



CHANGE THE WORLD FROM HERE

**SIXTH YEAR REVIEW
MAINTENANCE OF ACCREDITATION
SCHOOL OF MANAGEMENT
UNIVERSITY OF SAN FRANCISCO**

**Prepared for
AACSB INTERNATIONAL**

January 14, 2012

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INTRODUCTION

The School of Management at the University of San Francisco has undergone a series of profound and dramatic changes since the AACSB's visit from February 27 to March 1, 2011. Many of those changes were prompted by the findings of the visiting team. But others were the result of a more general reconsideration of the role of business education by University leaders that was in some respects an unintended, though timely, consequence of the AACSB visit. These changes have strengthened the School and have positioned it to make a real impact on business, government, and non-profit managerial education in the coming years. So what are these wider contextual changes that frame our detailed response to the issues raised in the AACSB Report?

First, the School has a new name, a new mission, and new leadership. On June 1, 2011, the School of Business and Professional Studies became the School of Management. The new name better reflects the goals and objectives of the School that emerged from the merger of the School of Business and the School of Professional Studies two years ago. We are no longer 'legacy' Business or 'legacy' Professional Studies—we are one school with one mission and we will be working over the coming years to establish one cultural identity so that we can speak and act with one voice. The School also has new leadership. On June 1, 2011, Provost Jennifer Turpin appointed Michael Webber Interim Dean of the School of Management. The new Dean immediately appointed a new leadership team and made substantial organizational changes that will be outlined below. Finally, as a direct result of our strategic planning efforts, the School now has a new Mission and Vision that has served as a catalyst for building a renewed sense of cooperation and improved morale among faculty and staff.

Second, the University recently purchased a building at 101 Howard Street in downtown San Francisco. This new facility, the old Folger Coffee Building near the Embarcadero, will become the new home for the graduate programs of the School of Management, beginning in the summer of 2012. Located next to the financial and business heart of San Francisco, and within easy reach of the main transportation hubs for the Bay Area, the new location, right next to the Financial District, will rejuvenate and refocus the School's academic programs in innovative and dynamic ways.

Third, the masters programs in Financial Analysis, Investor Relations, and Risk Management were moved from the College of Arts and Sciences to the School of Management. Following the AACSB Report, it was clear that these programs should be housed in the School of Management and this change was initiated in June 2011. Since then we have been working diligently to fully integrate these academic programs and their staff into the day-to-day operations of the School of

Management. The transition has gone smoothly and we feel that the programs are now a full and integral part of the School of Management.

Fourth, the School has undergone a major reorganization that has shifted the emphasis of the School back to its core academic programs. Four new Associate Deans have been appointed with responsibilities for Undergraduate Studies, MBA and Graduate Business Programs, Graduate Management Programs, and Faculty and Research. Their charge is to improve the academic quality of our programs, increase the research capabilities and output of the faculty, and enhance the assurance of learning processes in the School. To this end, revisions of some major graduate programs (e.g. MBA, Executive MBA, jMGEM) are already underway with a view to implementing new curriculum in Fall 2012, and an extensive review of the undergraduate business curriculum will begin in the spring.

In addition, some masters programs have been closed or temporarily discontinued, more specifically the MBA (Saturday), MBA (CAP), the MS in Business Economics (full and part-time), and the MS in Risk Management. Four programs were cancelled in order for the School to better focus its limited faculty, staff and leadership resources (particularly AQ faculty) on established programs. The MBA Saturday was an experimental program that did not do well. The initial cohort only attracted nine students and a planned second cohort was not recruiting sufficient enrollments. Given the poor enrollments, we felt that the program was absorbing scarce faculty resources and would eventually have difficulties in offering students sufficient elective choices. The MBA CAP program required a stringent co-working or internship requirement to bring the MBA experience to students with little or no work experience. Providing the requisite internship experience, however, was consuming more staff resources than we anticipated and there were serious concerns that MBA CAP students, who lacked real work experience, were not fully respected peer contributors in elective courses that had students from our other MBA programs. Finally, we cancelled both the full- and part-time variants of the master's program in Business Economics, a new program that had been scheduled to start in Fall 2011. After careful review, however, it was decided that there was insufficient faculty strength to offer the program. We do not have a dedicated Economics department in the School and the program would have relied excessively on non-AQ adjunct faculty. The master's program in Risk Management had below forecast enrollments (i.e., below ten students) in its first two cohorts, and so the Spring 2012 cohort was cancelled and the program was temporarily suspended in October 2011. The School will be reviewing the MSRM program since it needs either to be refocused and advertised differently, or permanently discontinued. Any new incarnation of the program will also have to seriously address the AQ/PQ issue and, at this point, the School does not envisage re-starting this program much before Fall 2013. Overall, the School of Management is attempting to rationalize and streamline its program offerings and while we have closed some programs, we also anticipate starting new programs in such areas as Analytics, Biotechnology, Accounting, and Internal Audit.

The Dean has also taken steps to restore and reinvigorate faculty governance and encourage faculty input on key decision-making within the School by addressing the composition of key committees, increasing the role of departments and department chairs, and moving toward greater transparency around budgeting and resource allocation. Further organizational changes in

the areas of marketing, alumni relations, and career services are being contemplated for implementation in 2012.

All of these changes have improved faculty and staff morale and contributed to a renewed spirit of commitment to the School and its Mission. While the School was clearly disappointed by the AACSB Report and its findings, we have used our response to the AACSB Report as a motivating factor in reviewing the School's activities from top to bottom in an effort to reassert our distinctiveness and reputation in a very competitive marketplace.

This *Sixth Year Review* will:

- Respond to the concerns raised by the AACSB visiting team regarding strategic planning, faculty qualifications, and assurance of learning.
- Detail the school's actions with reference to those concerns and to AACSB's most recent accreditation standards.
- Expand on the documentation submitted to AACSB International in the *Accreditation Maintenance Report*, dated December 15, 2010.

STRATEGIC PLANNING

Concerns by the AACSB Visiting Team

The AACSB visiting team noted that strategic planning was a relatively recent development in the School. Nonetheless, they went on to say that the plan presented to the visiting team immediately before its visit had been developed through a robust six-month process. The visiting team stated:

“The plan appears to be well crafted and appropriate to the mission of USF and the current situation of the school. It is unusual to find an accredited school that is now putting in place its first formal strategic plan. Fortuitously, the planning process has been able to include constituents from both legacy programs. The current plan reflects a vision for the new, merged SBPS. While the team has every reason to believe that plan execution will be successful, the fact remains that the school has yet to demonstrate this capability. The school should report on its progress in gaining support for executing its new strategic plan.”

In addition, the AACSB visiting team noted:

- Due to the lateness of the strategic plan, it was unable to comment on whether there were sufficient financial resources to achieve the Mission or how continuous improvement aligns with the strategic plan.
- The strategic plan made a number of references to new faculty and staff positions, which will require the allocation of resources for the success of the plan.
- The school will need to set priorities within the strategic plan.

- The portfolio of faculty scholarship was not guided by the plan even though it was conducted within the larger mission of the university.
- Although the school has increased the resources devoted to undergraduate student advising, both undergraduate and graduate students would benefit from improved career services as well as greater access to the USF alumni network.

Responses and Actions by the USF School of Management

Under new leadership, the School of Management has spent the last six months addressing the AACSB's concerns, and it has developed and implemented a comprehensive strategic plan that ensures the school's continuous improvement over the coming years.

Upon being named Interim Dean in June 2011, Mike Webber immediately formed a strategic planning task force, consisting of faculty and administrators, to review the school's efforts with regard to strategic planning up to that point. As a first step, the task force undertook an inventory of the work that had already been conducted on strategic planning between September 2010 and January 2011. That earlier work included five full days of off-campus strategic planning retreats involving approximately 30 people including faculty, staff, students, and other constituencies from the School of Management as well as representatives from the wider University community. Working in small groups, these retreats had focused on such issues as mission, scholarship, educational programs, people, external relations, and internal operations, and these groups generated some excellent ideas and recommendations. These discussions were complemented by a Spring 2010 survey conducted of faculty members, staff, and students in the School of Management regarding draft statements for a potential mission statement for the school.

These activities generated a provisional strategic plan and an outline of that plan was presented to the AACSB review team just before their site visit in February 2011. However, in preparing for the Sixth Year Review, it became apparent that the provisional strategic plan had a number of serious limitations in certain areas. The Strategic Planning Task Force therefore decided to write a new strategic planning narrative but one that was still based in the considerable volume of detailed work that had been produced during the strategic planning retreats between September 2010 and January 2011. The new strategic plan that emerged from this review has three components: (1) a statement of the Mission, Vision, and Strategic Priorities of the School of Management; (2) a four-year business action plan detailing the specific actions to be taken to reach each of the school's strategic priorities; and (3) an implementation plan. The new strategic plan represents a considerable advance over our previous strategic planning efforts in terms of vision, organization, detail and coherence.

The new statement on mission and strategic priorities was developed directly out of the work that emanated from the earlier strategic planning process and the Strategic Planning Task Force simply added a brief vision statement. However, fleshing out the new strategic priorities into a workable four-year business action plan entailed considerable additional work. To undertake this task, the School formed a number of small working groups of faculty and staff around each of the five strategic priorities (i.e., educational programs, scholarship, people, external relations and internal operations). These small groups formulated the detailed actions needed to achieve the

strategic priorities, utilizing the work from the earlier strategic planning process to clarify, amend, rewrite and prioritize the action items in the new business plan. The individual working groups met all together on June 18, 2011 to craft and bring together their particular sections of the business action plan into a final draft. At the same time, another committee of faculty and staff worked with the Dean's Office to formulate an implementation plan that would outline and timetable the various steps to be taken to successfully complete the strategic plan.

In August 2011, the new strategic plan was presented to the School of Management and, over the late summer/early fall of 2011, faculty and staff were invited to comment on the draft document in meetings and via email. Many of their comments and suggestions were incorporated into the final version of the strategic plan that was completed and discussed at the end of September 2011. On October 3, 2011, the full strategic plan, including the mission, vision, and strategic priorities; the four-year business action plan detailing the specific actions to be taken to reach each of the school's strategic priorities; and the implementation plan finally became operational for the School of Management. At every step, faculty were involved in the detailed formulation of the strategic plan and were given the time and opportunity to comment on the strategic plan as a whole. Given the urgency of the task and the time frame involved, the level of faculty participation in the process and their commitment to the final product was very impressive.

The outcome of the School of Management's efforts at developing a strategic plan is congruent with Standard 1 in AACSB's 2011 *Eligibility Procedures and Accreditation Standards for Business Accreditation*:

"The mission statement provides a shared understanding of program direction that connects participants' actions and provides a common basis for learning. The school demonstrates that its mission statement derives from processes that include input from its stakeholders. The school disseminates its mission statement widely to interested parties. The mission statement of the school supports the mission of any larger organization of which it is a part. The mission emphasizes the achievement of high quality in each degree program. The mission statement encourages learning experiences appropriate for collegiate management students and that positively affect students' development as managers and professionals (page 16)."

The Mission, Vision, and Strategic Priorities of the School of Management appear below. The complete four-year business plan and the implementation plan are provided in appendices 2 and 3, and are highlighted throughout this *Sixth Year Review*.

Vision, Mission, and Strategic Priorities

Vision

The School of Management will be one of the premier teaching, research and networking platforms for managerial education, one that is regionally anchored, nationally recognized and globally connected.

Mission

The School of Management at the University of San Francisco is a catalyst for change in business, government and non-profit managerial practice. Through research and teaching that draws on the global diversity and entrepreneurial energy of our region, we educate students to build more productive and compassionate organizations. We value personal responsibility and integrity, open and disciplined inquiry, and a collaborative and enterprising spirit.

Strategic Priorities

The School of Management will:

- 1. Build a learning community that leverages San Francisco, the Bay Area and the global Jesuit network to create an academically rigorous and practically relevant managerial learning environment for our students.*
- 2. Create a vibrant research culture that promotes excellence in research and pursues mission-related scholarship that leverages our strengths.*
- 3. Foster a diverse and inclusive working environment for faculty, staff and students that encourages high performance, teamwork, respect and accountability.*
- 4. Generate and nurture mutually beneficial relationships with organizations and individuals that secure access and resources that support the lifelong learning and professional development of our students and alumni.*
- 5. Develop management systems that support an effective, productive, and compassionate organization working to fulfill and advance the School's mission.*

Consonance with Institutional Mission

The new Vision, Mission, and Strategic Priorities Statement of the School of Management is in complete alignment with the Vision, Mission, and Values Statement of the University of San Francisco, as mandated in Standard 1 of AACSB's 2011 *Eligibility Procedures and Accreditation Standards for Business Accreditation*: “The mission statement of the school should be complementary to the mission of that larger organization” (page 19).

Central to the Mission of the University of San Francisco is the preparation of men and women to shape a multicultural world with generosity, compassion, and justice. The institution's Vision, Mission, and Values Statement, approved by the Board of Trustees on September 11, 2001, after a year of formulation and campus-wide participation, captures the essence of this commitment in its opening paragraph: “The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.” This mission permeates all aspects of the institution, including student learning and faculty development, curriculum design, program and degree offerings, alumni relations, publications, and a host of other institutional features. The School of Management's Mission complements the University's Mission to promote academic excellence, to understand individual and cultural differences, and to educate leaders who will change the world. The University's new motto, *Change the World from Here*, is reflected throughout the School of Management. The School's curriculum emphasizes the primacy of ethics, values, and personal responsibility in fostering change; academic excellence to prepare leaders as change agents; respect for diverse experiences, values, and opinions; and a global perspective. For more than 470 years, the Jesuits have carried their mission to the great urban areas of the world. Since 1855, the Jesuit influence has been prominent in San Francisco, and since 1925, USF's business school has been a leader in San Francisco in educating business and civic leaders to make the world a better place, in promoting community engagement activities, and in using the city and the world as a teaching laboratory for its students. That tradition is captured in the School of Management's new Vision, Mission, and Strategic Priorities Statement.

Evaluation Measures

According to AACSB's 2011 *Eligibility Procedures and Accreditation Standards for Business Accreditation*, evaluation is a critical component of strategic management:

“The evaluation of a school's effectiveness depends on how well it marshals its resources and efforts toward its mission statement. As an enterprise higher education is accountable for its effectiveness in using its resources to transform the lives of its participants. Each school operates with a moral imperative to use its time, effort, and resources effectively to assure the opportunity for positive transformation in the lives of students and faculty. Accreditation review is concerned to see that positive results are fostered through capable strategic management” (p. 15).

Consistent with this AACSB Standard, the School of Management at the University of San Francisco is evaluating the school's success at fulfilling its Mission by examining specific outcomes for each strategic priority. These measures address the following areas:

1. Educational Programs: relevant and innovative curriculum; utilization of new technologies and pedagogies; successful measurement and attainment of program goals; evidence of improvement from assurance of learning processes; increased undergraduate graduation and retention; improved national rankings for undergraduate and graduate programs; increased quality of the student body; increased application, admission and matriculation of students from underrepresented groups; employment rates following graduation; enhanced domestic and international student experiences.
2. Scholarship: faculty publishing more articles in high-quality academic and applied journals; faculty research influencing both managerial practice and academic scholarship; increasing faculty participation in high-quality conferences, editorial boards, academic organizations, etc.; increasing number of external grants, awards and recognition; greater faculty interaction with business, government and non-profit organizations; hosting of applied and academic research conferences, symposia and workshops; more faculty with a national reputation
3. People: high faculty and staff morale; employee development and career growth; staff feeling respected for their efforts; active faculty participation in school activities that build relationships with staff and students; faculty and staff invited to assume leadership roles in the university; leaders seen as visible and accessible by faculty and staff.
4. External relations: Strong external recognition of the school; increased number of active external participants (advisory boards, internships, corporate relationships, etc.); increasing number of active and engaged alumni; greater student-alumni interaction; increased awareness of the strengths of School of Management by key stakeholders; professional development activities that facilitate networking with business, government and non-profit practitioners; alumni activities and events that facilitate professional networking; increased financial support.
5. Internal Operations: work environment consistent with university values and principles; long-term retention of productive staff; fair reward systems that are linked to performance and commitment; transparency in the communication of information and decisions; clear roles, job descriptions and lines of responsibility and accountability; efficient, effective, documented business processes; clear, flexible, written policies and procedures.

Implementation & Accountability

Standard 1 of AACSB's 2011 *Eligibility Procedures and Accreditation Standards for Business Accreditation* posits that a school “*demonstrates that it systematically reviews and documents its progress toward mission fulfillment and that it periodically evaluates the appropriateness of its mission statement and supporting strategic management plan*” (page 16).

Consistent with Standard 1, the new strategic plan for the School of Management includes a four-year business plan. The business plan details the actions the School of Management will take over the next four years (September 2011 through August 2015) in order to “become one of the premier teaching, research and networking platforms for managerial education.” The business plan emphasizes five strategic priorities, with specific goals and actions for each area,

and it includes the responsible individuals, and the due dates for completing all activities (see appendix 2).

The strategic plan also outlines a formal implementation and review process that guides the timing, execution, and completion of all the action items in the business plan. Under this process, the Strategic Plan Review Committee (SPRC) exercises responsibility and accountability for ensuring successful progress on and completion of the business action plan. The SPRC is made up of faculty, staff, alumni, and other stakeholders and they are charged with advising the School on the operational management and implementation of the strategic plan (see appendix 9 for membership list).

While the School's management team has ultimate responsibility for implementing the plan, the SPRC will provide an important mechanism of accountability. If the strategic plan is to become a living document for the School rather than simply an accreditation hurdle, it is important that the SPRC play a role in refining, editing, simplifying and updating the business plan in particular and the strategic plan as a whole. Most strategic planning efforts fail at the implementation stage and it is our hope that an active and engaged SPRC can breathe life and dynamism into the process such that strategic planning becomes an ingrained feature of the culture of the School quite apart from the imperatives of accreditation.

The SPRC will be scheduling major progress updates every four months to ensure that action items are being completed in a timely manner and these progress updates will continue for the duration of the four-year plan. They will also be conducting smaller more focused meetings with those responsible for particular items to monitor and advise on progress. One year prior to the completion of this particular iteration the four-year business plan, the Dean of the School of Management will select a committee to begin crafting a new multi-year strategic plan that will utilize the learning and best practices gleaned from the current process. It is to be hoped that the SPRC will play a major role in the formulation and implementation of all future strategic planning initiatives in the School.

As the School of Management looks to the next four years, it will focus on strengthening and improving its efforts across the following five strategic priorities, each of which has specific goals, and action plans (see appendix 2):

Strategic Priority Number One (Education Programs): Build a learning community that leverages San Francisco, the Bay Area, and the global Jesuit network to create an academically rigorous and practically relevant managerial learning environment for our students. Specific goals based on this strategy include:

- Develop strong external market position for all programs.
- Ensure distinctive, high-quality curriculum in all programs.
- Provide effective management of all programs.
- Establish a strong culture of student learning.
- Increase quality of matriculated students.
- Connect regionally and globally.

Strategic Priority Number Two (Scholarship): Create a vibrant research culture that promotes excellence in research and pursues mission-related scholarship that leverages our strengths. Specific goals based on this strategy include:

- Generate and publish innovative research and new knowledge that impacts the study, practice, and teaching of management.
- Build a healthy and interactive intellectual and research culture that encompasses all school faculty and appropriate faculty of other USF units and other universities.

Strategic Priority Number Three (People): Foster a diverse and inclusive working environment for faculty, staff and students that encourages high performance, teamwork, respect and accountability. Specific goals based on this strategy include:

- Create well-documented procedures to orientate and acclimatize new faculty and staff to the School.
- Establish systems for faculty and staff recruitment, retention, professional enhancement, leadership development, and support.
- Create structures to celebrate and integrate diversity, including life experiences, professional backgrounds, gender, ethnicity/race, sexualities, attitudes, and cultures present in our community.
- Build structures with faculty, staff and students to provide first class student program experiences.
- Build structures with faculty, staff and students to make respectful, responsive, other-focused cooperation a watchword for the School.

Strategic Priority Number Four (External Relations): Generate and nurture mutually beneficial relationships with organizations and individuals that secure access and resources that support the lifelong learning and professional development of our students and alumni. Specific goals based on this strategy include:

- Change the name of the school to the School of Management.
- Develop and implement a 3-year fundraising strategy.
- Create Centers and Institutes to promote cross-disciplinary excellence.
- Design an internship hub for student internships across the school.
- Develop and implement an alumni engagement strategy.
- Establish strategic partnerships with business, government, and non-profit communities.

Strategic Priority Number Five (Internal Operations): Develop management systems that support an effective, productive, and compassionate organization working to fulfill and advance the school's Mission. Specific goals based on this strategy include:

- Commence implementation and then complete the school's new 4-year strategic plan.
- Promulgate an effective organizational structure.
- Review and standardize administrative procedures in the school as necessary.
- Enhance communications within the School.
- Manage, plan for, and commission new space.
- Establish efficient, effective, documented processes for key operations.

Each goal for every strategy has specific action items that specify the activities to attain that goal, the “owner” or responsible party for those activities, and the action item’s status, due date, and completion date (see appendix 2). For example, the first goal under the first strategy is “to develop a strong external market for all programs.” One of the many specific activities to attain that goal is for the new Associate Dean of the MBA and Graduate Business Programs to conduct a competitive review of all MBA and business programs. Toward the attainment of that goal, he has been working closely with the Graduate Program Committee, and they have produced a working draft of a new MBA curriculum. They are also working on a new Executive MBA curriculum and, over time, will systematically review our other academic programs. Under the second strategy regarding scholarship, the first goal is to “generate and publish innovative research and new knowledge that impacts the study, practice, and teaching of management.” Among the many activities designed to attain that goal, the Associate Dean of Faculty and Research will enhance the allocation of research support; manage the workload of the most productive researchers; articulate a research strategy; develop a systematic and efficient system for tracking, archiving, and reporting research; and increase the revenue for research from external grants. Overall, the administrators and faculty working on the strategic goals of the School of Management have generated more than 620 specific activities designed to achieve the school’s goals over the next four years (see Appendix 2).

Student Support Services and Career Advising

The AACSB visiting team called on the School of Management to improve career services for undergraduate and graduate students and to provide greater access to the USF alumni network. Consistent with that call, distinct career services are improving within the School of Management for undergraduate and graduate students, and the University is also offering enhanced career services for all students. Networking opportunities with alumni are also increasingly available for undergraduate and graduate students in the School of Management.

Within the School of Management, career-advising improvements came after a review of the existing organizational structure that was undertaken with the goal of reassigning and/or restructuring job responsibilities. The School hired a new Director of Career Services, Lynette Ferguson, who soon hired a program assistant for administrative support. There are also plans to hire two additional career counselors over the next few months. The School plans to further increase the capabilities and capacities of its career services division in the coming year in order to fully meet the professional needs and expectations of its graduate students. Over time, we hope to develop our career services capabilities such that we can also offer more in-house services to our undergraduate students.

Undergraduate Career Advising

The Department of Career Services, housed in the Division of Student Life, offers job counseling for all undergraduate students, select graduate students, and alumni (for up to five years after graduation from the university). The department offers a wide range of services from individual career counseling to resume writing workshops, from not-for-profit and for-profit career fairs, to interview coaching and graduate school career fairs. USF Career Services also acts as a clearinghouse for internships and job listings from around the country, and is the resource for general support for students seeking to enter the job market or to apply for further studies in

graduate school. Undergraduate business students are introduced to representatives of the USF Career Services Center at each new student orientation, and their contact information is given to students. USF Career Services staff members also give presentations and hold workshops in the freshman seminar, “Launch into Business.” In March of 2012, USF Career Services will host its 24th Annual Career and Internship Fair, where all USF students have an opportunity to network with Bay Area and national employers, and to directly learn about job and intern opportunities.

While the Division of Student Life is the primary career resource for undergraduates, the School of Management’s Career Services Office has provided some career planning, development, and related alumni networking activities for undergraduate students throughout their academic careers at USF and after graduation, including assistance with writing resumes, developing interview techniques, finding jobs, and long-term career guidance. In addition, the School recently developed “Launch into Business”, a required freshman course for business majors. This freshman launch seminar provides students an overview of the business major and the potential careers that flow from that major. The seminar also creates a sense of community and identification within the School of Management, permits students to immediately engage with the business curriculum, and makes faculty members the students’ first advisors for academic and career advising. Staff members from the School’s undergraduate programs office also advise during the freshman launch seminars, and individual and group advising occurs during seminar meetings.

Graduate Career Advising

The School of Management’s Career Services Office is primarily focused on providing career planning, development, and related alumni networking activities for graduate students, including customized student networking events and related coordination. Among the many activities that have been recently organized for graduate students are workshops on resume writing and interview techniques, internship and job introductions, and employment and career guidance. Since the AACSB visit in February 2011, many graduate students have taken advantage of these improved resources at the School of Management’s Career Services Office. From May through November 2011, 288 graduate students attended evening employer recruiting sessions; communication, networking, and interview skills workshops; professional development days; or internship panels. During the same time period, 205 graduate students attended individual career advising sessions.

The School of Management recognizes that one of the major reasons for doing an MBA is to purposefully advance one’s career, a goal which requires specialist contacts with specific industries and firms in order to allow students to network with potential employers. The School encourages both its business and management graduate students to make full use of our career services. In the near future, the School of Management will provide in-house career coaching (as is conducted for example at the Owens School at Vanderbilt and many other business schools). Currently, we are focusing on outreach to firms in the Bay Area to establish secure and reliable employment pipelines for our graduates. In addition, the Career Services Office will likely be one of the offices operating out of the School of Management’s new facility at 101 Howard, in the heart of San Francisco’s downtown business and financial district. At this location, career

services staff will be within easy reach of many potential employers, and they will be easily visible and available to our students.

Alumni Relations

The School of Management recognizes that it has been deficient in the range of services and opportunities that have been provided to our alumni. We have already undertaken a thorough review of our efforts in this area and, in the coming months, we will be making further organizational changes and bringing in new hires that will considerably strengthen our capabilities in alumni relations, including hiring a new Director of Alumni Relations. More specifically, we plan to increase the number and quality of services and events we provide for alumni through speaker and professional networking events, career and job search assistance, continuing education, study tours, social events, benefits, and discounts. We also want to increase the levels of alumni involvement in the School (as mentors, ambassadors, internship supervisors, guest speakers, etc.). In addition, we need to improve our channels of communication with alumni, especially through social media. Resources will be available to achieve our objectives in this area and we have already made great progress by reorganizing our alumni statistics, increasing the amount and accuracy of our alumni data, increasing our presence on social media sites, building an alumni leadership council, and planning further alumni events for the coming year. Our efforts will establish a robust and sustainable alumni network that will bring tangible benefits to the School of Management and our graduates. At the university level, Cortés Saunders Storno was recently selected to be interim Alumni Relations Director/Consultant for USF. She is a USF School of Management graduate with an Executive MBA, and she brings a valuable blend of experience and talent from both her corporate and non-profit leadership background. She plans to be notably involved in reaching out to alumni to become re-engaged in the university as mentors, donors and ambassadors.

Students' Evaluation of Academic and Career Advising

As noted in our *Accreditation of Maintenance Report* of December 15, 2010 (see pages 19-21), student support services are continually improving for USF's School of Management students, as reflected in improved student ratings on the Graduating Student Survey, including responses to the item addressing career advising. Students' perceptions of academic advising have dramatically improved since 2001, the year of the last AACSB visit before the February 2011 visit. Among all traditional undergraduate business students who responded to the graduating student survey in May 2001, only 30.2 percent rated academic advising as excellent or good, but 56.5 percent of undergraduate business students rated academic advising as excellent or good in May 2010. In 2005, upon the recommendation of an advising subcommittee composed largely of the associate deans from the USF schools and colleges, the Office of Institutional Research subdivided the long standing item on academic advising on the graduating student survey into three components: short-term academic advising by semester, long-term academic advising within the major, and academic advising-career advising. In 2005, 34.4 percent of business undergraduates rated short-term academic advising as excellent or good, but by 2010, 55.6 percent did so. In 2005, 31.1 percent of business undergraduates rated long-term academic advising as excellent or good, but five years later, 46.2 percent of undergraduate business students felt that way. On the item the addressed career advising, only 18.3 percent of the

business undergraduates felt it was excellent or good in 2001, whereas 34.4 percent thought it was excellent or good in 2010. In the eyes of our USF business students, improvements are clearly underway in the areas of academic and career advising, and we have taken steps to ensure the continuation of those improvements.

Intellectual Contributions

Standard 1 of AACSB's 2011 *Eligibility Procedures and Accreditation Standards for Business Accreditation* states: "The mission statement and/or the supporting strategic management plan must articulate the school's focus relative to the production of intellectual contributions (i.e., discipline based scholarship, contributions to practice, and/or teaching/pedagogy scholarship) and student populations the school intends to serve." The School of Management's second strategic priority speaks to this AACSB mandate, and posits that the school will "create a vibrant research culture that promotes excellence in research and pursues mission-related scholarship that leverages our strengths." The School of Management Business Plan lists two specific goals associated with this strategy: "to generate and publish innovative research and new knowledge that impacts the study, practice, and teaching of management;" and "to build a healthy and interactive intellectual and research culture that encompasses all school faculty and appropriate faculty of other USF units and other universities." The four-year business plan lists 88 specific activities, with time lines and responsible people that will allow us to achieve the goals relevant to intellectual contributions. For example, to build a healthy and interactive intellectual research culture, the School of Management will increasingly sponsor internal research seminars, create an external seminar series, establish research focus areas/centers for excellence, benchmark research culture and support, create policies for visiting scholars and associated researchers, provide targeted research training, and provide all junior faculty with an internal or external research mentor. The School will establish a culture and reputation for outstanding scholarship (see appendix 2).

In the past five years, School of Management faculty members have published 188 peer-reviewed journal articles and 33 books (see appendix 10, tables 2-1 and 2-2). In addition, School of Management faculty have received many notable research honors: Associate Professor J.P. Allen was awarded a Fulbright Scholarship in December 2009, and taught an MBA course on innovation management and technology at the University of the Azores in Portugal. Professor Mark Cannice published a first quarter venture capitalist confidence survey in April 2010, which garnered significant attention from the media. His research was featured in 25 articles, including coverage in *Bloomberg Business Week*, *Economist*, *Investors' Business Daily*, *New York Times*, *San Jose Mercury News*, and CNET. Professor Dayle Smith, Associate Dean for Undergraduate Studies, received a Fulbright Scholarship in May 2010 and joined a small team of international Fulbright Scholars in one of the most important reforms in higher education in Hong Kong history. Associate Professor Richard Johnson III, who joined the School of Management faculty in the summer of 2011, also received a Fulbright Scholarship to Hong Kong. Professor Art Karshmer, a leading scholar and researcher in the field of computer-assisted mathematics for the blind, was invited in June 2010 to the Czech Technical University in Prague. He collaborated on research projects, gave talks in the Czech Republic, and provided assistance to Czech researchers as they designed a curriculum for blind math students. Assistant Professor Moira Gunn won the National Science Board's Public Service Award for 2011. The Public Service award, from an

independent federal agency that supports research and education across all fields of science and engineering, recognizes one individual and one group each year that make substantial contributions to the public understanding of science and engineering in the United States. Professor Gunn was also named to the Most Influential Women in Bay Area Business list for 2011, which recognizes 150 outstanding women professionals who make a difference in their companies, industries, and communities.

Financial Resources

The AACSB visiting team was understandably concerned about the financial resources needed to implement the School of Management's ambitious strategic plan. With the strong support of Jennifer Turpin, the Provost at the University of San Francisco, the School has developed a five-year budget that allocates more than \$1 million per year to the implementation of a robust strategic and business plan. As can be seen in appendix 8, the five-year budget allocates \$1,067,701 in FY 2012 for additional faculty and staff to implement the new strategic plan, increasing this amount by 3 percent per fiscal year, to \$1,201,707 in FY 2016. The five-year budget also allocates \$100,000 in FY 2012 for the following operating expenses: education programs, scholarships, personnel support activities, external relations, and internal operations. The operating budget will be increased by 3 percent per fiscal year, to \$112,551 in FY 2016. In FY 2012, the School allocated \$100,000 in operating base budget to track expenses from the strategic and business plan. As detailed in the accompanying spreadsheet (see appendix 8), these budget allocations align precisely with the major strategic priorities of the School: to build a learning community (*Strategic Priority #1: Education Programs*); to create a vibrant research culture (*Strategic Priority #2: Scholarship*); to foster a diverse and inclusive working environment (*Strategic Priority #3: People*); to generate and nurture mutually beneficial relationships with organizations and individuals (*Strategic Priority #4: External Relations*); and to develop management systems that support an effective, productive, and compassionate organization working to fulfill and advance the school's mission (*Strategic Priority #5: Internal Operations*). The existing financial allocations are relatively conservative estimates and may be increased in future years as we assess our progress in meeting our strategic objectives.

FACULTY QUALIFICATIONS

Concerns by the AACSB Visiting Team

The AACSB visiting team reported concerns about faculty qualifications:

"Faculty qualifications are a concern with respect to a number of programs, particularly graduate programs and programs at remote locations. For example, AQ coverage is well below expected levels for the MBA, MBA for Executives (MBAE), Master in Global Entrepreneurship Management (jMGEM), Master of Science in Financial Analysis (MSFA), and the MS in Risk Management (MSRM) programs. The school should report on its progress in meeting AACSB expectations with respect to faculty qualifications."

Responses and Actions by the USF School of Management

Faculty qualifications is the most difficult and intractable issue in terms of demonstrating immediate results and tangible change in a comparatively short time span. Nonetheless, the School of Management has made substantial improvement in this area since Spring 2010 and we have long-term plans for future progress. In the short-term, we have made significant progress in increasing the number of academically and professionally qualified faculty members since the spring semester of 2010, as reported in the *Maintenance Report* of December 15, 2010. This upward trend is manifested throughout the entire School of Management faculty, and we have made strenuous efforts to address our deficiencies in particular academic programs. Our December 2010 report showed that 62.6 percent of the School's full time faculty members were AQ. As of the spring of 2012, 67.2 percent of the School's full-time faculty members are AQ (see appendix 10, table 10-1). By comparison, 62 percent of the full-time faculty members at all AACSB member-institutions in the United States were AQ in the 2010-11 academic year (<http://www.aacsb.edu/dataandresearch/>). The School of Management hired seven new AQ faculty members in the 2011-12 academic year: Liang Wang in the Department of Entrepreneurship, Strategy, and International Business; Sara Ding in the Department of Finance and Economics; Rebekah Dibble and Keith Hunter in the Department of Organization, Leadership, and Communication; and Richard Callahan, Richard Johnson, and Richard Waters in the Department of Public and Nonprofit Administration. These new faculty members have brought significant academic accomplishments and prestige to the School.

School of Management faculty members have increased the number and quality of their publications in peer-reviewed journal articles, books, and professional papers and proceedings. For example, the number of peer-reviewed journal articles written by School of Management faculty members has increased by 30.5 percent from December 2010 to December 2011, from 144 to 188 (see appendix 10, table 2-2, and Accreditation of Maintenance Report, December 15, 2010, Tab 1, table 2-2). Tenure-track faculty have welcomed the renewed focus on and support for their scholarship and, for many of them, it has been an opportunity to re-engage with creative work. The challenge for the School is to sustain this new culture of scholarship, and we have been working to do this in a number of ways. First, we have encouraged the faculty to take greater advantage of the existing support offered by the University for research and creative work (e.g., Faculty Development Funds, Jesuit Foundation Grants, Faculty Team Innovation Awards, Undergraduate Research Stipends, Matching Fellowship Program, etc.). Second, we have invited the University's new Office of Contracts and Grants to talk with School of Management faculty individually and collectively about their role in supporting faculty in their pursuit of federal, state, and local funding for research and institutional contracts and grants. Third, through the Academic Career Prospectus (ACP), an annual meeting between the individual faculty member and the Dean to discuss research performance and plans, the Dean has provided further encouragement, support, and funding for the research activities of the faculty. Finally, during discussions of sabbatical leaves, the Dean has been more deliberate and intentional in asking faculty about their proposed research agendas. In addition, greater attention has been given to the sabbatical report that the faculty member must submit upon return to full-time duties, outlining what they have achieved in terms of research during the sabbatical leave. This applies to both the regular sabbatical leave (one semester at full compensation or two

semesters at three-quarters compensation) and the fourth-year (pre-tenure) sabbatical (one semester at full compensation or two semesters at half compensation).

The School of Management is also concerned about the academic qualifications of its term and adjunct faculty. We have undertaken a thorough review of the qualifications of the adjunct faculty and have been taking steps to ensure that as many of them as possible are academically qualified. New policies regarding adjunct faculty hiring will help us in this regard, particularly our plan to pay academically qualified adjunct faculty at a higher level than our regular adjunct faculty in order to attract adjuncts that will help us rather than hurt us with our AQ ratios. We are also attempting to improve and institutionalize the faculty development opportunities available to our adjunct faculty and encourage as many of them as possible to take advantage of these opportunities in order to improve our AQ/PQ ratios. In addition, we have plans to make more of our adjunct faculty participants in the life of the School. In the fall of 2011, we had 48 adjunct faculty, of whom only 9 were considered participating. Qualifying activities include any one of curriculum design, course development, advising a student club, and participating in the management of the School. We will enhance the specificity and administration of the participating definition when the newly hired Manager of Faculty Development and Strategic Projects undertakes a review of all adjunct policies in Spring 2012.

We have also taken advantage of the AACSB-endorsed Post-Doctoral Bridge to Business Programs. These programs are intended to provide a bridge for experienced and new doctoral faculty from non-business disciplines to teach in the major areas of business. The School of Management sent some faculty to these programs in the summer of 2011 and will be sending another group in Summer 2012. These programs have been particularly useful in ensuring the AQ status of our term and adjunct faculty. While many of them have been teaching in the School with great distinction for a number of years, we have not paid sufficient attention to the continuing currency of their academic qualifications. We hope to ameliorate this situation in the coming year.

In an effort to further improve the academic quality of the School, organizational changes were implemented at the departmental level in September 2011. The AACSB team had been particularly concerned with the academic quality of the Accounting faculty. In order to address that issue, the Dean created a new Department of Accounting in part because we believed that our efforts to rebuild the Accounting program were better served by making it a stand-alone department rather than subsuming it under Finance and Economics. The new department will be conducting two searches for tenure track faculty during the current academic year (2011-2012), and there is a strong likelihood that the department will be given more full-time tenure-track lines in the next two years. In addition, the department and the Dean's Office are working on a new master's program in Accounting and requests for at least two new faculty lines will be built into the proposal. Serious consideration is also being given to a new master's program in Internal Audit that would begin in Fall 2013 and, once again, new faculty lines would be built into the proposal in order to properly staff the program. Finally, renewed research efforts by individual faculty members should ensure that more of the accounting faculty will be academically qualified by the end of December 2012. The Department of Accounting was once a jewel in the crown of the old business school and it is our intention that it be so again.

At the same time, the School of Management also created a new Department of Hospitality Management. There has been an undergraduate hospitality management program at USF for nearly 25 years. It has an outstanding reputation in the local San Francisco hospitality management industry, and many of the program's alumni work in local hotels and restaurants, often in senior positions. The School leadership has identified hospitality management as an area of real distinctiveness for the School of Management, as 16 million visitors spend nearly \$8 billion in San Francisco each year, and we should be *the* school that trains and educates the people who enter that field. We are hoping that the new department will be able to develop a new graduate program (or at least a track in the MBA program), and we have explored the possibility of joint graduate programs with universities overseas (e.g. TSI, the tourism school of ESADE in Barcelona). To this end, the new department will be hiring a new tenure-track faculty member this year, hopefully at a more senior level, and will be hiring new faculty in future years as well. We will be taking immediate steps, however, to ensure that more of the term and adjunct faculty in the department are AQ.

