70%

Summer 2008	103	60.5	54.1	70%
Fall 2008	97	59.8	54.1	65%
Winter 2009	127	61.2	54.1	75%
Spring 2009	184	61.7	54.1	75%
Overall X, 06-09	1836	59.26	54.1	65%
Summer 2009	111	59.3	NA	NA

Marketing Area Assessment

Quarter	# CWU Students	CB Mean % Correct	Nat'l Mean % Correct	% At/Below CWU Mean
Fall 2002	85	48.9	NA	NA
Fall 2003	88	49.4	47.3	55%
Winter 2004	138	46.7	47.3	30%
Spring 2004	104	48.7	47.3	55%
Summer 2005	91	51.5	46.8	75%
Fall 2005	80	50.5	46.8	70%
Overall X, 03-05		49.4		57%
Winter 2006	114	52.5	NA	NA
Spring 2006	210	54.2	NA	NA
Summer 2006	124	49.4	51.9	25%
Winter 2007	171	55.2	51.9	60%
Spring 2007	200	57.8	51.9	70%
Summer 2007	110	56.6	51.9	65%
Fall 2007	94	59.0	51.9	80%
Winter 2008	123	53.8	51.9	50%
Spring 2008	179	56.0	51.9	65%
Summer 2008	103	53.8	51.9	50%
Fall 2008	97	57.0	51.9	70%
Winter 2009	127	58.2	51.9	75%
Spring 2009	184	58.6	51.9	75%
Overall X, 06-09	1836	55.9	51.9	60%
Summer 2009	111	74.3	NA	NA

Management Area Assessment

Quarter	# CWU Students	CB Mean % Correct	Nat'l Mean % Correct	% At/Below CWU Mean
Fall 2002	85	55.7	NA	NA
Fall 2003	88	57.6	57.6	50%
Winter 2004	138	56.6	57.6	30%
Spring 2004	104	62.3	57.6	60%
Summer 2005	91	61.5	57.1	70%
Fall 2005	80	65.3	57.1	85%
Overall X, 03-05		60.6		59%
Winter 2006	114	61.8	NA	NA
Spring 2006	210	63.8	NA	NA
Summer 2006	124	59.2	54.5	65%
Winter 2007	171	57.4	54.5	55%
Spring 2007	200	60.8	54.5	75%
Summer 2007	110	61.2	54.5	75%
Fall 2007	94	64.0	54.5	85%

Winter 2008	123	52.8	54.5	30%
Spring 2008	179	58.6	54.5	60%
Summer 2008	103	59.0	54.5	65%
Fall 2008	97	58.0	54.5	60%
Winter 2009	127	60.7	54.5	70%
Spring 2009	184	63.9	54.5	85%
Overall X, 06-09	1836	59.6	54.5	65%
Summer 2009	111	55.8	NA	NA

Beginning in the latter part of the Summer 2006, ETS added to the exam the new functional area of Information Systems. The results to date follow.

Information Systems Assessment

Quarter	# CWU Students	CB Mean % Correct	Nat'l Mean % Correct	% At/Below CWU Mean
Summer 2006	25	63.0	NA	NA
Winter 2007	171	62.2	57.7	70%
Spring 2007	200	61.7	57.7	65%
Summer 2007	110	62.4	57.7	70%
Fall 2007	94	65.0	57.7	90%
Winter 2008	123	62.0	57.7	70%
Spring 2008	179	62.7	57.7	70%
Summer 2008	103	61.3	57.7	65%
Fall 2008	97	59.3	57.7	50%
Winter 2009	127	63.4	57.7	80%
Spring 2009	184	60.2	57.7	60%
Overall X, 06-09	1836	62.11	57.7	70%
Summer 2009	111	60	NA	NA

With regard to economics, the department introduced a capstone class, effective '07-08 for assessment purposes and moved away from an internally created exam to an ETS exam. Due to some mistakes by the ETS Company, some students have had to take paper and pencil tests which were promised by ETS to be merged with the on-line results but were not unless we paid extra to have that done. Not wanting to further fiscally support ETS errors, we would not, so what follows is a little uneven in terms of reporting.

Economics Overall

Quarter	# CWU Students	CB Mean	All Schools Mean	% At/Below CWU Mean
Spring 2008	2	Folded into Spring 2009 On-line Cohort		
Fall 2008	6	168.6	Paper & Pencil Not Merged into Nat'l Results	
Spring 2009	20	169	157.1	85%

ETS also provides subscores on Microeconomics and Macroeconomics as a matter of course. CWU has requested 2 additional subscores, data analysis and international issues. These scores follow.

Micro

Quarter	# CWU Students	CB Mean % Correct	Nat'l Mean % Correct	% At/Below CWU Mean
Spring 2009	20	65	58.2	70%

Macro

Quarter	# CWU Students	CB Mean % Correct	Nat'l Mean % Correct	% At/Below CWU Mean
Spring 2009	20	70	58.2	95%

Data Analysis

Quarter	# CWU Students	CB Mean % Correct	Nat'l Mean % Correct	% At/Below CWU Mean
Spring 2009	20	61	NA	NA

International

Quarter	# CWU Students	CB Mean % Correct	Nat'l Mean % Correct	% At/Below CWU Mean
Spring 2009	20	66	NA	NA

The Economics Department attributes much of its success to two things. First, the capstone course is a major review of micro-economics and macro-economics. In addition the ETS exam itself constitutes nearly 30% of a student's grade in the capstone course.

APPENDIX 3: BSBA, BSACC RUBRICS AND RESULTS

Critical Thinking Rubric: Apply quantitative and qualitative critical thinking skills to develop, access, and use information to analyze business problems and propose feasible solutions.							
	<u>1: Below Average</u>	<u>2: Average</u>	<u>3: Above Average</u>	<u>4:Excellent</u>	Cumulative Averages		
					F08 n=26/pop=98 fr* = 17	W09 n=32/pop=128 fr* = 17	Sp09 n=48/pop=189 fr* = 14
Problem Solving Skills	Does not identify and summarize relevant problem and explain relevance.	Has a fair understanding of the problem but misses some important issues and details. Solution & problem match. Fails to fully identify causes of problem.	Has a good understanding of the problem. Identifies the problem’s causes and ramifications. Analysis fails to address major issues facing the organization. The analysis is missing some details.	Has an excellent understanding of the problem and issues. The analysis is thorough. Isolates the major issues and addresses them in the solution.	2.66	2.63	2.58
Quantitative Analysis	Does not provide quantitative analysis. Does not demonstrate knowledge of the tools of quantitative analysis.	The quantitative analysis is incomplete with significant errors. Does not effectively utilize the tools of quantitative analysis. Quantitative analysis used but not relevant to points made by the student.	The quantitative analysis is substantial but incomplete. Utilizes the tools of quantitative analysis. Analysis has some errors. Analysis does not strongly support points made by student.	The quantitative analysis is complete and accurate. Applies the appropriate tools of quantitative analysis. Quantitative analysis supports points made by student.	1.90	1.78	1.78
Decision-Making Skills	Alternative solutions don’t match problem, or don’t exist. Unable to process and synthesize information correctly or to recognize problems and issues. Cannot do the necessary analysis. Does not identify alternative solutions.	Processes most of the information, identifies most of the problems and issues, and completes most of the analysis. Fails to express criteria/logic for choosing one solution over others. Fails to examine more than one potential solution. Alternative solutions fail to contain both advantages and disadvantages.	Processes and analyzes information correctly. Recognizes and prioritizes problems/ issues while identifying and evaluating alternative solutions with expressed criteria/reasoning. Fails to address larger ramifications of choosing this solution and fails to point out potential trade-offs.	Processes and analyzes information correctly. Recognizes and prioritizes problems and issues, identifies and evaluates the alternative solutions. Telling story/tradeoffs are explained in logic. Addresses relevant opportunity costs.	2.49	2.44	2.32
Use of Computer Technology	Does not utilize applications software and internet resources to research problems and issues.	Uses some applications software and some internet resources to research problems and issues.	Utilizes most applications software and internet sources to research problems and issues.	Utilizes all available applications software and internet sources to do thorough research, identify issues, and solve problems.	This criterion is unstable and needs to be revised	1.33	1.38
Overall Average					2.19	2.04	2.01