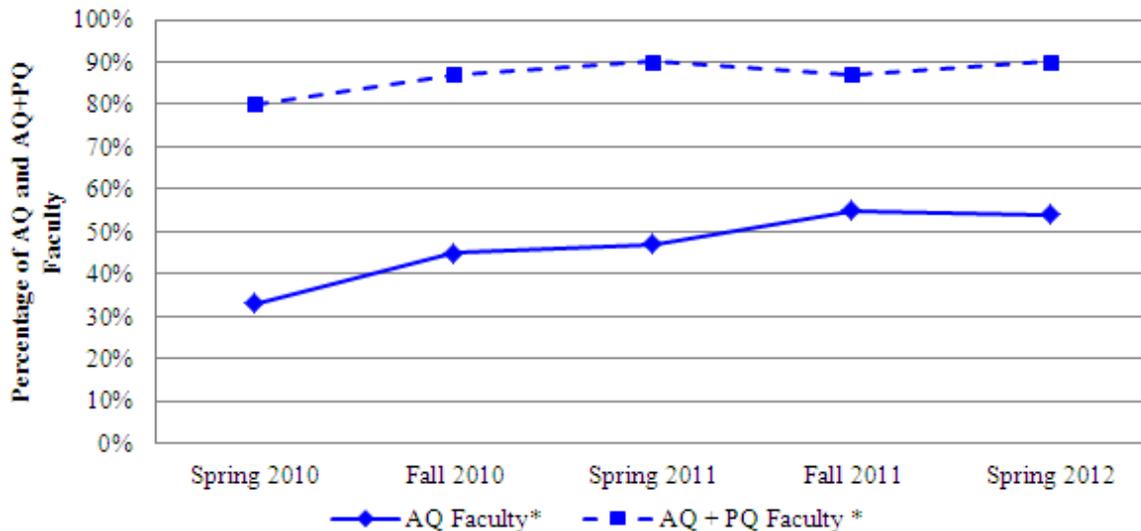
In addition, a new bachelor's degree program in Organizational Leadership and Management (BSOLM) will start in Fall 2012 and this will replace the existing bachelor's degree program in Organizational Behavior and Leadership (BSOBL) that is currently being taught out. Only faculty in the Department of Organizations, Leadership, and Communication (OLC) can teach courses in the old BSOBL program. By contrast, the new BSOLM program is designed so the majority of units are in the business disciplines of marketing, finance and accounting, technology and operations, legal-regulatory environment, and ethics. Faculty can now be drawn from five departments, greatly enhancing our ability to provide AQ faculty in this program.

The AACSB team also raised some questions about the master's program in Financial Analysis. At the time of their visit in April 2011, this program was housed in the College of Arts and Sciences (as were the master's programs in Risk Management and Investor Relations). All three programs were moved to the School of Management in July 2011 so we have had relatively little time to show an immediate turn around in their AQ ratios. In addition, all three programs are very applied and very practical in nature; indeed, this is their main attraction to potential students. There is therefore a real advantage in having industry professionals teach in these programs both in terms of bringing relevant, current industry content into the classroom and providing students with extensive networking opportunities in the field. In these programs, it might be more reasonable to have an AQ ratio of 65 percent rather than the more normative 70 percent. Irrespective of the AQ ratios we establish, however, it clear that we have some work to do in these programs to bring them up to the desired AQ levels.

In order to address the AQ issue in the Financial Analysis program, the new Department of Finance and Economics is currently conducting a search for a new tenure-track faculty member who will be teaching in the Financial Analysis program. We will be making more hires in this department next year to ensure that more AQ full-time tenure-track faculty are teaching in this particular program as well as in Risk Management and Investor Relations. Steps will also be taken to review the academic qualifications of the term and adjunct faculty teaching in these programs, with a view to making continuous improvement in the AQ ratios of these programs. By the 2012-2013 academic year, at least 65 percent of the student credit hours taken by students in these graduate programs will be taught by AQ faculty members.

As can be seen in Figure 1, the percentage of AQ faculty, based on student credit hours taught in the School of Management, has increased from 33 percent in the spring of 2010 to 54 percent in the spring of 2012 (as of 11/30/11), and the percent of AQ plus PQ faculty has increased from 80 percent in the spring of 2010 to 90 percent in the spring of 2012 (as of 11/30/11). These preliminary figures are based on the date that our initial Spring Semester registration period closed on November 30, 2011. This was also the date that the faculty AQ/PQ ratios were initially calculated for Spring 2012. The official University Census date for Spring Semester 2012 is February 10, 2012, and this is the date that final registration figures and AQ/PQ ratios for Spring 2012 will be generated.

Figure 1: Percentage of Academically Qualified (AQ) and Professionally Qualified (PQ) Faculty Teaching in All Programs Within the USF School of Management by Student Credit Hours Taught, Spring 2010 to Spring 2012***



	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	33%	45%	47%	55%	54%
AQ + PQ Faculty **	80%	87%	90%	87%	90%

*Based on the percentage of total student credit hours taught by AQ faculty

**Based on the percentage of total student credit hours taught by AQ plus PQ faculty

***Based on student credit hours and AQ/PQ calculation as of November 30, 2011

These major improvements in the percentage of academically and professionally qualified faculty in the School of Management are in keeping with Standard 10 of AACSB’s 2011 *Eligibility Procedures and Accreditation Standards for Business Accreditation*:

“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).”

Standard 10 further stipulates that, “at least 90 percent of faculty resources are either academically or professionally qualified” and “at least 50 percent of faculty resources are academically qualified.” The School of Management maintains that, “in the aggregate,” to quote AACSB accreditation standards, “the portfolio of current capabilities for all faculty members is sufficient to support high quality performance of all activities in support of the school’s mission.”

The majority of individual programs in the School of Management also meet AACSB standards for faculty qualifications. At the undergraduate level, these standards are met in the Bachelor of Science in Business Administration core (AQ: 59%, AQ+PQ: 94%), the undergraduate programs in Finance (AQ: 70%, AQ+PQ: 96%), International Business (AQ: 59%, AQ+PQ: 100%), and Organizational Behavior and Leadership (AQ: 56%, AQ+PQ: 100%). The undergraduate Accounting program comes close to the standards (AQ: 49%, AQ+PQ: 79%); Business Economics meets the AQ standard (89%), but just misses the AQ+PQ standard (89%); the Entrepreneurship program is well below the AQ standard (25%), but exceeds the AQ+PQ level (100%); Hospitality Management misses the AQ standard (45%), but exceeds the AQ+PQ standard (100%); and Marketing is below the AQ standard (38%), and below the AQ+PQ standard (83%). As can be seen in appendix 7, there has been significant improvement in most of these undergraduate programs since the spring of 2010. By the 2012-2013 academic year, all of the undergraduate programs will meet or exceed the AACSB standards for AQ and PQ faculty.

At the graduate level, there have been dramatic changes since the spring of 2010. The MBA program is 72 percent AQ in the spring of 2012, up from 28 percent in the spring of 2010; the MBAE is 59 percent AQ in the spring of 2012, up from 23 percent in the spring of 2010; and the MGEM is 80 percent AQ in the spring of 2012, up from 40 percent in the spring of 2010. The MSOD, which came to the business school as a result of the merger with the College of Professional Studies in June 2009, is 56 percent covered by AQ faculty members in the spring of 2012, up from 33 percent AQ coverage in the spring of 2010. Given the new hires of AQ faculty in the MSOD program, this program will have at least 70 percent AQ coverage for student credit hours by the fall of 2012. All of the improvements in the graduate program coverage can be seen in the tables and graphs in appendix 7. The MAIR (AQ: 0%, AQ+PQ: 100%), and the MSFA (AQ: 16%, AQ+PQ: 53%) need significant improvement, having been housed in the School of Management for only the past six months. With new faculty hires and the attainment of AQ standing by several of the adjunct faculty in the program, these two graduate programs will have 65 percent AQ student credit hour coverage by the 2012-13 academic year.

The following regional campus programs meet the AACSB standards: South Bay Business Economics (AQ: 100%, AQ+PQ: 100%); San Ramon Organizational Behavior and Leadership (AQ: 56%, AQ+PQ: 100%); and South Bay Organizational Behavior and Leadership (AQ: 88%, AQ+PQ: 100%). The following regional programs are below the AQ standard, but meet the AQ+PQ standard: Sacramento Organizational Behavior and Leadership (AQ: 0%, AQ+PQ: 100%); San Ramon Organizational Development (AQ: 46%, AQ+PQ: 100%); and Sacramento Organizational Development (AQ: 0%, AQ+PQ: 100%). Overall, the trends are positive and we have definitely established an upward trajectory in terms of the academic qualifications of our faculty since 2010 (see appendix 7). Nonetheless, we recognize that some improvements are still needed in certain professional programs as well at our regional campuses. By the 2012-13

academic year, all programs on the home campus and in the regions will meet the AACSB AQ and PQ standards.

In the long-term, a combination of hiring into new faculty lines and replacing retirees will help address the AQ ratios in many of our programs. For the academic year 2011-2012, the School of Management has been given five new tenure-track faculty lines. Two have been allocated to the Department of Accounting, one to the Department of Finance and Economics, one to the Department of Entrepreneurship, Strategy and International Business and one to the Department of Hospitality Management. These searches are already under way and there is every reason to believe that the University will make further allocations of new lines to the School in the coming years. Future decisions on which areas to hire in will obviously be affected by the need to bolster our AQ ratios in specific programs (as well as looking at a program's student contact hours, enrollments, curriculum development and student learning assessment).

The School of Management is also anticipating a number of retirements over the coming years. Fifteen of the fifty-eight currently active full-time, tenured faculty are at or above the 'normal retirement age' of sixty-five as defined by the Social Security Administration. This means that 26 percent of the current full-time tenured faculty members are immediately eligible for retirement. Of the fifteen faculty members who have reached or are beyond the normal retirement age, six are not AQ (40 percent). In addition, 33 percent of the faculty members at the rank of full professor are not AQ and full professors constitute 46 percent of all full-time tenure-track faculty in the School. While there is not necessarily a direct correlation between faculty age and/or seniority and their AQ status, the empirical evidence would seem to indicate that we do have a disproportionate number of non-AQ faculty at the senior levels. Without a mandatory retirement age, the timing of their actual retirement is of course a matter of individual preference, one that has been heavily influenced of late by the recent economic downturn. Over time however, the natural course of faculty demographics will allow us to make new replacement hires in the future with an eye to improving our AQ ratios in a number of important areas.

The School of Management is working hard to establish a sustainable culture of scholarship such that concerns over AQ ratios for accreditation purposes will gradually recede as a normative culture of publication, creativity, and scholarly engagement once again takes root in the School. We believe that our short-term actions and long-term plans in this area will allow us to make significant strides in strengthening our scholarly reputation within business higher education.

ASSURANCE OF LEARNING

Concerns by the AACSB Visiting Team

The AACSB visiting team raised concerns about the assurance of learning processes in the School of Management:

"The school does not have a mature and systematic system of Assurance of Learning. Specifically, their processes are not far enough along in some degree programs to make changes on the basis of assessment processes (such as for the MBAE) and in other cases, changes made do not tie to continuous improvement processes in place

(undergraduate business program). There are very few examples of change that is the result of the assessment process. The school should report on its progress in strengthening its AOL processes.”

The AACSB visiting team final report further indicated that:

- While learning goals have been developed, in many cases the school does not have an effective mechanism for assessing these goals.
- Course-embedded direct assessment methods are in the plans and rubrics have been developed, but these have not been executed in an effective manner.

Responses and Actions by the USF School of Management

The School of Management has made major advances in strengthening its systematic AoL processes, and especially in “closing the loop,” whereby specific curricular changes are linked to the results of the assessment process. The School is striving to develop and implement systematic AoL including the revision, adoption, and assessment of learning goals and outcomes and the utilization of such processes to continuously improve the curriculum and the academic experience of our students. The School has developed and is implementing a new systematic three-year AoL process for every academic program. This process began with the review and adoption of program goals that indicate what we want students to have learned from the program; establishing measurable learning outcomes for each program goal that address the knowledge, skills and values that students will acquire in the program; drawing up a curriculum map that aligns courses with learning outcomes; writing rubrics that provide detailed indicators of performance levels; agreeing on measurement tools that provide both direct and indirect assessments of student learning; and, most importantly, providing faculty with time to analyze and reflect on assessment with a view to closing the loop—making curricular changes based on assessment data that will lead to continuous improvement in student learning.

These efforts are in keeping with the assurance of learning standards articulated in AACSB’s 2011 *Eligibility Procedures and Accreditation Standards for Business Accreditation*:

“Schools should be demonstrating a high degree of maturity in terms of delineation of clear learning goals, implementation of outcome assessment processes, and demonstrated use of assessment information to improve curricula. This expectation applies to schools entering the initial accreditation process as well as those that are in the maintenance of accreditation stage” (page 69).

In May 2011, a task force headed by Mike Webber, the School of Management’s new Dean, began work on addressing the concerns raised by the AACSB visiting team regarding assessment of learning. The task force’s starting point was to take an inventory on what had been achieved in student learning assessment through May 2011. It decided to finish the assessment process that had been started three years earlier, with an emphasis on identifying the curricular changes that had been implemented as a result of that assessment process (see appendix 6). Each program was asked to complete and submit its assessment reports for this first cycle by June 30, and this request elicited full participation from departmental chairs and assessment representatives from across the school. These reports clearly demonstrated that many departments and programs in the School had been using student-learning assessment to make significant changes in their academic programs, but that the reporting mechanisms and feedback loops were relatively underdeveloped and immature. The School as a whole had also failed to properly document and manage the overall assessment process.

As a result of these findings from the first assessment cycle, the School of Management planned and implemented a second three-year assessment cycle that began in Fall 2011. On July 22, 2011, the School conducted the first of three workshops that took place over a two-month period with the goal of giving department chairs and assessment representatives the time and information they needed to revise and/or rewrite the existing assessment plans and to take them back to their departments and programs for faculty approval and adoption. Each program was asked to write a completely new mission statement and revise its program goals, learning outcomes, and assessment processes to align them with that mission. Every program was asked to submit a new or revised assessment plan by October 30, 2011 (see appendix 5) and all programs complied with this request. These plans varied in quality and level of detail because they were authored by faculty members with different levels of skill and experience in terms of student learning assessment. Over time, the School will be working to improve the faculty's knowledge and familiarity with student learning assessment methods and techniques. Nonetheless, all of the new assessment plans in the second three-year cycle are of sufficient quality to enable effective and robust program assessment to take place and we are confident that our AoL process will become more mature and sophisticated as faculty knowledge, use and comfort with assessment grows.

Furthermore, starting in the spring of 2012, an AoL management team will more closely monitor the implementation of the AoL plans. This team will include the Associate Dean of Faculty and Research, the recently hired Manager of Faculty Development and Strategic Projects (who has extensive assessment experience), the School's new Director of Student Learning and Assessment (planned March start date), and the University's Director of Student Learning Assurance. The three program associate deans, who have all been trained in AoL, will assist as appropriate. In January 2012, the AoL management team will review assessment activities undertaken in Fall 2011, and meet with the department chairs and lead faculty to examine the details regarding assessments to be done in Spring 2012. The AoL management team will pay particular attention to the courses in which assessments will be conducted, who will perform the assessments, and the measurement tools that will be used. They will also engage with faculty to enrich their understanding of assessment and assurance of learning, and reinforce key terminology and concepts. As a result of these efforts, we believe that the School of Management will continue to make significant progress in developing and implementing a mature and systematic system for the assurance of learning, including faculty ownership and participation in the process. We have successfully established the foundations upon which to develop a new and sustainable culture of student learning assessment in the School.

Changes to the Assurance of Learning Culture

In order to develop a strong, systematic and mature AoL, the School of Management has been taking steps to establish and develop a sustainable assurance of learning culture in the School. To this end, the School has greatly improved the managerial and staff resources devoted to assurance of learning processes and it has worked diligently to change and enhance faculty attitudes and practices regarding assurance of learning. Before the AACSB visit, the School of Management had a single academic associate dean for the entire school, whose portfolio spanned all academic activities including the oversight of AoL. Primary responsibility for AoL rested

with a single faculty member who was expected, on an overload basis, to support and administer all AoL activities. These resources were insufficient to provide meaningful support, monitoring, and quality assurance for AoL.

In the spring of 2011, the School of Management asked USF's Director of Institutional Assessment, and Director of Institutional Research, together with the Associate Vice Provost of Educational Effectiveness, to evaluate the School of Management's AoL process and to provide guidance and expertise on how to proceed. They were instrumental in helping the School review and revise its AoL processes. In addition, in the summer of 2011, the School established a new organizational structure with four academic associate deans. The new Associate Dean for Faculty and Research is responsible for the AoL process and now has more time to ensure the establishment and systematic execution of AoL for the School. The other Associate Deans also have more time to support AoL activities in their respective areas.

Most importantly, the School of Management is currently searching for a new Director of Learning and Assessment whose sole responsibility will be to improve student learning, and in particular to organize, manage, and improve the AoL processes and procedures in the School. In addition to finding someone with assessment experience in a business school context, we are also looking for someone with excellent project management skills who can help us to successfully manage all our assessment efforts. As we face increased scrutiny of our student learning assessment by different accrediting bodies (e.g. WASC, AACSB, NASPAA, etc.), it has become increasingly clear that we need a more professional and systematic approach to assessment. We can no longer rely on the good will of individual faculty members with an occasional course release to produce effective assessment. We believe that this new, more professional approach to assessment will allow us to produce student-learning assessments that will allow faculty to make continuous curricular improvements in a timely fashion.

USF faculty in the School of Management pride themselves on the quality of the education they provide to their students. The evaluation and maintenance of quality, however, was in the past left to individual faculty members and was not sufficiently supported or systematically and comprehensively examined other than by surveys and teaching evaluations. The School of Management is now establishing a culture of assessment and continuous improvement based on data and evidence. These efforts are housed in the departments, spearheaded by faculty, and monitored by the Associate Dean for Faculty and Research. The school's faculty members are now committed to the assurance of learning not just for accreditation purposes but also as a means of demonstrating how well they are doing in the classroom. The School of Management is coming to view AoL processes and the use of evidence in making curricular change as an essential element in its commitment to continually improving student learning and the student experience. In this regard, we believe that AoL is taking root in the culture of the School.

The School of Management continues to enhance and improve its AoL process. As the AACSB review team noted, the assessment activities performed in 2010-11 were variable in quality. Direct measures were not always used and in some programs no assessment of learning had taken place. Nonetheless, the process did produce a great deal of useable data that resulted in a number of concrete curricular changes being made in many of the School's programs (see appendix 6). We reviewed every assessment report to extract tangible evidence about curricular

improvement especially with regard to how direct measures of student learning led to change. The faculty assessment director also worked to identify programs where additional changes could be instituted, and the Dean's Office then went back to those departments and programs with some recommended changes. In addition, the faculty assessment director examined the quality of the documentation supporting the proposed changes and also worked with programs to ensure that the changes had been implemented. Evidence from both direct and indirect measures were used, and we were pleased by the growing use of evidence from the business community and evolving professional standards in the business world.

The School of Management is also working to expand its AoL capabilities beyond just those required by AACSB. We believe that AoL is integral to improving student learning and the overall student experience at the School and, as a result, we are expanding our AoL processes to include all academic programs, including minors and concentrations. This is being done in a phased rollout. In the 2011-12 academic year, the minors will be added, and in 2012-13, concentrations will be added. The only programs excluded from the AoL process are a small number of joint-degree efforts where the annual number of graduates is in the single digits and programs that have been either closed down (e.g., MS in Business Economics) or temporarily discontinued (e.g., MS in Risk Management). In line with University of San Francisco requirements, a new program must have an approved AoL plan in place prior to its launch. In addition, all of the programs that moved from the College of Arts and Sciences to the School of Management (Financial Analysis, Risk Management, and Investor Relations) have developed assessment plans based on the standard three-year assessment cycle template that is used at USF. Responsibility for the centralized monitoring, calendaring, and oversight of all AoL activities, which will soon be delegated to the new Director of Learning and Assessment, will ultimately rest with the Associate Dean of Faculty and Research.

In order to develop a sustainable culture of assessment in the School of Management, the School is expanding its AoL training beyond department chairs and program directors to include all the School's faculty. We are planning a series of workshops on student learning assessment that we hope will reinforce and extend the understanding of what assessment is and why we do it. A mandatory orientation on learning and assessment for full-time faculty takes place on January 18, 2012, and will be given to all incoming faculty members every fall. This training will focus on educational quality and the role of AoL in producing better educators and improving student learning.

The Strategic Plan, Assurance of Learning, and Continuous Improvement

Any assurance of learning process has to systematically flow from the School's mission and vision so that faculty instruction and student learning are seamlessly aligned with the School's overall objectives. Assurance of learning also has to be incorporated into strategic planning so that regular, evidence-based revision of instructional practices is incorporated into the organizational culture of the School. In this regard, the incorporation of AoL into our strategic planning process will help to provide a consistent and cohesive framework as our programs identify intellectual trends and best practices in their efforts to maintain a high standard of performance. The strategic plan also calls for the increased involvement and participation of

alumni and closer ties to the business community. This feedback will also be incorporated into our strategic planning and assurance of learning processes. Over time, the School will be forming new industry advisory boards for the departments and programs, and their feedback will also be included in our efforts to continually improve the learning of our students.

CONCLUSION

As we end this response to the AACSB visiting team report, we would like to express our appreciation to the visiting team and to AACSB for their comments and suggestions. The team's observations and recommendations have been the catalyst for a major review and overhaul of the organization and operation of the School of Management and its academic programs and many changes have and will be made as a result of their review. These changes have undoubtedly strengthened the School. In the Jesuit tradition, the spirit of excellence is best captured by the Latin term *Magis* or *more*. In contemporary terms, we are referring to continuous quality improvement in what we do as an educational institution. While we strongly believe that we have addressed the concerns of the AACSB visiting team and met or exceeded AACSB's current standards, we also realize that the processes involved in strategic planning, improved faculty qualifications, assurance of student learning, and other accreditation issues should never end and require constant and consistent attention. The concerns raised by AACSB's visiting team and its suggestions for improvement have guided us to enhance the quality of our School of Management now and in the future as we strive to be "one of the premier teaching, research and networking platforms for managerial education, one that is regionally anchored, nationally recognized and globally connected." This School of Management vision is at one with the University of San Francisco's vision to be "internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more human and just world."

APPENDICES

APPENDIX 1: STRATEGIC PLAN

Strategic Plan

September 26, 2011

Vision

The School of Management will be one of the premier teaching, research and networking platforms for managerial education, one that is regionally anchored, nationally recognized and globally connected.

Mission

The School of Management at the University of San Francisco is a catalyst for change in business, government and non-profit managerial practice. Through research and teaching that draws on the global diversity and entrepreneurial energy of our region, we educate students to build more productive and compassionate organizations. We value personal responsibility and integrity, open and disciplined inquiry, and a collaborative and enterprising spirit.

Strategic Priorities

The School of Management will:

1. Build a learning community that leverages San Francisco, the Bay Area and the global Jesuit network to create an academically rigorous and practically relevant managerial learning environment for our students.
2. Create a vibrant research culture that promotes excellence in research and pursues mission-related scholarship that leverages our strengths.
3. Foster a diverse and inclusive working environment for faculty, staff and students that encourages high performance, teamwork, respect and accountability.
4. Generate and nurture mutually beneficial relationships with organizations and individuals that secure access and resources that support the lifelong learning and professional development of our students and alumni.
5. Develop management systems that support an effective, productive, and compassionate organization working to fulfill and advance the School's mission.

Measures

We will evaluate the School's success by examining specific outcomes for each strategic priority. These measures may include, *inter alia*, the following:

1. Educational Programs: relevant and innovative curriculum; utilization of new technologies and pedagogies; successful measurement and attainment of program goals; evidence of improvement from assurance of learning processes; increased undergraduate graduation and retention; improved national rankings for undergraduate and graduate programs; increased quality of the student body; increased application, admission and matriculation of students from underrepresented groups; employment following graduation; enhanced domestic and international student experiences.
2. Scholarship: faculty publish more articles in high-quality academic and applied journals; faculty research influences both managerial practice and academic scholarship; increasing faculty participation in high-quality conferences, editorial boards, academic organizations, etc.; increasing number of external grants, awards and recognition; greater faculty interaction with business, government and non-profit organizations; hosting of applied and academic research conferences, symposia and workshops; more faculty with a national reputation.
3. People: high faculty and staff morale; employee development and career growth; staff feel respected for their efforts; active faculty participation in School activities that build relationships with staff and students; faculty and staff invited to assume leadership roles in the University; leaders seen as visible and accessible by faculty and staff.
4. External relations: Strong external recognition of the School; increased number of active external participants (advisory boards, internships, corporate relationships, etc.); increasing number of active and engaged alumni; greater student-alumni interaction; increased awareness of the strengths of SOM by key stakeholders; professional development activities that facilitate networking with business, government and non-profit practitioners; alumni activities and events that facilitate professional networking; increased financial support.
5. Internal Operations: work environment consistent with University values and principles; long-term retention of productive staff; fair reward systems that are linked to performance and commitment; transparency in the communication of information and decisions; clear roles, job descriptions and lines of responsibility and accountability; efficient, effective, documented business processes; clear, flexible, written policies and procedures.

Implementation & Accountability

The new strategic plan for the School of Management includes a four-year business plan, an implementation process, and a Strategic Plan Review Committee to insure successful progress and completion of the entire plan.

The business plan outlines in detail the actions the School of Management will take over the next four years (September 2011 through August 2015) in order to “become one of the premier teaching, research and networking platforms for managerial education”. The business plan emphasizes five strategic priorities, with specific goals and actions for each area. The priorities for the first year are summarized in the Year-1 calendar that includes the responsible parties and due dates for all activities.

There will be a formal implementation and review process that will guide the execution and timing of all action items. This process includes a new Strategic Planning Review Committee (SPRC) made up of faculty, staff, students and alumni, that will advise on the management of the School’s strategic planning efforts as well as provide an external accountability mechanism for the School’s management team who have ultimate responsibility for implementing the entire plan.

The School of Management will begin the implementation of this new strategic plan on September 7, 2011. Regular progress updates have been calendared for the SPRC, as well as the faculty and staff, every four months and will continue for the duration of this plan. One year prior to the completion of this four-year plan, the Dean will select a committee to begin crafting a new multi-year plan leveraging the learning and best practices gleaned from this process.

**APPENDIX 2:
BUSINESS PLAN
2011–2015**

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Executive Summary

The following detailed Business Plan will guide the activities for the School of Management over the next four years, from fall 2011 through summer 2015.

It is important to note this plan is the result of an exhaustive process that began one year ago, in September 2010. Over the course of five months a Strategic Planning Task Force made up of more than thirty faculty, staff, students and other constituencies from the School of Management, in conjunction with the ALA Group, created a thorough report (the 44-page Strategic Plan Task Force Report) and a draft Strategic Plan that was presented as part of the School's AACSB accreditation process in February 2011.

In June 2011 a Strategic Plan Core Team, led by the new Dean of SOM, began shaping a more robust Strategic Plan leveraging the original work of the prior task force. Working with a dozen members of the Strategic Planning Task Force, the result is three documents that present the Strategic Plan for the School of Management and indicate how we will make that plan a reality:

- Strategic Plan
- Four-Year Business Plan
- Implementation Process

Drafts of these documents were presented to the faculty in August 2011 and their feedback was discussed and much of it was incorporated into the final document.

This document, the Four-Year Business Plan, outlines in detail the actions the School of Management will take in order to move towards its vision to “become one of the premier teaching, research and networking platforms for managerial education”.

The Four -Year Business Plan begins with our five strategic priorities and follows with specific goals and detailed action plans for each:

1. Education Programs
2. Scholarship
3. People
4. External Relations
5. Internal Operations

Strategic Priorities, as Indicated in the Strategic Plan

As the School of Management looks ahead to the next four years it will focus on strengthening and/or improving its efforts across the following five strategic priorities:

- 1. Education Programs:** Build a learning community that leverages San Francisco, the Bay Area and the global Jesuit network to create an academically rigorous and practically relevant managerial learning environment for our students.
- 2. Scholarship:** Create a vibrant research culture that promotes excellence in research and pursues mission-related scholarship that leverages our strengths.
- 3. People:** Foster a diverse and inclusive working environment for faculty, staff and students that encourages high performance, teamwork, respect and accountability.
- 4. External Relations:** Generate and nurture mutually-beneficial relationships with organizations and individuals that secure access and resources that support the lifelong learning and professional development of our students and alumni.
- 5. Internal Operations:** Develop management systems that support an effective, productive, and compassionate organization working to fulfill and advance the School's mission.

Key Terms

Management Team: Dean, four Associate Deans, three Senior Directors

Leadership Team: Management Team plus Department Chairs

Strategic Plan Core Team [planning cell]: Mike Webber, Tom Grossman, John O’Meara, and Kelly Tarry

Strategic Plan Review Committee: Members to be appointed by the Dean

.....
In the Action Plans of this document, the term “Owner” indicates the person accountable for completing the activity/task. The work required to do it may be delegated or done in teams.
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Dean	Dean
ADFR	Associate Dean of Faculty & Research, Thomas Grossman
ADM	Associate Dean of MBA Programs, John Veitch
ADG	Associate Dean of Graduate Management Programs, Catherine Horiuchi
ADUG	Associate Dean of Undergraduate Studies, Dayle Smith
ADP3	The respective Associate Dean of Programs: Associate Dean of MBA & Graduate Business Programs, John Veitch; Associate Dean of Graduate Management Programs, Catherine Horiuchi; Associate Dean of Undergraduate Studies, Dayle Smith
SDCM	Senior Director, Communications, Marketing, Alumni & External Relations, Jennifer Contreras
SDFA	Senior Director, Finance & Administration, Carl Gayden
SDCI	Senior Director, Corporate & International Programs, Carlos Baradello
SPCT	Strategic Plan Core Team [to be replaced by Strategic Planning Manager]
USFFA	University of San Francisco Faculty Association
SPRC	Strategic Plan Review Committee

.....
Due Dates:

- Fall items must be completed by December 1, 2011
 - Spring items must be completed by April 16, 2012
 - Summer items must be completed by August 1, 2012
-

Color Code

Activities to be completed by December 2011 (“12/11”)	Grey
Activities to be completed by April 2012 (“4/12”)	Light Blue
Activities to be completed by August 2012 (“8/12”)	Light Red
Activities completed by 12-31-11	Yellow

1. Education Programs

Build a learning community that leverages San Francisco, the Bay Area and the global Jesuit network to create an academically rigorous and practically relevant managerial learning environment for our students.

a. Goals

1. Develop strong external market position for all programs.
2. Ensure distinctive, high-quality curriculum in all programs.
3. Provide effective management of all programs.
4. Establish a strong culture of student learning.
5. Increase quality of matriculated students.
6. Connect regionally and globally

b. Action Plan

[See next page]

Goal #1: Develop strong external market position for all programs.					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1 Competitive Review of all MBA & Business programs.		ADM		4/12	
A Create task forces, all programs.		ADM	Done	12/11	12/11
B Create benchmarks from comparable programs (including delivery options).		ADM	Done	12/11	12/11
C Create list of relevant competitive factors; Develop coding scheme and criteria for determining program positioning.		ADM	Done	4/12	12/11
D Execute decisions: cancel, harvest, grow, develop new; and develop enrollment projections.		ADM		4/12	
2 Competitive Review of all Graduate Management programs.		ADG			
A Create task forces, all programs.		ADG		8/12	
B Create benchmarks from comparable programs (including delivery options).		ADG		8/12	
C Create list of relevant competitive factors; Develop coding scheme and criteria for determining program positioning.		ADG		8/12	
D Execute decisions: cancel, harvest, grow, develop new; and develop enrollment projections.		ADG			
3 Competitive Review of all Undergraduate programs.		ADUG			
A Create task forces, all programs.		ADUG			
B Create benchmarks from comparable programs (including delivery options).		ADUG			
C Create list of relevant competitive factors; Develop coding scheme and criteria for determining program positioning.		ADUG			
D Execute decisions: cancel, harvest, grow, develop new; and develop enrollment projections.		ADUG			
4 New programs devised to have strong market position and link to School's distinctive curricular, research and resources capabilities.		Dean		8/12	
A Articulate how "strong market position" is evaluated		Dean		4/12	
B Establish external advisory board for all proposed programs		Dean		8/12	

5 Create SOM contribution to new university Parents Weekend		ADUG	Done	12/11	10/11
A Plan		ADUG	Done	12/11	10/11
B Implement		ADUG	Done	12/11	10/11
C Document		ADUG	Done	12/11	10/11
6 Establish “professional development agenda”.		ADUG		8/12	
A Degree completion students		ADUG		8/12	
B Traditional undergraduate students		ADUG		8/12	
7 Establish strategy for external rankings		Dean		8/12	
8 Establish processes for managing and improving “sustainability” recognition		Dean		8/12	
A Beyond Gray Pinstripes		ADFR		4/12	
B Net Impact		ADFR	Done	8/12	10/11

Goal #2: Ensure distinctive, high-quality curriculum in all programs.					
ACTION ITEM	Task Force Report Ref	Owner	Status	Due Date	Date Comp
Specific Activities:					
1 Establish a formal system of program review across all programs		Dean		8/12	
A Train faculty and staff on university Program Review process.		Dean		8/12	
B Create program review template and process relevant to School.		Dean		8/12	
C Schedule and conduct program reviews.		ADP3			
2 Link MBA & Business programs to current and potential distinctive School curricular, research and resources capabilities.		ADM		4/12	
A Work with appropriate groups to identify potential distinctive capabilities.		ADM	Done	12/11	12/11
B Discuss potential programmatic distinctive capabilities via Town Hall and department meetings.		ADM		4/12	
C Conduct resources audit.		ADM	Done	12/11	12/11
D Create process for identifying distinctive capabilities.		ADM	Done	12/11	12/11
E Identify programmatic distinctive capabilities and needed resources to support the distinctive capabilities.		ADM		4/12	

3	Link Graduate Management programs to current and potential distinctive School curricular, research and resources capabilities.		ADG		
	A Work with appropriate groups to identify potential distinctive capabilities.		ADG		
	B Discuss potential programmatic distinctive capabilities via Town Hall and department meetings.		ADG		
	C Conduct resources audit.		ADG		
	D Create process for identifying distinctive capabilities.		ADG		
	E Identify programmatic distinctive capabilities and needed resources to support the distinctive capabilities.		ADG		
4	Link Undergraduate programs to current and potential distinctive School curricular, research and resources capabilities.		ADUG		
	A Work with appropriate groups to identify potential distinctive capabilities.		ADUG		
	B Discuss potential programmatic distinctive capabilities via Town Hall and		ADUG		
	C Conduct resources audit.		ADUG		
	D Create process for identifying distinctive capabilities.		ADUG		
	E Identify programmatic distinctive capabilities and needed resources to support the distinctive capabilities.		ADUG		
5	Proposed new programs articulate connection to School's distinctive capabilities, and have high-quality curriculum.		Dean	8/12	
6	Establish a strategy, resources, and goals for Corporate and International Programs		Dean	8/12	
	A. Codify achievements to date		SDCI	4/12	
	B. Identify opportunities and goals		SDCI	4/12	
	C. Devise strategy and plan		Dean	8/12	
7	Benchmark curriculum with comparator schools		ADUG	4/12	
8	Start Curriculum Innovation Plan for traditional core		ADUG	8/12	
	A Planning		ADUG	8/12	
	B Work with UPC and faculty to initiate revisions		ADUG	8/12	

9 Enhance ESL support (joint with A&S)		ADUG		8/12	
10 Los Rios integration for Fall 2012 implementation (with Provost)		ADUG		8/12	
A Draft plan for business administration major		ADUG	Done	12/11	12/11
B Finalize curriculum		ADUG		8/12	
C Devise preliminary staffing plan		ADFR		8/12	
11 Enhance ESL support (joint with A&S)		ADUG		8/12	
A Evaluation of training and initiatives		ADUG		8/12	
B Comprehensive ESL implementation		ADUG		8/12	
C Implement Business Major Transition Program for intl students		ADUG		8/12	

Goal #3: Provide effective management of all programs.					
ACTION ITEM	Task Force Report Ref <small>[page# row#]</small>	Owner	Status	Due Date	Date Comp
Specific Activities:					
1 Establish senior management position(s) with clear responsibility and adequate time and authority to manage all programs.		Dean	Done	12/11	8/11
2 Establish effective, efficient and responsive management and leadership of all MBA and Business programs.		ADM	Done	4/12	9/11
A Establish department chair owners for programs as appropriate		ADM	Done	4/12	10/11
B Appoint faculty coordinators for programs as appropriate.		ADM		4/12	
3 Establish effective, efficient and responsive management and leadership of all Graduate Management programs.		ADG		4/12	
A Establish departmental owners for programs as appropriate		ADG		4/12	
B Develop leadership within departments, including succession planning.		ADG		4/12	
4 Establish effective, efficient and responsive management and leadership of all Undergraduate programs.		ADUG		4/12	
A Establish departmental owners for programs as appropriate		ADUG		4/12	
B Develop leadership within departments, including succession planning.		ADUG		4/12	

5 Create a best-practices culture of teaching		Dean			
A Create strong linkage with Center for Teaching Excellence.		Dean			
B Research on pedagogical practices from both internal and external sources informs teaching activities		Dean			
C Discuss best practices in department meetings, workshops, and invited guest lectures.		ADFR			
6 Redesign student orientations in degree completion programs		ADUG	Done	12/11	8/11
7 Redesign student orientations in traditional undergraduate programs		ADUG	Done	12/11	8/11
A Redesign		ADUG	Done	12/11	8/11
B Implement "SOM LIVE!"		ADUG	Done	12/11	8/11
8 Establish a Student Leadership Advisory Council		ADUG	Done	12/11	9/11
A Initiate		ADUG	Done	12/11	9/11
B Document and archive terms of reference and expectations		ADUG	Done	12/11	12/11
C Provide leadership development training		ADUG		12/11	12/11
9 Examine the "undergraduate student experience" as a whole		ADUG	Done	12/11	7/11
A Analysis		ADUG	Done	12/11	8/11
B Identify new initiatives		ADUG	Done	12/11	8/11
C Develop operating plan		ADUG	Done	12/11	9/11
10 Re-engineer Interdisciplinary Studies Assessment (nee portfolio) process		ADUG		4/12	
A Evaluation		ADUG	Done	12/11	9/11
B Process changes and improvements		ADUG	Done	12/11	9/11
C Final transition, documentation, and institutionalization		ADUG		4/12	
11 Identify coordination needs for transition to centralized CASA advising		ADUG	Done	12/11	9/11
12 Engagement with regional campuses		ADUG		8/12	
A Outreach and relationship building		ADUG	Done	12/11	11/11
B Integrate degree completion students with the School		ADUG		8/12	

13	Establish "U Need 2 Know" communication outreach architecture		ADUG	Done	12/11	1/12
	A Develop		ADUG	Done	12/11	12/11
	B Roll out to degree completion students		ADUG	Done	12/11	1/12
	C Roll out to traditional undergraduate students		ADUG	Done	12/11	1/12
14	Enhance operations of Business Honors Programs		ADUG	Done	12/11	9/11
15	Enhance operations of "Pass-Through Programs"		ADUG		4/12	
	A Degree completion students		ADUG	Done	12/11	10/11
	B Traditional undergraduate students		ADUG		4/12	
16	Develop new "Pass-Through Programs"		ADUG		8/12	
	A Identify candidate source and destination programs		ADUG		8/12	
	B Consultation and decisions		ADUG		8/12	
	C Implement		ADUG		8/12	
17	Provide support to Undergraduate Program Committee		ADUG		8/12	
18	Achieve NASPAA Accreditation for the MPA		ADG		8/12	
19	Establish effective, consistent written policies for offering, vetting, and administering Academic Global Immersion courses (AGI)		ADM		8/12	

Goal #4: Establish a strong culture of student learning.					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1 Establish a formal system for Assurance of Learning and continuous improvement that is efficient and effective with respect to accrediting bodies (e.g., WASC, AACSB, NASPAA).		Dean	Done	12/11	12/11
A Develop uniform template and process, based on University system		Dean	Done	12/11	8/11
B Train faculty leads and department chairs		Dean	Done	12/11	10/11
C Develop 3-year Assurance of Learning plans for all programs.		ADFR	Done	12/11	12/11
D Develop archival system for all documentation.		ADFR	Done	12/11	10/11

2 Effectively close out the first 3-year AoL cycle.		Dean	Done	12/11	12/11
A Insure that appropriate conversations and decisions happen in all relevant programs		ADFR	Done	12/11	12/11
B Document those conversations, decisions, and results		ADFR	Done	12/11	12/11
3 Establish effective management of Assurance of Learning systems.		Dean			
A Separate AoL “program management” from “content quality control”		ADFR	Done	12/11	9/11
B Identify structures to formally assign responsibility for AoL program management; AoL advocacy; AoL content quality control.		Dean		8/12	
4 Establish a teaching culture that focuses on student learning.		Dean			
A Familiarize all full-time faculty with the concepts and principals related to teaching for student learning		ADFR		4/12	
B Identify and implement a mechanism for bringing student-learning concepts to adjuncts		ADFR			
C Faculty are routinely discussing student learning outside of AoL activities		Dean			
New Role					
1 Assurance of Learning Coordinator		Dean		8/12	
A Identify stakeholders to be consulted		Dean		4/12	
B Devise roles and responsibilities		Dean	Done	4/12	12/11
C Assign to a person		Dean		8/12	
D Create draft handbook for the role		ADFR			
E Pilot the role		ADFR			
F Implement and institutionalize		ADFR			

Goal #5: Increase quality of matriculated students.					
ACTION ITEM	Task Force	Owner	Status	Due	Date
Specific Activities:					
1 Articulate approaches for MBA & Business Programs		ADM		8/12	
A Analysis		ADM	Done	4/12	9/11
B Planning		ADM	Done	4/12	9/11
C Execution		ADM		8/12	

2 Articulate approaches for Graduate Management Programs		ADG			
A Analysis		ADG			
B Planning		ADG			
C Execution		ADG			
3 Articulate approaches for Undergraduate Programs		ADUG			
A Analysis		ADUG			
B Planning		ADUG			
C Execution		ADUG			

Goal #6: Connect regionally and globally.					
ACTION ITEM	Task Force Report Ref [page# row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1 Articulate a strategy for connection with regional organizations		Dean			
2 Establish advisory boards [<i>See External Relations Goal #3</i>]		Dean			
3 Articulate a strategy for enhanced engagement and partnerships with the global		Dean			

2. Scholarship

Create a vibrant research culture that promotes excellence in research and pursues mission-related scholarship that leverages our strengths.

a. Goals

1. Generate and publish innovative research and new knowledge that impacts the study, practice, and teaching of management.
2. Build a healthy and interactive intellectual and research culture that encompasses all school faculty and appropriate faculty of other USF units and other universities.

b. Action Plan

[See next page]

Goal #1: Generate and publish innovative research and new knowledge that impacts the study, practice, and teaching of management.					
ACTION ITEM	Task Force Report Ref	Owner	Status	Due Date	Date Comp
Specific Activities:	[page# row#]				
1 Enhance Allocation of Research Support	Page 15, row 2	ADFR			
A Align with research strategic plan and strategy		ADFR	Done	12/11	12/11
B Dialogue with faculty		ADFR	Done	12/11	12/11
C Publish criteria		ADFR	Done	12/11	12/11
D More complete announcement of results and feedback		ADFR		4/12	
2 Manage Workload of Most Productive Researchers	Page 15, row 3	Dean			
A Dialogue with faculty and university					
B Integrate into appropriate processes					
C Articulate criteria and document					
D Implement					
3 Articulate Research Strategy	P16r3;p17;P18r1	Dean		8/12	
A Dialogue with faculty		Dean		4/12	
B Articulate and document		ADFR		8/12	
4 Systematic, Efficient Archiving, Tracking, Reporting of Research	Page 16 row 4				
A Articulate purpose, connect to strategy, goals, accreditors		ADFR		4/12	
B Engage with any university level “repository”		ADFR	Done	12/11	9/11
C Explore SSRN and other vehicles					
D Explore software solution		ADFR		4/12	
5 Increase revenue from external grants	P16r6-7; P18r5				
A Establish Realistic Strategy and Tactics for Grants					
B Substantive engagement with university grants office		ADFR		4/12	
C Provide policies, incentives, training, support for writing grants					

Goal #2: Build a healthy and interactive intellectual and research culture that encompasses all school faculty and appropriate faculty of other USE units and other universities.