fr=#faculty raters

Ethical Issues Rubric: Comprehend ethical issues and be able to apply an ethical decision-making framework to business decisions.							
	<u>1: Below Average</u>	<u>2: Average</u>	<u>3: Above Average</u>	<u>4: Excellent</u>	<i>Cumulative Averages</i>		
					<i>F08</i>	<i>W09</i> n=32 pop=128 fr* = 17	<i>Sp09</i> n=48 pop=189 fr* = 14
Behavioral Awareness	Unaware that an ethics issue exists.	Identifies that an ethical issue exists.	Identifies ethical dimensions, but leaves out facts that are ethically relevant.	Identifies all relevant ethical dimensions.	Not administered	1.20	1.32
Professional Awareness	Unaware that a professional issue exists.	Identifies that a professional issue exists.	Identifies professional aspects of the situation but leaves out professional relevant factors.	Identifies all relevant professional factors.	Not administered	1.53	1.56
Awareness of Stakeholders	Consideration of only one stakeholder (e.g. oneself) relevant to the ethical decision.	Identifies & considers a few potential stakeholders relevant to the ethical decision.	Identifies & considers many or most potential stakeholders to the ethical decision but leaves out some significant stakeholders.	Identifies & considers all potential stakeholders relevant to the ethical decision.	Not administered	1.28	1.47
Ethical Reasoning	Only legal compliance or selfish thinking used to determine and resolve ethical issue(s).	Applies only one ethical decision rules/tests/approaches in an effort to resolve the ethics issue(s).	Applies only two ethical decision rules/tests/approaches in an effort to resolve the ethics issue(s).	Applies more than two ethical decision rules/tests/approaches in an effort to resolve the ethics issue(s).	Not administered	1.15	1.21
Ethical Decision Making	Does not arrive at an ethical decision.	Arrives at a decision, but lacks coherence with problem, interested parties, and/or general situation.	Decision coheres w/problem, interested parties and/or general situation.	Arrives at an insightful comprehensive decision that coheres with problem, interested parties & situation.	Not administered	1.23	1.32
Overall Average						1.28	1.37

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Oral Communication Skills Assessment: Demonstrate effective oral communication skills.					
	<u>1: Unacceptable</u>	<u>2: Marginal</u>	<u>3: Proficient</u>	<u>4: Exemplary</u>	Cumulative Averages
					F08 n=92/pop=98 fr* = 17
Organization	Logic of arguments is not made clear.	Listener can follow presentation with effort.	Presentation is generally clear and well organized.	Presentation is clear, logical and organized.	2.84
Style	Presentation is too elementary or too sophisticated for audience.	Aspects of presentation are too elementary or too sophisticated for audience.	Level of presentation is generally appropriate.	Level of presentation is appropriate for audience. Speaker is comfortable in front of group.	2.94
Use of Communication Aids	No communication aids were used or their use detracted from presentation.	Communication aids were poorly prepared or used inappropriately.	Communication aids contribute to the quality of the presentation.	Communication aids enhance the presentation. Professionally presented.	2.71
Depth of content	No reference is made to literature or theory.	Explanation of concepts or theories are inaccurate or incomplete.	Explanation of concepts and theories are accurate and complete.	Speaker provides an accurate, complete explanation of concepts and theories drawing upon relevant literature.	2.47
Accuracy of Content	Information included is inaccurate.	Errors are made which distract the knowledgeable listener but some information is accurate.	No significant errors are made.	Information (names, facts, etc.) included in presentation is consistently accurate.	3.03
Use of Language	Listeners are so distracted by difficulty with grammar that focus is absent.	Listeners can follow but some grammatical errors are prevalent.	Sentences are complete, grammatical, and flow together.	Sentences are complete, grammatical and flow together easily. Words are chosen for their precise meaning.	2.86
Responsiveness to audience: verbal and body language	Avoids or discourages audience participation. Body language reveals a reluctance to interact with audience.	Reluctantly interacts with audience. Body language reflects some discomfort with interaction with audience.	Generally responsive to audience comments and needs. Body language reflects comfort when interacting with audience.	Highly responsive to audience comments and needs. Body language reflects confidence and ease when interacting with audience.	2.70
Personal Appearance (optional)	Personal appearance is inappropriate for occasion and audience.	Personal appearance is somewhat inappropriate for the occasion and audience.	Personal appearance is appropriate for occasion and the audience.	Personal appearance is completely appropriate for the occasion and the audience.	2.81
				Overall Average	2.79

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Oral Communication Skills Assessment: Demonstrate effective oral communication skills.						
	<u>1: Below Average</u>	<u>2: Average</u>	<u>3: Above Average</u>	<u>4: Excellent</u>	<u>Cumulative Averages</u>	
					W09 n=55 pop=128 fr* = 16	Sp09 n=47 pop=189 fr* = 14
Organization	Logic of arguments is not made clear.	Listener can follow presentation with effort.	Presentation is generally clear and well organized.	Presentation is clear, logical and organized.	2.84	2.98
Understanding of topic	Surface level.	Some, but does not make connections across ideas.	Good understanding of topic by use of topical and disciplinary knowledge and vocabulary.	Deep understanding of topic.	2.80	2.83
Use of Communication Aids	No communication aids were used or their use detracted from presentation.	Communication aids were poorly prepared or used inappropriately.	Communication aids contribute to the quality of the presentation by outlining the presentation of clear and concise information in a highly visible, easily read way demonstrating a good command of the technology.	Communication aides professionally present clear and concise information in a highly visible, easily read way demonstrating an excellent command of the technology.	2.73	2.88
Style and Delivery	Looks only at notes or away from the audience. Barely audible. Listeners are so distracted by difficulty with grammar that focus is absent. Doesn't know what do with hands.	There is eye contact. Can be heard. Listeners can follow but some grammatical errors are prevalent. Avoids distracting use of hands.	Appropriate eye contact is made. Voice volume is appropriate. Sentences are complete, grammatically correct, and flow together. Able to use hands to communicate/enforce important points.	Eye contact is used to gauge reaction and understanding. Voice ringingly clear. Sentences are complete, grammatically correct, and flow together easily. Words are chosen for their precise meaning. Professional use of gestures.	2.46	2.48
Personal Appearance	Personal appearance is inappropriate for occasion and audience.	Personal appearance is somewhat inappropriate for the occasion and audience.	Personal appearance is appropriate for occasion and the audience.	Personal appearance is completely appropriate for the occasion and the audience.	2.72	2.74
Overall Average					2.71	2.78

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Peer Assessment Teamwork/Leadership Skills Assessment: Function effectively when in teams both as a leader and as a member							
	1: Below Average	2: Average	3: Above Average	4: Excellent	Cumulative Averages		
					F08 n=97 pop=98	W09 n=93 pop=128	Sp09 n=97 pop=189
Leadership	Never offers to lead	Occasional leadership demonstrated	Regularly demonstrates leadership	Takes on leadership role, feels responsible for the success of the group	3.18	3.24	3.08
Listening to others	Doesn't exhibit listening behavior, often interrupts others or ignores them	Exhibits listening behavior some of the time	Exhibits listening behavior most of the time	Listens actively, sometimes helps others understand what a group member has said	3.45	3.44	3.51
Sharing one's own ideas	Contributes nothing to the group or ideas that are not well thought out	Has contributed ideas with some promise	Frequently contributes, well thought out ideas	Always contributes well thought out process	3.31	3.36	3.34
Ability to take a useful group role	Behavior is detrimental to group functioning	Behavior has very modestly helped the group achieve its objectives	Behavior frequently helps group achieve its objectives	Behavior always helps the group achieve its objectives	3.38	3.40	3.46
Accepts responsibility for activities	Takes no responsibility for any activity	Rarely takes responsibility for activities	Often takes responsibility for activities	Willing to take responsibility for all activities	3.43	3.45	3.43
Timely submission of work assignments	Assignments always late, inconsistent	Assignments delivered at the last possible date	Work assignments delivered on time	Self motivated and competes work without any reminders	3.44	3.40	3.42
Overall Average					3.37	3.38	3.37