ACTION ITEM	Task Force Report Ref [page# row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1 Enhance Internal Research Seminars	P15r6; P16 r1	ADFR			
A Identify strengths of existing system		ADFR		4/12	
B Dialogue on how to make more effective		ADFR		4/12	
C Devise new more focused categories					
D Better documentation					
2 Create External Seminar Series	P15r6; P16r2	Dean			
A Devise and communicate criteria		Dean		4/12	
B Provide evaluation mechanism		ADFR		4/12	
C Determine number per year		Dean		8/12	
3 Establish Research Focus Areas/Centers of Excellence	P17r1; P15r5	Dean		8/12	
A Define criteria, external stakeholder role, process	<i>[See goal 3</i>	Dean		8/12	
B Connect to “External Relations” process for Centers	<i>under External</i>	Dean		8/12	
C Engage with other units on campus	<i>Relations]</i>	Dean		8/12	
D Identify and launch		Dean		8/12	
E Devise incentives and support mechanisms		Dean		8/12	
F Align faculty recruiting with focus areas		Dean		8/12	
4 Benchmark Research Culture & Support	Page 15 row 2	ADFR		8/12	
A ID schools [e.g., SCU, SDSU, other]		ADFR		4/12	
B Investigate		ADFR		8/12	
C Report back		ADFR		8/12	
5 Create policies for visiting scholars and associated researchers	Page 15 row 4	ADFR		8/12	
A Identify types [visiting scholar, PhD student, associate, etc.]		ADFR		4/12	
B Identify what we/they need [title, business cards, space, privileges]		ADFR		8/12	
C Propose policies and engage with University		ADFR		8/12	
D Publish policy		ADFR		8/12	

6 Systematic Provision of Targeted Research Training	Page 16 row 5				
A Dialogue with faculty					
B Identification of resources [externals; Carma]					
C Integrate with university resources [e.g., stats consultants]					
D Provision of research training					
7 All Junior Faculty Have An Internal or External Research Mentor	Page 15 row 4				
A Engage with all junior faculty		Dean	Done	12/11	12/11
B Identify needs		Dean	Done	12/11	12/11
C Identify candidates internal and external		Dean		8/12	
D Explore how to incentivize external					
E Document					
8 Have a Culture of Outside Scholars Present at Our School	P15 r6; p16 r2				
A Dialogue with faculty					
B Identify mechanisms					
C Document					
9 Have Clear Expectations Regarding Quality of Scholarship	Page 18 row 1-4	Dean		8/12	
A Dialogue with faculty		Dean		4/12	
B Engagement/modification of AQ standards		ADFR		8/12	
C Alignment with strategy and funding mechanisms		ADFR		8/12	
10 Establish Culture of High “Scholarly Reputation”	P18r1-6;P19r1;P20				
A Dialogue with faculty					
B Connect to strategy, centers					
C Connect to funding					
D Connect to AQ standards					
E Consideration of quality, quantity, citations, other evidence					
F Track, measure, document					
11 Establish mechanism to support scholarship of AQ Term faculty					

New Roles					
1 Research Director	Page 15 row 1	Dean			
A Identify stakeholders to be consulted		Dean	Done	12/11	8/11
B Devise roles and responsibilities		Dean	Done	12/11	8/11
C Assign to a person		Dean	Done	12/11	8/11
D Create draft handbook for the role					
E Pilot the role					
F Implement and institutionalize					
2 Coordinator, Globalization of Chinese Business Center of Excellence	P17r1-4; P15r5	Dean			
A Identify stakeholders to be consulted		Dean		4/12	
B Devise roles and responsibilities		Dean		4/12	
C Assign to a person		Dean		8/12	
D Create draft handbook for the role					
E Pilot the role					
F Implement and institutionalize					

3. People

Foster a diverse and inclusive working environment for faculty, staff and students that encourages high performance, teamwork, respect and accountability.

a. Goals

1. Create well-documented procedures for on-boarding new faculty and staff
2. Establish systems for faculty and staff recruitment, retention, professional development, leadership development, and support
3. Create structures to celebrate and integrate diverse life experiences, professional backgrounds, attitudes, ethnicities, and cultures in our community.
4. Build structures with faculty, staff and students to provide top-notch student program experiences.
5. Build structures with faculty, staff and students to make respectful, responsive, other-focused cooperation a watchword for the School.

b. Action Plan

[See next page]

Goal #1: Create well-documented procedures for on-boarding new faculty and staff					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1 Adjunct onboarding coordination to be assigned to new adjunct manager role		ADFR	Done	12/11	6/11
New Roles					
1 Faculty Onboarding Coordinator	Page 7, row 2				
A Identify stakeholders to be consulted		SDFA	Done	12/11	6/11
B Devise roles and responsibilities		SDFA	Done	12/11	6/11
C Assign to a person		SDFA	Done	12/11	6/11
D Create draft handbook for the role					
E Pilot the role		SDFA	Done	12/11	7/11
F Implement and institutionalize					
2 Staff Onboarding Coordinator	Page 7, row 2				
A Identify stakeholders to be consulted					
B Devise roles and responsibilities					
C Assign to a person					
D Create draft handbook for the role					
E Pilot the role					
F Implement and institutionalize					

Goal #2: Establish systems for faculty and staff recruitment, retention, prof developmt, leadership development, and support					
ACTION ITEM	Task Force	Owner	Status	Due	Date
Specific Activities:					
1 Enhance Faculty academic leadership & management resources					
A provide leadership & management development		Dean		8/12	
B Hire for leadership and managerial skills					
2 Provide training, development and support for Department Chairs		ADFR		8/12	
A provide leadership & management development		ADFR	Done	12/11	11/11
B Develop department chair manual		ADFR		8/12	

3 Enhance Staff academic leadership & management resources					
A provide leadership & management development		Dean		8/12	
B Hire for leadership and managerial skills					
4 Create Leadership Team and Management Team		Dean	Done	12/11	8/11
5 Junior Faculty Career Management	Page 7, row 1				
A Define goals		Dean		4/12	
B Determine role of ADFR, chairs and senior faculty		Dean		4/12	
C Develop routine reporting and monitoring					
D Ensure adequate support, guidance, resources					
E Document activities, processes and policies					
6 Recruit, Develop and Retain A High Quality and Diverse Faculty					
7 Recruit, Develop and Retain A High Quality and Diverse Staff					
New Roles					
1 Adjunct Manager	Page 7, row 3	ADFR	Done	12/11	9/11
A Identify stakeholders to be consulted		ADFR	Done	12/11	3/11
B Devise roles and responsibilities		ADFR	Done	12/11	3/11
C Assign to a person		ADFR	Done	12/11	3/11
D Create draft handbook for the role		ADFR	Done	12/11	9/11
E Pilot the role		ADFR	Done	12/11	3/11
F Implement and institutionalize		ADFR		8/12	
2 Manager of Staffing Services	Page 7, row 5				
A Identify stakeholders to be consulted					
B Devise roles and responsibilities					
C Assign to a person					
D Create draft handbook for the role					
E Pilot the role					
F Implement and institutionalize					

Goal #3: Create structures to celebrate and integrate diverse life experiences, professional backgrounds, attitudes, ethnicities, and cultures in					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
New Roles					
1 Diversity Coordinator	Pg 8, rows 1, 5-7	Dean		8/12	
A Identify stakeholders to be consulted		Dean		8/12	
B Devise roles and responsibilities		Dean		8/12	
C Assign to a person		Dean		8/12	
D Create draft handbook for the role					
E Pilot the role					
F Implement and institutionalize					
2 International Coordinator	Page 8, rows 1-4				
A Identify stakeholders to be consulted					
B Devise roles and responsibilities					
C Assign to a person					
D Create draft handbook for the role					
E Pilot the role					
F Implement and institutionalize					

Goal #4: Build structures with faculty, staff and students to provide top-notch student program experiences					
ACTION ITEM	Task Force	Owner	Status	Due	Date
Specific Activities:					
1 A Communicate program offerings to faculty & staff	Page 9, row 1	ADFR		4/12	
B Communicate program offerings to students	Page 9, row 1	ADP3		4/12	
2 A Communicate AoL purpose and benefits to faculty & staff	Page 9, row 2	ADFR		8/12	
B Communicate AoL purpose and benefits to students	Page 9, row 2	ADP3			

3 Systematic Usage of Student Feedback to Improve Programs	Page 9, row 10				
A Identify where we get feedback		ADP3		4/12	
B Identify program owners to receive the information		ADP3		4/12	
C Establish mechanisms for action		ADP3		8/12	
D Streamline, simplify, institutionalize					
E Integrate students appropriately into process					
4 Active Alumni Engagement	Page 10, rows 3-4				
A Clarity on resources for alumni engagement		SDCM		4/12	
B How we can contribute to alums	[See Goal #5	SDCM		4/12	
C How alums can contribute to SoM	under External	SDCM		4/12	
D How to engage with university alumni office	Relations]	SDCM		8/12	
E What to do in-house		SDCM		8/12	
F Mechanisms to connect individual alums with opportunities					
G Establish a real alumni community					
5 Manage faculty presence with a “distant faculty”	Page 9, row 8				
A Dialog/consultation with faculty regarding time tradeoffs		ADFR		8/12	
B Establish painless conference call mechanisms		SDFA	Done	8/12	8/11
C Understand technology options for telepresence		SDFA		8/12	
D Create mechanisms for efficient remote working					
E Create mechanisms for unscheduled faculty on campus					
6 Faculty routinely attend student events	Page 9, row 7	Dean			
A Notify dates of events many months in advance		ADFR		4/12	
B Identify rewards/recognitions for faculty		Dean		8/12	
C Engage with faculty and chairs		ADFR		4/12	
D Devise mechanisms for ensuring faculty attendance		Dean		8/12	
7 Document Student roles (e.g., UPC Rep; GBA President)	Page 10, row 2	ADP3		4/12	
8 Students know who can help/advise them on various issues	Page 9, row 4				
A MBA and Business Programs		ADM		4/12	
B Graduate Management Programs		ADG		4/12	
C Undergraduate Programs					

9 Make adjuncts a richer part of the school	Page 10, row 7				
A Supporting adjunct professional development & training		ADFR		8/12	
B Strategy and processes related to Preferred Hiring Pool					
C Systematic engagements with adjuncts		ADFR		4/12	
10 Provide High-Quality Adjunct Academic Support	Page 7, row 4				
A Identify steering committee		ADFR		4/12	
B Identify best practices		ADFR		4/12	
C Create vision and policies document		ADFR		8/12	
D Identify resource needs and availability		ADFR		8/12	
E Pilot project(s)					
F Roll out across the School					
G Document activities, processes and policies					
11 Provide adjunct Teaching Development Funds	Page 7, row 4	ADFR	Done	12/11	8/11
A Written policy and forms		ADFR	Done	12/11	8/11
B Disseminate to Adjuncts		ADFR	Done	12/11	8/11
12 Create a culture of a top-quality student program experience	Pg 11, row 9-10				
A Student engagement & commitment to co/extra-curriculars		ADP3		8/12	
B Faculty and staff teamwork		Dean		8/12	
C Faculty commitment to student “experience” beyond class					
D Faculty commitment to high level of responsiveness & professionalism		Dean		8/12	

Goal #5: Build structures with faculty, staff and students to make respectful, responsive, other-focused cooperation a watchword for the					
ACTION ITEM	Task Force Report Ref	Owner	Status	Due Date	Date Comp
Specific Activities:					
1 Establish a culture based on performance	Page 11, row 3				
A Provide clear expectations		Dean		8/12	
B Encourage, recognize, reward excellent performance		Dean		8/12	
C Recognize and remediate poor performance		Dean		8/12	
D Create norms of honest, constructive feedback					
E Create mechanisms to deliver feedback					
F Shift individuals who are consistently not performing					

2 Create a habit of openness	Pg 11, row 4,6,7				
A Senior leadership communication is frequent, consistent, open		Dean	Done	12/11	10/11
B Information systematically disseminated		Dean		8/12	
C Multiple channels		Dean		8/12	
D People have a sense of what is going on and why		Dean		8/12	
E People have information they need to do their job		Dean		8/12	
F Priorities are set and communicated		Dean	Done	12/11	10/11
3 Establish culture of timeliness	Page 12, row 1				
A On-time is late, early is on-time					
B Deadlines are communicated		Dean	Done	12/11	10/11
C Deadlines are met					
D Deadline performance is monitored		Dean	Done	12/11	10/11
4 Establish a culture of respectful teamwork	Page 11, row 9	Dean		8/12	
A Respectful communication is universal		Dean		8/12	
B Disrespectful behavior is not tolerated		Dean	Done	12/11	10/11
C People work together effectively independent of position		Dean		8/12	
5 Establish culture of organizational citizenship	Page 12, row 2-3				
A The needs of others are important and responded to					
B Take actions beyond one's immediate job					
C Peers hold each other accountable					
6 Establish a culture of excellence	Page 12, row 7				
A Routine, fair-minded evaluation of quality of all activities					
B Open, honest acknowledgement of quality shortcomings					
C Celebration of excellence where we find it					
D Commitment to improve to the standard of excellence					
E Provide incentives/incentive plan for excellent performance					
7 Enhance Morale of Staff & Faculty		Dean		8/12	

4. External Relations

Generate and nurture mutually-beneficial relationships with organizations and individuals that secure access and resources that support the lifelong learning and professional development of our students and alumni.

a. Goals

1. Change the name of the School to the School of Management
2. Develop and implement a 3-year fundraising strategy.
3. Create Centers and Institutes to promote cross-disciplinary excellence
4. Design an internship hub for student internships across the School.
5. Develop and implement an alumni engagement strategy.
6. Establish strategic partnerships with business, government & non-profit communities.

b. Action Plan

[See next page]

Goal #1: Change the name of the School to the School of Management					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1 Make Plan for Name Change	Page 31	Dean	Done	12/11	7/11
A Announcements		SDCM	Done	12/11	7/11
B Web site		SDCM	Done	12/11	7/11
C Documents		SDCM	Done	12/11	7/11
D Collateral		SDCM	Done	12/11	7/11
E Faculty materials		SDCM	Done	12/11	7/11
F Align with university branding		SDCM	Done	12/11	7/11
2 Implement Plan		Dean	Done	12/11	8/11
3 Follow-up to find residual old school names in various locations		SDCM	Done	12/11	12/11
New Roles					
1 Coordinator of School Name Change		Dean	Done	12/11	7/11
A Identify stakeholders to be consulted		Dean	Done	12/11	7/11
B Devise roles and responsibilities		Dean	Done	12/11	7/11
C Assign to a person		Dean	Done	12/11	7/11

Goal #2: Develop and Implement a 3-year fundraising strategy.					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1 Create a plan that outlines all existing and planned opportunities to involve the <u>business community with SOM.</u>	Page 32	Dean		8/12	
A Create a plan that outlines all existing and planned opportunities to involve the <u>business community with MBA programs</u>		ADM		8/12	
2 In collaboration with university-wide efforts, implement a 3-year plan to <u>provide SOM with fundraising events and content beyond the Bay</u>					
A Create events and activities for members of the local business, nonprofit, and government communities. Begin to build traditional events that stakeholders look forward to.					

3 Increase dollars raised by an established percentage annually for 3-years and increase number of Dean's Circle members from 15 to a more ambitious target. Identify top-X major gifts prospects; develop cultivation and socialization strategies for them					
4 Secure naming gifts for Centers and Institutes. Secure funding for a full-time Director(s) and staffing as necessary					
5 Create and manage advisory boards that assist in fundraising, developing industry connections and securing internships in areas of strengths. Identify Centers and/or Institutes that should have Advisory Boards and determine appropriate staffing. Draft purpose statements for each Board. Partner with faculty in the successful implementation of new Boards and any necessary re-visioning of existing Boards; target key leaders in business, non-profit and government organizations to participate.					
A Establish a few initial advisory boards		Dean		8/12	
B All proposed new programs have advisory boards		Dean		8/12	
C All programs have an advisory board					
6 Create Advisory Board for All Departments/Majors					

Goal #3: Create Centers and Institutes to promote cross-disciplinary excellence.					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1 Conduct an internal scan to better understand the current state and potential for growth of existing scholarly, pedagogical, service-oriented initiatives and programs at USF. Simultaneously conduct an environmental scan to explore initiatives and programs offered by other universities.	Pg 28, Rows 6-20	Dean		8/12	
	[See Goal #2				
2 Identify Centers and Plan for Alumni to Launch Them	<i>under</i>				
	<i>Scholarship, and</i>				
3 Create Strategic Plan & goals for Each Center	<i>Goal #6</i>				
	<i>Under Education</i>				
4. With faculty and staff, develop and implement a fundraising plan to endow the	<i>Programs]</i>				

New Roles					
1 Directors of Centers and Institutes					
A Identify stakeholders to be consulted					
B Devise roles and responsibilities					
C Assign to a person					
D Create draft handbook for the role					
E Pilot the role					
F Implement and institutionalize					

Goal #4: Design an internship Hub for student internships across the School.					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1 Conduct and complete both an internal and external benchmarking study of undergraduate and graduate internship programs in other comparable and stretch-goal universities.	Page 30				
2 Identify curriculum linkages, objectives of the undergrad and graduate internships, and impact of alumni and corporate relationships.					
3 Develop detailed goal and scope descriptions for the Internship Hub.					
4 Make Go/No-Go Decision					
New Roles					
1 Director of Internships					
A Identify stakeholders to be consulted					
B Devise roles and responsibilities					
C Assign to a person					
D Create draft handbook for the role					
E Pilot the role					
F Implement and institutionalize					

Goal #5: Develop and implement an alumni engagement strategy.					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1 Develop a plan for engaging alumni in Bay Area, nationally and internationally.	<i>[See Goal #4 under</i>	SDCM		4/12	
2 Create annual events and activities for alumni in order to build traditions that					
A Build opportunities that allow alumni to network					
3 Facilitate networking for alumni that build knowledge, skills and social					
A Design and implement immersion experiences for alumni.					
B Evaluate mechanisms for continuing education for alumni					
New Roles					
1 Director of Alumni Relations		SDCM		4/12	
A Identify stakeholders to be consulted		SDCM		4/12	
B Devise roles and responsibilities		SDCM		4/12	
C Assign to a person		Dean		4/12	
D Create draft handbook for the role					
E Pilot the role					
F Implement and institutionalize					

Goal #6: Establish strategic partnerships with business, government & non-profit communities.					
ACTION ITEM	Task Force	Owner	Status	Due	Date
Specific Activities:					
1 Develop plan					
A Goals					
B Identify partners					
C Draft a plan					
D Execute plan					

5. Internal Operations

Develop management systems that support an effective, productive, and compassionate organization working to fulfill and advance the School's mission.

a. Goals:

1. Commence implementation and then complete the School's new 4-year Strategic plan.
2. Promulgate an effective organizational structure.
3. Review and standardize administrative procedures in the School as necessary.
4. Enhance communications within the School.
5. Manage, plan for, and commission new space.
6. Establish efficient, effective documented processes for key operations.

b. Action Plan

[See next page]

Goal #1: Commence implementation and then complete the School's new 4-year Strategic Plan.					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1. Create overarching process to guide the development and implementation of a new 5-year strategic plan for SoM	p.36, row 4	Dean	Done	12/11	9/11
A. Establish Strategic Planning Implementation Team	p.36, row 4	Dean	Done	12/11	7/11
B. Codify results of Strategic Planning process into a Strategic Plan Task Force Report	p.36, row 4	SPCT	Done	12/11	7/11
C. Outline key components of a five-year strategic plan (see 2 below)	p.36, row 4	SPCT	Done	12/11	7/11
D. Devise a Detailed Implementation Process that outlines how we will execute, monitor and report progress on the overall Strategic Plan (see 3 below)	p. 42, row 1	SPCT	Done	12/11	9/11
2. Outline key components of a four-year strategic plan.	p.36, row 4	Dean	Done	12/11	8/11
A. Draft high-level, brief, public-facing Strategic Plan document for the School of Management.	p.36, row 4	Dean	Done	12/11	8/11
B. Create a detailed Business Plan that includes key goals, actions, outcomes, roles and due dates.	p.36, row 4	SPCT	Done	12/11	8/11
3. Devise a detailed Implementation Process that outlines how we will execute, monitor and report progress on the overall Strategic Plan	p. 42, row 1	SPCT	Done	12/11	9/11
A. Create Implementation Process document	p. 42, row 1	SPCT	Done	12/11	8/11
B. Assign all first-year tasks/activities to a member of the SoM Management Team	p. 42, row 1	SPCT	Done	12/11	9/11
C. Assign individual to record dates that tasks/activities are complete	p. 42, row 1	SPCT	Done	12/11	12/11
4. Create accountability mechanisms	p. 42, row 1	Dean	Done	12/11	12/11
A. SoM Management Team responsible for plan execution	p. 42, row 1	Dean	Done	12/11	8/11
B. Establish the Strategic Planning Review Committee consisting of faculty, staff, students and alumni	p. 42, row 1	Dean	Done	12/11	11/11
C. Schedule regular progress reports to and feedback from SPRC	p. 42, row 1	SPCT	Done	12/11	8/11
D. Schedule regular progress reports and feedback to faculty and staff	p. 42, row 1	SPCT	Done	12/11	8/11
E. Report SP-related progress to all stakeholders	p. 42, row 1	Dean	Done	12/11	12/11

5 Create quantifiable metrics to measure performance against the measures in the		Dean			
A Devise rough measures		Dean	Done	12/11	9/11
B Devise first wave metrics		Dean		8/12	
C Compute baseline values [August 2011]		SPCT		8/12	
D Compute year-1 values [August 2012]		SPCT		8/12	
6 Create detailed summary of process, meetings, and people who developed the		ADFR	Done	12/11	1/12
New Roles					
1 Strategic Planning Manager [replace SPCT]		Dean	Done	12/11	1/12
A Identify stakeholders to be consulted		Dean		4/12	
B Devise roles and responsibilities		Dean		4/12	
C Assign to a person		Dean	Done	12/11	1/12
D Create draft handbook for the role					
E Pilot the role					
F Implement and institutionalize					

Goal #2: Promulgate an effective organizational structure.					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1. Create clear and informative organizational chart.	p. 36, row 1	Dean	Done	12/11	8/11
A. Design, review, approve, archive new organizational chart	p. 36, row 1	Dean	Done	12/11	8/11
B. Announce and distribute to staff and faculty.	p. 36, row 1	Dean	Done	12/11	8/11
2. Create accurate job descriptions for all administrative and staff positions.	p. 36, row 1	Dean	Done	12/11	12/11
A. Supervisors prepare updated of job descriptions and submit to the Dean	p. 36, row 1	SDFA	Done	12/11	10/11
B. Dean finalizes and approves job descriptions	p. 36, row 1	Dean	Done	12/11	11/11
C. Submit job descriptions to HR for processing	p. 36, row 1	SDFA	Done	12/11	11/11
D. New job descriptions are archived and distributed	p. 36, row 1	SDFA	Done	12/11	12/11

3. Create new academic departments and membership	p. 36, row 2	Dean	Done	12/11	8/11
A. Dean to finalize departments and membership	p. 36, row 2	Dean	Done	12/11	8/11
B. Archive and disseminate	p. 36, row 2	ADFR	Done	12/11	8/11
4. Establish improved process for assigning faculty to academic committees (UPC,	p. 36, row 2	Dean	Done	12/11	12/11
A. Engage in dialogue on proper process for making committee assignments with careful reference to CBA and common practices in other Schools	p. 36, row 2	Dean	Done	12/11	11/11
B. Document how committee memberships will be determined; archive and disseminate.	p. 36, row 2	ADFR	Done	12/11	11/11
5. Establish SoM by-laws that incorporate new Departmental structure and comply with CBA	p. 36, row 2	Dean		4/12	
A. Engage in dialogue on new by-laws for the School, with careful reference to CBA and common practices in other Schools	p. 36, row 2	Dean	Done	12/11	12/11
B. Create proposal, and hold a vote that satisfies CBA requirements	p. 36, row 2	USFFA		4/12	
C. Document, archive and disseminate by-laws	p. 36, row 2	USFFA		4/12	
6. Document all assistant jobs and staffing levels	p.36, row 1	ADFR	Done	12/11	12/11
A. Identify business drivers and needs for Teaching Assistants, and Research Assistants, and Student Assistants.	p.36, row 1	ADFR	Done	12/11	12/11
B. Review aggregate data, including budget allocations and actual expenditures related to TA's, RA's, and SA's.	p.36, row 1	ADFR	Done	12/11	12/11
C. Develop appropriate systems and budgets	p.39, row 1	SDFA	Done	12/11	12/11
7. Review purpose, goals and operations of administrative units	p. 36, row 3				
A. Develop process	p. 36, row 3				
B. Perform review	p. 36, row 3				
C. Share review with staff and leadership	p. 36, row 3				
D. Implement any recommended changes	p. 36, row 3				

Goal #3: Review and standardize administrative procedures in the School as necessary					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1. Establish cohesive, responsive and transparent decision-making processes	p. 39	Dean		8/12	
A. School-wide decisions are made on the basis of appropriate consultations with key internal and external (as necess) stakeholders	p. 39	Dean		8/12	
B. Communicate decisions regularly and consistently	p. 39	Dean	Done	12/11	11/11
2. Establish a budget process that reflects effectiveness, efficiency, transparency.	p. 39, row 1				
A. Units evaluate budgetary needs prior to upcoming fiscal year	p. 39, row 1				
B. Institute standard policies to request necessary funds	p. 39, row 1				
C. Set and administer budgets on the basis of needs and funds available	p. 39, row 1				
D. Make unit supervisors fully accountable for all expenditures and results	p. 39, row 1				
3. Establish effective performance review process for staff and administrators	p. 39, row 2	Dean		8/12	
A. Identify best practices and standards/rules from HR	p. 39, row 2	SDFA		8/12	
B. Document and implement standardized systems	p. 39, row 2	SDFA		8/12	
C. Perform reviews at least once per year	p. 39, row 2	Dean		8/12	

Goal #4: Enhance communications within the School					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1. Ensure the SoM website is current and engaging	p. 37, row 2	SDCM		8/12	
A Ensure all faculty biographies are written in an engaging and informative way, with special attention to their use by prospective students	p. 37, row 2	ADFR		4/12	
B Provide engaging biographies for all administrators	p. 37, row 2				
C Provide information on the website for all staff that at a minimum includes	p. 37, row 2				

D Enable staff to have a biography page if they want one	p. 37, row 2				
E Establish a coherent web presence for adjunct faculty	p. 37, row 2				
2. Create a document archive (repository) that is 1) easy to read, 2) easy to post 3) has access controls editing, 4) has access controls for reading, 5) requires	p. 37, row 1	Dean	Done	12/11	11/11
A Assign a Management Team member to own	p. 37, row 1	Dean	Done	12/11	11/11
B Work with ITS to identify alternatives	p. 37, row 1	SDCM	Done	12/11	11/11
C Select alternative	p. 37, row 1	Dean	Done	12/11	11/11
D Implement and communicate	p. 37, row 1	Dean	Done	12/11	11/11
3. Establish effective internal communications procedures	p. 38, row 1				
A Create task force to analyze communication procedures (e.g. email, USF	p. 38, row 1				
B Dialogue with faculty and staff on communications challenges	p. 38, row 1	Dean		8/12	
C Provide recommendations on communications effectiveness, including when paper is appropriate	p. 38, row 1	SDFA		8/12	
D Document and launch new processes	p. 38, row 1				
E Collect initial feedback from faculty/staff on effectiveness of new process (e.g.	p. 38, row 1				
F Adjust	p. 38, row 1				
4. Share information	p. 38, row 1	Dean		4/12	
A Keep staff apprised of SoM governance and operations as appropriate	p. 38, row 2	Dean	Done	12/11	10/11
B Establish mechanism for committees and departments to keep faculty and staff	p. 38, row 2	Dean		4/12	
C Establish mechanism for Management Team to keep faculty and staff informed	p. 38, row 2	Dean	Done	12/11	12/11
D Provide PA support to take minutes at all committee and departmental meetings	p. 38, row 2	Dean	Done	12/11	8/11
5. Ensure that Staff have effective avenues of communication at all administrative levels of the SoM	p. 38, row 1	Dean			
A Staff talk informally and formally to leadership team	p. 38, row 1	Dean	Done	12/11	12/11
B Establish a mechanism for staff to indicate information they would like to have	p. 38, row 1	SDFA			

Goal #5: Manage, plan for, and commission new space					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1. Acquire new space for the SoM as part of USF's distributed campus model	p. 41, row 3	Dean	Done	12/11	12/11
A. Advocate for possible space	p. 41, row 3	Dean	Done	12/11	12/11
B. Seek access to space as appropriate to University plans	1y	Dean	Done	12/11	12/11
C. Gain access to space	p. 41, row 3	Dean	Done	12/11	12/11
2. Inventory and Plan for possible future space	p. 41, row 3	SDFA	Done	12/11	8/11
3. Commission new downtown space	p. 41, row 3	Dean		8/12	
A. Planning for programs	p. 41, row 3	Dean		4/12	
B. Planning for staff	p. 41, row 3	Dean		4/12	
C. Planning for faculty	p. 41, row 3	Dean		4/12	
D. Implement moves	p. 41, row 3	Dean		8/12	

Goal #6: Establish efficient, effective documented processes for key operations					
ACTION ITEM	Task Force Report Ref [page#, row#]	Owner	Status	Due Date	Date Comp
Specific Activities:					
1. Identify initial selected School processes		Dean	Done	12/11	12/11
A. Take appropriate change actions		Dean	Done	12/11	12/11
B. Document		Dean	Done	12/11	12/11
2. Identify initial selected administrative processes		SDFA	Done	12/11	12/11
A. Take appropriate change actions		SDFA	Done	12/11	12/11
B. Document		SDFA	Done	12/11	12/11
3. Identify initial selected academic processes		ADFR	Done	12/11	10/11
A. Take appropriate change actions		ADFR	Done	12/11	10/11
B. Document		ADFR	Done	12/11	10/11

4. Identify follow-on School processes		Dean		8/12	
A. Take appropriate change actions		Dean		8/12	
B. Document		Dean		8/12	
5. Identify follow-on administrative processes		SDFA		8/12	
A. Take appropriate change actions		SDFA		8/12	
B. Document		SDFA		8/12	
6. Identify follow-on academic processes		ADFR		8/12	
A. Take appropriate change actions		ADFR		8/12	
B. Document		ADFR		8/12	
7. Enhance effectiveness of departmental and committee meetings		ADFR	Done	12/11	9/11
A. Schedule meetings for the entire academic year		ADFR	Done	12/11	9/11
B. Provide admin PA to take Meeting Summary/Minutes		ADFR	Done	12/11	9/11
8. Leadership Team uses common calendar system		ADFR	Done	12/11	8/11
9. Shared Academic Calendar		ADFR	Done	12/11	9/11
A. Create		ADFR	Done	12/11	8/11
B. Push to all faculty		ADFR	Done	12/11	9/11
C. Promulgate to appropriate staff		ADFR	Done	12/11	9/11
10. Use technology to enhance collaboration		ADFR	Done	12/11	10/11
A. Increase usage of DonsApps for collaboration		ADFR	Done	12/11	10/11
B. Provide easy access to shared (“T”) Drive (using VPN) as needed		ADFR	Done	12/11	10/11
C. Allow faculty to conference call in to meetings		ADFR	Done	12/11	10/11
11. Establish strategy and policies for awards		Dean		4/12	
A. Identify all awards that are customarily given		Dean		4/12	
B. Identify new awards		ADFR		4/12	
C. Devise terms of reference		ADFR		4/12	
D. Make process and deadlines public		ADFR		4/12	
12. Align tracking of teaching units with academic and fiscal year		ADFR	Done	12/11	8/11

13. Internal Email lists		SDFA	Done	12/11	8/11
A. Create		SDCM	Done	12/11	8/11
B. Establish technology owner		SDCM	Done	12/11	8/11
C. Establish administrative owner		SDFA	Done	12/11	8/11
D. Establish process to change list membership		SDFA	Done	12/11	8/11
14. Determine roles and responsibilities of Department Chairs		Dean		4/12	
15. Determine and document policy on pay rates for all types of faculty in all		ADFR		8/12	
16. Maintain effective records of departmental and committee meetings		ADFR	Done	8/11	9/11
A. Devise a “meeting summary template”		ADFR	Done	12/11	8/11
B. Deploy it to departments and committees		ADFR	Done	12/11	8/11
C. Store meeting summaries in central archive		ADFR	Done	12/11	9/11
17. Migrate selected APR documents to new archive	<i>See Goal 4</i>	ADFR		8/12	
A. Plan documents to migrate, and to retain in old system	<i>Item 2</i>	ADFR		8/12	
B. Execute migration		ADFR		8/12	
18. Establish formal management of shared APR documents		ADFR		8/12	
A. Identify shared documents		ADFR		8/12	
B. Determine who should have read access, write access		ADFR		8/12	
C. Establish access permissions		ADFR		8/12	

Implementation

Our 4-Year Business Plan will require a well-coordinated process to ensure that all action items are executed in a timely manner. Refer to the detailed Implementation Process for a specific Year-1 calendar of all activities for SoM beginning

**APPENDIX 3:
IMPLEMENTATION
PROCESS FOR 4-YEAR
STRATEGIC PLAN,
2011–2015**

Implementation Process for 4-Year Strategic Plan, 2011–2015
September 15, 2011

Implementation Planning for Year-1 (2011 – 2012)

Using its newly minted 4-Year Business Plan, the School of Management will formally begin executing this plan on 9.7.11. To prepare for this, the Strategic Planning Core Team has put in place a detailed implementation process outlined below.

We will manage implementation using three time periods in each year: September – December; January – April; and May – August.

Year-1 Calendar

8.18.11

The Dean will present the 4-Year Business Plan to all School of Management faculty and staff and solicit feedback.

8.29.11

The Strategic Planning Committee will finalize the 4-Year Business Plan and calendar the detailed action plans:

- A. The first implementation calendar will run from 9.7.11 thru 8.18.12 and will focus *only* on priority action items with a due date of 1 year or less.
 - o Each action item will include a specific responsible party and due date
 - o The allocation of current and/or new resources will be noted where appropriate
- B. Some items in the Business Plan have already been completed and will be identified and included in this Year-1 calendar.
- C. All action items not included in the Year-1 implementation calendar will be summarized and set aside for inclusion in subsequent years.

8.31.11

The Strategic Plan Core Team will present the Fall 2011 portion of the Year-1 implementation calendar to the Management Team (an 8-member group comprising the Dean, Associate Deans, and Sr. Directors) for input and final adjustments.

9.6.11

Final review by the Management Team of the Business Plan, Year-1 implementation calendar, and SPRC membership.

9.7.11

The School of Management will officially begin work on fall action items. Note: at this juncture the Strategic Plan Core Team's work will be finished and the Management Team will take over responsibility for all execution, monitoring and reporting of the Year-1 calendar and 4-Year Business Plan.

9.14.11

Balance Year-1 calendar drafted.

9.15.11

Balance Year-1 calendar to Management Team.

9.16.11

Year-1 calendar finalized.

10.1.11

To insure proper implementation of the 4-Year Business Plan, the Dean will select a Strategic Planning Review Committee (SPRC) made up of faculty, staff and students from the School of

Management, to act as a sounding board and accountability mechanism to the Management Team.

- A. The SPRC will be briefed by the Strategic Plan Core Team, along with members of the Management Team, on the Year-1 implementation calendar.
- B. The SPRC will receive updates on the implementation process and provide feedback at regular intervals (approximately once every four months).

10.15.11

Preliminary report sent to Alan Ziajka on Strategic Planning & Implementation.

Year-1 Execution, Monitoring, and Reporting

11.11.11

SPRC Kick-off

12.1.11

Due date for all Fall-completion activities.

12.2.11

Email pre-read and agenda to SPRC

12.8.11

The Management Team will report to the SPRC on the progress made in the first 4 months of the Year-1 implementation calendar.

- A. In addition to focusing on the completed items, the Management Team will also address those items not completed and, with input from the SPRC, will revise and/or re-calendar these actions to be completed during the balance of the Year-1 implementation calendar.
- B. The SPRC will also have an opportunity to provide input and feedback on the remaining action items to be completed during the balance of the Year-1 calendar.

12.15.11

Final report sent to Alan Ziajka on Strategic Planning & Implementation.

1.5.12

Email meeting follow-up to SPRC

1.18.12

Once a review with the SPRC is complete the Management Team will share this 4-month progress report with the entire faculty and staff of SOM.

4.16.12

Due date for all Spring-completion activities.

4.17.12

Email pre-read and agenda to SPRC.

4.23.12

The Management Team will report out on the progress made during the first 8 months of the Year-1 implementation calendar to the SPRC

- A. As with the first review, the SPRC will offer its feedback and suggestions for improvement to the Management Team

5.7.12

Email meeting follow-up to SPRC.

5.11.12

Once a review with the SPRC is complete the Management Team will share this 8-month progress report with the entire faculty and staff of SOM.

8.1.12

Due date for all Summer-completion activities.

8.2.12

Email pre-read and agenda to SPRC

8.8.12

The Management Team will report out on the progress made during the first 12 months of the Year-1 implementation calendar to the SPRC

- A. As in prior reviews, the SPRC will offer its feedback and suggestions for improvement to the Management Team.

8.12.12

Email meeting follow-up to SPRC.

8.16.12

Once a review with the SPRC is complete the Management Team will share the first year progress report with the entire faculty and staff of SOM.

Implementation Planning for Years 2-4 (2012 – 2015)

8.20.12

After completing the Year-1 calendar the Management Team will re-visit all remaining action items from its 4-Year Business Plan and create a Year-2 implementation calendar.

- A. For this second year of activity, consideration will be given to selecting new members to all appropriate teams.
- B. The Management Team will then create and finalize a Year-2 calendar following the steps outlined above from 8.29.11 through 8.20.12. This will include formal report-outs to the SPRC and SOM every 4 months.
- C. This process will be repeated again for years 3-4.

Transition to Next 5-Year Strategic Planning Cycle

The current 4-Year Business Plan will guide the activities for the School of Management from September 2011 through September 2015.

- The 4-Year planning process outlined above is scheduled for completion just prior to SOM's next AACSB re-accreditation report that is due in fall 2015. This will enable SOM to report to AACSB on the effectiveness of strategic planning and strategic plan implementation.
- One year prior to the completion of our first, 4-Year Business Plan (approx. 9.1.14) the Dean will select a new "Strategic Planning Committee" to begin crafting a new 5-Year Strategic Plan leveraging the learning and best practices gleaned from our initial planning process (e.g. Task Force, Strategic Planning Committee, Strategic Planning Review Committee, Business Plan, Implementation Process & Calendars, etc.). (Note: the next plan should be a 5-Year plan to synch with the AACSB review in 2020.)
- This new committee will have one year to prepare a new 5-Year Strategic Plan, along with detailed business plans and implementation calendars, which will be presented and approved by the Dean approximately one year later on 9.1.15 corresponding with the completion of our initial 4-Year Strategic Plan and implementation process.

**APPENDIX 4:
AQ AND PQ FACULTY
GUIDELINES AND
PARTICIPATING
FACULTY GUIDELINES**

AQ Guidelines, PQ Guidelines, and Participating Faculty Guidelines

1. Academically Qualified (AQ) Faculty Guidelines

Initial Five-Year Appointment as AQ Faculty:

- Earn a terminal degree.

Maintenance of AQ Status After the Initial Five-Year Appointment:

- Has two (2) refereed journal publications and earns at least two (2) points from scholarly and/or validating academic activities over the past 5 years.
- Scholarly and/or validating academic activities are to be awarded points as shown in the table below.
- This definition of Academically Qualified Faculty for AACSB accreditation purposes is not intended to indicate any particular research evaluation (inadequate, adequate, or superior) for tenure and/or promotion purposes.

AQ Scholarly or Validating Academic Activities

Referred (peer reviewed) journal article that is published in a widely disseminated journal in the relevant academic area (not a proceeding)	2 points
New scholarly book or monograph that is reviewed by peers in the field, published by a recognized publishing house, must be related to what the faculty member teaches	2 points
New text book: reviewed by peers in the field, published by a recognized publishing house, adopted in at least one university other than USF	2 points
New trade book: must be related to what the faculty member teaches, published by a recognized publishing house, accepted by the relevant trade	1 point
New textbook chapter: reviewed by peers in the field, published by a recognized publishing house, adopted in at least one university other than USF	1 point
Revised scholarly book, monograph, textbook, textbook chapter, or trade book that meets the relevant criteria above	1 point
Academic presentation of a peer reviewed paper on a business related topic at conference	1 point
Non-peer reviewed journal article that is published in a widely disseminated journal in the relevant academic area (not a proceeding)	1 point

2. *Professionally Qualified (PQ) Faculty Guidelines**

Initial Five Year Appointment as PQ Faculty:

- In most cases, possess at least a masters degree (or equivalent qualification) in a discipline or field related to the area of teaching responsibilities;
- Professional experience at the time of hiring that is significant in duration and level of responsibility and consistent with the area of teaching responsibilities.

"**Significant professional experience**" example: A faculty candidate with an undergraduate degree who has only limited professional experience would not qualify. Alternatively, a faculty candidate with the same degree but accompanied by management experience would qualify.

Maintenance of PQ Status After the Initial Five Year Appointment:

- Continuous development activities that demonstrate the maintenance of intellectual capital (or currency in the teaching field) consistent with the teaching responsibilities. (Requires 6 points during a five year period)

*This definition of Professionally Qualified Faculty for AACSB accreditation purposes is not intended to indicate any particular evaluation for tenure and/or promotion purposes.

PQ Validating Activities

Full/part-time business ownership/position in area of teaching, with duties corresponding to level of teaching	6 points
Work experience/consulting (paid/unpaid)/expert witnessing/volunteer to for-profit and/or not-for-profit business and organizations in area of teaching	2 points per major engagement
Maintenance of professional license and/or certification related to teaching area	2 points
Software development related to teaching area adopted for use in university and/or in industry	2 points
Paid membership on board of directors	2 points per year
Pedagogical developments: <ul style="list-style-type: none"> • Continuous improvement, innovation, and currency in content, design, and conduct of teaching • Development and implementation of industry best practices as it relates to specific fields of teaching 	2 points
Active participation in professional meeting related to teaching area as a speaker, presenter, organizer, or member of panel.	2 points
Conferences related to teaching area: <ul style="list-style-type: none"> • Full attendance for the duration of conference 	1 point
Professionally-oriented publications related to teaching area	2 points
Professionally-oriented presentations related to teaching area	1 point

3. Participating Faculty Guidelines

1. All full time faculty members, both term and tenure-track, are participating faculty. Their contract with the university provides for active participation in the activities of the school, including, but not limited to: student advising, curriculum design, co-curricular design, and other service to the university.
2. Part-time (adjunct) faculty members are generally considered to be supporting faculty. However, *some* adjunct faculty may be considered participating *if* they actively participate in the activities noted in the first statement above. Such activities must be documented by the appropriate department chair or the dean.

APPENDIX 5: ASSURANCE OF LEARNING PLANS

BSBA CORE

BSBA CORE

University of San Francisco
School of Management

Bachelor of Science in Business Administration (BSBA)

I. Program Mission:

The University of San Francisco McLaren Undergraduate Program in the School of Management aims to provide our students with the academic background and experience they need to progress into management positions, entrepreneurial ventures and/or graduate educational programs.

NOTE: The BSBA focuses on a common core of foundation knowledge required of all majors. Students completing the Business Core (see below) in the BSBA program then choose 5 additional upper division courses from any of the major areas to carve out an interdisciplinary focus within the business disciplines enabling students to customize the electives in such a way that they can emphasize an area of passion and explore related disciplines at a deeper level. Beyond the core, the program allows very individualized and customized program content in all areas of business. The Program assessment plan is designed to assess this foundational knowledge across all major areas (Accounting, Finance, Marketing, Management, Business Law, & Systems). Assessment of specific learning outcomes in the foundation core courses as well as courses beyond the core are covered in each of the other program AoL plans (see specific program plans). Depending on the set of upper division courses that an individual student pursues, the AoL plan would be focused on core knowledge and assessment of learning outcomes for particular course sets (see previous program plans for each of the rubrics related to foundational course knowledge)

As we move forward from identifying how and why students choose an interdisciplinary focus, the mission and/or vision for this particular program would develop into a true interdisciplinary business major where students, working closely with advisors, develop a set of courses (20 units) across colleges to explore a particular interest area that may help these students focus on career direction. Examples might include biotech (coordinating their upper division courses with courses from Biology and Computer Science); Public Relations (coordinating their courses with Communication Studies); Public Policy (coordinating their courses with Politics and Sociology), etc. Should students be interested in NGO and the Non Profit management world, it would be appropriate for these students to carve out 20 units in both business and other disciplines across the colleges (e.g. Arts & Sciences, Nursing/Health Administration).

II. Program Goals and Intended Learning Outcomes for the BSBA Core*

Foundationally, students are provided an opportunity to enhance their personal and professional growth such that students develop conceptual, interpersonal and analytical competencies required for business success in constantly changing organizations in a global

context. The Program Goals are achieved through intended learning outcomes from each specific course in the foundation business core courses and explored further through an opportunity for students to take upper division electives in any of the functional areas, carving out an interdisciplinary focus. The core courses (40 credits) are identified below. Choices from courses in any of the other programs make up the 20 additional credits of exploring business beyond the core.

BUS 100: Launch into Business

BUS 201: Accounting I (financial)

BUS 202: Accounting II (managerial)

BUS 204: Quantitative Business Analysis

BUS 301: Legal and Regulatory Environment

BUS 302: Marketing Management

BUS 304: Management and Organizational Dynamics

BUS 305: Financial Management

BUS 308: Systems in Organizations

BUS 401/406: Strategic Management or Entrepreneurial Management (capstone)

Graduates of the BSBA Program will be able to

G 1 Understand fundamental business concepts and theories and demonstrate readiness to apply this knowledge in appropriate business settings*

ILO 1 Students will be able to identify and explain theories and concepts (discipline related) and analyze organization challenges from a specific management discipline (accounting, business law, marketing, organizational behavior, finance, and information systems)

ILO 2 Students will be able to apply theories, concepts and tools from a multiple set of disciplines to engage in business problem solving from multiple perspectives (all courses)

G 2 Identify, assess and analyze relevant quantitative and qualitative information to develop and evaluate business decisions

ILO 1 Make effective operational and strategic decisions using concepts, methods and quantitative tools from the fields of accounting, finance, decision modeling and data analysis (201, 202, 204, 305, 401, 406)

ILO 2 Examine ill-structured and poorly defined problems and identify qualitative approaches, tools and techniques from different fields in order to develop and evaluate business decisions (301, 302, 304, 308, 401, 406)

G 3 Develop as effective leaders through awareness of self, others and the organization, recognizing economic, ethical, legal, environmental and social implications of business decisions from a global perspective

ILO 1 Conduct self assessment of managerial competencies using a variety of self leadership development tools; process feedback to identify personal development goals; Conduct a

multiple frames analysis to understand the managerial and ethical implications of individual and group behavior in organizations (100, 304, 401, 406)

ILO 2 Understand the implications of globalization from each business discipline including the need for leaders with a global perspective. (all core courses, upper division electives to varying degrees)

*Rubrics for all of these discipline-based learning outcomes and the foundational knowledge (discipline specific) are contained within the program assessment plans for the specific majors themselves.

As the vision for the BSBA (interdisciplinary business majors) comes to fruition, we would anticipate the development of specific intended learning outcomes related to the focus of study be provided (and approved by faculty advisors) for each individual student pursuing a particular emphasis/target of study. The Undergraduate Program Committee would be tasked with collecting these learning outcomes (and accompanying rubrics for assessment). The UPC would also track and collect Interdisciplinary ILOs for each student choosing this approach and make them available to faculty and students for future use.

III. Curriculum Mapping in the Foundation Courses

The following foundation and business core courses make up the core of the BSBA program

Bus 100	Launch into Business
Bus 201	Financial Accounting
Bus 202	Managerial Accounting
Bus 204	Quantitative Business Analysis
Bus 301	Legal and Regulatory Environment
Bus 302	Marketing Management
Bus 304	Management & Organizational Dynamics
Bus 305	Financial Management
Bus 308	Systems in Organizations
Bus 401 or 406	Strategic Management or Entrepreneurship Business Planning

Curriculum Map

Program Learning Goal	100	201	202	204	301	302	304	305	308	401/406
G1	I	M	M	M	M	M	M	M	M	C
G2	I	C	C	C	C	C	C	C	C	C
G3	M	M	M	M	M	M	M	M	M	C

IV. Assessment Process: Systems and Measures

For each of the major learning goals, we look at a number of direct measures of achievement of the student learning outcomes. Based on the results from an evaluation of the assessment, information is shared with department chairs and the Undergraduate Curriculum Committee in order to leverage strengths, address areas for improvement and discuss ways to enhance the student experience in a particular discipline/course area.

G 1 Understand fundamental business concepts and theories and demonstrate readiness to apply this knowledge in appropriate business settings

Course embedded assignment or exam in discipline (see for example program disciplines: Acctg 201/202; Bus Law 301; Marketing 302; Org Dynamics 304; Finance 305; Systems in Organizations 307; Strategy 401 or Business Planning 406.

G 2 Identify, assess and analyze relevant quantitative and qualitative information to develop and evaluate business decisions

Course embedded assignments or exam in the courses. Additionally, qualitative evaluations of the Service Learning Project in Bus 304 and the capstone projects in 401 or 406 can be used to assess intended learning outcomes.

G 3 Develop as effective leaders through awareness of self, others and the organization, recognizing economic, ethical, legal, environmental and social implications of business decisions from a global perspective

Course embedded assignments or exams in the courses, particularly in Bus 101; Bus 301 and 304.

NOTE: For each major (other undergraduate programs), specific measures of achievement in student learning outcomes are identified along with recommendations on how to build a continuous improvement culture and support faculty and students in an enhanced teaching and learning environment (see individual program plans).

IV. Change Plans from Previous Assessment Period

Based on a careful review of the AACSB Maintenance Report, new changes were put into place in order to address a number of key concerns (assessment period 2008-2010). These changes were both structural and curricular driven. A summary of the actions taken and the plan for moving forward appears below:

A. Structural Change and Accountability

The new Dean of the School of Management in collaboration with the University Provost put into place 4 Associate Deans with responsibilities for major academic units within the school. For the BSBA programs, two units share responsibility—one within the School of Management (SOM)(and a second unit within the Center for Academic Success and Student Achievement (CASA). CASA tracks each student's path towards a 4-year graduation rate, providing the Associate Dean of Undergraduate Studies in the School of Management with records and data on each individual student's choice of major. CASA provides "stay on track" advising to ensure students follow requirements set out by the University for coursework in both the University Core Curriculum and the School of Management. The Associate Dean in the School of Management assigns faculty advisors for each major, ensuring that students receive individualized attention for course selection in the major; tracking achievement in SOM coursework and working with students to address academic and curricular concerns. The new Associate Dean for Undergraduate Studies now serves as a co-chair of the Undergraduate Program Committee (UPC).

CASA provides writing support (our previous assessment found students weak in writing across all majors) for students. Additionally, the Associate Deans of the SOM and the College of Arts and Sciences are actively pursuing new initiatives in collaboration with CASA to provide ongoing tutoring and mentoring services for all students in writing and speaking across the curriculum.

The UPC will have primary accountability for collecting and acting on assessment data. The Committee structure is designed with shared governance in mind and faculty representation in all foundation core areas of the curriculum. The UPC has a faculty co-chair elected by the Faculty.

To further support the School's needs for appropriate assessment and provide additional resources to the assessment process for Assurance of Learning (AOL), the Dean of the SOM is completing the search and hiring of a Director of Assessment to ensure a continuous program of assessment in all areas of the School for both AACSB and, as an administrator within the SOM, to support the University of San Francisco's strategy for AOL across all Colleges and programs.

The new Provost to the University (and former dean of the College of Arts and Sciences) created a Center for Teaching Excellence to support faculty and pedagogical improvement and innovation. This Center has two co-directors and is governed by a committee made up of representatives from each College. The SOM has appointed a faculty member to represent the School on this Committee. This faculty member will report back to the UPC on a regular basis to ensure that programs and initiatives developed for the Center will filter back to the SOM faculty to impact classroom teaching and learning.

B. Curricular Revision Based on Assessment

The Dean in collaboration with the new Associate Dean for Faculty and Research, has been meeting with each faculty member regarding faculty evaluations (among other issues related to research and service). For curricular improvement and pedagogical enhancement, faculty requiring additional assistance to increase their faculty evaluation scores, are receiving the support (conferences/teaching workshops/CTE assistance) they need to improve the teaching and learning environment.

Additionally, the following changes have taken place as a result of the assessment period 2008-2010:

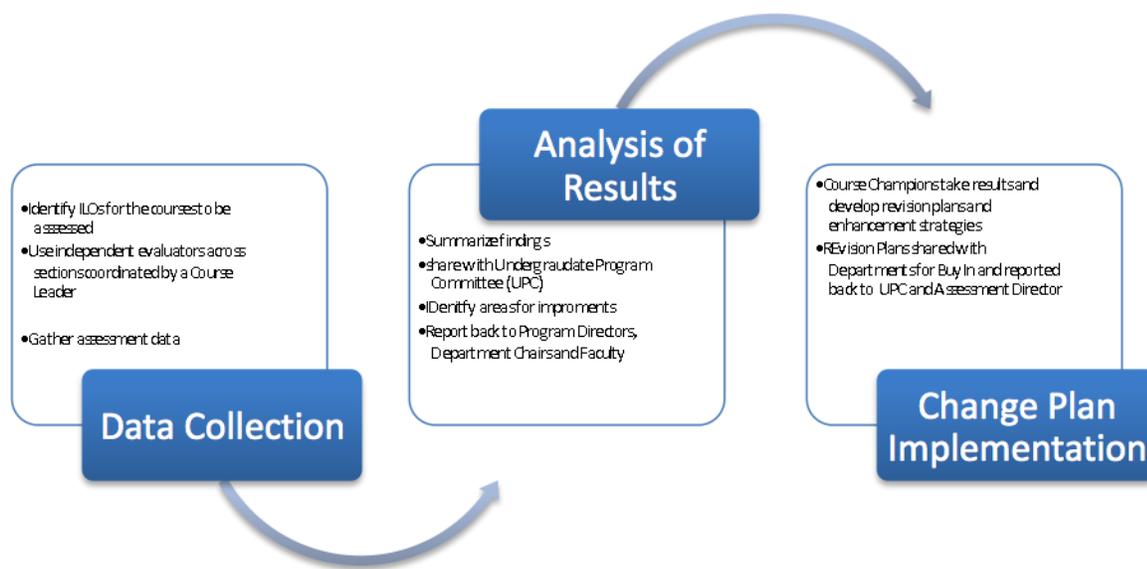
- Results from the ETS Major Field Test (MFT) have been reviewed and are a top priority item for the UPC with respect to performance in core courses. Results from the limited assessment previously conducted as well as indirect measures and surveys have been shared with all faculty.
- The Dean, in collaboration with the Associate Dean for Faculty and Research has put into place a strong chair system with faculty chairs responsible for and held accountable to the assessment results. Chairs are expected to fully explain the

results to faculty and work together in conjunction with UPC to address areas of inconsistency across sections for core content (e.g. ethics, law, corporate social responsibility) and align learning outcomes for foundation courses taught by full time, term and adjunct faculty

- The UPC chairs have reviewed both the direct and indirect measures of previous assessments and have identified priorities for beginning a revision of the Business Core Curriculum to begin in 2013-14. Assessment through this current period will be evaluated to serve as guidelines for the curriculum revision initiatives. The UPC will be identifying “best practices” and benchmarking other AACSB curricula offered in comparator schools.
- The Associate Dean for Undergraduate Studies has attended one AACSB conference/training session for New Associate Deans. Regular attendance at curriculum and assessment workshops offered by the AACSB is expected and supported by the new Dean to ensure best practice in the curriculum revision and assessment systems in place. These initiatives and support for them are articulated in the new Strategic Plan set in place with the hiring of the new Dean of the School
- Faculty are encouraged to adapt their syllabi to adopt components in oral and written communication linked to course subject matter (with support to students from CASA programs as described above). Faculty are being asked by the UPC to review their syllabi and consider the learning outcomes and assessment measures for demonstrating performance

V. The Assessment Process

The UPC with support from the department chairs will implement a specific process to evaluate assessment results and “close the loop” in order to foster a culture of continuous improvement and enhancement of teaching and learning. Closing the loop requires a commitment and dedication to objective data collection across multiple sections of a foundational core course; analysis of the results with discussion and findings shared with key stakeholders; and implementing changes based on the results with appropriate feedback to other key stakeholders including but not limited to department chairs, area faculty and the Undergraduate Program Committee (UPC).



Learning goals are assessed each academic year using course-embedded exams or assignment and the following systematic process used to ensure objective gathering of data. A carefully designed process has been designed to analyze results and share findings with stakeholders in order to assess student learning, and address shortcomings in content, pedagogical delivery and related factors.

- A. The Process: Embedded Exams/Assignments (each year, different learning outcomes will be assessed)
1. Department chairs appoint faculty member to serve as a “Course Leader or Course Champion” for the purposes of determining the course-embedded exam or assignment that will be used for each of the foundation courses. (can be coordinated with program assessment in the disciplines)
 2. Use rubrics developed for the disciplines to rate the assignments on a performance continuum using appropriate scales
 3. Satisfactory Performance level is set as the targeted benchmark for stated outcomes.
 4. Meeting expectations (e.g. the following expectations are established:
 - a. 75% of the students will score a 3 on a 4 point scale or a 4.5 on a 6 point scale or above on the stated outcome represented by the total average score; and,
 - b. 75% of the students will score greater than or equal to 3 on a 4 point scale or 4.5 on a 6 point scale on each of the defined performance dimensions
 5. Data collected are subjected to simple analysis of means and frequencies and inter-rater reliability.
 6. Data is summarized for key stakeholders and discussed in order to provide a systematic process for managing change and enhancing the teaching and learning environment.

B. The Process: The ETS Major Field Test in Business (every other year)

A second direct method used to assess BSBA students' learning is the ETS Major Field Test (MFT) for Business. The MFT is a comprehensive undergraduate-level outcomes assessment designed to measure the critical knowledge and understanding. The MFT helps us evaluate the SOM students' ability to analyze and solve problems, understand relationships and interpret material from business. We aim to administer the exam every other academic year across all sections for the capstone course with business students in their final year of the program (and build the exam into the syllabus for purposes of assessment and to manage expectations). We first experimented with the MFT in our last cycle but with minimal participation across sections and with little or no preparation for faculty and students in terms of communicating the purpose and importance of the test. As we move to the next cycle, it is clear that we can use the MFT more strategically and manage both faculty and student expectations as to the use and purpose of the exam.

C. Other Indirect Assessments: Student and Alumni Surveys (yearly)

In addition to direct measures (discipline-based rubrics and ETS), we also employ student and alumni surveys along with focus group input on overall program learning. These surveys and focus groups will be scheduled during the Spring Term each year.

VI. Ensuring Accountability: The Assessment Team and Closing the Loop

Members of the Undergraduate Program Committee (UPC), in collaboration with department chairs, will oversee the assessment process. Course Leaders will be asked to serve as conduits for implementing the assessments in particular courses and or sharing the results of program assessments done through the Major programs. All stakeholders involved will follow the systematic process outlined in the flowchart above.

The UPC will set up a subcommittee to be responsible for reviewing assessment plans and processes each spring semester and report findings to the UPC for distribution and discussion among stakeholders. Departments and faculty chairs will be responsible for implementing change plans and reporting back to the UPC in a systematic process as described above.

Using Data to Improve and/or Revise Curriculum

A summary of the results as well as a revision plan based on result dissemination and discussion is presented back to the UPC with input from all key stakeholders. Members of the subcommittee of the UPC, as well as the UPC as a whole, review performance assessments and recommendations for improvement. Department chairs then oversee necessary initiatives to improve instruction, program features and/or course content.

ACCOUNTING

UG ACCOUNTING

Academic Cycle:	2011/12 to 2013/14
Plan Date:	August 22, 2011 (revised Sept. 5 and Sept. 27 2011)
School/College:	School of Management
Department/Program:	Undergraduate Accounting
Person completing the Plan:	Diane Roberts

1. Accounting Mission Statement (UG)

The mission of the USF Accounting Program is to provide students from a diverse background with an educational experience that imparts the knowledge, skills and sensitivities that will enable them to be effective employees in accounting positions in contemporary, global organizations. Our program prepares students for a variety of accounting careers. The CPA exam is a career goal of many accounting students, thus the program is dedicated to offering sufficient course content to facilitate student preparation for the exam and to obtain an entry-level position in a public accounting firm.

Program Goals

Cognitive

Students will understand accounting terminology and generally accepted accounting principles applicable to contemporary business transactions.

Performance

Students will be able to use generally accepted accounting principles to formulate financial statements.

Students will be able to analyze financial data in business organizations to solve real-world problems.

Affective

Students will understand the ethical and professional responsibilities of an accountant in the contemporary business environment.

2. Learning Outcomes: Graduates of the USF Accounting Program will be able to:

- a. Use the terminology of accounting.
- b. Apply generally accepted accounting principles to business transactions.
- c. Prepare external financial statements.
- d. Apply appropriate criteria for evaluation and explication of external financial statement line items.
- e. Identify and analyze financial information to make effective managerial decisions.
- f. Identify the ethical and professional responsibilities of an accountant.

3. Assessment Methods

Curriculum Mapping

The following courses are part of the accounting program:

Accounting Courses in the Business Major Core Curriculum: (4 units, offered Fall and Spring)
201, Principles of Accounting I (Introductory Financial Accounting)
202, Principles of Accounting II (Introductory Managerial Accounting)

Required courses in the Accounting Major: (4 units, offered both Fall and Spring)
320, Intermediate Accounting I
321, Intermediate Accounting II
429, Contemporary Accounting Topics

Elective courses in the Accounting Major: (8 units required)
322, Cost Accounting (4 units, Fall and Spring)
323, Federal Income Tax I (2 units, Fall only)
329, Accounting Information Systems (2 units, Fall only)
420, Auditing (4 units, Fall and Spring)
422, Federal Income Tax II (2 units, Spring only)
428, Governmental and Not for Profit Accounting (2 units, Spring only)
333, Financial Statement Analysis (taught in the Finance Department)

Note that the State of California Board of Accountancy requires students to have a minimum of 24 units of accounting to be eligible to sit for the Certified Public Accounting (CPA) Examination. Some other jurisdictions require more accounting units and USF students intending to return to those jurisdictions take additional accounting units to fulfill those requirements. As topics in all of the above courses are covered on the CPA Exam many students that intend to practice in California take additional accounting units as well.

Curriculum Map

Learning Outcome	201 Core	202 Core	320 R	321 R	429 R	322 E	323 E	329 E	420 E	422 E	428 E	333 E
a. Use the terminology of accounting.	I	I	C	C	C	C	M	M	C	C	C	
b. Apply generally accepted accounting principles to business transactions.	I		C	C	C				M		C	M
c. Prepare external financial statements.	I		C	C	C				M			
d. Apply appropriate criteria for evaluation and explication of external financial statement line items.	I		M	M	M				M			C
e. Identify and analyze financial information to make effective managerial decisions.		I				C						M
f. Identify the ethical and professional responsibilities of an accountant.	I	I	M	M	C	M	M	M	C	M	M	

I = Introduced

M = Moderate Coverage

C = Comprehensive Coverage

R = Required Course

E = Elective Course

Rubric (Average Achievement is the Benchmark Standard)

Outcome	Poor Achievement	Average Achievement	Very Good Achievement
a. Use the terminology of accounting.	Some knowledge of basic accounting terminology	Know the correct definitions of both basic accounting and intermediate accounting terminology	Know the correct definition of basic and intermediate accounting terminology and use it appropriately in written and oral communication
b. Apply generally accepted accounting principles to business transactions.	Some knowledge of accounting principles with some correct computations	Know the methodology to apply an accounting principle and correctly perform relevant calculations	Know the methodology to apply a principle, select relevant data, correctly perform calculations, and present results in appropriate format
c. Prepare external financial statements.	Knowledge of formulas for financial statements with some correct computations and partial correct categorizations of components	Prepare financial statements using correct formulas, correctly compute relevant amounts, categorize components of statements correctly	Financial statements prepared correctly on a quantitative basis with appropriate categorization of components and appropriate non-quantitative disclosure (footnotes)
d. Apply appropriate criteria for evaluation and explication of external financial statement line items.	Some knowledge of appropriate valuation and presentation of financial statements line items with inaccurate results and/or unclear presentation of results	Knowledge of appropriate valuation of financial statement line items and presentation of the specific line item, accurately perform the account analysis	Select relevant valuation and presentation criteria for a particular line item, understand the item's impact on the financial statements, accurately perform the analysis and clearly present the results
e. Identify and analyze financial information to make effective managerial decisions.	Some knowledge of methods of analyzing financial data for managerial decision making with inaccurate results and/or unclear presentation of results	Know the various methods of analyzing financial data for managerial decision making and the data appropriate to the specific method, accurately perform analysis	Select relevant data and analysis methods to answer the particular business question, accurately perform the analysis and clearly present the results
f. Identify the ethical and professional responsibilities of an accountant.	Some knowledge of the responsibilities of accountants in various business roles	Identify stakeholders and their competing interests and know the responsibilities of accountants in various business roles	Identify stakeholders and their competing interests, know accountants' responsibilities in various business roles, and evaluate impacts on the public interest in the integrity of financial reporting

Appropriate Assessment Tools

Data collected from individual courses:

Learning Outcome	Assessment Tool	Course
a. Use the terminology of accounting.	Essay Question	320 Intermediate Accounting I Or 429 Contemporary Accounting Topics
b. Apply generally accepted accounting principles to business transactions.	Exam Question or Quiz that allows students to demonstrate their ability to apply a principle to data and present the results in an appropriate format	320 Intermediate Accounting I Or 321 Intermediate Accounting II
c. Prepare external financial statements.	Annual Report Project (Capstone Project)	429 Contemporary Accounting Topics
d. Apply appropriate criteria for evaluation and explication of external financial statement line items.	Exam Question or Quiz	321 Intermediate Accounting II
e. Identify and analyze financial information to make effective managerial decisions.	Exam question or Quiz	322 Cost Accounting (not a required class)
f. Identify the ethical and professional responsibilities of an accountant.	Essay question	429 Contemporary Accounting Topics

Individual professors in the courses that cover the specific learning objective will collect the data from their students in the course. Reminders of the specific responsibilities for data collection and analysis will be made at the beginning of the academic year. The Departmental Blackboard site will be used as a repository for documents related to program assessment. Departmental meetings will be scheduled as needed to review the data and results and discuss improvements to the curriculum.

Data collected from external sources:

Content Specification Outlines for relevant professional certification examinations (Certified Public Accountant for financial accounting, auditing, and tax and Certified Management Accountant for managerial and cost accounting).

Material covered in the courses will be compared with the Content Specification Outlines of the professional exams.

The departmental faculty as a whole will perform this review and curriculum modifications made as warranted.

4. Time Frame

- 9-15-12 1/3 of program outcomes:
a. Use the terminology of accounting.
b. Apply generally accepted accounting principles to business transactions.
- 9-15-13 1/3 of program outcomes:
c. Prepare external financial statements.
d. Apply appropriate criteria for evaluation and explication of external financial statement line items.
- 9-15-14 1/3 of program outcomes:
e. Identify and analyze financial information to make effective managerial decisions.
f. Identify the ethical and professional responsibilities of an accountant.

Data will be collected by the professors in the courses identified on the Curriculum Map as covering the specific program outcome. Using the data, individual professors will prepare an Assurance of Learning Outcome Report that includes a plan for improvement. The department as a whole will meet to discuss results and use the results to inform the conduct of all courses in the major.

5. Who will do the assessment?

Individual professors and the department as a whole will perform the assessment as detailed in above in the Appropriate Assessment Tools and Time Frame sections.

6. How data will be used to improve or revise curricula?

Review of the external content will be used to modify course syllabi. If content specification changes are extensive, then the requirements of the major may be revised.

Review of student achievement on the internal assessment tools (exams, quizzes, project, and presentations) will be used to modify instructional techniques and emphasis in the individual courses.

Action Plan:

Once assessment data is collected, it will be distributed to the department chair and full time departmental faculty. To address the issues raised in the assessment process the following will be performed:

- a. Identify specific items that need improvement and formulate ideas and strategies for responding to the item.
- b. Prioritize recommendations.
- c. Implement recommendations.
- d. Use the original assessment results as a benchmark to evaluate subsequent assessments against.

ENTREPRENEURSHIP

UG ENTREPRENEURSHIP

Revised Program Assessment Plan for USF School of Management Undergraduate Entrepreneurship and Innovation Major

Submitted by: Mark V. Cannice, Ph.D., Professor of Entrepreneurship and Innovation,
Chair, Department of Entrepreneurship, Strategy, and International Business
(Cannice@usfca.edu)

Mission Statement for Entrepreneurship and Innovation Major:

The USF Undergraduate Entrepreneurship and Innovation Major/Program will draw upon its scholarly and professional faculty and the technological and financial resources of San Francisco and the Silicon Valley to rigorously prepare its undergraduate students to become innovative, analytical, and compassionate leaders that build, grow, and manage enterprises that creatively and effectively serve local, regional, and international communities.

Introduction

Based on the on-going assessment process from 2008 – 2011 and additional faculty and executive consultation in the summer of 2009, the UG Entrepreneurship Major underwent a significant revision (including a more clearly defined expected based of knowledge in specified electives) in the summer of 2009 and was launched for incoming students in Fall 2009. We also updated the Major Name to: “**Entrepreneurship and Innovation**” to express a broader purview of the major for alternative career paths in corporate business development as well as new venture creation. Based on on-going consultation with department faculty, local executives, students, and alumni, we modified the program learning goals and learning outcomes somewhat to reflect a greater emphasis on analytical and technology skills.

1. Program Learning Goals:

Graduates of the USF undergraduate entrepreneurship and innovation major program, through their USF classroom and Silicon Valley experiential preparation, will:

- a. become creative, opportunity-oriented, and socially aware business professionals
- b. be able apply their analytical and technological skills in developing, growing, and managing successful and socially responsible ventures
- c. be able to persuasively present new and corporate ventures to executive audiences.

2. Learning Outcomes:

Graduates of the USF undergraduate entrepreneurship program will be able to:

- a. Employ the language and metrics of entrepreneurship in the consideration and presentation of business opportunities.

- b. Creatively identify and interpret emerging market opportunities with a thorough environmental analysis (technological, legal, demographic, etc.)
- c. Formulate an innovative product/market offering through a detailed competitive analysis, comprehensive market research, and technology applications
- d. Assemble and revise a comprehensive business plan that integrate the strategic milestones, business model, marketing plan, and financial forecasts and valuation for a new venture
- e. Demonstrate an articulate and persuasive presentation on their new venture to an executive panel
1. Integrate the positive social aspects of entrepreneurship and sustainable business practices into their professional projects.

3. Assessment Methods

Curriculum Mapping

BA 375 – Nuts and Bolts of Entrepreneurship (previously named: Introduction to Entrepreneurship)

BA 349 – Creativity, Innovation, and Product Development (previously Creativity and Innovation)

NEW – BA 370 – Internet Business Applications

NEW – BA 432 Entrepreneurial Finance

*(updated May 2011) Capstone - BA 406 – Entrepreneurial Management (Previously: Entrepreneurship and Business Plan Development)

USF undergraduate entrepreneurship students will complete four required classes in the UG Entrepreneurship and Innovation major (listed above), choose one entrepreneurship elective class (e.g. Marketing Research or Advanced Business Law), and the designated entrepreneurial management capstone class

In the *Nuts and Bolts of Entrepreneurship* class – students learn basic elements of entrepreneurship and the necessary legal, financial, and process elements of launching a new business.

In the *Creativity Innovation and Product Development* class – students focus on enhancing their creative and innovative capabilities as well as the process of bringing a new product to market.

In the *Internet Business Applications* class – students learn various Internet technology tools to support the business model of ventures they plan to develop.

In the *Entrepreneurial Finance* class – students learn the various aspects of new venture finance (e.g. angel capital, venture capital, valuation methods, etc.), and how to best utilize entrepreneurial finance techniques to support the growth of their ventures.

In the *Capstone Entrepreneurial Management* class - students will develop an original business plan that integrates the functional areas of business (marketing, strategy, finance, accounting), and present their new venture proposal in a competitive event before executive and investor evaluators and receive their instant feedback.