Written Communication Rubric: Demonstrate effective written communication skills							
	1: <u>Below Average</u>	2: <u>Average</u>	3: <u>Above Average</u>	4: <u>Excellent</u>	Cumulative Averages		
					F08 n=26 pop=98 fr*=17	W09 n=32 pop=128 fr*=17	Sp09 n=48 pop=189 fr*=14
Organization: Sequencing, Use of formatting (headings, bullets, bold, underline, etc.) to promote ease of consumption	Document is unorganized and very difficult to follow.	Document is somewhat organized but difficult to follow.	Document is generally clear and well organized.	Document is clear, logical and organized.	2.75	2.64	2.65
Style	Document is too elementary or too sophisticated for audience.	Aspects of document are too elementary or too sophisticated for audience.	Level of document is generally appropriate for audience.	Level of document is appropriate for audience.	2.68	2.51	2.33
Depth (sufficient detail) and <u>relevance of content</u>	No reference is made to literature or theory. Includes inaccurate information.	Explanation of concept or theories is inaccurate or incomplete. Errors are made which distract the knowledgeable reader but some information is accurate.	Explanation of concepts and theories is accurate and complete. No significant errors are made.	Document provides an accurate and complete explanation of concepts and theories drawing upon relevant literature. Information (names, facts, etc.) included in document is consistently accurate.	2.18	1.86	2.18
Effective use of language (sentence construction, grammar, and spelling)	Readers are so distracted by language errors that focus is absent.	Readers can follow but some language errors are prevalent.	There are no spelling errors. Sentences are complete, grammatically correct, and flow together.	There are no spelling errors. Sentences are complete, grammatically correct, and flow together easily. Words are chosen for their precise meaning.	2.67	2.56	2.58
When Applicable: References according to some standard publishing format: APA, Chicago, etc.	Claims are not referenced. Publishing format is not used.	Some claims are referenced. Over reliance on unsubstantiated claims. Publishing format inconsistently applied.	Properly referenced evidence to support claims is present. Publishing format generally followed.	Properly referenced compelling evidence supports claims. Publishing format accurately and consistently applied.		This criterion is unstable and needs to be revised 1.24	1.16
Overall Average					2.49	2.16	2.18

fr=#faculty raters

APPENDIX 4: BSECON RUBRICS AND RESULTS

Critical Thinking Rubric: Apply quantitative and qualitative critical thinking skills to develop, access, and use information to analyze business problems and propose feasible solutions.						
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<i>Cumulative Averages</i>	
					<i>F08</i> n=28 pop=29 fr* = 1	<i>Sp09</i> n=23 pop=25 fr* = 1
Problem Solving Skills	Does not identify and summarize relevant problem and explain relevance.	Has a fair understanding of the problem but misses some important issues and details. Solution & problem match. Fails to fully identify causes of problem.	Has a good understanding of the problem. Identifies the problem’s causes and ramifications. Analysis fails to address major issues facing the organization. The analysis is missing some details.	Has an excellent understanding of the problem and issues. The analysis is thorough. Isolates the major issues and addresses them in the solution.	2.89	2.46
Quantitative Analysis	Does not provide quantitative analysis. Does not demonstrate knowledge of the tools of quantitative analysis.	The quantitative analysis is incomplete with significant errors. Does not effectively utilize the tools of quantitative analysis. Quantitative analysis used but not relevant to points made by the student.	The quantitative analysis is substantial but incomplete. Utilizes the tools of quantitative analysis. Analysis has some errors. Analysis does not strongly support points made by student.	The quantitative analysis is complete and accurate. Applies the appropriate tools of quantitative analysis. Quantitative analysis supports points made by student.	2.85	2.48
Decision-Making Skills	Alternative solutions don’t match problem, or don’t exist. Unable to process and synthesize information correctly or to recognize problems and issues. Cannot do the necessary analysis. Does not identify alternative solutions.	Processes most of the information, identifies most of the problems and issues, and completes most of the analysis. Fails to express criteria/logic for choosing one solution over others. Fails to examine more than one potential solution. Alternative solutions fail to contain both advantages and disadvantages.	Processes and analyzes information correctly. Recognizes and prioritizes problems/ issues while identifying and evaluating alternative solutions with expressed criteria/reasoning. Fails to address larger ramifications of choosing this solution and fails to point out potential trade-offs.	Processes and analyzes information correctly. Recognizes and prioritizes problems and issues, identifies and evaluates the alternative solutions. Telling story/tradeoffs are explained in logic. Addresses relevant opportunity costs.	2.74	2.44
Use of Computer Technology	Does not utilize applications software and internet resources to research problems and issues.	Uses some applications software and some internet resources to research problems and issues.	Utilizes most applications software and internet sources to research problems and issues.	Utilizes all available applications software and internet sources to do thorough research, identify issues, and solve problems.	2.86	This criterion is unstable and needs to be revised
Overall Average					2.84	2.04