Updated Curriculum Map

Student Learning Outcomes: Students will	BA 375 Nuts and Bolts of Entrepreneuring	BA 349 Creativity, Innovation, and Product Development	BA 370 Internet Business Applications	BA 432 Entrepreneurial Finance	BA 406 Entrepreneurial Management
1. Employ entrepreneurship language & metrics	M	M	I		C
2. Identify market opportunities	I	M	M		C
3. Formulate product/market offering	I	M	C		C
4. Assemble business plan	I			C	C
5. Demonstrate persuasive presentation		I	C	M	C
6. Integrate social & sustainable business practices	I				M

I = Introduced M = Moderate coverage C = Comprehensive coverage

Rubric

(For assessing the achievement of entrepreneurship and innovation major outcomes)

Outcome	Poor Achievement	Average Achievement	Excellent Achievement
1. Employ entrepreneurship language & metrics	Limited use of entrepreneurial language	Accurately employ entrepreneurial language and metrics	Employ sophisticated and current entrepreneurial vernacular and metrics
2. Identify market opportunities	Superficial analysis with little if any citations of references	Competent analysis with some referenced sources and adequate analysis	Conduct comprehensive environmental analysis with completely referenced sources and logical analysis
3. Formulate product/market offering	Develop obvious product/market mix with superficial competitive analysis and minor market research	Develop competent product/market offering based on adequate competitive analysis and market research	Develop innovative product/market offering based on detailed competitive analysis with extensive market research
4. Assemble business plan	Weakly organized plan with limited financial analysis and little documented sources	Logically organized plan with adequate financial analysis and sources	Innovative, comprehensive business plan with superior financial analysis and complete referenced sources
5. Demonstrate persuasive presentation	Unclear, marginally persuasive presentation of some elements of venture proposal	Clear presentation of key elements of venture proposal	Eloquent, persuasive and logical presentation of key elements of venture proposal
6. Integrate social & sustainable business practices	Slight mention of social and sustainable concepts that are not clearly related to plan	Inclusion of social and sustainable business practices in plan.	Creative application of sustainable business practices into essence of plan and directed toward positive social purpose (e.g. solving critical problems)

Measurement of Learning Outcomes Across Courses

1. Quizzes and Exams on specific knowledge and application outcomes (e.g. pre-test and post test of entrepreneurial language and metrics in BA 375).
2. Opportunity Plan in BA 349.
3. Immediate Executive and Investor Feedback on student business plan presentations.
4. Final Business Plan in BA 406.
5. Student survey and exit interview.

4. Time Frame and Method of Assessment

Students take the Nuts and Bolts class in sophomore year and attend business plan competition. Students take creativity, Internet business applications class in junior year and develop venture ideas and the technological means to bring them to the web.

Students take entrepreneurial finance and capstone class in senior year and develop business plan on their original idea and present their new business proposal in business plan competition before executive panel.

Time Frame Outcomes	Year 1	Year 2	Year 3
1. Employ entrepreneurship language & metrics	a. <u>Pre test and Post test in BA 375</u>		
2. Identify market opportunities	a. Presentation in BA 375 b. Presentation in BA 406 contest with executive evaluation		
3. Formulate product/market offering		a. Opportunity plan in BA 349 b. Internet Business Applications Project in BA 370	
4. Assemble business plan		a. Business Plan in BA 406 b. Entrepreneurial Finance Exam in BA 432	
5. Demonstrate persuasive presentation			a. BA 406 contest presentation by professor and executive panel written feedback
6. Integrate social & sustainable business practices			a. BA 375 – assessment of business pitches b. Evaluation of final business plans

5. Who will do the Assessment?

Professors for each class will do assessment and confer with each other and the department chair. Further, adjunct faculty that are practicing professionals (e.g. successful entrepreneurs) who co-teach with the full time professor provide instant assessment of student performance and advice on current business issues and expectations of graduating students.

Executive and investor judges complete evaluation on business plan capstone presentations.

Exit interview of entrepreneurship majors by Entrepreneurship Program Director.

6. How Data will be used to Improve Program or Revise Curricula?

Feedback from class assignments, executive evaluators and student exit interviews will be used to enhance current syllabi and related activities across the entrepreneurship and innovation major.

**Additionally, program objectives and syllabi are provided to *executive advisory board of entrepreneurship program* for feedback on current curriculum to ensure its currency and relevancy to industry needs and opportunities.

FINANCE

UG FINANCE

PROPOSED UNDERGRADUATE FINANCE MISSION STATEMENT AND PROGRAM GOALS

Finance Mission Statement

The mission of the Finance undergraduate business degree is that students from diverse backgrounds learn the fundamental finance competencies required to succeed in today's competitive, global financial environment. The mission is accomplished through courses taken on campus at the University as well as finance-related internships with organizations in the San Francisco area.

A finance major in the Undergraduate Business Program promotes a commitment to scholarship and service in the community to help students prepare for 1) entry-level finance/management positions in business, government and non-profit organizations, 2) technical positions in specialized financial institutions, and 3) continued study at the graduate level.

Program Goals

Undergraduate Students in Finance will:

- possess the knowledge and skills to qualify for entry-level finance/management and technical positions in today's competitive marketplace
- understand structure of global financial markets and institutions, and role that business, government and non-profit organizations play within this structure to help create economic value
- understand the role that ethics and a commitment to social justice can play in business, government and non-profit organizations as well as in one's personal life and career
- acquire skills to succeed in graduate study

I. Learning Goal:

Students will develop fundamental finance competencies required to succeed in a competitive global environment.

II. Learning Outcomes:

The graduates of the USF undergraduate finance program will be able to do the following:

1. Perform a discounted cash flow (DCF) analysis to value a proposed project.
2. Analyze a company's financial statements and perform ratio analyses in order to interpret the company's financial health and performance.
3. Construct an optimized stock portfolio.
4. Calculate and interpret portfolio performance measurements.
5. Use derivatives to manage risk.
6. Evaluate an international capital budgeting project.

III. Assessment Methods

Required Courses

BA 305 – Financial Management

BA 330 – Investments

BA 331 – Intermediate Corporate Finance

BA 430 – International Finance

USF undergraduate finance majors will complete three required classes beyond the core BA 305 – Financial Management course: BA 330 – Investments, BA 331 – Intermediate Corporate Finance, and BA 430 – International Finance.

Curriculum Map

Student Learning Outcomes: Students will be able to do the following	BA 305 Financial Management	BA 330 Investments	BA 331 Intermediate Corporate Finance	BA 430 International Finance
Perform a DCF analysis to value real or financial assets	I	M	C	M
Analyze a company's financial statements and perform ratio analyses in order to interpret its financial health and performance	I	M	C	M
Construct an optimized stock portfolio		C		
Calculate and interpret portfolio performance measurements.		C		
Use derivatives to immunize against foreign exchange transaction risk.	I		I	C
Evaluate an international capital budgeting project.			I	C

KEY: I = Introduced; M = Moderate coverage; C = Comprehensive coverage

Rubric

(For assessing the achievement of finance major outcomes)

Outcome	Poor Achievement	Average Achievement	Excellent Achievement
Perform a DCF analysis to value real or financial assets	Show vague understanding of concept; make numerous errors in application	Competent analysis with minor errors in relatively complex applications	Apply technique appropriately in a variety of complex applications
Analyze a company's financial statements and perform ratio analyses in order to interpret the company's financial health and performance	Show little understanding of health and performance narrative conveyed by ratios; make numerous math errors in calculation	Demonstrate adequate understanding of implications of ratio; calculations demonstrate adequate competence	Demonstrate clear understanding of key implications; translate implications to sound recommendations for corrective action. No math errors.
Construct an optimized stock portfolio	Make numerous errors in construction; unable to provide an adequate explanation of process	Make only minor errors in portfolio construction; understand basic components of an optimal portfolio	Construct an optimal portfolio; demonstrate comprehensive understanding of its components
Calculate and interpret portfolio performance measurements.	Make numerous errors in calculations; unable to provide clear explanations of output	Make only minor errors in performance measures; offer adequate explanation of results	Correctly evaluate performance and give clear explanation of implications of results
Use derivatives to manage risk	Unable to use derivatives properly; show inadequate understanding of risk	Use derivatives correctly in most cases; have adequate understanding of risk management implications	Make proper use of derivatives; have clear understanding of use to manage risk
Evaluate an international capital budgeting project.	Make numerous calculation errors; fail to understand international implications	Make only minor errors in evaluation; demonstrate adequate understanding of international issues	Perform calculation accurately; demonstrate comprehensive understanding of international implications

IV. Measures and Time Frame

Using a three-year review cycle, the following measures will be used:

1. Exams/questions drawn from exams
2. Projects and cases
3. Other written assignments

Fall 2011/Spring 2012:

We will measure Learning Outcomes #3 and #4.

Fall 2012/Spring 2013:

We will measure Learning Outcomes #5 and #6

V. Who will do the assessment for learning Outcomes #3 and #4?

Assessment will be performed by Professor Manuel Tarrazo, who will confer with department head and other faculty as needed.

VI. How will assessment data from 2010-2011 be used to close the loop and improve program or revise curricula?

Professor Cathy Goldberg will use the 2010-2011 feedback from evaluators and student exit interviews to close the loop and enhance current syllabi across program.

Program goals and syllabi will be reviewed at least every three years by the Finance area faculty.

HOSPITALITY MANAGEMENT

UG HOSPITALITY MANAGEMENT

A. University of San Francisco Mission

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

Hospitality Management Department Mission

The Hospitality Management Department (HMD) at the University of San Francisco develops future managers and leaders of the global hospitality and tourism industries. By integrating theory and practice with internships and values-based business curriculum, and using The San Francisco Bay Area as our laboratory, we provide students with a well-rounded education that enables them to be professional leaders, life-long learners, and socially responsible citizens who contribute to society.

Hospitality Management Department Vision

To be the premier boutique program of Hospitality Management education, offering world-class faculty and facilities that support the success of our students and the future of the industry.

Hospitality Management Department Overview

The Hospitality Management Department (HMD) is a program of study for those students seeking management, entrepreneurship and leadership career opportunities in the hospitality industry. Students receive a comprehensive business education through the USF School of Management Business Core and extend their understanding of the hospitality industry in a broad context with the following Hospitality Management major courses:

Required:

- BUS - 181 Hospitality Professional Development
- BUS - 283 Introduction to the Hospitality Industry
- BUS - 381 Restaurant Management and Culinary Arts
- BUS - 382 Restaurant Entrepreneurship
- BUS - 384 Hotel Operations
- BUS - 482 Hospitality Law & Human Resources

BUS - 483 Marketing & Management of Hospitality Service
BUS - 487 Catering & Fine Dining Management
800 - Hour Industry-related Internship/Work Experience

Elective Courses:

BUS - 284 Conference & Events Planning
BUS - 383 Greening the Hospitality Industry
BUS - 387 Beverage Management
BUS - 389 Advanced Culinary Skills
BUS - 481 Corporate Event Project Management

B. Department Learning Goals

1. HMD graduates will be knowledgeable, skillful and responsible managers, entrepreneurs, and/or leaders in the hospitality industry.
2. HMD students and graduates will be solutions-oriented, critical thinkers.
3. HMD students and graduates will be able to apply theory into practice.

C. Learning Outcomes

HMD graduates will be able to:

1. Identify, evaluate, and implement management and service strategies in the global hospitality industry.
2. Demonstrate leadership and team management skills necessary for success in a diverse and changing workplace.
3. Demonstrate an awareness of operational processes, industry trends and use of technology that enhance creativity, effectiveness and efficiency in the hospitality industry.
4. Demonstrate an awareness of and commitment to social and environmental responsibility as a hospitality leader.

D. Assessment Methods

HMD majors are required to satisfactorily complete all hospitality major courses. Linking the learning outcomes to the curriculum with the use of a curriculum map helped the department determine in what way and degree using these courses for assessment is appropriate. In addition, a Hospitality Management Department rubric has been created to explicitly articulate the various criteria and standards that faculty use to evaluate the work of HMD majors.

D-1. Curriculum Mapping: Measurement of Learning Outcomes Across Courses

Hospitality Management Department Program Curriculum Map

Key E = Emerging; Introduced with minimal coverage
 D = Developing; Moderate Coverage
 P = Proficient; Comprehensive Coverage

Hospitality Management Departmental Goals/Outcomes	Your Course Numbers								
	BA 181	BA 283	BA 381	BA 382	BA 384	BA 482	BA 483	BA 487	800-hrs
1. HMD graduates will be knowledgeable, skillful and responsible managers, entrepreneurs, and/or leaders in the hospitality industry.									
a. Identify, evaluate, and implement management and service strategies in the global hospitality industry.	E	E	E	D	D	D	D	P	D
b. Demonstrate an awareness of and commitment to social and environmental responsibility as a hospitality leader.	E	E	E	D	P	D	D	P	D
2. HMD students and graduates will be solutions-oriented, critical thinkers.									
c. Demonstrate leadership and team management skills necessary for success in a diverse and changing workplace.	E	E	E	D	D	D	D	P	D
3. HMD students and graduates will be able to apply theory into practice.									
d. Demonstrate an awareness of operational processes, industry trends and use of technology that enhance creativity, effectiveness and efficiency in the hospitality industry.	E	E	D	P	D	P	D	P	D

D-2. Measurement Instrument

**Hospitality Management Department
Student Learning Assurance Feedback Rubric
Reporting period: AY 201 – 2014**

Key E = Emerging; Introduced with minimal coverage
D = Developing; Moderate Coverage
P = Proficient; Comprehensive Coverage

<u>LEARNING OUTCOME</u>	<u>EMERGING</u>	<u>DEVELOPING</u> + (ALL) EMERGING	<u>PROFICIENT</u> + (ALL) EMERGING + (ALL) DEVELOPING
Identify, evaluate, and implement management and service strategies in the global hospitality industry.	Defines some problems and understands fundamental and quantitative tools for decision-making.	Creates business solutions utilizing tools for decision-making.	Implements decision-making strategies and defines best options to achieve desired outcomes. Uses information and data from multiple sources to answer/resolve the questions/issues.
Demonstrate an awareness of and commitment to social and environmental responsibility as a hospitality leader.	Recognizes that hospitality business actions can impact society and environment.	Identifies practices and policies that encourage professional commitment to society and environment	Implements practices and policies that encourage professional commitment to society and environment.
Demonstrate leadership and team management skills necessary for success in a diverse and changing workplace.	<ul style="list-style-type: none"> • Doesn't meet Expectations • Seems reluctant to engage fully in discussions and task assignments • Focuses exclusively on task to be accomplished without regard to team members or focuses exclusively on interpersonal relations without 	<ul style="list-style-type: none"> • Consistently demonstrates commitment to the project by being prepared for each group meeting. • Balances the need for task accomplishment with the needs of individuals in the group • Frequently offers 	<ul style="list-style-type: none"> • Follows up on ideas and suggestions from previous meetings and reports findings to the group • Volunteers to assist others and shares information openly. • Listens actively and shows understanding by paraphrasing or by

	<p>regard to task</p> <ul style="list-style-type: none"> • Does not offer ideas or suggestions that contribute to problem solving. • Takes the group off track by initiating conversations or discussions unrelated to the task. • Gives an impression of reluctance or uncertainty about exercising leadership • Asks for ideas or suggestions but neglects to consider them. • Has an incomplete or vague agenda for the group 	<p>helpful ideas or suggestions</p> <ul style="list-style-type: none"> • Introduces suggestions and ideas that are relevant to the task • Looks comfortable and confident in exercising leadership duties • Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas. • Has a clear agenda for the group 	<p>acknowledging and building on others' ideas.</p> <ul style="list-style-type: none"> • Uses tact and diplomacy to alert group that focus has strayed from the task at hand • Uses strong verbal and non-verbal behavior to convey authority and concern • Provides summary of important discussions at regular intervals • Circulates a prepared agenda in advance
<p>Demonstrate an awareness of operational processes, industry trends and use of technology that enhance creativity, effectiveness and efficiency in the hospitality industry.</p>	<p>Understands hospitality industry techniques, systems and procedures.</p>	<p>Researches information in order to utilize hospitality industry techniques, systems, and technology programs.</p>	<p>Implements hospitality industry techniques, systems, and programs to achieve operational and professional success. Displays proficiency in utilizing these methods.</p>

D-3. Assessment Measures

Measurement of student learning outcomes across courses will occur via a combination of one or more of these techniques

- Evaluations of course-embedded assignments, including test questions, case analyses of business problems, student presentations
- Student simulations and experiential exercises
- Culminating assignments
- Student pre-course and post-course survey.
- Student peer reviews
- Student exit interview data (survey and/or focus group)
- Performance appraisals

E. Time Frame

Three Years: One of the student learning outcomes will be assessed each academic year.

Year	Goal	Outcome
2012	3. HMD students and graduates will be able to apply theory into practice.	d. Demonstrate an awareness of operational processes, industry trends and use of technology that enhance creativity, effectiveness and efficiency in the hospitality industry.
2013	1. HMD graduates will be knowledgeable, skillful and responsible managers, entrepreneurs, and/or leaders in the hospitality industry.	a. Identify, evaluate, and implement management service strategies in the global hospitality industry. b. Demonstrate an awareness of and commitment to social and environmental responsibility as a hospitality leader.
2014	2. HMD students and graduates will be solutions-oriented, critical thinkers.	c. Demonstrate leadership and team management skills necessary for success in a diverse and changing workplace.

F. Who will do the assessment?

- Appointed faculty will conduct course-embedded assessment as outlined below.
- Outside evaluators will conduct evaluations of presentations in courses as determined by the faculty.

Year	Class	Reviewer(s)
2012	BUS 283 Intro to Hospitality Management	Michelle Millar, Sun-Young Park
2013	BUS 483 Hospitality Marketing & Services Mgmt.	Michelle Millar, K.O. Odsather
2014	BUS 384 Greening Hotel Operations	Sun-Young Park, K.O. Odsather

G. How data will be used to improve Department or revise curricula?

Feedback from course-embedded evaluations, reviews, and student exit interviews will be used to improve courses across the Department. Subcommittees of faculty teaching sections of hospitality courses will meet as a whole to discuss findings and will recommend to the department chair methods of improving procedures and curricula.

Data will be discussed during the summers following the data collection and changes will be implemented in the fall by the faculty teaching the course under the direction of the Academic Director of the Department.

INTERNATIONAL BUSINESS

UG INTERNATIONAL BUSINESS

Academic Cycle: 2011-12

Plan Date: September 30, 2011

School: School of Management

Program: International Business Program

Person completing: Peggy Takahashi

International Business Program Mission

The mission of the International Business Program is to educate students from diverse backgrounds in the fundamental skills and knowledge of International Business. We strive to promote globalization in a socially just and responsible way. Graduates of the International Business Program will be prepared to contribute to both domestic and international management positions. As a Jesuit institution, USF's International Business majors can select from a wide variety study abroad opportunities to enhance their knowledge of the language and culture of a region.

International Business Program Goals

Graduates of the Int'l Business program will be able to create, enhance or expand a business beyond its home country boundaries. Graduates will be able to make business decisions beneficial to all stakeholders that take into consideration a country's economy, society, governance systems, and culture.

International Business Program Learning Outcomes

1. Understand the fundamentals of international business, e.g. trade theory, the global monetary system, conduct STEP and SWOT analysis to define and recognize appropriate strategies for the multinational firm.
2. Describe the capital budgeting process and evaluate financial decisions in the multinational firm.
3. Develop product, pricing, promotion and distribution strategies appropriate to specific international markets.
4. Understand other cultures through learning at least one other language besides the student's native language.
5. Differentiate among different cultures by explaining appropriate motivation and leadership behaviors.

Who Will Do the Assessment and When Will It Be Done?

The program director will be responsible for assessment activities, to be implemented by individual instructors in select courses, each academic year on a rotating basis.

International Business Program Curriculum Map

	BUS 350	BUS 452	BUS 430	BUS 461	3 rd semester foreign language
LO1: Understand the fundamentals of international business, e.g. trade theory, the global monetary system, can conduct STEP analysis to define and recognize appropriate strategies for the multinational firm.	C	M	M	NC	NC
LO 2: Describe the capital budgeting process and evaluate financial decisions in the multinational firm.	I	NC	C	NC	NC
LO3: Develop product, pricing, promotion and distribution strategies appropriate to specific international markets.	I	I	NC	C	NC
LO4: Understand other cultures through learning at least one other language besides the student's native language.	NC	NC	NC	NC	C
LO5: Differentiate among different cultures and explain appropriate motivation and leadership behaviors.	I	C	NC	NC	NC

I = Introduced

M = Moderate coverage

C = Comprehensive coverage

NC = Not covered

INTERNATIONAL BUSINESS PROGRAM ASSESSMENT RUBRIC
(CAN BE USED FOR EXAMS, ASSIGNMENTS, CASES AND PROJECTS)

The following rubric picks up the important content areas from the learning goals and suggests how performance on these is judged for the marketing majors.\

	1 = Beginning/Poor Achievement	2 = Proficient/Average Achievement (Benchmark)	3 = Excellent Achievement
LO1: Understands international business fundamentals	Only able to identify broad concept terms, e.g. trade theory, global monetary system, counter trade, import/export, SWOT analysis, STEP analysis	Able to identify and explain most international business fundamentals, e.g. comparative vs. competitive advantage, ways to manage foreign exchange risk	Able to explain the business environment of countries through trade theory and by analyzing a country's social, political and economic conditions can conduct a credible STEP analysis and develop basic market entry strategy for a specific industry.
LO2: Understands ways to evaluate financial decisions for the global firm	Only able to conduct financial statement analysis, forecasting, financial asset pricing, capital budgeting	Able to explain parity conditions, hedging and covering, can explain roles of int'l financial institutions.	Able to apply hedging and covering (taking into consideration currency and interest rates), able to use concepts to forecast global conditions for the firm.
LO3: Develop marketing strategies for global markets	Only able to identify 4 Ps with little understanding of adaptation for different countries.	Able to focus on the economic, socio-cultural, political, and ethical constraints on the marketing function to identify differences between home country market and a specific overseas market. Able to develop a basic marketing plan for a product in a specific region.	Able to develop a comprehensive marketing plan for a product in a specific region, able to describe culturally appropriate product modifications to enhance product in the target region, able to identify specific obstacles along with strategies to overcome obstacles.
LO5: Familiar with another language besides own	Completes 2 nd year of language study or equivalent	Completes 3 rd year of language study or equivalent	Completes 3 rd year and either studies abroad or minors in the language.
LO5: Identifies culturally appropriate managerial behaviors	Only able to identify Hofstede's cultural dimensions	Able to identify and explain many cultural dimensions including Trompenaars, Kluckholm and Strodbeck. Able to explain how to modify leadership and motivational behaviors by integrating cultural dimensions	Able to integrate and synthesize knowledge about a country or region's culture, economy, society and politics to make decisions that benefit all stakeholders and not just shareholders.

MARKETING

UG MARKETING
Marketing Major
Assurance of Learning Plan

I. Mission Statement

The mission of the Marketing Major is to provide a superior applied and theoretically based education that motivates and enables our students to become effective marketing practitioners. We strive to graduate students who possess a thorough knowledge of marketing and its related activities; understand how cultural, economic, technological and global factors affect marketing; and are able to integrate and harmonize corporate and social goals within the context of a constantly changing marketing environment.

II. Goals

1. To develop each student's understanding of marketing fundamentals, including theory, tools and language, and the role of the discipline in society
2. To prepare students for careers in marketing
3. To assure that students understand the macroenvironment and firm level contexts in which the marketing function operates

III. Program Learning Goals, Outcomes and Curriculum Map

Key I = Introduced with minimal coverage; M = Moderate Coverage; C = Comprehensive Coverage

Program/Departmental Goals/Outcomes	Your Course Numbers													
	302	360	363	461	349	361	362	364	366	369/469	460	464	465	368
1. To develop each student's understanding of marketing fundamentals, including theory, tools and language, and the role of the discipline in society.														
a. Articulate the role of marketing in both profit oriented and non-profit organizations	C	I					M		I			I		
b. Demonstrate an understanding of the marketing mix and the interrelationships among its components [for example, product, pricing, communications], marketing terminology and application opportunities	C	M	M	C		C	M	C	C			M		M
c. Demonstrate an understanding of the marketing research process	I	C	M	M										
2. To prepare students for careers in marketing														
a. Analyze purchase decision processes	M	M	C				M		M			C		I
b. Evaluate relevant marketing strategies and tools	M	M	M	C		C	C	C	M			M		C
c. Conceptualize and develop an integrated marketing plan	M			C		C	C	M	I			C		M
3. To assure that students understand the macroenvironment and firm level contexts in which the marketing function operates.														
a. Describe marketing in the context of worldwide commerce and the internationalization of business	I			C			M	M	I			I		
b. Assess the regulatory, geopolitical, social, cultural, economic and technological developments that can promote or disrupt marketing strategies and ambitions	I		I	C			M	M	I			M		M
c. Evaluate an organization's marketing performance in a global economy, including the ethical and social impact of all its marketing activities	I	M		C			C		I			I		

Curriculum

Required (12 credits)

- BUS 302 – Marketing Management
- BUS 360 - Marketing Research
- BUS 363 - Consumer Behavior
- BUS 461 - International Marketing Management

Electives

- BUS 349 - Creativity, Innovation, and Production Development
- BUS 361 - Advertising and Promotion Strategy
- BUS 362 - Multicultural Marketing
- BUS 364 - Retail Management
- BUS 366 - Customer Satisfaction
- BUS 369/469 - Special Topics in Marketing
- BUS 460 - Sales Management
- BUS 464 - Marketing Strategy and Planning
- BUS 465 - e-Business Marketing
- BUS 368 - Marketing Implications of Culture and Ethnic Identity

IV. Rubric

	Emerging	Proficient	Superior
1a. Articulate the role of marketing in both profit oriented and non-profit organizations	Define the purposes of varied marketing activities in both for-profit and non-profit organizations.	Describe how for-profit and non-profit organizations have applied marketing to their business operations.	Provide informed recommendations regarding marketing solutions in response to specific business requirements and challenges of both for-profit and non-profit organizations
1b. Demonstrate an understanding of the marketing mix and the interrelationships among its components [for example, product, pricing, communications], marketing terminology and application opportunities	Define the basic terminology of the marketing mix and describe the concepts fundamental to it	Evaluate how the marketing mix is reflected in the benefits and costs of a marketing program	Apply the marketing mix framework to opportunities as they materialize from market analysis and organizational goals
1c. Demonstrate an understanding of the marketing research process	Define or outline the marketing research process and identify its component parts	Define and explain each and all steps in the marketing research process.	Define, explain, and implement all the steps of the marketing research process, as well as assess the rigor of specific research endeavors or projects
2a. Analyze purchase decision processes	Define the steps in the purchase decision process in both consumer and B2B markets	Explain the purchase decision model in the context of sub decisions about brand and the dynamics of information search	Apply the purchase decision model across a range of industries, product categories and customer segments
2b Evaluate relevant marketing strategies and tools	Define marketing strategies, implied or explicit, and associated marketing tools and activities	Determine the relationship [consistency, relevance] among certain marketing tools and an adopted marketing strategy, and what overarching purpose they intend to achieve	Evaluate the selection of certain marketing strategies and marketing tools by assessing a firm's marketing objectives against its strengths, weaknesses, opportunities, and threats (SWOT)

2c Conceptualize and develop an integrated marketing plan	Define what constitutes a marketing plan, including the steps necessary for building one and the sequence of component elements	Produce a complete marketing plan, including situation analysis, marketing objectives, marketing strategies, and guidelines for implementation and control of the plan	Articulate why the implementation details are set as such and explain the dependencies among them, including each task's timeline, responsible party, budget, monitoring/measurement mechanism and contingency plan
3a. Describe marketing in the context of worldwide commerce and the internationalization of business	Define the dynamics of worldwide commerce	Explain the difference between single-country marketing and strategy development and global marketing and strategy development, while accounting for political and economic factors	Propose marketing solutions, marketing programs and goals that reflect a firm's resources and competencies in dealing with global market opportunities and threats, as well as the adaptations that are necessary
3b. Assess the regulatory, geopolitical, social, cultural, economic and technological developments that can promote or disrupt marketing strategies and ambitions	Display a basic comprehension of the opportunities and risks stemming from an organization's external environment	Differentiate among key external events and challenges as they might impact marketing investments	Integrate macroenvironment and organization level information when shaping marketing strategy
3c. Evaluate an organization's marketing performance in a global economy, including the ethical and social impact of all its marketing activities	Define the dimensions of corporate performance in a global economy, while recognizing the primary and secondary stakeholders affected by the firm's marketing activities and strategies	Explain the competitive dynamics operating in a global economy while identifying the specific impacts of the firm's marketing activities upon each of the primary and secondary stakeholders affected by the firm's marketing strategies	Provide a coherent assessment of a firm's inputs and outputs in the face of global competition, while also evaluating the specific impacts of its marketing activities upon each of the primary and secondary stakeholders affected by the firm's marketing strategies, according to recognized ethical norms

V. Assessment Measures

Measurement of student learning outcomes across courses will occur via a combination of one or more of these techniques:

- Evaluations of course-embedded assignments, including test questions, case analyses of business problems, student presentations
- End-of-program comprehensive exam
- Culminating assignments
- Student pre-course and post-course survey.
- Student peer reviews
- Student exit interview data (survey and/or focus group)

VI. Timeline

A third of the goals will be assessed each academic year.

2011-2012	G1
2012-2013	G2
2013-2014	G3

VII. Who will do the assessment?

Appointed marketing faculty will evaluate student performance for AoL.

VIII. How data will be used to improve the program or curricula (close the loop)?

Marketing faculty will discuss the AoL results at least once every semester in department meetings. Results-based recommendations of program changes will be documented and presented along with an implementation plan to the SOM administration twice a year. These changes will also be documented in an annual AoL report submitted to the University Office of Student Learning Assurance (OSLA).

IX. Who Will Do the Assessment and When Will It Be Done?

The program director will be responsible for assessment activities, to be implemented by individual instructors in select courses, each academic year on a rotating basis.

ORGANIZATIONAL BEHAVIOR & LEADERSHIP

**B.S. in ORGANIZATIONAL BEHAVIOR & LEADERSHIP [BSOBL]
Student Learning Assurance Plan**

BSOBL Program Mission

The B.S. in Organizational Behavior & Leadership (BSOBL) program prepares working adult, degree completion students to assume leadership roles essential to meet the challenges and uncertainty confronting today’s organizations. Through emphasis on theoretical frameworks, practical applications, critical thinking and independent judgment, students learn to be active investigators of organizational life while they develop the conceptual and problem-solving skills that organizational leaders need to inspire a group or an entire organization toward sustaining productive and compassionate organizations.

BSOBL Program Learning Goals and Curriculum Map

	OBL 304	OBL 440	OBL 441	OBL 442	OBL 443	General Mgt. ¹
Cognitive²						
Apply concurrently organizational behavior theory to practice in the classroom, organization, and society.	P	X	X	X	X	
Analyze and synthesize how cognitive, behavioral, and emotional outcomes at the individual, team and organizational levels contribute to the sustainability of organizations.	P		X	X	X	
Performance						
Demonstrate competence in integrating skills relevant to effective management professionals in effectively making timely and ethical decisions required in leading complex organizations.					P	P
Learn to lead, communicate, and work effectively with diverse individuals and teams through a broad, interdisciplinary foundation.		P	P	P	X	
Affective						
Develop a fuller awareness and appreciation of self, others, society and the world through the Jesuit values of moral and ethical leadership, social justice, and service to others.	X	X	P	X		

Key: P—Primary Course(s).

¹General Management courses are yet to be developed. Student Learning Outcomes for related Program Learning Goal are incomplete.

²From: S.J. Armstrong & C.V. Fukami. 2010. Self-assessment of knowledge: A cognitive learning or affective measure? Perspectives from the management learning and education community. *Academy of Management Learning & Education*, 9(2); 335-341: **Cognitive learning outcomes** refer to the acquisition of knowledge that can be categorized into the three domains of: *declarative knowledge* (amount/accuracy of knowledge acquired); *knowledge organization* (understanding of interrelationships between knowledge structures); and *cognitive structures* (forming concepts and procedures). **Performance learning outcomes** involve demonstrating skills or techniques that learners have not previously held, as well as the capacity to perform these skills and techniques under real conditions. **Affective learning outcomes** refer to learners' attitudes or motivations toward the particular learning objective, including learners' convictions and confidence levels, also referred to as *self-efficacy*. These outcomes are also referred to as reaction measures.

Program Learning Goals and Student Learning Outcomes: Schedule

Year/Program Learning Goals	Students Learning Outcomes	Courses	Direct Measures
<u>2012: Affective</u>			
Develop a fuller awareness and appreciation of self, others, society and the world through the Jesuit values of moral and ethical leadership, social justice, and service to others.	<ul style="list-style-type: none"> ▪ Examine how individuals' assumptions, patterns of behavior, perceptions and perceptual biases, and supporting structures create barriers to effective leadership, management, and, ultimately, organization effectiveness. ▪ Integrate his/her own values and the Jesuit leadership values (of self-reflection, ingenuity, heroism, and love) in developing respect for ethics, diversity, and a global perspective to drive organizational effectiveness and resiliency. ▪ Value self-reflection and life-long learning with respect to one's explicit and tacit knowledge. 	OBL 441	Self-Assessment Paper
<u>2013: Cognitive</u>			
Apply concurrently organizational behavior theory to practice in the classroom, organization, and society.	<ul style="list-style-type: none"> ▪ Articulate the importance of theory and practice in leading and managing organizations. ▪ Distinguish between theories that address individual-, team-, and organization-level concepts. ▪ Distinguish between organizations and explain why some organizations reflect organizational learning while others do not. 	OBL 304	Individual Written Assignments, including Case Analyses
Analyze and synthesize how cognitive, behavioral, and emotional outcomes at the individual, teams and organizational levels contribute to the sustainability of organizations.	<ul style="list-style-type: none"> ▪ Contrast how individuals function by themselves, in small to large groups and teams, and as parts of larger organizations. ▪ Examine the cognitive and affective bases to effective leadership and management. ▪ Emphasize organizational justice in the management of organizations. ▪ Cultivate bases of power individually or through coalitions. 	OBL 304	Essay Examination

Program Learning Goals and Student Learning Outcomes: Schedule [continued]

Year/Program Learning Goals	Students Learning Outcomes	Courses	Direct Measures
<u>2014: Performance</u>			
Demonstrate competence in integrating skills relevant to effective business professionals in effectively making timely and ethical decisions required in leading complex organizations.	<ul style="list-style-type: none"> ▪ Anticipate and articulate ethical issues and unintended outcomes during the decision-making process in evaluating the soundness of their actions and the strategies implemented within their organizations. ▪ Develop budgets and track costs and cost savings related to desired organization outcomes. ▪ Comprehend the time value of money and how to calculate the net present value (NPV) of a desired organization outcome. ▪ Integrate information – quantitative and qualitative – in making human capital investment decisions. ▪ Apply both historical and current events to their understanding of organizational behavior. 	OBL 443	Capstone Project/Case
Learn to lead, communicate, and work effectively with diverse individuals and teams through a broad, interdisciplinary foundation.	<ul style="list-style-type: none"> ▪ Distinguish between the critical and complementary roles leaders and managers play in motivating individuals and teams through the formal and informal organizational structure. ▪ Approach real world issues from a creative, boundary-spanning, dialogue-based stance to ensure active participation of all stakeholders. ▪ Construct organizational communication strategies that build trust, establish transparency, emphasize listening, and engage conflict constructively. ▪ Craft and deliver polished memos, executive summaries, reports, and presentations that are clear, concise, cohesive and emphatic. ▪ Develop and empower effective teams through norms, goals, composition, and emergent leadership. 	OBL 440 OBL 442	Service Learning Project [Written/Oral Component]

Program Continuous Improvement Process

A random sample of direct measure assignments will be evaluated by a group of faculty, alumni, and/or stakeholders. Also, the Department also collects indirect data via: [1] End-of-Course Student Self-Assessments, [2] Joint Full-time and Part-time Faculty Meetings (specific to BSOBL Program); and Periodic Student and Alumni Surveys.

The Department's process for continuous improvement involves: [1] making specific course improvements, including teaching and learning materials on an as needed basis and [2] reviewing departmental programmatic and curricular offerings on an annual basis per a schedule agreed to by the department faculty at the beginning of each academic year. The latter point reflects the department's commitment for improved pedagogical consistency across multiple courses sections and locations. Whenever possible, student representatives will be included in discussions about prospective changes to departmental programmatic and curricular offerings.

BSOBL Courses [All 4-unit courses]³

The BSOBL is comprised of 20 units of OBL-related courses, 16 units of general management core, and 4 units of social ethics.⁴

OBL 304—Foundations of Organizational Behavior

Emphasizes the complex relationships among individuals, groups, organizations and society. A dynamic, holistic approach to understanding and facilitating work relationships is examined. Consideration is given to the interaction of individual values, attitudes, needs, abilities, traits, and motivation within teams and organizations. The ability of an organization to adapt to ambiguity and uncertainty is explored through the structures and processes that formally and informally shape individual and organizational perspectives.

OBL 440—Organizational Communication (Cultural Diversity)

Presents the theory and practice of communication in an organizational setting with a focus on understanding the complexity of communication content, process, context, and outcomes through the lenses of history, culture, critical theory, technology and ethics.

OBL 441—Organizational Leadership

Analyzes leadership styles with an emphasis on what constitutes effective leadership given the organization and its context. The focus is on how leaders emerge and assume responsibility within learning organizations while assessing leadership styles, values, and skills for empowering individuals as they confront organizational challenges. Visionary leadership within a framework of social responsibility is also examined.

³There are equivalent courses offered in the BSBA program with the BUS designation.

⁴General management core definition is provided in *Eligibility Procedures and Accreditation Standards for Business Accreditation* document (AACSB, January 2011: pages 71-72).

OBL 442—Team Processes and Decision-making (Service Learning)

Focuses on understanding group goals, roles and norms; identifying characteristics of effective groups; diagnosing dysfunctional group behavior; and applying communication and problem-solving models and techniques to improve group decision-making performance. Emphasis is placed on experiential learning through group service learning projects.

OBL 443—Leading Organizational Change (Capstone)

Develops the knowledge, skills and tools necessary for change catalysts/agents to influence change within a variety of organizational contexts while examining the internal and external forces impinging on complex organizations and work behavior.

BUSINESS ECONOMICS

***Bachelor of Science in Business Economics Program
Mission Statement and Curriculum Map***

Business Economics (BSBE) Mission Statement

The mission of the business economics program is to expose students of diverse academic and professional backgrounds to the economic tools critical in building and sustaining competitive advantage in today's complex organizations. This curricular and professional exposure is intended to illuminate student grasp of today's competitive landscape, thus expanding the array of competitive alternatives open to today's managers. The business economics major integrates student's experience in the workplace with the learning outcomes embedded in the curriculum to attain this mission.

The business economics major in the School of Management promotes a commitment to academic excellence and service to the community through the continuous refinement of curricula aimed at the needs of students moving through the embryonic and mid-career phases of their careers.

Program Goals

Business Economics majors will:

- acquire the knowledge base required to qualify for mid-career professional advancement in business management, finance, marketing or strategic analysis in both entrepreneurial and complex organizations;
- grasp the global interface of competitive markets and financial institutions;
- elaborate the role of ethical frameworks in both the domestic and global economies, and how the Jesuit philosophy of social justice can be applied to discern appropriate organizational decisions;
- evolve the knowledge base, skills and analytical techniques necessary to pursue graduate or professional study.

I. Learning Goal:

Students will acquire, refine and enhance their ability to synthesize and apply the tools of microeconomic and macroeconomic analysis as related to optimal organizational decision-making.

II. Learning Outcomes:

The graduates of the USF undergraduate finance program will be able to:

1. Isolate and apply business indicators aimed at predicting variations in the business cycle;
2. Identify and apply the principal financial and accounting methods necessary to manage corporate portfolios;
3. Pinpoint a firm's optimal pricing in maximizing its competitive presence in the marketplace.