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Oral Communication Skills Assessment: Demonstrate effective oral communication skills.					
	<u>1: Below Average</u>	<u>2: Average</u>	<u>3: Above Average</u>	<u>4: Excellent</u>	Cumulative Averages
					Sp09 n=12 pop=12 fr* = 1
Organization	Logic of arguments is not made clear.	Listener can follow presentation with effort.	Presentation is generally clear and well organized.	Presentation is clear, logical and organized.	3.50
Understanding of topic	Surface level.	Some, but does not make connections across ideas.	Good understanding of topic by use of topical and disciplinary knowledge and vocabulary.	Deep understanding of topic.	3.46
Use of Communication Aids	No communication aids were used or their use detracted from presentation.	Communication aids were poorly prepared or used inappropriately.	Communication aids contribute to the quality of the presentation by outlining the presentation of clear and concise information in a highly visible, easily read way demonstrating a good command of the technology.	Communication aides professionally present clear and concise information in a highly visible, easily read way demonstrating an excellent command of the technology.	3.23
Style and Delivery	Looks only at notes or away from the audience. Barely audible. Listeners are so distracted by difficulty with grammar that focus is absent. Doesn't know what do with hands.	There is eye contact. Can be heard. Listeners can follow but some grammatical errors are prevalent. Avoids distracting use of hands.	Appropriate eye contact is made. Voice volume is appropriate. Sentences are complete, grammatically correct, and flow together. Able to use hands to communicate/enforce important points.	Eye contact is used to gauge reaction and understanding. Voice ringingly clear. Sentences are complete, grammatically correct, and flow together easily. Words are chosen for their precise meaning. Professional use of gestures.	3.23
Personal Appearance	Personal appearance is inappropriate for occasion and audience.	Personal appearance is somewhat inappropriate for the occasion and audience.	Personal appearance is appropriate for occasion and the audience.	Personal appearance is completely appropriate for the occasion and the audience.	3.39
Overall Average					3.36

fr=#faculty raters

Written Communication Rubric: Demonstrate effective written communication skills					
	1	2	3	4	Cumulative Averages
					Sp09 n=18/pop=19 fr*=1
Organization: Sequencing, Use of formatting (headings, bullets, bold, underline, etc.) to promote ease of consumption	Document is unorganized and very difficult to follow.	Document is somewhat organized but difficult to follow.	Document is generally clear and well organized.	Document is clear, logical and organized.	3.44
Style	Document is too elementary or too sophisticated for audience.	Aspects of document are too elementary or too sophisticated for audience.	Level of document is generally appropriate for audience.	Level of document is appropriate for audience.	3.44
Depth (sufficient detail) and relevance of content	No reference is made to literature or theory. Includes inaccurate information.	Explanation of concept or theories is inaccurate or incomplete. Errors are made which distract the knowledgeable reader but some information is accurate.	Explanation of concepts and theories is accurate and complete. No significant errors are made.	Document provides an accurate and complete explanation of concepts and theories drawing upon relevant literature. Information (names, facts, etc.) included in document is consistently accurate.	3.61
Effective use of language (sentence construction, grammar, and spelling)	Readers are so distracted by language errors that focus is absent.	Readers can follow but some language errors are prevalent.	There are no spelling errors. Sentences are complete, grammatically correct, and flow together.	There are no spelling errors. Sentences are complete, grammatically correct, and flow together easily. Words are chosen for their precise meaning.	3.67
When Applicable: References according to some standard publishing format: APA, Chicago, etc.	Claims are not referenced. Publishing format is not used.	Some claims are referenced. Over reliance on unsubstantiated claims. Publishing format inconsistently applied.	Properly referenced evidence to support claims is present. Publishing format generally followed.	Properly referenced compelling evidence supports claims. Publishing format accurately and consistently applied.	3.50
				Overall Average	3.53