4. Specify those competitive techniques focused on maximizing a firm's profitability;
5. Elaborate and employ strategic management methodology aimed at fully exploiting a company's competitive resources in directing its future;
6. Describe, prescribe and project strategic recommendations for isolating and defining a firm's optimal business model and competitive positioning in the marketplace.

III. Assessment Methods

Required Courses*

INTD 307 Experience and Critical Writing

INTD 308 Advanced Expository Writing

INTD 304 Social Ethics

INTD 300 Critical Thinking Seminar

BE 321 Microeconomics

BE 311 Macroeconomics

BE 314 Statistics

BE 326 Accounting for Managers

BE 328 Economics for Managers

BE 437 Financial Decision-Making

BE 440 International Trade & Investment

BE 490 Current Issues in Business Economics

BE 492 Strategic Economic Analysis

*For purposes of the curriculum map indicated below, only the first four economics courses within the major itself are evaluated. The thirty-six-unit program is designed to be completed in 23 months. Each course within the major is required.

Curriculum Map

Student Learning Outcomes: Students will acquire and apply the following	BE 321 Microeconomics	BE 311 Macroeconomics	BE 314 Statistics	BE 326 Accounting for Managers
Perform Supply & Demand Analysis	M	I		
Dissect the business cycle; apply business indicators to organizational decision-making	I	M		
Compute operational profitability	M			I
Calculate and interpret financial health of the firm	I			I
Apply descriptive and inferential quantitative and qualitative tools to economic forecasting	I	I	M	
Exposure to cost-benefit analysis; profit maximization; market structure analysis	I	I		I

KEY: I = Introduced; M = Moderate coverage; C = Comprehensive coverage

Rubric***Assessment of Student Acquisition of Business Economics Tools, Concepts, Theories***

Student Learning Outcomes: Students will acquire and apply the following	<i>Poor Achievement</i>	<i>Average Achievement</i>	<i>Excellent Achievement</i>
Perform Supply & Demand Analysis	Unable to identify equilibrium points; unable to explain the impact of price points on supply & demand curves	Can construct supply & demand curves; isolate price points and their impact on supply & demand shifts and movements along the curves	Can construct supply and demand curves and connect this information to prospective production and demand; can elaborate the importance of supply & demand shifts in terms of explaining competitive interaction in the marketplace
Dissect the business cycle; apply business indicators to organizational decision-making	Unable to explain why fluctuations in the business cycle occur; unable to identify business indicators associated with interpreting the business cycle, and why the cycle sets the context of future competition	Can elaborate the principal business indicators associated with interpretation of the business cycle; can explain how the business cycle acts as the context for future competitive interaction; can differentiate the domestic from global business cycles	Can differentiate the most significant business indicators associated with business cycle forecasting; can explain how the domestic and global business cycles influence one another; can specify the process by which the business cycle can be used to forecast aggregate supply & demand
Compute operational profitability	Unable to explain how to compute profits through the use of a production schedule; cannot explain how firms compute ATC and related curves to identify strategic pricing points	Can interpret and apply production schedules to strategic analysis; can compute a firm's profitability; can explain optimal profitability by properly computing and interpreting MC, MR and related pricing points	Can interpret, apply and estimate optimal pricing points through strategic pricing; can differentiate profit maximization from market value maximization; can explain how profits expand and subside according to variations in the business cycle, and other contextual analysis

Calculate and interpret financial health of the firm	Cannot properly interpret financial records; cannot connect the interpretation of financial records and accounting principles with management of the firm	Can competently review and evaluate financial records; can specify the principal accounting principles necessary for routine management of the firm	Can perform all items listed under the “average” achievement cell; in addition, can isolate the major accounting challenges business economists must be acquainted with to conduct strategy, including interpretation and application of Sarbanes-Oxley
Apply descriptive and inferential quantitative and qualitative tools to economic forecasting	Unable to demonstrate competence in applying descriptive or inferential statistics; unable to apply regression and explain its significance for economic forecasting	Can demonstrate a full grasp of the primary descriptive and inferential statistics routinely employed by business economists; can construct standard regression equations employed by firms	Demonstrated superior grasp in identifying, properly applying, and incisively using correlation, multivariate regression equations; identify standard business practices in which these quantitative techniques are applied and interpreted
Exposure to cost-benefit analysis; profit maximization; market structure analysis	Can define or explain the multiple applications of standard benefit-cost analysis; cannot identify how benefit-cost analysis can yield profit maximization; cannot define the various market structures in which firms compete	Demonstrates the ability to define market structures, and their evolution in competitive economics; can define and apply benefit-cost analysis, and explain its relevance for both public and private organizations; can juxtapose benefit-cost analysis to the maximization of profits	Demonstrate superior knowledge of market structures, including the interpretation of their importance for identifying pricing points leading to profit maximization; can explain how and why certain market structures are conducive for maximizing profits, and how industry evolution illuminates both the structure and profitability of firms that operate within them; can perform all functions listed in “average” attainment cell to the left

IV. Measures and Time Frame

Using a three-year review cycle, the following measures will be employed:

1. Exams/questions drawn from in-class exams during the last semester of the program;
2. Review and evaluation of service learning projects by program director.

2011-2012 Academic Year:

Learning Outcomes 1, 2, 3 will be evaluated in June 2012.

2012-2013 Academic Year:

Learning Outcomes 4, 5, 6 will be evaluated in June 2013.

V. Who will do the assessment for learning Outcomes 1, 2, 3?

Assessment will be performed by Professor James Shaw and Associate Director Gleb Nikitenko, and supported by adjunct faculty. Selected adjunct faculty and the director will evaluate student performance on the June examinations.

VI. How will assessment data from 2010-2011 be used to close the loop and improve program or revise curricula?

Professor James Shaw will use the 2010-2011 feedback from evaluators and student exit interviews to close the loop and thus refine future course syllabi.

Program goals and syllabi will be reviewed and evaluated every 24-36 months by BSBE faculty.

INFORMATION SYSTEMS

(BSIS) Bachelor of Information Systems—Program Assessment Plan

Mission Statement

The BSIS program is designed to shape IS leaders who are capable of developing a personal IS vision and a critical understanding of the IS role and operation in modern organizations. Such vision and understanding rest upon certain foundational elements that the program seeks to foster: sound technical skills; effective project management skills; critical decision-making skills; and a professional code of ethics. Additionally, the program is designed for working professionals and provides degree completion options and small class sizes to enrich the learning environment.

Program Goals

Students who complete the Bachelor of Information Systems will be able to:

1. Identify the fundamentals of information systems and their meaning within an organization.
2. Participate in the design and development of information systems, demonstrating technical skills relevant to the construction of information systems, including database design and software programming.
3. Recognize and comprehend the importance of emergent technologies relevant to information systems, including telecommunications and electronic commerce.
4. Demonstrate Information Systems-relevant people, business, and team skills, incorporating ethics, humanistic values and professionalism.

Program Learning Outcomes

1. Understand the components of information systems infrastructures, computing platforms, software architectures, and telecommunications networks. (Goal 1)
2. Understand the fundamentals of all aspects of tele-communications, including data, voice, image, and video, and the critical need for security of networks and data inside and outside of the organization (Goal 1)
3. Use methods, techniques, and models for planning, analyzing, and designing information systems. (Goal 2)
4. Understand and experience the principles of software design, development, testing, and maintenance using a popular programming language. (Goal 2)
5. Appreciate the growth and importance of the digital economy and its socioeconomic implications on information technology, electronic commerce, and consumer behavior. (Goal 3)
6. Students will integrate the collective expertise incorporated herein, reflect on the ethical and humanistic aspects of information systems, and experience an information-systems-relevant service-learning project within the community. (Goal 4)
7. Define and model database systems and understand data administration, data warehousing, and data mining issues relevant to today's interconnected organizations. (Goal 2)

Curriculum Map

Key I = Introduced with minimal coverage

M = Moderate Coverage

C = Comprehensive Coverage

Your Program/Departmental Goals/Outcomes	Your Course Numbers																					
	BSIS 310	BSIS 312	BSIS 320	BSIS 315	BSIS 400	BSIS 405	BSIS 340	BSIS 330	BSIS 430													
1. Identify the fundamentals of information systems and their meaning within an organization.																						
e. Students will recognize the components of information systems infrastructures, computing platforms, software architectures, and telecommunications networks.	C	I		I	C		I	I														
f. Students will understand the fundamentals of telecommunications, including data, voice, image, and video, and the critical need for security of networks and data inside and outside of the organization.	I	I					C	I	I													
2. Participate in the design and development of information systems, demonstrating technical skills relevant to the construction of information systems, including database design and software programming.																						
a. Students will be able to use methods, techniques, and models for planning, analyzing, and designing information systems.	I	M	C	M	M	C	I		M													
b. Students will understand and experience the principles of software design, development and testing using a relevant programming language.	I	I	I	C	I	M			M													
3. Recognize and comprehend the importance of emergent technologies relevant to information systems, including telecommunications and electronic commerce.																						
a. Students will appreciate the growth and importance of the digital economy and the socioeconomic implications of information technology, electronic commerce, and consumer behavior.	I	C					M	C														
4. Demonstrate Information Systems-relevant people, business, and team skills, incorporating ethics, humanistic values and professionalism.																						
a. Students will integrate the collective expertise incorporated herein, reflect on the ethical and humanistic aspects of information systems, and experience an information-systems-relevant service-learning project within the community.	I	I						M	C													

Outcome Rubrics

Outcome	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
1. Understand the components of information systems infrastructures, computing platforms, software architectures, and telecommunications networks	Unable to correctly identify some components of information systems infrastructure, et al, and unable relate to their business experience	Unable to correctly identify some components of information systems infrastructure, et al, and/or unable to relate to their business experience.	Able to correctly identify components of information systems infrastructure, et al; Able to relate to their business experience.	Able to correctly identify components of information systems infrastructure, et al; Able to comprehend their interrelatedness; Able to incorporate into their business experience.	Can identify and fully explain components of information systems infrastructure, et al; Able to describe their interrelatedness; Have incorporated into their business experience.
2. Understand the fundamentals of all aspects of tele-communications, including data, voice, image, and video, and the critical need for security of networks and data inside and outside of the organization	Unable to correctly identify fundamental aspects of telecommunications and need for security of networks and data and unable to relate to their business experience	Unable to correctly identify fundamental aspects of telecommunications and need for security of networks and data and/or unable to relate to their business experience	Able to correctly identify fundamental aspects of telecommunications and need for security of networks and data; Able to relate to their business experience	Able to correctly identify fundamental aspects of telecommunications and need for security of networks and data; Able to incorporate into their business experience	Able to correctly identify and fully explain fundamental aspects of telecommunications and need for security of networks and data; Have incorporated into their business experience
3. Be able to use methods, techniques, and models for planning, analyzing, and designing information systems.	Unable to produce a complete and accurate systems design document either independently or in a team setting, and unable to relate to their business experience	Unable to produce a complete and accurate systems design document independently and/or unable to relate to their business experience	Able to produce at least 1 complete and accurate systems design document in a team setting; Able to relate to their business experience	Able to produce at least 1 complete and accurate systems design document independently; Able to incorporate into their business experience	Able to produce at least 1 complete and accurate systems design document independently; Have incorporated into their business experience
5. Understand and experience the principles of software design, development and testing using a relevant programming language.	Unable to code selected programming assignments and unable to meet the programmatic and data standards indicated.	Unable to code selected programming assignments and/or unable to meet the programmatic and data standards indicated.	Able to code selected programming assignments, meeting the programmatic and data standards indicated.	Able to code selected programming assignments, exceeding the programmatic and data standards indicated; Can relate to their own business environment.	Able to code selected programming assignments, exceeding the programmatic and data standards indicated; Can relate to their own business environment.

<p>5. Appreciate the growth and importance of the digital economy and the socioeconomic implications of information technology, electronic commerce, and consumer behavior.</p>	<p>Unable to grasp the socioeconomic implications of information technology; able to describe the principles of electronic commerce; unable to propose an original eCommerce proposition capable of producing revenue</p>	<p>Able to identify and describe less than 3 major socioeconomic implications of information technology; able to understand the principles of electronic commerce; unable to propose an original eCommerce proposition capable of producing revenue</p>	<p>Able to identify and describe at least 3 major socioeconomic implications of information technology; able to understand the principles of electronic commerce; able to propose an original eCommerce proposition with three basic screens</p>	<p>Able to identify and describe 4-5 major socioeconomic implications of information technology; able to understand the principles of electronic commerce; able to propose an original eCommerce proposition, capable of ethically/humanistically producing revenues, with three or more basic screens</p>	<p>Able to identify and describe 4-5 major socioeconomic implications of information technology; able to understand the principles of electronic commerce; implemented original eCommerce proposition, capable of ethically/humanistically producing revenues</p>
<p>6. Integrate the collective expertise incorporated herein, reflect on the ethical and humanistic aspects of information systems, and experience an information-systems-relevant service-learning project within the community.</p>	<p>Unable to participate as a member of a team implementing a working service learning project within the community</p>	<p>Participated in a minor way in a working service learning project within the community</p>	<p>Participated fully in a working service learning project within the community</p>	<p>Took a leadership role in a working service learning project within the community</p>	<p>Took a leadership role and handled one or more specific aspects of the design/development in a working service learning project within the community</p>
<p>7. Define and model database systems and understand data administration, data warehousing, and data mining issues relevant to today's interconnected organizations.</p>	<p>Unable to define and model a database system and understand the nature of the various uses of a modern database system</p>	<p>Has a superficial understanding of the structure of a database system and a superficial ability to recognize the value of database concepts</p>	<p>Has a level of understanding of database concepts and their various forms and uses, but lacks a comprehensive knowledge of the database tools in business</p>	<p>Works at a high level in the domain of databases, their derivatives and has the ability to define and use them</p>	<p>Demonstrates a level of expertise to define, implement and manage other in the creation and usage of high level tools to improve his local system and beyond</p>

Assessment Measures

Note: In Spring 2012 BSIS offers two courses:

- 1. BSIS 315 Software Programming Concepts*
- 2. BSIS 400 Info Tech Hardware & Sys Software*

All seven BSIS program learning outcomes will be assessed in coming academic years, timed with appropriate courses offered in the coming years, which depends on cohort start dates. This document covers only those Assessment Measures that shall be undertaken in Spring 2012.

Outcomes

The learning outcomes for each course are directly embodied in the homework, tests, presentations and projects assigned during the course and well established in each course's syllabus. The attainment of learning is assisted by course design. While course-dependent, several tools are essential to success: (1) All assignments are delivered from the student to the teacher electronically via Blackboard, (2) Student assignments are broken down into smaller units and even large projects unfold through the period of the course, (3) Feedback is continuous throughout the course via Blackboard on-line and via in-person feedback, and (4) as these are small, on-going cohorts of students, who spend just over two years together, Wiki's (on Blackboard) are used so that students have access to selections of other student's work. In this way, all may see various levels of achievement, anyone may incorporate this performance and skill sets into their own work, and there is no question as to the expected level of performance relative to grades (i.e., the assessment of learning outcomes is performed independently of grading).

Software Programming Concepts (BSIS 315):

This course is suitable to assess Outcomes 1, 3 and 4.

This course provides an introduction to the fundamentals of software programming. It is designed to provide a firm understanding of:

- 1) How to analyze a programming requirement and recommend an algorithmic solution.
- 2) How to design a logical algorithm to solve the problem, or run the program efficiently.
- 3) How to work effectively with a compiler and software-programming environment.
- 4) How to develop an understanding of object-oriented programming.
- 5) How to recognize, analyze and explain technical data.
- 6) How to test, implement and maintain the program.

Information Technology Hardware & System Software (BSIS 330)

This course is suitable to assess Outcomes 1, 2 and 4.

This course provides an overview of the roles of both the architecture of an IS, the integration of software, databases and telecommunications media needed to bring information processing to the enterprise. It is designed to provide a firm understanding of:

- 1) Describe the characteristics of hardware and software features, components and Information Systems.
- 2) Develop a technical paper and presentation that describes and compares a family of processor-enabled devices.
- 3) Collect, collate and evaluate technical facts and details.
- 4) Utilize technical terms and vocabulary.
- 5) Demonstrate an understanding of hardware and software systems.
- 6) Describe the social and ethical issues related to Information Systems, hardware and software.

Time Frame

The timeframe for analysis of these three courses is:

BSIS 315 Software Programming Concepts

Spring, 2012

BSIS 400 Information Technology Hardware & System Software

Spring, 2012

Who Will Do the Assessment?

Information Systems Program Director Dr. Arthur Karshmer will be responsible for the assessment, working with each instructor to carry out the assessment. Professor Art Karshmer will be teaching the BSIS 315, as well as BSIS 400.

How Data Will Be Used to Improve Program

Where students achieve a performance of “poor” or “very poor”, additional attention will be given to that module within the course, as well as the student work and feedback approach to that work. An overall assessment of the achievement of program learning outcomes will be prepared on an annual basis by the Program Director and shared with the faculty through email distribution and at the annual faculty meeting. Changes in the curriculum or in individual courses suggested by the assessment will be implemented.

PUBLIC ADMINISTRATION

School of Management, Bachelor of Public Administration Program (BPA)
PROGRAM ASSESSMENT PLAN (revised 11/11/11)

Preamble

We offer demanding programs focused on government and nonprofit management. We draw on 470 years of Jesuit tradition and 155 years of value-centered education at the University of San Francisco, imparting perspective through our global network of universities, faculty, students, and public-private partnerships.

Mission

We prepare our graduates for public service by advancing a contemporary curriculum and transforming learning into acts of consequence to serve our communities, especially the most vulnerable among us.

Vision

Our diverse graduates become competent public administrators who provide ethical, workable solutions to societal needs and contribute to their communities.

Values

We are committed to:

- **Social Justice** for all people.
- **Diversity** in all its forms.
- **Integrity** in all we do.
- **Accountability** to all we serve.
- **Excellence** in academic programs, teaching, research and student services.

Program Goals

- Educate students to be compassionate and effective administrators of public organizations.
- Prepare students to facilitate the provision of ethical and workable solutions to societal needs.
- Create a collaborative environment of excellence, transparency, and responsibility in public service.
- Translate research into effective organizational and managerial practices.
- Prepare students to determine, collect, and analyze the evidence appropriate and essential for implementing public service strategies.

Learning Outcomes

1. Explain scholarly knowledge and concepts in the Public Administration field, and apply those to real-world and case situations.
2. Demonstrate effective writing and presentation skills.
3. Discern, distinguish, discuss and analyze major issues and initiatives in the public sector

management.

4. Adhere to fundamental legal and ethical standards; develop and describe responses to challenging legal and ethical situations.
5. Evaluate public management problems and inform the decision-making process through accurately identifying and utilizing descriptive and inferential statistics, as well as field research.
6. Evaluate public management problems and inform the decision-making process through accurately identifying and utilizing organizational theory and analysis.
7. Describe the budgetary process and understand the interrelationship of politics and budget mechanics.
8. Discuss the basic principles, functions, and techniques of human resource management in public and nonprofit organizations, including appreciation for diversity in every form.
9. Enhance a life-long commitment to learning and service to the community and its less privileged members by experiencing service learning in community-based organizations.

Depending on an area of emphasis (Generic (PA), Nonprofit Administration (NA), or Law Enforcement Leadership (LEL):

10. Describe the policy making process from problem identification to evaluation and analyze a variety of policy issues.
11. Discuss contemporary leadership issues that challenge today's sheriffs, police chiefs, and other commanders, and law enforcement managers, and analyze strategies for addressing those issues.
12. Review the most important functions and processes of nonprofit board governance as well as approaches to fundraising and development.

PA Learning Goals (LG) and associated PA learning outcomes (LO) as identified above:

LG #1: Educate students to be compassionate and effective administrators of public organizations.

(LO # 2, 3, 4, 5, 6, 8, 9, 11)

LG #2: Prepare students to facilitate the provision of ethical and workable solutions to societal needs.

(LO # 1, 3, 4, 5, 6, 8, 9, 10)

LG #3: Create a collaborative environment of excellence, transparency, and responsibility in public service.

(LO # 2, 3, 4, 9)

LG #4: Translate research into effective organizational and managerial practices **(LO # 1, 3, 5, 6, 9, 11, 12)**

LG#5: Prepare students to determine, collect, and analyze the evidence appropriate and essential for implementing public service strategies **(LO # 1, 3, 6, 7, 9, 10).**

Curriculum Map

Learning Goals	Educate students to be compassionate and effective administrators of public organizations.	Prepare students to facilitate the provision of ethical and workable solutions to societal needs.	Create a collaborative environment of excellence, transparency, responsibility in public service	Translate research into effective organizational and managerial practices	Prepare students to determine, collect, and analyze the evidence appropriate and essential for implementing public service strategies
Courses/ SLO	2, 3, 4, 5, 6, 8, 9, 11	1, 3, 4, 5, 6, 8, 9, 10	2, 3, 4, 9	1, 3, 5, 6, 9, 11, 12	1, 3, 6, 7, 9, 10
Introduction to PA	M	M	C	M	I
Organization Theory and Design	C	M	M	C	C
Applied Statistics for Public Administrators	M	M	I	M	I
Legal Responsibilities for Public Administrator	M	C	M	I	I
Human Resource Management	C	M	C	I	M
Emerging Developments in Public Admin.	C	M	C	M	M
Public Policy Analysis (PA Generic students)	M	C	M	C	C
Contemporary Law Enforcement Leadership	C	M	C	M	M
Nonprofit Governance and Development	C	M	C	M	M
Introduction to Public and Nonprofit Finance and Budgeting	M	M	C	I	C
Field Project	C	C	M	C	C

Curriculum Map Key:

I = Introduced (less than 50% of the course learning outcomes, content, and related course assignments and activities)

M = Moderate coverage (50-80%)

C = Comprehensive coverage (80- 100%)

Assessment Measures

Overview

LG #1: Educate students to be compassionate and effective administrators of public organizations.

LO # 2, 3, 4, 5, 6, 8, 9, 11)

Direct Measures:

- Course-embedded assignments (case analyses, projects) or exams in HRM, Org Theory and Design, Contemporary LEL, Nonprofit Governance, and Emerging Developments courses.
- Student Portfolio (courses with “C”-level coverage are sampled)
- Field Project paper and the service learning component evaluation.

Indirect Measures:

- Student survey
- Exit interview

LG #2: Prepare students to facilitate the provision of ethical and workable solutions to societal needs.

(LO # 1, 3, 4, 5, 6, 8, 9, 10)

Direct Measures

- Course-embedded assignment (case analyses) or term papers in Legal Responsibilities and Policy Analysis courses
- Student Portfolio
- Field Project paper and analysis.

Indirect Measures:

- Student survey
- Exit interview

LG #3: Create a collaborative environment of excellence, transparency, and responsibility in public service.

(LO # 2, 3, 4, 9)

Direct Measures:

- Course-embedded assignments (case analyses, projects, and/or written papers) in Policy Analysis, Contemporary Law Enforcement Leadership, Nonprofit Governance, and the Intro to Public Finance and Budgeting.
- Case analysis in the Emerging Developments course; Service Learning report/chapter in the Field Project course.

Indirect Measures:

- Student survey
- Exit interview

LG #4: Translate research into effective organizational and managerial practices (LO # 1, 3, 5, 6, 9, 11, 12)**Direct Measures:**

- Course-embedded assignments (case analyses, projects, exams, and/or written papers) in Org Theory and Design and Public Policy courses
- Field Project analytical report

Indirect Measures:

- Student survey
- Exit interview

LG#5: Prepare students to determine, collect, and analyze the evidence appropriate and essential for implementing public service strategies (LO # 1, 3, 6, 7, 9, 10).**Direct Measures:**

- Course-embedded assignments (case analyses, projects, and/or written papers) in Org Theory and Design, Public Policy and Emerging Developments courses.
- Field Project analytical report
- Student Portfolio

Indirect Measures:

- Student survey
- Exit interview

Curriculum Developments and Quality Control Measures Performed in 2010-2011:

PA 351 (Introduction to Public Administration): new case studies selected and administered, new assignments and related rubrics (group case analysis analytical memo and presentation) are developed and administered.

PA 353 (Org Theory and Design): curriculum partially redesigned to emphasize the application of org theories via experiential assignments and newly selected case analysis.

PA 355 (Applied Statistics): new Excel-based homework and exercises are introduced (2011) that are more in line with the stated learning outcomes.

PA 364 (Human Resource Management): new case studies and reading materials are selected, course assignments are redesigned to emphasize the broader range of HRM issues and environments; more emphasis is placed on issues of diversity and cultural competence.

PA 352 (Public Policy Analysis): curriculum is partially redesigned with new reading material selected and assignments re-sequenced and adjusted on the basis of the 2010 analysis of student performance and student feedback.

PA 366 (Emerging Developments): curriculum is redesigned: one of the course textbooks is changed, assignments redesigned, and some of the topics changed and/or re-sequenced to have a more in-depth discussion of current PA issues, including cutting-edge managerial and select policy developments, in addition to issues of diversity and cultural competence.

Bachelor of Public Administration (BPA) Program Assessment Framework(the rubric can be used for both exams and cases)

	<i>Beginning = 1</i>	<i>Proficient = 2</i>	<i>Advanced = 3</i>
<i>Educate students to be compassionate and effective administrators of public organizations.</i>	Can identify and discuss some (2-3) leadership, managerial, and ethical principles in the context of a limited number of PA cases and practical situations. Can demonstrate integrating a limited number of leadership, management, and ethical implications in the real-life PA decision-making.	Can identify, discuss, and apply several (4-6) leadership, managerial, and ethical principles in the context of a number of PA cases and practical situations regardless of the sector. Can demonstrate integrating a variety of leadership, management, and ethical implications in the real-life PA decision-making across sectors and cultures.	Can identify, discuss, and effectively apply all significant leadership, managerial, and ethical principles in different complex contexts and situations regardless of the sector or cultural aspects. Can demonstrate skills of an effective and efficient decision-maker capable of comprehensively analyzing strengths and weaknesses of a public, nonprofit, or a health care organization within its unique socio-political and economic environment.
<i>Prepare students to facilitate the provision of ethical and workable solutions to societal needs.</i>	Can demonstrate basic written and oral communication skills, including some ability to compile and analyze information (alternatives) and present it in a readable and visually acceptable format while maintaining the audience's attention and answering principal questions.	Can complete proficiently written analytical reports or memos and deliver effective and articulate presentations using quality visuals and supplementary materials on a wide variety of subjects and topics. Can engage and leverage the audience's participation and answer most of the questions pertaining to the topic.	Submits well-researched, effective, articulate, and concise analytical reports or professional memos of highest quality and presents in a highly effective, articulate, and advance manner using instructional technology, effective and consistent engagement of the audience. Answers all topical questions and is able to take the class discussion to a new level while exploring parallel and/or related topics or subjects in a coherent and integrative manner. Capable of writing to and addressing any audience, making connections across sectors and management levels.
<i>Translate research into effective organizational and managerial practices</i>	Understands a few of the managerial, economic, political, and ethical theories and research and how they can be applied to specific managerial or organizational situations in a given socio-economic and political environment. Recognizes some of the differences in the aforementioned perspectives across sectors. Can make only basic assumptions about the nature of the moving forces behind the changes in the public sector.	Understands a number of the managerial, economic, political, and ethical theories and research and how those can be applied to a variety of managerial and organizational situations in different socio-economic and political environments. Recognizes differences in the aforementioned perspectives across communities and sectors. Understands and can discuss the nature of the moving forces behind the changes in different PA environments, including public, nonprofit, and health.	Is comfortable analyzing a wide variety of the managerial, economic, political, and ethical theories and research and how those can be applied to any managerial and organizational situation in different socio-economic and political environments. Recognizes many differences in the aforementioned perspectives across communities, regions, and sectors. Fully proficient in comprehension and application of concepts and is able to reference multiple sources when discussing the nature of the moving forces behind the changes in different PA environments, including public, nonprofit, and health.

<p><i>Create a collaborative environment of excellence, transparency, and responsibility in public service.</i></p>	<p>Can perform a basic (mostly descriptive) analysis of quantitative data and qualitative information, can provide an initial interpretation of the results, and their importance from general PA perspective. Has limited skills integrating such information in a decision-making context.</p>	<p>Analyzes quantitative data and qualitative information proficiently, with very few errors, using a variety of analytical methods. Can interpret the results, and consider some implications from a variety of PA perspectives by integrating such information in some decision-making contexts.</p>	<p>Analyzes quantitative data and qualitative information proficiently and effectively using a wide variety of analytical methods. Can interpret all of the results, explain their significance, and discuss a variety of implications from different PA perspectives by integrating such information in different decision-making contexts regardless of a sector (public, nonprofit, or health). Has a solid knowledge and understanding of both descriptive and select inferential statistical methods.</p>
<p><i>Prepare students to determine, collect, and analyze the evidence appropriate and essential for implementing public service strategies</i></p>	<p>Can identify and apply basic collaboration and teamwork methods and solutions for addressing management planning and implementation problems and/or generating new ideas in a limited number of team-based project settings and roles while appreciating diversity in every form,</p>	<p>Can identify and effectively apply many collaboration and teamwork methods and solutions for addressing management planning and implementation problems and/or generating new ideas in a variety of team-based project settings and roles while appreciating diversity in every form. Can provide some alternatives to the identified solutions and discuss their respective pros and cons in a variety of public, nonprofit, and health care settings.</p>	<p>Can identify, effectively analyze, and skillfully apply many collaboration and teamwork methods and solutions for addressing management planning and implementation problems and/or generating new ideas in a variety of team-based project settings and roles while appreciating diversity in every form. Can provide various alternatives to the identified solutions and discuss their respective pros and cons in a variety of complex public, nonprofit, and health care settings.</p>

Scoring Key:**Levels of Proficiency:** Not Observed = 0; Beginning = 1; Proficient = 2; Advanced = 3

Student Portfolios

The portfolio method is utilized for measuring most of the student learning outcomes by selecting principal written and oral (if recorded with consent or observed) course deliverables (individual and group) and forming performance portfolios for individual students based on a sample of student population of select cohorts.

Student and Alumni Surveys and Exit InterviewsIn addition to the direct measures of student learning, the program also employs an indirect measure in the form of surveys and interviews (focus groups) of current students and alumni. The surveys are administered each year during Spring and/or Fall terms. In addition to surveys, select cohorts or students are interviewed as part of focus groups in the last course of the program (PA 366) by an academic director and/or designated faculty.

Assessment Methods & ScheduleEach learning outcome is assessed using course-embedded exams or assignments and the following process:

- Appointed faculty members conduct course-embedded assessments of individual student written assignments or exams using course material approved or provided by Program faculty.
- Each assignment is rated on a 3-point scale, with three being the highest score possible, along specified performance dimensions. (See the framework rubric above).
- “Proficient” performance level is set as the targeted benchmark for the stated outcome.
- The following expectations are established: (1) 70% of the students will score a 2 on a 3-point scale or above on the stated outcome represented by the total average score; and (2) 70% of the students will score greater than or equal to 2 on a 3-point scale on each of the defined performance dimensions.
- The data collected are then subjected to a simple analysis of means and frequencies and inter-rater reliability.
- Assessment in the BPA Program is on a three-year continuous cycle of three annual components based on the 2 goals/ year assessment planning:
 - Planning for new cycle of assessment
 - Data collection, analysis and initial reporting
 - Evidence-based change (Closing the Loop)
- The BPA Program began its first cycle of assessment in the academic year of 2011-2012 with the first two goals / related program outcomes being assessed in the first year.

Who will do the Assessment?

The department chair is responsible for the assessment of programs within his/her department. The PA academic director is responsible for managing and reporting the assessment activities. Individual faculty within the BPA program and occasional outside reviewers perform the assessment as detailed in the above sections. The SOM Offices of the Associate Dean for Faculty and the Associate Dean for Undergraduate Programs provide technical support for the assessment planning and implementation and coordinates the presentation of results and the report submission.

How will data be used to improve or revise curricula?

The PA academic director presents a summary of the assessment results to the PA program faculty and the SOM Office of Associate Dean for Faculty at the end of each assessment cycle. Program faculty review the performance assessments and recommendations for improvement are subsequently made to the department chair that will oversee the necessary initiatives to improve instructional design, program features, or course content. The academic director is responsible for reporting assessment activities annually to the SOM Office of Associate Dean for Faculty and the USF Office of Institutional Assessment.

BUSINESS MINOR

**Business Minor Program
Assurance of Learning Plan
2011-2012**

I. Mission

The mission of the Business Minor Program is to draw on core business disciplines to provide non-business undergraduates with a broad foundation in business concepts and practices. We strive to graduate students that have the tools that are attractive to employers and the knowledge and skills that will allow them to make more informed business decisions in their chosen career fields.

II. Program Goals:

1. To provide non-business undergraduates with business fundamentals, including the theory, tools, and vocabulary unique to business disciplines.
2. To produce students that understand how business concepts and skills are used to improve services or products in a broad range of organizations, fields and sectors.
3. To prepare students to apply business theory, tools and methods in their chosen careers

III. Curriculum

BUS 390 – Leading and Managing with Minds and Hearts (4 units)

BUS 391 – Managing Money and Evaluating Business Results (4 units)

BUS 392 – Producing and Selling Things People Want (4 units)

BUS 393 – Competing Locally and Globally (4 units)

Business Elective – 4 units drawn from the entire range of undergraduate business course offerings

IV. Learning Goals, Outcomes & Curriculum Map

Program/Departmental Goals/Outcomes	Course Numbers													
	390	391	392	393										
1. To provide non-business undergraduates with business fundamentals, including the theory, tools, and vocabulary unique to business disciplines.														
a. Identify best practices in leadership and management	C	M	C	C										
b. Describe a manager's role in personal motivation and control	C	M	M	M										
2. To produce students that understand how business concepts and skills are used to improve services or products in a broad range of organizations, fields and sectors.														
a. Identify ways in which business concepts and skills are used in various sectors, fields and organizations	C	M	M	M										
3. To prepare students to apply business theory, tools and methods in their chosen careers														
a. Develop a financial plan	I	C	NA	C										
b. Demonstrate the ability to accurately record, present and interpret financial information	I	C	NA	C										
c. Create a marketing plan	I	NA	C	C										

V. Rubric

	Emerging	Proficient	Superior
1a. Identify best practices in leadership and management	Unable to accurately describe more than two best practices in these areas	Correct naming and description of at least four best practices in these areas	Thorough knowledge with examples of six or more best practices in these areas
1b. Describe a manager's role in personal motivation and control	Very limited ability to describe or interpret how a manager motivate and controls others	Ability to accurately describe and exemplify at least three techniques (each) by which managers motivate and control	Near-professional quality financial plan accompanied by insightful questions and awareness of options and alternatives in statement of financial details
2a. Identify ways in which business concepts and skills are used in various sectors, fields and organizations	Describe at a basic level the role of business concepts in for-profit, non-profit and government organizations	Provides examples of ways in which business concepts and skills are used in various sectors, fields and organizations	Critically evaluates the use of business concepts and skills in various sectors, fields and organizations
3a. Develop a financial plan	Poorly organized plan with minimal or incorrect financial analysis and little use of documented sources	Accurately formatted and calculated financial plan suited to the financial facts provided	Near-professional quality financial plan accompanied by insightful questions and awareness of options and alternatives in statement of financial details
3b. Demonstrate the ability to accurately record, present and interpret financial information	Little awareness of or ability to follow standard accounting methods and formats	Generally correct use of standard accounting methods and formats, with occasional minor mistakes	Virtually flawless application of standard accounting methods and formats, accompanied by insightful questions and awareness of options in accounting procedures
3c. Create a marketing plan	Development of a rudimentary marketing plan that is ill-adapted to its designated market environment	Production of a well-formatted and rationally defensible marketing plan with generally appropriate adaptation to its designated market environment	Production of a well-formatted, well-reasoned marketing plan characterized by appropriately innovative strategies geared well to its designated market environment

VI. Assessment Measures

Measurement of student learning outcomes across courses will occur via a combination of one or more of these techniques:

- Evaluations of course-embedded assignments, including test questions, case analyses of business problems, student presentations (Direct Assessment)
- Culminating assignments (Direct Assessment)
- Student pre-course and post-course survey (Indirect Assessment)
- Student peer reviews (Indirect Assessment)
- Student exit interview data (survey and/or focus group) (Indirect Assessment)

VII. Timeline

One learning outcome will be assessed each academic year.

2011-2012	G1
2012-2013	G2
2013-2014	G3

VIII. Who will do the assessment?

Appointed program faculty will evaluate student performance for AoL.

IX. How data will be used to improve the program or curricula (close the loop)?

Program faculty will discuss the AoL results at least once every year in program meetings. Results-based recommendations of program changes will be documented and presented along with an implementation plan to the SOM administration twice a year. These changes will also be documented in an annual AoL report submitted to the University Office of Student Learning Assurance (OSLA).

HOSPITALITY MINOR

UG HOSPITALITY MINOR

A. University of San Francisco Mission

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

Hospitality Management Department Mission

The Hospitality Management Department (HMD) at the University of San Francisco develops future managers and leaders of the global hospitality and tourism industries. By integrating theory and practice with internships and values-based business curriculum, and using The San Francisco Bay Area as our laboratory, we provide students with a well-rounded education that enables them to be professional leaders, life-long learners, and socially responsible citizens who contribute to society.

Hospitality Management Department Vision

To be the premier boutique program of Hospitality Management education, offering world-class faculty and facilities that support the success of our students and the future of the industry.

Hospitality Management Department Overview

The Hospitality Management Department (HMD) is a program of study for those students seeking management, entrepreneurship and leadership career opportunities in the hospitality industry. Students receive a comprehensive business education through the USF School of Management Business Core and extend their understanding of the hospitality industry in a broad context with the following Hospitality Management major courses:

Minor Curriculum Requirements for non-Business majors

20-units consisting of the following:

1. **8-required business units comprised of the following two courses:**
 - a. BUS 201 Principles of Accounting 1
 - b. BUS 304 Management and Organization Dynamics

2. **12-required Hospitality Industry Management units comprised of**
 - 1) **the following two classes:**
 - a. BUS 181 Hospitality Professional Development
 - b. BUS 283 Introduction to the Hospitality Industry
 - 2) **plus 8 units of the student's choice from the following (providing they meet the pre-requisites):**
 - BUS 284 Conference & Event Planning
 - BUS 381 Restaurant Management & Culinary Arts
 - BUS 382 Restaurant Entrepreneurship & Culinary Arts
 - BUS 383 Greening the Hospitality Industry
 - BUS 384 Hotel Operations
 - BUS 387 Beverage Management
 - BUS 389 Advanced Culinary Skills
 - BUS 482 Hospitality Law & Human Resource Issues
 - BUS 483 Marketing & Management of Hospitality Service
 - BUS 487 Catering & Fine Dining Management

Additional Requirement for Graduation

400-hours of Hospitality industry related work/internship experience.

B. Department Learning Goals

1. HMD graduates will be knowledgeable, skillful and responsible managers, entrepreneurs, and/or leaders in the hospitality industry.
2. HMD students and graduates will be solutions-oriented, critical thinkers.
3. HMD students and graduates will be able to apply theory into practice.

C. Learning Outcomes

HMD graduates will be able to:

1. Identify, evaluate, and implement management and service strategies in the global hospitality industry.
2. Demonstrate leadership and team management skills necessary for success in a diverse and changing workplace.
3. Demonstrate an awareness of operational processes, industry trends and use of technology that enhance creativity, effectiveness and efficiency in the hospitality industry.
4. Demonstrate an awareness of and commitment to social and environmental responsibility as a hospitality leader.

D. Assessment Methods

HMD majors are required to satisfactorily complete all hospitality major courses. Linking the learning outcomes to the curriculum with the use of a curriculum map helped the department determine in what way and degree using these courses for assessment is appropriate. In addition, a Hospitality Management Department rubric has been created to explicitly articulate the various criteria and standards that faculty use to evaluate the work of HMD majors.

D-1. Curriculum Mapping: Measurement of Learning Outcomes Across Courses

Hospitality Management Department Program Curriculum Map

Key **E** = Emerging; Introduced with minimal coverage
 D = Developing; Moderate Coverage
 P = Proficient; Comprehensive Coverage

Hospitality Management Departmental Goals/Outcomes	Your Course Numbers								
	BA 181	BA 283	BA 381	BA 382	BA 384	BA 482	BA 483	BA 487	800-hrs
1. HMD graduates will be knowledgeable, skillful and responsible managers, entrepreneurs, and/or leaders in the hospitality industry.									
a. Identify, evaluate, and implement management and service strategies in the global hospitality industry.	E	E	E	D	D	D	D	P	D
b. Demonstrate an awareness of and commitment to social and environmental responsibility as a hospitality leader.	E	E	E	D	P	D	D	P	D
2. HMD students and graduates will be solutions-oriented, critical thinkers.									
c. Demonstrate leadership and team management skills necessary for success in a diverse and changing workplace.	E	E	E	D	D	D	D	P	D
3. HMD students and graduates will be able to apply theory into practice.									
d. Demonstrate an awareness of operational processes, industry trends and use of technology that enhance creativity, effectiveness and efficiency in the hospitality industry.	E	E	D	P	D	P	D	P	D

D-2. Measurement Instrument

Hospitality Management Department Student Learning Assurance Feedback Rubric Reporting period: AY 201 – 2014

Key E = Emerging; Introduced with minimal coverage
D = Developing; Moderate Coverage
P = Proficient; Comprehensive Coverage

<u>LEARNING OUTCOME</u>	<u>EMERGING</u>	<u>DEVELOPING</u> + (ALL) EMERGING	<u>PROFICIENT</u> + (ALL) EMERGING + (ALL) DEVELOPING
Identify, evaluate, and implement management and service strategies in the global hospitality industry.	Defines some problems and understands fundamental and quantitative tools for decision-making.	Creates business solutions utilizing tools for decision-making.	Implements decision-making strategies and defines best options to achieve desired outcomes. Uses information and data from multiple sources to answer/resolve the questions/issues.
Demonstrate an awareness of and commitment to social and environmental responsibility as a hospitality leader.	Recognizes that hospitality business actions can impact society and environment.	Identifies practices and policies that encourage professional commitment to society and environment	Implements practices and policies that encourage professional commitment to society and environment.
Demonstrate leadership and team management skills necessary for success in a diverse and changing workplace.	<ul style="list-style-type: none"> • Doesn't meet Expectations • Seems reluctant to engage fully in discussions and task assignments • Focuses exclusively on task to be accomplished without regard to team members or focuses exclusively on interpersonal relations without regard to task 	<ul style="list-style-type: none"> • Consistently demonstrates commitment to the project by being prepared for each group meeting. • Balances the need for task accomplishment with the needs of individuals in the group • Frequently offers helpful ideas or 	<ul style="list-style-type: none"> • Follows up on ideas and suggestions from previous meetings and reports findings to the group • Volunteers to assist others and shares information openly. • Listens actively and shows understanding by paraphrasing or by acknowledging and

	<ul style="list-style-type: none"> • Does not offer ideas or suggestions that contribute to problem solving. • Takes the group off track by initiating conversations or discussions unrelated to the task. • Gives an impression of reluctance or uncertainty about exercising leadership • Asks for ideas or suggestions but neglects to consider them. • Has an incomplete or vague agenda for the group 	<p>suggestions</p> <ul style="list-style-type: none"> • Introduces suggestions and ideas that are relevant to the task • Looks comfortable and confident in exercising leadership duties • Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas. • Has a clear agenda for the group 	<p>building on others' ideas.</p> <ul style="list-style-type: none"> • Uses tact and diplomacy to alert group that focus has strayed from the task at hand • Uses strong verbal and non-verbal behavior to convey authority and concern • Provides summary of important discussions at regular intervals • Circulates a prepared agenda in advance
<p>Demonstrate an awareness of operational processes, industry trends and use of technology that enhance creativity, effectiveness and efficiency in the hospitality industry.</p>	<p>Understands hospitality industry techniques, systems and procedures.</p>	<p>Researches information in order to utilize hospitality industry techniques, systems, and technology programs.</p>	<p>Implements hospitality industry techniques, systems, and programs to achieve operational and professional success. Displays proficiency in utilizing these methods.</p>

D-3. Assessment Measures

Measurement of student learning outcomes across courses will occur via a combination of one or more of these techniques

- Evaluations of course-embedded assignments, including test questions, case analyses of business problems, student presentations
- Student simulations and experiential exercises
- Culminating assignments
- Student pre-course and post-course survey.
- Student peer reviews
- Student exit interview data (survey and/or focus group)
- Performance appraisals

E. Time Frame

Three Years: One of the student learning outcomes will be assessed each academic year.

Year	Goal #	Outcome
2012	3. HMD students and graduates will be able to apply theory into practice.	d. Demonstrate an awareness of operational processes, industry trends and use of technology that enhance creativity, effectiveness and efficiency in the hospitality industry.
2013	1. HMD graduates will be knowledgeable, skillful and responsible managers, entrepreneurs, and/or leaders in the hospitality industry.	c. Identify, evaluate, and implement management service strategies in the global hospitality industry. d. Demonstrate an awareness of and commitment to social and environmental responsibility as a hospitality leader.
2014	2. HMD students and graduates will be solutions-oriented, critical thinkers.	c. Demonstrate leadership and team management skills necessary for success in a diverse and changing workplace.

F. Who will do the assessment?

- Appointed faculty will conduct course-embedded assessment as outlined below.
- Outside evaluators will conduct evaluations of presentations in courses as determined by the faculty.

Year	Class	Reviewer(s)
2012	BUS 283 Intro to Hospitality Management	Michelle Millar, Sun-Young Park
2013	BUS 483 Hospitality Marketing & Services Mgmt.	Michelle Millar, K.O. Odsather
2014	BUS 384 Greening Hotel Operations	Sun-Young Park, K.O. Odsather

G. How data will be used to improve Department or revise curricula?

Feedback from course-embedded evaluations, reviews, and student exit interviews will be used to improve courses across the Department. Subcommittees of faculty teaching sections of hospitality courses will meet as a whole to discuss findings and will recommend to the department chair methods of improving procedures and curricula.

Data will be discussed during the summers following the data collection and changes will be implemented in the fall by the faculty teaching the course under the direction of the Academic Director of the Department.

MBA
MASTER OF BUSINESS
ADMINISTRATION

**MBA PROGRAM
ASSURANCE OF LEARNING PLAN
2011-2014**

I. PROGRAM OVERVIEW

The University of San Francisco School of Business and Management offers three basic MBA programs – a traditional MBA program (full-time and part-time), and intensive MBA program (full-time and part-time), and an executive MBA program.

The USF Full-Time MBA/USF Part-Time MBA currently requires 28 units of foundational core courses to build business understanding and 28 elective units of cutting-edge, specialized topics allowing flexibility and customization suited to professional and personal aspirations. With a strong emphasis on teamwork, the program helps students develop innovative and practical approaches to solve a wide variety of managerial problems.

This program is currently undergoing a restructuring of the foundation courses to move from the current 2-unit, 7-week course structure towards a combination of semester-long 4-unit courses and 2-unit, 7 week courses. This restructuring is a direct response to student and faculty feedback regarding the difficulty in attaining the program learning goals set out in the previous AoL document within the constraints of the existing structure. This restructuring process began in September of 2011. It is expected that the new MBA core proposal will be complete, including new program structure, associated course syllabi, learning outcomes and detailed AoL plan by March of 2012. The Associate Dean and faculty's Graduate Program Committee are responsible for this restructuring.

The USF Intensive One-Year MBA-USF Intensive Part-Time MBA offers an accelerated pace of study for students who have completed an undergraduate degree in Business within the last seven years and at least two years of work experience. This program begins with a highly integrated Fast Track that focuses on what actual managers and leaders do: lead, innovate, analyze, control, communicate, and explore. In addition, the program examines the human context and catalysts for decision-making: investors, customers and competitors. Once students have completed the Fast Track component, they join other USF MBA students in targeted, specialized business elective courses, which include a required international study tour.

The USF MBA for Executives program, renamed as the EMBA program starting 2012, is designed for experienced managers, executives, and entrepreneurs. Students in this program have a proven track record of success in the business world and want to take their career and their business to the next level and beyond. This program helps managers develop depth in their leadership and management skills, significantly increases their strategic business knowledge, and sharpens their business acumen. The EMBA program is cohort-based to promote a program that leverages the students' experiences as they are immersed in an accelerated, rigorous, and relevant curriculum. They learn from the accomplished faculty,

from their cohort peers who all come from diverse industries and backgrounds, and from guest lecturers who are industry leaders and executives.

The AoL plan for the EMBA is presented elsewhere as a separate document given the very different structure of this program from the other MBA programs and courses.

II. MBA PROGRAM LEARNING GOALS

The Mission of the USF MBA programs is to promote disciplined analysis as a catalyst to positive change in business practice. Our integrated curriculum, practitioner-focused concentrations, and pragmatic learning opportunities with Bay Area business enables our graduates to build more productive and compassionate organizations. We combine the global diversity of our students, analytical rigor of our faculty, and the entrepreneurial energy of our region to create a rigorous and practical learning environment that is regionally anchored, nationally recognized and globally respected.

This revised mission statement for the MBA program reflects the new mission and strategic direction of the School of Management announced in Summer 2011.

III. MBA PROGRAM HIGH-LEVEL LEARNING OUTCOMES

Graduates of the USF MBA Programs will be able to:

1. Display mastery of the fundamental language and skills of core business areas.
2. Apply theory to solve practical problems.
3. Measure, analyze and interpret all aspects of the business environment.
4. Integrate legal, ethical and social concerns into business decisions.
5. Possess effective leadership and communication skills & strategies.
6. Formulate strategic visions and plans.
7. Understand and harness innovation and disruptive change in the business environment.

The table on the next page maps these new learning outcome goals to those in the 2008-2011 MBA Programs AoL document.

The new goals focus on how the MBA program should transform our students into future business leaders who meet the mission of the School of Management and the University of San Francisco. The expanded focus on strategy, innovation and disruptive change in these new goals is consistent with the School's strategic direction of emphasizing our faculty expertise, backgrounds of our students, and our location in the Bay Area.

IV. MBA PROGRAM HIGH-LEVEL LEARNING OUTCOMES

Mapping Learning Outcomes from AoL 2008-2011 to AoL 2011-2014

Learning Outcomes 2008-2011	Associated Learning Outcomes in 2011-2014
1. Leadership: Students graduating with a SOBAM MBA degree will be able to communicate effectively, particularly in oral presentations and writings.	5. Possess effective leadership and communication skills & strategies.
2. Global Perspective: Students graduating with a SOBAM MBA degree will be able to demonstrate knowledge of vast issues in conducting businesses in today's global market.	More specific focus in LOS 3., 6, & 7. 3. Measure, analyze and interpret all aspects of the business environment. 6. Formulate strategic visions and plans. 7. Understand and harness innovation and disruptive change in the business environment.
3. Information Analysis: Students graduating with a SOBAM MBA degree will be able to critically evaluate, analyze and interpret quantitative and qualitative information to solve problems and make business decisions.	(More specific focus in new LOS 2. & 7.) 2. Apply theory to solve practical problems. 3. Measure, analyze and interpret all aspects of the business environment.
4. Ethics and Corporate Responsibility: Students graduating with a SOMAB MBA degree will be able to understand and evaluate ethical, legal and social implications of business decision and devise an appropriate course of action.	4. Integrate legal, ethical and social concerns into business decisions.
5. Business Concepts: Students graduating with a SOBAM MBA degree will be able to understand business concepts related to key business disciplines (e/g/, marketing, finance, accounting).	1. Have mastered the fundamental language and skills of core business areas.

V. MBA Programs Assessment Overview and Plan

In the past, the MBA programs have relied on two main assessment strategies:

- i. Course embedded assignments or exams. Assessment of the common learning goals for the MBA program was implemented through coordinating a common question or assignment across courses that focused primarily on one of the common learning goals. The feedback from these exercises indicated that there was not a consistent achievement of the learning outcomes across the learning goals.
- ii. The use of ETS MBA Field exam in selected second year MBA classes. The results in several areas were deemed by faculty and the administration to be unfavorable.

The feedback from the 2008-2011 AoL assessment process, was that the MBA program as delivered was not meeting the MBA learning objectives of the School of Management. Consultation with faculty and students during the summer of 2011 made it clear that part of

the problem was the MBA core program's exclusive reliance on 2 unit, 7-week courses to deliver the core MBA material. The widespread feeling among faculty teaching the core MBA courses, and the students taking the MBA core, was that these short courses made it difficult for students to develop a mastery of the foundation skills or a deep understanding of how to analyze business issues and problems with these tools.

Assessment in Academic Year 2011-2012:

For 2011-2012, the MBA Core curriculum will continue to consist of 2-unit, 7-week courses as set out in the 2008-2011 MBA Programs AoL document. Those courses, and their descriptions, are included in Appendix A to this report.

The curriculum course map and rubrics for learning goals 1.-5. of the existing AoL documents will continue to be used as the basis for the assessment strategies in this academic year.

The main assessment strategies for 2011-2012 academic year will continue to be:

- i. Course embedded assignments or exams with the assessment of common learning goals for the MBA program. This assessment will be implemented using a common question or assignment coordinated across courses that focus primarily on a common learning goal.
- ii. The use of ETS MBA Field exam in selected second year MBA classes. The ETS Major Field Test (MFT) for MBA's is a comprehensive MBA-level outcomes assessments designed to measure the critical knowledge and understanding obtained by MBA students. The MFT helps us evaluate SOBAM students' ability to analyze and solve problems, understand relationships and interpret material from business.
- iii. In addition, we will add a self-assessment survey at the end of the first year of the MBA program:
 - a. All first year MBA students will be asked to assess how they have developed over the first year of the program in each of the learning outcomes areas.
 - b. The survey will also ask students to highlight the areas in which they feel they progressed most, and progressed least, during the first year of the MBA.
 - c. Allow the students to provide unstructured feedback of suggestions for changes to improve in the core MBA program.

Assessment in Academic Year 2011-2012:

The Associate Dean and faculty on the Graduate Program Committee are currently in the process of recasting the MBA core courses in response to the prior AoL results, and the extensive feedback from faculty and students, both current and prior years, regarding the existing MBA core courses. We anticipate a new MBA core curriculum will be approved for Fall 2012 onwards by December 15, 2011 that will result in an MBA core curriculum consisting primarily of 4-unit, semester-long courses with a small number of 2-unit courses.

- i. Due March 2012: Upon approval of the new MBA core curriculum the Associate Dean, in consultation with faculty on the Graduate Programs Committee and Department Chairs, will establish an updated curriculum course map to the new learning goals and a set of rubrics to be used in assessing the attainment of these goals.
- ii. Due May 2012: The Associate Dean will work with each Department to establish a set of learning outcomes for their areas of concentration that links directly to the MBA core learning goals. Departments will be asked to provide direct measures from their elective courses that assess how effectively the MBA core curriculum prepares students for the prerequisites of the MBA concentrations.

The main assessment strategies for the 2012-2013 academic year and beyond will be:

- i. Course embedded assignments or exams with the assessment of common learning goals for the MBA program. This assessment will be implemented using a common question or assignment coordinated across courses that focus primarily on a common learning goal.
- ii. The use of ETS MBA Field exam in selected second year MBA classes.
- iii. The self-assessment survey for all MBA students at the end of the first year in the MBA program.
- iv. A report from each MBA area of concentration on whether the core MBA program is providing the expected level of prerequisite training for the concentration, and how student learning goals are being met within each concentration.

**MBA Program
Curriculum Map for the Academic Year 2011-2012 ONLY**

Key I = Introduced with minimal coverage
M = Moderate Coverage
C = Comprehensive Coverage

Program Goals/Outcomes	Course Numbers													
	6101	6102	6103	6104	6105	6106	6107	6108	6109	6110	6111	6112	6113	6114
6. Leadership														
a. Leading and Managing														
b. Communication			M	M	C									
c. Ethical and Legal Behavior and Corporate Responsibility			M			M						C		
7. Global Perspective														
a. Global Perspective		I									C			
8. Critical Thinking (Formally Information Analysis)														
a. Qualitative						M			M	C				
b. Quantitative	C					M	C	C	C	C				
9. Business Domain Concepts														
a. Accounting	C													
b. Finance									C	C				
c. Organizational Behavior and Theory			C	C										
d. Business Technology and Logistics													C	
e. Marketing						C								

Appendix A:

MBA Core Courses involved in the 2008-2011 AoL Process

Please Note:

1. Course Map of 2011-20112 Learning Goals for the MBA Core Curriculum uses the courses below for 2011-2012 Academic year AoL evaluation process.
2. For Academic years 2012-2014, the MBA Core Curriculum courses will be restructured as consisting mainly of 4-unit, semester-long courses with some 2-unit, 7-week classes where content justifies it. The Course map to Learning Goals will be revised to reflect this new program structure in March of 2012. The 2012-2014 AoL evaluation process will use the new curriculum.

All Courses below are offered as 2-unit, 7-week classes.

Course Descriptions

MBA 6101 - Financial Accounting: An introduction to the principles and procedures involved in the preparation and use of published financial statements of corporate enterprises. Topics covered include income and profit determination, asset and liability measurement, and financial disclosure requirements.

MBA 6102 - Macroeconomic Business Conditions: Evaluating business conditions and recognizing the dependence of firm performance on the general economic environment are essential capabilities required of management, regardless of the type of organization. This course will develop skills and perspective necessary to understand domestic and international macroeconomic events. Economic theory will be applied to the analysis of ongoing issues and government policies affecting current business conditions. Specific topics include real-time study of national output, unemployment, interest rates with introductory exposure to foreign exchange fluctuation and inflation.

MBA 6103 - Learning to Lead: A blend of theory and practice with the Jesuit tradition of principled leadership in service to others. In a climate of inquiry and respect for diverse ideas and backgrounds, you will explore and enhance your skills as a competent and effective leader. Learning will be enhanced.

MBA 6104 - Understanding Organizations: A dynamic analytical framework with which to diagnose and create positive effective change in organizations. Using teams, simulations, cases and dialogue, you will explore group dynamics, motivational models, decision making, and strategies of influence in order to become sophisticated organizational members and leaders.

MBA 6105 - Management Communication: The course reviews basic managerial communication skills, including clear writing, persuasive speaking, acute listening, and productive interaction through interviews, meetings, and business conversation, in order to apply such abilities strategically to a variety of real-world business challenges and opportunities. These include crisis communication, intercultural communication, gender communication, communication architecture for organizations, conflict resolution, and career communications.

MBA 6106 – Marketing: You will learn fundamental marketing thinking as well as specific marketing tools. Marketing tools used to “conquer” include customer need-driven product

development, customer sensual-stimulating marketing communication, customer value-based pricing, and customer convenience-enhancing distribution channel.

MBA 6107 - Spreadsheet Modeling for Managerial Insight: You will be prepared to be a skilled, effective business analyst capable of creating and using spreadsheets models to generate business insight, influence organizational actions, and to effectively manage spreadsheet model assets.

MBA 6108 - Competitive Analytics: You will be equipped with advanced analytical tools to understand what is happening in a business, understand and manage risk, and make better decisions. Building on your ability to create effective spreadsheet models, you will learn how to use optimization technology to guide decision and Monte Carlo simulation to obtain insight into risk and its migration.

MBA 6109 - Managerial Finance: This course is designed to provide the necessary financial background to understand and make basic financial decisions. It focuses on those financial concepts that will enable the manager to make better business decisions. In addition to the learning objectives noted below, this course will provide a description of some specialized topics in finance and an introduction to recent developments in financial theory. Topical coverage is provided via class discussion, and the lecture and case methods.

MBA 6110 - Financial Case Analysis: Designed to enhance the students' knowledge of the fundamental principles and concepts covered in the core courses of finance, accounting, and economics. Integration of these three areas of business will allow the students to critically analyze issues that influence virtually all business decisions.

MBA 6111 - Geopolitical Environment: Learn about the actors and challenges that business leaders anticipate and how they manage strategic interactions with important constituents, organizations and institutions outside of markets

MBA 6112 Ethics/Social Responsibility in Business: Focusing upon development on tools and techniques for the ethical analysis of issues and decisions that managers face, this course represents ethical frameworks, teleological and deontological principles, virtue theory, and distributive justice, and examines their applications to managerial problems as well as contributions from contemporary approaches of moral psychology and development, sociobiology and evolutionary morality.

MBA 6113 - Technology-Enabled Innovation: Technology-enabled innovation is an essential capability for all organizations, from start-ups and non-profits to multinational corporations. This course covers important trends in information technology, and helps you understand how those trends enable product and service innovation.

MBA 6114 - Strategy & Competitive Advantage: Integrative and multi-disciplinary approaches to discuss cutting edge management knowledge. This course will help you understand the sources of competitive advantages in today's global environments and will discuss key tasks in strategic management, including environmental analysis, corporate and business level strategies, strategic planning and execution.

EMBA
EXECUTIVE MASTER OF
BUSINESS
ADMINISTRATION

**Student Learning Assurance Plan
University of San Francisco
Executive MBA Program**

EMBA Mission/Purpose Statement

The mission of the Executive MBA Program is to prepare mid-career professionals from across the Bay Area for higher-level leadership positions, career transitions, and new ventures by developing students' innovation and collaboration skills, analytic abilities, global perspective, ethical leadership capabilities, and professional communications skills. The program provides a rigorous foundation in core business and management concepts while also developing each student as a Whole Person.

Alignment with the Institutional Mission/Vision

INSTITUTION

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.



Executive MBA PROGRAM

Students who study in the Executive MBA program are trained to develop a rich and humane perspective on the business world of today. They are encouraged to prepare for new professional opportunities and leadership positions with an enhanced understanding of themselves as unique and capable human beings. The program is designed to equip them with a broad set of managerial tools and also with a deep sense of self and personal purpose, an ethical perspective, a strong sense of integrity, and a global perspective.

As one can discern from this diagram, there is a clear and strong alignment between the vision/mission of the University and the mission of this program.

Executive MBA Program – Curriculum Map

PROGRAM GOALS	1. EFFECTIVE LEADERS WHO COMMUNICATE WELL	2. ANALYTICAL CAPABILITIES AND CORE BUS DOMAIN CONCEPTS	3. INNOVATION AND COLLABORATION	4. UNDERSTANDING OF BROADER GLOBAL CONTEXT	5. UNDERSTANDING OF ETHICAL, LEGAL, AND SOCIAL CONSEQUENCES
Courses					
Leadership	C		M		M
Macroeconomics		C		M	
Ethics and Social Responsibility	I				C
Financial Accounting		C			
Managerial Accounting		C			
Microeconomics		C		M	
Data Analysis and Decision Modeling	I	C	M		
Marketing		C	M		I
Strategy	I	C	M		I
Finance		C		I	I
Operations		C	M	I	
Information Systems	M	C		M	
Entrepreneurship	M		C	I	I
Business Law				I	C
Organizational Development	C		C		

PROGRAM GOALS	1. EFFECTIVE LEADERS WHO COMMUNICATE WELL	2. ANALYTICAL CAPABILITIES AND CORE BUS DOMAIN CONCEPTS	3. INNOVATION AND COLLABORATION	4. UNDERSTANDING OF BROADER GLOBAL CONTEXT	5. UNDERSTANDING OF ETHICAL, LEGAL, AND SOCIAL CONSEQUENCES
Other Program Activities					
Capstone Project Experience					
Consulting Skills Workshops	C		C		
Project Management Workshops		M	C		
Creative Problem Solving Workshops	C		C		
Communications Workshops	C		M		
Advanced Marketing Workshop	M		C	M	
Globalization Experience					
Globalization Workshops	I			C	I
Academic Global Immersion	I			C	I
Personal/Professional Development Experiences					
Orientation Workshops	M		M		M
Executive Development Workshops	M	C	M		
Final Management Simulation	M	M	M	I	I

EMBA Program Goals and Student Learning Outcomes

Program Goals

1. Graduates of the program are effective leaders who communicate well
2. Graduates have solid analytical abilities and working knowledge of key business concepts
3. Graduates create innovative solutions in collaboration with others
4. Graduates consider how their role and organization(s) fit into a broader global context
5. Graduates understand the ethical, legal, and societal implications of their actions as leaders

Student Learning Outcomes Associated With Program Goals

1. Graduates of the program are effective leaders who communicate well
 - a. Articulate problem statements with clear scope, depth, direction, and deliverables
 - b. Create effective narratives about businesses, products, services, and recommended courses of action
 - c. Craft and deliver summaries, reports, and presentations that are clear, concise, cohesive, and persuasive
 - d. Understand and effectively describe the role of leadership in applying technology to business problems
2. Graduates have solid analytics abilities and working knowledge of key business concepts
 - a. Use contemporary management thought to information-driven problems and opportunities within the market
 - b. Conduct analysis in the context of classical operations management challenges and to effectively interpret results
 - c. Use appropriate finance techniques, including Discounted Cash Flow, to be able to properly value a proposed new project
 - d. Appropriately utilize different tools and frameworks to conduct industry, corporate and business level strategic analyses
 - e. Conduct basic analysis of current and expected macro-level dynamics in goods and financial market
 - f. Understand accounting terminology and principles applicable to contemporary business transactions.
 - g. Apply standard microeconomic tools in defining prices and price dynamics at the firm and industrial levels
3. Graduates create innovative solutions in collaboration with others
 - a. Discover, develop, and articulate options within a problem frame
 - b. Build and maintain client, team, and personal commitment/engagement throughout a project lifecycle
 - c. Effectively persuade others and be persuaded by others

4. Graduates consider how their role, and their organization(s), fit into a broader global context
 - a. Approach real world issues from a creative, boundary-spanning, dialogue-based stance to ensure active participation of all stakeholders.
 - b. Understand environmental factors affecting global business, which include political, regulatory, economic, technological and cultural factors, as well as competitive forces in global competition
 - c. Understand key practices of managing a global company to gain competitive advantages
5. Graduates understand the ethical, legal, and societal implications of their actions as leaders
 - a. Anticipate and articulate ethical issues and unintended outcomes during the decision-making process in evaluating the soundness of their actions and the strategies implemented within their organizations.
 - b. Integrate his/her own values and the Jesuit leadership values to drive organizational effectiveness and resiliency.
 - c. Demonstrate the ability to use the basic tools for ethical analysis to analyze ethical dilemmas in management.

Rubrics for EMBA Student Learning Outcomes

Criterion/Outcome	Unsatisfactory	Satisfactory	Superior
1a) Articulate problem statements with clear scope, depth, direction, and deliverables	Problem description is either incorrect or very incomplete.	Problem is reasonably described and reflects some or most of the key components, as well as some sense of broader context.	Problem statement reflect the key components of the presented business situation as well as additional context and insight.
1b) Create effective narratives about businesses, products, services, and recommended courses of action	Unable to prioritize and order data. Describes problem without solutions or a call to action.	Prioritizes data and is able to order a narrative to engage others. Solutions, recommendations, and opinions are presented appropriately.	Prioritizes data and orders a narrative to engage listener both emotionally and cognitively and bring them to an action.
1c) Craft and deliver summaries, reports, and presentations that are clear, concise, cohesive, and persuasive	Cannot gain attention of reader. Has no organized goal and wanders off topic. Thesis is implied but not stated. Topics seem tangential to main goal or point. Does not provide or provides irrelevant support.	Can gain attention when lagging. Goal or main point is clearly stated. Organizes communication clearly with leading and supporting details. Is able to create relevance.	Successfully gains and maintains attention. States main point and/or sets a goal and develops a focused narrative to support it. Connects with the main concerns of the reader. Makes graceful transitions.
1d) Understand and effectively describe the role of leadership in applying technology to business problems	The role of leadership may not be presented clearly; technology is described incorrectly; problem is not clearly identified or motivated.	Business problem is clearly identified; role of leadership is tied to technology deployment issues; technologies are described correctly.	Discussion of leadership and technology uses previous literature and empirical evidence thoughtfully, with a understanding of multiple sides of the issues. Demonstrates superior knowledge of the problem domain and the technology.

Criterion/Outcome	Unsatisfactory	Satisfactory	Superior
2a. Use contemporary management thought to address information-driven problems and opportunities within the market	Current management thought is used incorrectly or superficially; information-driven problems and opportunities may not be clearly described or motivated.	Some but not all of the issues raised by current management thought are addressed correctly; information technologies are described correctly.	Correctly identifies the strengths and weaknesses of contemporary management thought for the chosen problem or opportunity. Demonstrates superior knowledge of the problem or opportunity domain, and the applicable technology.
2b. Conduct analysis in the context of classical operations management challenges and to effectively interpret results	Demonstrates limited or cursory understanding of capacity decisions and process issues	Rationale for capacity and process decisions is clearly evident.	Proactive decisions about capacity and process reflect anticipation of emerging issues.
2c. Use appropriate finance techniques, including Discounted Cash Flow, to be able to properly value a proposed new project	Vague understanding of concept; numerous errors in application	Competent analysis with some errors in relatively complex applications	Apply technique appropriately in complex applications
2d. Appropriately utilize different tools and frameworks to conduct industry, corporate and business level strategic analyses	Student demonstrates the ability to apply selected strategic tools, including five-force analysis, and demonstrates knowledge and application of five force analysis	Student demonstrates the ability to identify and apply to selected industries a majority of strategic tools	Student demonstrates a full grasp of the strategic tools outlined in the course; can demonstrate the capacity to organize the tools most applicable to the resolution of strategic problems, issues and cases outlined in the course
2e. Conduct basic analysis of current and expected macro-level dynamics in goods and financial market	Displays limited understanding of market dynamics	Reveals a basic directional sense of dynamics and reasonable accuracy	Shows an accurate understanding of dynamics as well as insights about underlying factors
2f. Understand accounting terminology and principles applicable to contemporary business transactions.	Some knowledge of basic accounting terminology and accounting principles with some correct computations	Know the correct definitions accounting terminology and know the methodology to apply an accounting principle and correctly perform relevant calculations	Know the methodology to apply a principle, select relevant data, correctly perform calculations, and present results using accounting terminology appropriately in written communication
2g. Apply standard microeconomic tools in defining prices and price dynamics at the firm and industrial levels	Student demonstrates a knowledge of supply-and-demand analysis; how to apply this analysis in both hypothetical and real case examples.	Student demonstrates the ability to compute and interpret elasticities, indifference curves, and the relationship of these to a keener understanding of competitive markets	Student demonstrates a full grasp of all items indicated in the novice and competent columns; can also perform these functions for the full array of market environments; can explain how these concepts, terms and techniques of analysis are routinely applied in today's market landscape

Criterion/Outcome	Unsatisfactory	Satisfactory	Superior
3a. Discover, develop, and articulate options within a problem frame	Problem Frame is non-existent or very diffuse. Solutions cannot be developed.	Problem Frame is clear and related to the issues. Solutions can be developed.	Problem Frame is clear and related to the most important issues. High impact solutions can be developed.
3b. Build and maintain client, team, and personal commitment/engagement throughout a project lifecycle	Does not get along with others. Cannot build and maintain commitments or momentum. Is not easily persuaded by others.	Can participate effectively in a team process. Gets along with others and is able to share insights and listen to others. Can maintain commitments and momentum.	Leads a collaboration effectively. Can create agreements, commitments and generate momentum as necessary. Listens effectively and synthesizes other's input into a coherent action plan.
3c. Effectively persuade others and be persuaded by others	Cannot persuade others to take meaningful action.	Is able to persuade others to take action.	Is able to persuade others to implement specific recommendations that are tied to the larger context.
4a. Approach real world issues from a creative, boundary-spanning, dialogue-based stance to ensure active participation of all stakeholders.	Problems may or may not be articulated clearly; relevant stakeholders are largely unidentified; decision-maker assumes her/his point of view is "the" accurate reflection of reality.	Problems are reasonably well understood; relevant stakeholders identified, decision-maker is open to understanding others' points of view.	Rich understanding of core issues and problems; able to accurately identify relevant stakeholders, assess the interests of involved parties, approach problems with openness towards others' points of view, and demonstrate an interest-based problem-solving approach.
4b. Understand environmental factors affecting global business, which include political, regulatory, economic, technological and cultural factors, as well as competitive forces in global competition	Be able to identify and have basic understanding of the environmental factors that affect global business.	Understand key environmental factors affecting global businesses, be able to analyze the impact of environmental factors on global firms and/or global business.	Be able to do advanced analyses on the impacts of environmental factors on global companies and operations, including how different environment factors independently and jointly affect global companies and operations, dynamic nature of environment impacts on global operation and the interactions between firms and their environments.
4c. Understand key practices of managing a global company to gain competitive advantages	Be able to identify and have basic understanding of key firm level issues affecting the global firms and international business.	Be able to identify and analyze key firm level issues and practices of managing global companies and international businesses (e.g., pros, cons and conditions of various international business practices).	Having deep understanding of key firm level issues and practices in managing global firms or conducting international business, be able to conduct sophisticated analyses of global business operations and offer recommendations to help companies capture new business opportunities and improve their competitiveness.

Criterion/Outcome	Unsatisfactory	Satisfactory	Superior
5a. Anticipate and articulate ethical issues and unintended outcomes during the decision-making process in evaluating the soundness of their actions and the strategies implemented within their organizations.	Fails to identify ethical issues and to recognize potential unintended consequences and/or assess the situation from an ethical point of view.	Recognizes some but not all likely ethical issues and potential unintended consequences and considers them using relevant ethical frameworks	Identifies ethical issues, intended and unintended potential consequences of proposed actions; analyzes them effectively using relevant tools and frameworks; effectively navigates potential conflicts with business objectives; and makes recommendations that are aligned with stated company and personal values.
5b. Integrate his/her own values into professional perspective to drive organizational effectiveness and resiliency.	The student is unaware of the need to identify personal ethical values as they relate to his/her work and/or has not considered the relationship between them.	The student is aware of the need to identify personal ethical values as they relate to specific career objectives, but is unable to articulate them clearly; does not fully understand the necessary connection between beliefs/values and conduct/behavior, or the consequences of an inconsistency between the two.	The student has identified personal values relevant to future career objectives and stated them clearly. The student shows an appreciation for the necessary consistency of beliefs/values and conduct/behavior, as well as the consequences of an inconsistency between the two.
5c. Demonstrate the ability to use the basic tools for ethical analysis to analyze ethical dilemmas in management.	The student has failed to identify the ethical issues or identified issues that are not of concern. The analysis of risks, stakeholder impact, and future implications is incomplete or incorrect, and the company is placed in jeopardy by this analysis.	The student has identified one or two important ethical violations but has also missed one or two. For those identified, the associated risks, the impact on stakeholders, and future implications for the company if the existing violations are not resolved are all discussed with minimal inaccuracies. The analysis is partially correct and useful.	The student has identified ethical violations, the associated risks, the impact on stakeholders, and future implications for the company if the existing violations are not resolved. The analysis is correct and useful, noting all obvious results.

Evaluation Methodology for Learning Outcomes

Criterion/Outcome	Direct Measures	Indirect Measures	Timeframe for Evaluation in this Cycle
1a. Articulate problem statements with clear scope, depth, direction, and deliverables	Student Capstone Project Presentations	Student surveys, Feedback from project clients	During 2011 – 2012 Academic Year
1b. Create effective narratives about businesses, products, services, and recommended courses of action	Student Capstone Project Presentations	Student surveys, Feedback from project clients	During 2011 – 2012 Academic Year
1c. Craft and deliver summaries, reports, and presentations that are clear, concise, cohesive, and persuasive	Student Capstone Project (Status Reports, Final Presentation)	Student surveys, Feedback from project clients	During 2011 – 2012 Academic Year
1d. Understand and effectively describe the role of leadership in applying technology to business problems	In-Class Assessment of Student Projects (Information Systems)	Program's Final Management Simulation Project	During 2012 – 2013 Academic Year
2a. Use contemporary management thought to information-driven problems and opportunities within the market	In-Class Assessment of Student Deliverables (Information Systems)	Program's Final Management Simulation Project	During 2012 – 2013 Academic Year
2b. Conduct analysis in the context of classical operations management challenges and to effectively interpret results	Results of In-Class Supply Chain Management Simulation (Operations Management)	Student Surveys, Program's Final Management Simulation Project	During 2011 – 2012 Academic Year
2c. Use appropriate finance techniques, including Discounted Cash Flow, to be able to properly value a proposed new project	In-Class Assessment of Student Deliverables (Finance)	Student Performance in Finance Portion of Entrepreneurship course	During 2012 – 2013 Academic Year
2d. Appropriately utilize different tools and frameworks to conduct industry, corporate and business level strategic analyses	In-Class Assessment of Student Deliverables (Strategy)	Performance in Strategy Part of Entrepreneurship course, Program's Final Management Simulation Project	During 2013 – 2014 Academic Year
2e. Conduct basic analysis of current and expected macro-level dynamics in goods and financial market	In-Class Assessment of Student Exams (Macroecon.)	Performance in Globalization seminars and Academic Global Immersion	During 2013 – 2014 Academic Year

Criterion/Outcome	Direct Measures	Indirect Measures	Timeframe for Evaluation in this Cycle
2f. Understand accounting terminology and principles applicable to contemporary business transactions.	In-Class Assessment of Student Deliverables (Financial Accounting)	Performance with Accounting-related issues during Capstone project and Entrepreneurship Course	During 2012 – 2013 Academic Year
2g. Apply standard microeconomic tools in defining prices and price dynamics at the firm and industrial levels	In-Class Assessment of Student Deliverables (Microecon.)	Performance with related topics in Operations Management course	During 2012 – 2013 Academic Year
3a. Discover, develop, and articulate options within a problem frame	Student Capstone Project Status Report Presentations	Student surveys, Feedback from project clients	During 2013 – 2014 Academic Year
3b. Build and maintain client, team, and personal commitment/ engagement throughout a project lifecycle	Student Capstone Project Status Report Presentations and Final Presentation	Student surveys, Feedback from project clients	During 2013 – 2014 Academic Year
3c. Effectively persuade others and be persuaded by others			
4a. Approach real world issues from a creative, boundary-spanning, dialogue-based stance to ensure active participation of all stakeholders.	Course- embedded Assessment in Leadership Course	Capstone project process observations, final management simulation	During 2012-2013 Academic Year
4b. Understand environmental factors affecting global business, which include political, regulatory, economic, technological and cultural factors, as well as competitive forces in global competition	Final Projects for Globalization Course	Student Surveys	During 2011-2012 Academic Year
4c. Understand key practices of managing a global company to gain competitive advantages	Final Projects for Globalization Course	Student Surveys	During 2011-2012 Academic Year

Criterion/Outcome	Direct Measures	Indirect Measures	Timeframe for Evaluation in this Cycle
5a. Anticipate and articulate ethical issues and unintended outcomes during the decision-making process in evaluating the soundness of their actions and the strategies implemented within their organizations.	Final Presentations in Organizational Development course	Capstone project status reports and final presentations, Strategy course projects	2013-2014 Academic Year
5b. Integrate his/her own values into professional perspective to drive organizational effectiveness and resiliency.	Course- embedded assessment in Ethics and Social Responsibility Course	Capstone project status reports and final presentations, Strategy course projects	2013-2014 Academic Year
5c. Demonstrate the ability to use the basic tools for ethical analysis to analyze ethical dilemmas in management.	Course- embedded assessment in Ethics and Social Responsibility Course	Final Management Simulation project, Executive Development seminar exercises	2013-2014 Academic Year

Learning Assurance Methodology

The Academic Director will be responsible for holding meetings with incoming faculty at the start of each academic year and making clear the objectives to be evaluated over the course of that year. The faculty will be asked to collect the data as described above, and analyze it using the associated rubrics. The results will be tabulated and a report will be produced by the Program Manager that summarizes the results for all learning outcomes that are being measured during that academic year.