fr=#faculty raters

APPENDIX 5: MPA RUBRICS AND RESULTS

The Rubric that the MPA program uses for Written Communication is the same as the Undergraduate Program.

Master of Professional Accountancy					
Written Communication Rubric Results					
Comprehensive Exam-Spring 2009					
	Below Average	Average	Above Average	Excellent	Total
Organization	1	23	43	31	98
Style	0	25	43	29	97
Depth	3	28	44	15	90
Use of Language	1	35	41	21	98
Total	5	111	171	96	383
Percentage	1%	29%	45%	25%	100%

APPENDIX 6: DEGREE PROGRAM CURRICULUMS

PRE-ADMISSION

Pre-Admission Courses for Accounting, Business Administration and Economics (Managerial, Economic and Business Forecasting Specializations)

ACCT 251: Accounting I (5 cr)

- ACCT 252: Accounting II (5 cr)
- BUS 221: Introductory Business Statistics (5 cr)
- BUS 241: Legal Environment of Business (5 cr)
- ECON 201: Principles of Economics Micro (5 cr)
- ECON 202: Principles of Economics Macro (5 cr)
- MATH 130: Finite Mathematics (5 cr)
- MATH 153: Pre-Calculus Mathematics OR
 - MATH 170: Intuitive Calculus OR
 - MATH 172: Calculus I OR
 - MATH 173: Calculus II (5 cr)

Pre-Admission Courses for General Economics:

- BUS 221: Introductory Business Statistics (5 cr)
- ECON 201: Principles of Economics Micro (5 cr)
- ECON 202: Principles of Economics Macro (5 cr)
- MATH 130: Finite Mathematics (5 cr)
- MATH 153: Pre-Calculus Mathematics OR
 - MATH 170: Intuitive Calculus OR
 - MATH 172: Calculus I OR
 - MATH 173: Calculus II (5 cr)

REQUIRED UPPER DIVISION

Required Courses for BSAcc:

- FIN 370, Introductory Financial Management (5 cr)
- MGT 382, Principles of Management (5 cr)
- MIS 386, Management Information Systems **OR** ACCT 455, Accounting Information Systems (5 cr)
- MKT 362, Essential Marketing Concepts (5 cr)
- OSC 323, Operations Management (5 cr)
- MGT 489, Strategic Management (5 cr)
- **ONE** of the following: ADMG 385, Business Communications and Report Writing (5 cr), COM 345, Business and Professional Speaking (4 cr), or ENG 310, Technical Writing (4 cr)
- ACCT 305, Cost Accounting (5 cr)
- ACCT 346, Income Tax Accounting (5 cr)
- ACCT 350, Intermediate Accounting I (5 cr)
- ACCT 351, Intermediate Accounting II (5 cr)

- ACCT 460, Auditing (5 cr)
- **Electives** selected from the following: ACCT 405, ACCT 430, ACCT 446, ACCT 450, ACCT 455*, ACCT 461, ACCT 475, ACCT 484**, ACCT 485, ACCT 489, BUS 341, ACCT 490 (15 cr)

Total 114-115 cr

*May not be used as an elective if taken in place of MIS 386.

**ACCT 484, if taken, should be completed no later than Fall of senior year.

Required Courses for BSBA

- FIN 370, Introductory Financial Management (5 cr)
- MGT 382, Principles of Management (5 cr)
- MIS 386, Management Information Systems (5 cr)
- MKT 362, Essential Marketing Concepts (5 cr)
- OSC 323, Operations Management (5 cr)
- MGT 489, Strategic Management (5 cr)
- **ONE** of the following: ADMG 385, Business Communications and Report Writing (5 cr), COM 345, Business and Professional Speaking (4 cr), or ENG 310, Technical Writing (4 cr)
- **Specialization** Select one of the following areas (**STUDENTS ATTENDING OUR WESTSIDE CENTERS ARE LIMITED TO THE GENERAL BUSINESS OPTION**):
 - Finance
 - General Business
 - Human Resource Management
 - Management and Organization
 - Marketing Management
 - Operations and Supply Chain Management

Total 99-100 cr

Required Courses for BSEcon-Economic and Business Forecasting

- ECON 324-Introduction to Econometrics (5 cr)
- ECON 325-Introduction to Forecasting (5 cr)
- ECON 401-Intermediate Microeconomic Analysis (5 cr)
- ECON 402-Intermediate Macroeconomic Analysis (5 cr)
- ECON 406-Economics Assessment (5 cr)
- ECON 426-Economic Research (5 cr)
- FIN 370-Introductory Financial Management (5 cr)
- MGT 382-Principles of Management (5 cr)
- MIS 386-Management Information Systems (5 cr)
- MKT 362, Essential Marketing Concepts (5 cr)
- OSC 323, Operations Management (5 cr)
- **ONE** of the following: ADMG 385, Business Communications and Report Writing (5), COM 345, Business and Professional Speaking (4), or ENG 310, Technical Writing (4)

Total 97-98

Required Courses for BSEcon-Managerial

- ECON 352-Managerial Economics(5 cr)
- ECON 401-Intermediate Microeconomic Analysis(5 cr)
- ECON 402-Intermediate Macroeconomic Analysis(5 cr)

- ECON 406-Economics Assessment (3 cr)
- FIN 370-Introductory Financial Management(5 cr)
- **ONE** of the following: ADMG 385, Business Communications and Report Writing (5), COM 345, Business and Professional Speaking (4), or ENG 310, Technical Writing (4)
- Department-approved electives: 300-400 level economics courses (except econ 396, econ 490, econ, 496) (15 cr)
- Other 300-400-level accounting, business administration and economics courses (5 cr)

Total 87-88

Required Courses for BSEcon-General Economics

- ECON 310-International Economics (5 cr)
- ECON 324-Introduction to Econometrics (5 cr)
- ECON 330-Money and Banking (5 cr)
- ECON 332-Public Finance (5 cr)
- ECON 401-Intermediate Microeconomic Analysis (5 cr)
- ECON 402-Intermediate Macroeconomic Analysis (5 cr)
- ECON 406-Economics Assessment (3 cr)
- ECON 426-Economics Research (5 cr)
- MIS 386-Management Information Systems (5 cr)
- **ONE** of the following: ADMG 385, Business Communications and Report Writing (5), COM 345, Business and Professional Speaking (4), or ENG 310, Technical Writing (4)
- Department-approved electives: any 300-400 level economics courses one accounting course (10 cr)

Total 82-83

Required Courses for MPA

- ACCT 505-Controllership (5 cr)
- ACCT 510 Information Systems Security, Control, and Audit (5 cr)
- ACCT 520 Tax and Legal Strategies for Business (5 cr)
- ACCT 570 Foundations of Income Taxation (5 cr)
- ACCT 581-Seminar in Financial Accounting (5 cr)
- ACCT 583-Seminar in Auditing (5 cr)
- ACCT 585 Seminar in Professional Accountancy (5 cr)
- MGT 525 Strategic Management (5 cr)
- ACCT 700 Master' Thesis, Project Study, and/or Examination (1 cr)
- Electives selected from the following: ACCT 561-Fraud Examination; ACCT 565 Current Issues in Information Technologies; ACCT 580 Advanced Taxation (5 cr); ACCT 590 Cooperative Education (5 cr)

Total 46