Student surveys will be administered by Program Manager at the conclusion of each semester. The results will be summarized into a report that highlights the key findings.

These reports will be circulated to the faculty and also serve as the basis for review meetings, during which faculty and staff will explore opportunities for program improvement based on these results.

Dissemination of Findings and Use of Results for Program Development

The findings of this Assessment process will be disseminated by two methods:

1. By dissemination of the report to all Executive MBA faculty by e-mail at the conclusion of each Academic Year.
2. At Executive MBA faculty meetings held prior to each academic year. In addition, during regular program faculty meetings over the course the academic year.

The results will be used by the Academic Director in collaboration with the relevant faculty member(s) to identify areas of improvement and focus for the program. These may include modifications of existing courses or other program activities, and also on occasion the addition of new program components.

**JMGEM
JOINT MASTER OF
GLOBAL
ENTREPRENEURSHIP AND
MANAGEMENT**

joint Master of Global Entrepreneurship and Management (jMGEM)

PROGAM ASSESSMENT PLAN (revised 9/28/2011)

Mission Statement

The mission of the joint Master of Global Entrepreneurship and Management (jMGEM) program is to provide students with high quality cross-cultural immersion experiences in three countries, to develop the knowledge, skills and attitude necessary to work and succeed in new and fast growing global businesses.

Goal and Learning Outcomes

Goal 1: To prepare students for careers global entrepreneurship

Learning Outcome [students shall be able to]:

- 1.1. Demonstrate an understanding of the complexities of global leadership in working with individuals from other cultural, political, regulatory, and institutional systems (***to think globally***);
- 1.2. Describe the role of ethics in business (***to think ethically***);

Goal 2: To assure students understand the innovative process with limited resources

Learning Outcome [students shall be able to]:

- 2.1. Solve business problems innovatively (***to solve business problems innovatively***);
- 2.2. Apply knowledge of business concepts and functions to new challenges in an integrated manner (***to be able to take on challenges with limited resources***);

Goal 3: To develop each student's understanding of new technology fundamentals, including theory, tools and language, and the skills required to work in global complex business

Learning Outcome [students shall be able to]:

- 3.1. Identify new technologies (***Learning to know new technologies***);
- 3.2. Apply newly acquired knowledge and skills to solve complex problems (***to apply newly acquired knowledge and skills to solve complex problems***)

Curriculum Map

The following courses are part of the jMGEM Program:

Code	Course	Course Name
MGEM 5101		Global Environment and Business Trends
MGEM 5102		Technology Appreciation and Intellectual Property Management
MGEM 5103		Innovative Product Development, Demand Assessment, and Entrepreneurship
MGEM 5104		Cross-Cultural Management and Ethical Business Practice
MGEM 5105		Operations Management and Supply Chain Management, with a Global Perspective
MGEM 5106		Corporate Finance, with a Global Perspective
MGEM 5107		Core Competency-Based Human Resources Management, Strategic Thinking-Oriented
MGEM 5108		Global Competitiveness, Entry Barriers and Strategic Alliance
MGEM 5109		Cross-Cultural Marketing and Integrated Marketing Communication
MGEM 5110		Global Distribution and Channel Management
MGEM 5111		Leadership, Organizational Culture Management, and Innovation Process
MGEM 5112		Venture Capital, Corporate Entrepreneurship, and Micro Financing

The following curriculum map illustrates where the learning outcomes are introduced (I), moderately achieved (M) and comprehensively achieved (C):

<i>Goals</i>	<i>Goal 1</i>	<i>Goal 2</i>	<i>Goal 3</i>	<i>Goal 4</i>	<i>Goal 5</i>	<i>Goal 6</i>
<i>Learning Outcomes</i>	<i>Global Vision</i>	<i>Ethical Commitment</i>	<i>Knowledge Of New Technologies</i>	<i>Innovative Thinking</i>	<i>Entrepreneurs hip</i>	<i>Comprehensive Application</i>
<i>Courses</i>						
Global Environment and Business Trends	M					
Technology Appreciation and Intellectual Property Management			C			
Innovative Product Development, Demand Assessment, and Entrepreneurship				M	M	I
Cross-Cultural Management and Ethical Business Practice	I	I				
Operations Management and Supply Chain Management, with a Global Perspective	M					M
Corporate Finance, with a Global Perspective	M		M			M
Core Competency-Based Human Resources Management, Strategic Thinking-Oriented	M	M				M
Global Competitiveness, Entry Barriers and Strategic Alliance	C					
Cross-Cultural Marketing and Integrated Marketing Communication	M				M	M
Global Distribution and Channel Management	M				M	M
Leadership, Organizational Culture Management, and Innovation Process	M	M		C		
Venture Capital, Corporate Entrepreneurship, and Micro Financing					C	M
Final Project	C	C	C	C	C	C

Assessment Measures

We plan to continuously assess student learning and achievement of the various learning outcomes. In addition, we will continuously evaluate students and faculty reactions to the Program in order to improve its design and implementation.

In addition to course-based assessment of student achievement, we plan to adopt the following measurement strategy to assess the overall level of students' achievement (against the criteria described in the rubric below):

Learning Outcome	Measurement Strategy	Periodicity of Assessment
Global Vision	Embedded questions in the final exam of Course 8: Global Competitiveness, Entry Barriers and Strategic Alliance	Session 2: FJU
Ethical Commitment	Written case analysis on an assigned case given in Course 4: Cross-Cultural Management and Ethical Business Practice	Session 1: IQS
Knowledge of New Technologies	Embedded questions in the final exam of Course 2: Technology Appreciation and Intellectual Property Management	Session 1: IQS
Innovative Thinking	Session 1 Project paper	Session 1: IQS
Entrepreneurship	Final Project presentation, and Peer evaluation on each other's contribution to the Final Project	Session 3: USF
Comprehensive Application	The Final Project paper	Session 3: USF

Direct Measures

- Comprehensive Final Assessment

Indirect Measures:

- Group exit interview

joint Master of Global Entrepreneurship and Management - Rubric

To assess students' level of achieving the stated learning outcomes, we plan to follow the following rubric:

Learning Outcome	Poor Achievement	Average Achievement (Benchmark)	Excellent Achievement
Global Vision	Only able to cite obvious differences between nations, regions, and continents	Able to translate such differences into business opportunities beyond the borders of a single country	Also able to identify available resources at global level, and visualize an effective way to utilize such resources to take on global opportunities
Ethical Commitment	Only able to cite known cases of unethical business conduct	Able to analyze a business conduct with a familiar set of legal/moral/ethical standards	Able to analyze a business conduct with more than one set of legal/moral/ethical standards
Knowledge of New Technologies	Only able to cite terminologies in latest information technology, bio-technology, and material technology	Able to converse with scientists/engineers to understand their latest inventions and discoveries	Able to envision the use of latest inventions and discoveries to help solve consumers'/ organizations' problems
Innovative Thinking	Only able to propose ideas and methods that have been taught and/or frequently used elsewhere	Able to propose ideas and methods that have not been tried in the industry	Able to back up such non-conventional ideas and methods with convincing arguments and/or evidence that they have a reasonable chance to succeed
Entrepreneurship	Only able to carry out tasks that are assigned to him/her	Able to take initiative, self-motivated, set own deadline, and get things done	Able to do all of these, plus setting higher goals, finding resources that are not normally available, and getting things done beyond conventional expectation
Comprehensive Application	Only able to apply one or a few pieces of newly acquired knowledge/skills in the Final Project	Able to apply multiple pieces of newly acquired knowledge/ skills in the Final Project	Able to demonstrate that such an application (shown in the Final Project) of multiple pieces of knowledge/skills can actually make a difference for intended customers

Scoring Key:

Levels of Proficiency: Poor = 1; Average = 2; Excellent = 3

Student and Alumni Surveys In addition to the direct measures of student learning, we will employ an indirect measure in the form of surveys and one-on-one meetings with current students and alumni. The surveys will be administered each year during the Fall semester. The one-on-one interviews will be on going during their academic year.

Assessment Methods & Schedule Each learning outcome will be assessed using Comprehensive Final Assessment and the following process:

- With the collaboration of the faculty in the jMGEM program, the jMGEM Academic Director at USF will conduct Comprehensive Final Assessment using course material approved or provided by Program faculty.
- Each assignment is rated on a 3-point scale, with three being the highest score possible, along specified performance dimensions.
- “Proficient” performance level is set as the targeted benchmark for the stated outcome.
- The following expectations are established: (1) 75% of the students will score a 2 on a 3-point scale or above on the stated outcome represented by the total average score; and (2) 75% of the students will score greater than or equal to 2 on a 3-point scale on each of the defined performance dimensions.
- The data collected are then subjected to a simple analysis of means and frequencies and inter-rater reliability.
- Assessment in the jMGEM Program is on a three-year continuous cycle of three components:
 - Planning for new cycle of assessment [Academic Year 2009 – 2010]
 - Data collection, analysis and reporting [Academic Year 2010 – 2011]
 - Evidence-based change (Closing the Loop) [Academic Year 2011 – 2012]
- The jMGEM Program began its first cycle of assessment in the academic year of 2009-2010 with planning.

Who will do the Assessment?

The jMGEM Academic Director at USF will be responsible for the assessment of program, and is responsible for managing and reporting the assessment activities. The BPS Office of Assessment provides technical support for the assessment planning and implementation and coordinates the presentation of results and the report submission.

How will data be used to improve or revise curricula?

The jMGEM Academic Director at USF presents a summary of the assessment results to the jMGEM program faculty and the BPS Office of Assessment in year 2 of each assessment cycle. Program faculty review the performance assessments and recommendations for improvement are then made to the jMGEM Academic Director at USF who will oversee the necessary initiatives to improve instructional techniques, program features, or course content. The jMGEM Academic Director at USF is responsible for reporting assessment activities annually to the BPS Office of Assessment and the USF Office of Institutional Assessment.

Assessment Questions

Faculty Name: Kevin Lo

Questions:

1. Explain three ways in which national cultures vary making specific reference to theories covered in class. How do these differences impact notions of leadership in different cultures? (1,3)...
2. Discuss three different ways in which people of different national cultures communicate differently. Be sure to make explicit reference to theories covered in class. (1,3)
3. What is the interplay between national culture and organizational culture? Explain how a savvy international manager can leverage national culture to create a positive organizational culture. (1,3)...
4. What are the main issues in the selection and training of expatriate managers? Include in your answer a discussion of both the culture shock and acculturation processes. (1,3)...
5. Choose a national culture with which you are familiar. What are the three most critical pieces of advice you would offer to an international entrepreneur trying to start a business in that culture?... Be sure to make explicit references to theories covered in class as well as suggest potential solutions to any difficulties they might face. (1,3)

Faculty Name: Terry Esper

Questions:

1. What is perhaps the biggest threat of distributing product through multiple (different) retail channels?
2. Please briefly discuss why point-of-sale (POS) data is very important in today's marketing channels/supply chains?
3. Please name and briefly describe three (3) desired service outputs.
4. Briefly discuss the benefit of distributing product through wholesalers, versus direct-to-retail.
5. Briefly discuss the impact of power/dependence for entrepreneurial distribution channel management.

Faculty Name: Ricardo Villarreal

Exam 1 Questions:

1. Define the concept of globalization based on what you've studied in this class. Discuss different definitions or different points of view from which to describe globalization.
2. Is the modernization process a universal process (globally)?
3. Discuss the concept of self-actualization and why this concept may vary across cultures.
4. Discuss the major problems when measuring emotions across cultures.
5. List and discuss all cultural aspects that may influence decision making of consumers and business people.
6. Discuss the different interpersonal communication styles. What are the greatest dangers of miscommunication between East Asians and Westerners?

Faculty Name: David Epstein

Questions:

1. *(2) Most companies can be categorized into the following two ROA types: (circle 2)
 - a. Low asset turnover and low profit margins
 - b. Low asset turnover and high profit margins
 - c. High asset turnover and low profit margins
 - d. High asset turnover and high profit margins
2. *(2) The balance sheet equation states that "total assets equals....(choose 1)
 - a. total liabilities + depreciation"
 - b. total liabilities + owners' equity"
 - c. owners' equity + net income"
 - d. owners' equity + current liabilities"
 - e. total liabilities + net income"
3. * *(5) "Net Cash Burn" is increased when: (check all those that apply)
 - a. Sales increases
 - b. Inventories increase
 - c. Receivables increase
 - d. Payables increase
 - e. None of the above increase the burn
 - f. *(5) Which of the following is a use of cash? (check all those that apply)
 - a. a decrease in inventory
 - b. the sale of an asset for a gain
 - c. an increase in accrued liabilities
 - d. a drop in the amount owed on a bond
 - e. an increase in stock issued

4. *(5) Which of the following is a source of cash? (check all those that apply)
- a. an increase in accounts receivable
 - b. a decrease in wages payable
 - c. the acquisition of land
 - d. an increase in the amount owed on a note payable
 - e. the repurchase of outstanding shares of stock
5. *(4) Which of the following is/are true about microfinance (check all those that apply):
- a. The default rate (bad loans) on microfinance loans in India is higher than unsecured loans made in the U.S.
 - b. The reason microfinance is popular now is that governments and non-governmental agencies are no longer active in the bottom of the pyramid areas.
 - c. By bottom of the pyramid, we mean the 2 billion people that live on less than \$2 per day.
 - d. Muhammad Yunus is the president of Bangladesh who received a Nobel Peace Prize for leading the country to independence.
6. *(4). Which of these are true regarding stock options? (check all those that apply)
- a. A call option is in the money if the strike (exercise) price is less than the current market value of the stock.
 - b. The more volatile a stock's price is, the less valuable the option
 - c. Employee stock options, which vest over time, means that the longer you wait, the fewer shares of stock you can buy.
 - d. Employee stock options are used to align the interests of new employees with the owners of the company.
7. *(2) When raising money for your venture, the most likely type of equity capital you will raise first is? (choose 1)
- a. Seed capital for capital equipment
 - b. Mezzanine financing as a bridge to an IPO
 - c. Preferred Funding round for sales expansion
 - d. IPO funds for an acquisition strategy
 - e. Venture funds for international growth strategy
8. *(2) Which of the following would be the likely place to get the most capital? (choose 1)
- a. Mezzanine financing as a bridge to an IPO
 - b. Preferred Funding round for sales expansion
 - c. IPO funds for an growth and acquisition strategy
 - d. Seed capital for capital equipment
 - e. Venture funds for international growth strategy

9. (4) Why are options used so frequently in startup companies: (check all those that apply)
- Create incentive for employees to work hard and help the company success
 - Dilute the ownership of the venture capital firms
 - Lower cash cost to the company for compensation
 - There is no cost on the financial statements of the company
10. (2) A sound business model provides a plan, which includes all of the following except? (choose 1)
- generating revenues
 - retaining all its earnings
 - making profits
 - producing free cash flows
 - all of the above are included
11. **T / F:** *(1) the objective of any venture is to maximize revenues.
12. **T / F:** *(1) Companies of similar maturity in the same industry tend to have similar P/E ratios.
13. **T / F:** *(1) High ethical standards are one of the most important assets in a venture.
14. **T / F:** *(1) Cash flow Statements are based on accrual accounting standards.
15. **T / F:** *(1) A public company can be acquired by paying an amount equal to the price of the stock on the exchange multiplied by the number of shares outstanding.
16. **T / F:** *(1) Although the yield curve is sometimes upside down, in general the yield on treasury bonds (long term) are lower than that of Treasury bills (short term).
17. **T / F:** *(1) If your company is exempt from registration requirements with the SEC, then none of the provisions of the Securities Act of 1933 apply.
18. **T / F:** *(1) The Black Scholes options pricing model uses stock volatility as one of its parameters to estimate its value.
19. *(4) How do you determine the market cap (aka market capitalization) of a publicly traded company?
20. *(4) The basic equation for the time value of money is:

$$FV = \underline{\hspace{10em}}$$
21. *(4) We have likened equity to debt in class since they both require a return on committed capital. How does a stockholder receive a return on her capital?

22. *(8) NewCo Corp is a C-Corp and has EBIT of \$130,000 and net interest expense of \$10,000. The company has a retention ratio of 40%, there are four equal owners, all single. Based on the following tax tables, calculate how much tax is paid by the company and each of the 4 owners:

	<i>Single</i>	<i>Married Filing Jointly</i>
2011 Tax Rates	2011 Taxable Income	2011 Taxable Income
Std Deduction	\$5,800	\$11,600
10%	\$0 – \$8,500	\$0 – \$17,000
15%	\$8,500 – \$34,500	\$17,000– \$69,000
25%	\$34,500 - \$83,600	\$69,000 – \$139,500
28%	\$83,600– \$174,400	\$139,500 – \$212,300
33%	\$174,400 - \$379,150	\$212,300 - \$379,150
35%	over \$379,150	\$379,150+
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CORPORATE INCOME TAXES	
TAXABLE INCOME	MARGINAL TAX RATE
\$1–50,000	15.0%
50,001–75,000	25.0
75,001–100,000	34.0
100,001–335,000	39.0
335,001–10,000,000	34.0
10,000,001–15,000,000	35.0
15,000,001–18,333,333	38.0
Over 18,333,333	35.0

Taxes paid by NewCo Corp _____

Taxes paid by EACH of the 4 owners _____

23. * We know that growth requires capital. A common way to analyze and manage this in numeric terms is to break ROA, ROE and the sustainable growth rates into their manageable component parts. Analyze Jem Gems Jewelry Company:

Jem Gems Jewelry selected financial data (in millions):

	<u>yr 1</u>	<u>yr 2</u>
Total assets	500	800
Accounts payable and accrued liabilities	100	200
Total liabilities	200	450
Revenues	800	1,200
Net income	100	130
Dividends (only common stock has been issued)	50	80

Calculate the sustainable growth rate using the 4 components :
name the components, write the equation and solve it for the value

(3) Component 1	_____	Calculation	_____	Value	_____
(3) Component 2	_____	Calculation	_____	Value	_____
(3) Component 3	_____	Calculation	_____	Value	_____
(3) Component 4	_____	Calculation	_____	Value	_____

Calculate

- (4) ROA _____
- (4) ROE _____
- (4) Sustainable Growth Rate _____
- (4) Actual Growth Rate _____

As a manager, this breakdown is useful to understand how to control the sustainable growth rate.

- (4) Which components are based on operations? (just name the components)
- (4) Which components are based on financial policies? (just name the components)
- (4) Which component(s) would you try to change, if any? (name the components and up or down)

24. *(8) What is the required rate of return to equity investors if the company has a beta of 1.8, average interest rate of 10% on debt, a tax rate of 40% and the market has a risk free rate of 3%, and a market risk premium of 6.5%?
25. *(8) A company has a pretax interest rate of 10%, a tax rate of 40%, a required return of 12%, book value of debt of \$50 million, market value of debt of \$55 million, \$100 million in shareholders' equity at book value, 10 million shares of common stock outstanding trading at \$20 per share. What is the weighted average cost of capital?
26. *(6) A company needs \$10M. A VC estimates that it will be bought in 5 years for \$100M. The VC requires a 45% IRR. How much of the company must the VC own at the time of the buyout?
27. *(4) What is the post money valuation?

MSOD
M.S. IN ORGANIZATION
DEVELOPMENT

M.S. in ORGANIZATION DEVELOPMENT [MSOD]

Student Learning Assurance Plan

MSOD Mission

The M.S. in Organization Development (MSOD) program develops working professionals to assume leadership roles in the transformation of organizations through its emphasis on academic rigor and ethical practice rooted in the Jesuit, Catholic tradition. Students learn relevant theory, gain interdisciplinary knowledge, and develop practical skills in organization assessment, diagnosis, intervention, and evaluation. The foundation of organization development is enhanced organizational effectiveness and resiliency, and the USF MSOD program focuses on team and organization change interventions necessary to create productive, compassionate organizations.

MSOD Program Description

The MSOD program curriculum is designed around four essential elements that define the field. These elements are: reflection (self-as-instrument), diagnosis, implementation, and evaluation. Individual courses are linked by four separate projects that address each of the four elements. The core coursework, comprised of 11 courses, and how it relates to these four elements is reflected in the following table. Students complete the core courses (26 units) along with elective courses (6 units). Unique to the MSOD program are interactive experiential projects in the Research & Analysis, Teams & Small Systems Interventions, and Culminating Project courses.

Reflection	Diagnosis	Implementation	Evaluation
<ul style="list-style-type: none"> ▪ Leadership & Organizations ▪ <u>Psychological Dimensions of Organizational Behavior</u> ▪ Negotiation & Bargaining Strategy 	<ul style="list-style-type: none"> ▪ Leading Organization Change & Development ▪ <u>Research & Analysis for Organization Diagnosis & Evaluation</u> ▪ Organization Metrics & Outcomes ▪ Consulting Practices 	<ul style="list-style-type: none"> ▪ <i>Negotiation & Bargaining Strategy</i> ▪ <i>Consulting Practices</i> ▪ <u>Teams & Small Systems Interventions</u> ▪ <u>Large-Scale Systems Transformation</u> 	<ul style="list-style-type: none"> ▪ <i>Research & Analysis for Organization Diagnosis & Evaluation</i> ▪ <i>Organization Metrics & Outcomes</i> ▪ <u>OD Culminating Project</u>

Courses in *italics* are listed more than once in the table.
An underlined title reflects a course with an experiential project.

MSOD Program Learning Goals and Curriculum Map

	OD 660	OD 661	OD 662	OD 664	OD 668	OD 669	OD 671	OD 672	OD 673	OD 690	Elec.
Cognitive⁵											
Integrate, synthesize, and evaluate established and emerging theories and concepts from the fields of organizational behavior, organization theory, change leadership, team dynamics, and communication.	X	P	X	X						P	
Utilize knowledge associated with management fundamentals and emerging trends to demonstrate how planned change builds organizational capacity and resiliency.						P	P			X	X
Performance											
Develop research-based competence in applying theory to practice creatively in diagnosing, designing, implementing, and evaluating change interventions at the individual, team, and organization levels.		X		X	P	X	X	P	P	X	
Employ a balanced view of organizations to direct systematic techniques for gathering, interpreting, analyzing, and disseminating data related to organizational change initiatives.		X			X	X		P	P	P	
Affective											
Embrace the humanistic foundations of organization development as an authentic (self-as-instrument) agent of change by upholding uncompromising ethics, respecting diverse ideas and backgrounds, and committing to life-long learning.	P		P							X	

Key: P—Primary Course(s).

⁵From: S.J. Armstrong & C.V. Fukami. 2010. Self-assessment of knowledge: A cognitive learning or affective measure? Perspectives from the management learning and education community. *Academy of Management Learning & Education*, 9(2); 335-341: **Cognitive learning outcomes** refer to the acquisition of knowledge that can be categorized into the three domains of: *declarative knowledge* (amount and accuracy of knowledge acquired); *knowledge organization* (understanding of interrelationships between knowledge structures); and *cognitive structures* (forming concepts and procedures). **Performance learning outcomes** involve demonstrating skills or techniques that learners have not previously held, as well as the capacity to perform these skills and techniques under real conditions. **Affective learning outcomes** refer to learners' attitudes or motivations toward the particular learning objective, including learners' convictions and confidence levels, also referred to as *self-efficacy*. These outcomes are also referred to as reaction measures.

Program Learning Goals and Student Learning Outcomes: Schedule

Year/Program Learning Goals	Student Learning Outcomes	Courses	Direct Measures
<u>2012: Affective</u>			
Embrace the humanistic foundations of organization development as an authentic (self-as-instrument) agent of change by upholding uncompromising ethics, respecting diverse ideas and backgrounds, and committing to life-long learning.	<ul style="list-style-type: none"> ▪ Integrate his/her own values and the Jesuit leadership values (of self-reflection, ingenuity, heroism, and love) in developing respect for ethics, diversity, and a global perspective to drive organizational effectiveness and resiliency. ▪ Value self-reflection and life-long learning with respect to one's explicit and tacit knowledge. 	OD 662	Self-Assessment Paper
<hr/>			
<u>2013: Cognitive</u>			
Integrate, synthesize, and evaluate established and emerging theories and concepts from the fields of organizational behavior, organization theory, change leadership, group dynamics, and communication.	<ul style="list-style-type: none"> ▪ Distinguish between the critical and complementary roles leaders and managers play in motivating individuals and teams through the formal and informal organizational structure. ▪ Examine how individuals' assumptions, patterns of behavior, perceptions and perceptual biases, and supporting structures create barriers to effective leadership, management, and, ultimately, organization change and resiliency. ▪ Construct organizational communication strategies that build trust, establish transparency, emphasize listening, and engage conflict constructively. ▪ Develop and empower effective teams through norms, goals, composition, and emergent leadership. ▪ Relate the causes and need for change to balancing planned and emergent change processes. ▪ Contrast organizing perspectives – simple-linear, systems, and chaos-complexity – in relation to the change interventions reflecting the structural, human resource, power/political, and symbolic/cultural frames. 	OD 661	Case Analysis
		OD 669	Project

<p>Utilize knowledge associated with business fundamentals and emerging trends to demonstrate how planned change builds organizational capacity and resiliency.</p>	<ul style="list-style-type: none"> ▪ Anticipate and articulate ethical issues and unintended outcomes during the decision-making process in evaluating the soundness of their actions and the strategies implemented within their organizations. ▪ Develop budgets and track costs and cost savings related to desired organization outcomes. ▪ Comprehend the time value of money and how to calculate the net present value (NPV) of a desired organization outcome. ▪ Integrate information – quantitative and qualitative – in making human capital investment decisions. ▪ Apply both historical and current events to their understanding of organization development. 	<p>OD 671 Case Analysis</p>
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2014: Performance

<p>Develop research-based competence in applying theory to practice creatively in diagnosing, designing, implementing, and evaluating change interventions at the individual, group, and organization levels.</p>	<ul style="list-style-type: none"> ▪ Recognize how the history of organization development, as well as current trends in organization development, relate to change management strategy-driven change initiatives. ▪ Collect, analyze, synthesize, and present diagnostic data – both quantitative and qualitative – in the design and implementation of change interventions. ▪ Collect, analyze, synthesize, and present diagnostic data – both quantitative and qualitative – in the evaluation of change interventions. 	<p>OD 668 Service Learning Project OD 672 [Written/Oral OD 673 Component] Written Analysis</p>
<p>Employ a balanced view of organizations to direct systematic techniques for gathering, interpreting, analyzing, and disseminating data related to organizational change initiatives.</p>	<ul style="list-style-type: none"> ▪ Approach real world issues from a creative, boundary-spanning, dialogue-based stance to ensure active participation of all stakeholders. ▪ Craft and deliver polished memos, executive summaries, reports, and presentations that are clear, concise, cohesive and emphatic. ▪ Articulate the importance of theory and practice in leading and managing organizations. ▪ Differentiate between change theories and models in designing appropriate individual, team and/or organization interventions. 	<p>OD 672 Written Analysis OD 673 OD 690 Capstone Project</p>

Program Continuous Improvement Process

A random sample of direct measure assignments will be evaluated by a group of faculty, alumni, and/or stakeholders. Also, the Department also collects indirect data via: [1] End-of-Course Student Self-Assessments, [2] Joint Full-time and Part-time Faculty Meetings (specific to MSOD Program); and Periodic Student and Alumni Surveys.

The Department's process for continuous improvement involves: [1] making specific course improvements, including teaching and learning materials on an as needed basis and [2] reviewing departmental programmatic and curricular offerings on an annual basis per a schedule agreed to by the department faculty at the beginning of each academic year. The latter point reflects the department's commitment for improved pedagogical consistency across multiple courses sections and locations. Whenever possible, student representatives will be included in discussions about prospective changes to departmental programmatic and curricular offerings.

MSOD Program Course Descriptions

	<u>Total Units</u>
OD 660—Leadership & Organizations Explores the relationships among individuals, groups, organizations, and society within the context of a globalized and ever-changing world. A dynamic, holistic, systems approach frames the examination of individual behavior, interpersonal relationships, and organizational processes, structures, and cultures with emphasis on the interdependencies that impact organizational functioning. Students reflect on their competence as leaders in the Jesuit tradition of service to others and respect for diverse ideas and backgrounds.	4
OD 661—Leading Organization Development & Change¹ Investigates the nature of change, forces for change, and the impact of change on its recipients. Introduces students to the practice of organization development with respect to change efforts in organizations as they examine their own roles and skill sets as change agents.	2
OD 662—Psychological Dimensions of Organizational Behavior Focuses on how people’s behavior is influenced by others in organizational settings. Relates previous studies of motivation, attitudes, politics, decision-making and culture to productive, creative, and ethical actions in order to better understand how people shape the environment in which they work.	2
OD 664—Negotiation and Bargaining Strategy² Develops skills in person-to-person negotiations in which the stakes are high, people have different points of view, and strong emotions often support these views. This course is skills-based, experiential and participatory in nature.	2
OD 668—Research & Analysis for Organization Diagnosis & Evaluation Introduces research methods—qualitative and quantitative—relevant to the practice of OD. Emphasis is on applied research methods used in developing research studies and performing data analyses.	4
OD 669—Organization Metrics & Outcomes Integrates research methods, and the statistical, accounting and financial information leaders and managers rely on as they consider the viability of change initiatives. Focuses on the budgeting and strategic processes so that managers can make decisions to ensure the organization’s long-term viability.	2
OD 671—Consulting Practices Reviews the consulting process, especially with respect to organization development. Focuses on the values and ethics underlying the consulting practice, and the essential skills for a consultant, including entering, contracting, developing client capability, and managing unplanned events in the change process.	2
OD 672—Teams & Small Systems Interventions Examines theories of group process and team dynamics, as well as practical techniques for facilitating productivity as a team member or outside facilitator. Topics include team formation and structure, cohesion, power, conflict, and decision-making.	2
OD 673—Large-Scale Systems Transformation Stresses the design and implementation of various organizational interventions by applying the diagnosis-intervention-evaluation process. Students learn to choose between, and then design, appropriate interventions to transform an organization from a current state to a desired future state.	2
OD 690—OD Culminating Project Requires a diagnostic and databased approach to conducting an applied research project within an existing organization. Students analyze an organization’s current state and recommend strategies for change. [This is the final course in the program.]	4
Approved OD Electives³	6

¹Equivalent course currently offered as MBA 6417 (Leading and Organizational Change).

²Equivalent course currently offered as MBA 6406 (Negotiation, Bargaining and Conflict Resolution).

³Students take three electives (2 units each). Potential electives include: Advanced Leadership Seminar; Creativity & Innovation; Current Issues in Global Business; Employment Law for Managers; Entrepreneurship Management; Global OD; Innovation & Leadership; Strategic HR Management; and courses in project management, nonprofit administration, and biotech.

Program Student Learning Assurance Plan Requirements

Academic Cycle: Fall 2011 through Spring 2014

Plan Date: October 13, 2011

School/College: School of Management

Department/Program: Master of Nonprofit Administration

Person completing the Plan: Kathleen Fletcher

Department Mission Statement:

- The Master of Nonprofit Administration program at USF serves adult students who aspire to leadership roles in nonprofit social benefit organizations. The program serves the nonprofit community by educating future leaders who have the managerial and leadership skills to guide organizations in creating a better world. The program emphasizes social change, diversity, and the dignity of all people.
- The program's purpose aligns with USF's values in many ways, especially the value of learning as a humanizing, social activity; of social responsibility in fulfilling the University's mission to create, communicate, and apply knowledge to a world shared by all people, and of creating a culture of service that respects and promotes the dignity of every person.

Program Student Learning Goals: (See attached)

Program Student Learning Outcomes (See attached)

Program Student Learning Rubrics (See attached)

Program Student Learning Curriculum Map (See attached)

Program Student Learning Assurance Methods (See attached)

Program Student Learning Goals:

Students who complete the Master of Nonprofit Administration will:

1. Understand the roles of the nonprofit sector in the political, economic, legal, and social environment in the US and internationally.
2. Understand the similarities and differences between managing a nonprofit organization and managing a for-profit or public sector organization.
3. Be prepared to carry out and/or supervise the functional areas necessary for managing nonprofit organizations: financial management, fundraising, strategic planning, board governance, legal requirements, human resources, marketing, and advocacy
4. Identify and appreciate the ethical considerations inherent in all aspects of nonprofit management.
5. Know how to conduct research and evaluation and use data analysis to improve decision-making

Program Student Learning Outcomes:

By the end of the program, students will be able to:

1. describe the roles of the nonprofit sector in the US and internationally, and provide examples of those roles. (Goal 1)
2. identify and explain the similarities and differences between nonprofit management and management in the for-profit and public sectors. (Goal 2)
3. demonstrate and apply knowledge in strategic planning, board governance, fundraising, nonprofit financial management, legal requirements, human resources, marketing, and advocacy. (Goal 3)
4. identify ethical issues in nonprofit management and discuss how these ethical considerations impact the work of nonprofit managers. (Goal 4)
5. design and carry out an evaluation research project for a nonprofit organization, analyze data collected for the project, and make recommendations based on their findings. (Goal 5)

Outcome Rubrics

Outcome	Very Good Achievement of Outcome	Good Achievement of Outcome	Average Achievement of Outcome	Poor Achievement of Outcome	Very Poor Achievement of Outcome
1. Describe the roles of NPOs in the US and internationally and provide examples of those roles.	Identification of at least 4 roles of NPOs in the US and NGOs internationally and provision of at least two NPO and two NGO examples	Identification of at least 3 roles of NPOs in the US and NGOs internationally and provision of at least two NPO and two NGO examples	Identification of at least 2 roles of NPOs in the US and NGOs internationally and provision of at least one NPO and one NGO example	Poor identification of roles of NPOs in the US and NPOs internationally and/or failure to provide adequate examples	Identification of one role of NPOs in the US and NPOs internationally and/or failure to provide adequate examples
2. Identify and explain the similarities and differences between NP management and management in for-profit and public sectors	Identification of at least three similarities and three differences between mgmt in NPOs when compared to FPOs and public sector orgs and provision of two examples for each sector	Identification of at least two similarities and two differences between mgmt in NPOs when compared to FPOs and public sector orgs and provision of two examples for each sector	Identification of at least one similarity and one difference between mgmt in NPOs when compared to FPOs and public sector orgs and provision of one example for each sector	Unable to compare NPOs to either FPOs or public sector and/or failure to provide adequate examples	Failure to compare NPOs to either FPOs or public sector and/or failure to provide adequate examples
3. Demonstrate and apply knowledge in strategic planning, board governance, fundraising, nonprofit financial management, legal requirements, human resources, marketing, and advocacy.	Completion of a designated course assignment in each of the functional courses in nonprofit management with instructor-given grades of A or A+	Completion of a designated course assignment in each of the functional courses in nonprofit management with instructor-given grades of A minus or higher	Completion of a designated course assignment in each of the functional courses in nonprofit management with instructor-given grades of B or higher.	Completion of a designated course assignment in each of the functional courses in nonprofit management with instructor-given grades of C or higher	Unable to complete one or more designated course assignments in each of the functional courses in nonprofit management, or receipt in any assignment of a less than passing grade.
4. Identify ethical issues brought forth in their MNA courses and discuss how ethical considerations impact the work of nonprofit managers.	Able to identify at least 3 ethical issues from each MNA course and to write a superior essay on how ethical considerations impact the work of nonprofit managers	Able to identify at least 2 ethical issues from each MNA course and to write an above-average quality essay on how ethical considerations impact the work of nonprofit managers	Able to identify at least one ethical issue from each MNA course and to write an essay on how ethical considerations impact the work of nonprofit managers.	Unable to identify issues in all course areas, and/or superficial writing about how ethical considerations impact the work of nonprofit managers.	Unable to identify issues in at least half of the course areas, and/or superficial writing about how ethical considerations impact the work of nonprofit managers.
5. Design and carry out an evaluation research project for a nonprofit organization, analyze data collected for the project, and make recommendations based on their findings.	Able to design an appropriate capstone research project, carry out the research, and report the results, meeting superior standards of quality	Able to design an appropriate capstone research project, carry out the research, and report the results, meeting above average standards of quality	Able to design an appropriate capstone research project, carry out the research, and report the results, meeting acceptable standards of quality	Unable to meet acceptable standards of quality in designing a capstone research project, carrying out the research, and/or reporting the results	Unable to complete the capstone research project required of MNA students

Program Curriculum Map

Key I = Introduced with minimal coverage

M = Moderate Coverage

C = Comprehensive Coverage

Program/Departmental Goals/Outcomes	Course Numbers																	
	NPA 671	NPA 638	NPA 677	NPA 673	NPA 631	NPA 674	NPA 675	NPA 678	NPA 612	NPA 614	NPA 616	NPA 672						
1. Understand the roles of the nonprofit sector in the political, economic, legal, and social environments in the US and Internationally.																		
a. Students will be able to describe the roles of the nonprofit sector in the US and internationally and provide examples of those roles.	C			M		M		M										
2. Understand the similarities and differences between managing a nonprofit organization and managing a for-profit or public sector organization.																		
a. Students will be able to identify and explain the similarities and differences between nonprofit management and management in the for-profit and public sectors.	C	M	I		I	M	I											
3. Be prepared to carry out and/or supervise the functional areas necessary for managing nonprofit organizations: financial management, fundraising, strategic planning, board governance, legal requirements, human resources, marketing, and advocacy.																		
a. Students will be able to demonstrate and apply knowledge in strategic planning, board governance, fundraising, nonprofit financial management, legal requirements, human resources, marketing, and advocacy.			C	C	C	C	C	C										
4. Identify and appreciate the ethical considerations inherent in all aspects of nonprofit management.																		
a. Students will be able to identify ethical issues brought forth in their classes and discuss how these ethical considerations impact the work of nonprofit managers.	M	M	M	M	M	M	M	M	I	I	I	M						
5. Know how to conduct research and evaluation and use data analysis to improve decision making																		
a. Students will be able to design and carry out an evaluation research project for a nonprofit organization, analyze data collected for the project, and make recommendations based on their findings..										C	C	C						

Program Student Learning Assurance Methods

Learning Outcomes and Methods of Assessment
By the end of the program, students will be able to:
<p>1. Describe the roles of nonprofit organizations in the US and internationally and provide examples of those roles.</p> <ul style="list-style-type: none"> After their first two courses in the program (and as an assignment in the third course), students will write a brief essay describing the roles of nonprofit organizations in the US and internationally and providing examples of those roles. The essays will be returned to the students with comments but will not receive a letter grade nor be part of their course grade. The essays will be measured against the outcome rubrics by the instructor.
<p>2. Identify and explain the similarities and differences between NP management and management in for-profit and public sectors</p> <ul style="list-style-type: none"> After their first two courses in the program (and as an assignment in the third course), students will write a brief essay identifying similarities and differences between nonprofit management and management in the for-profit and public sectors. The essays will be returned to the students with comments but will not receive a letter grade nor be part of their course grade. The essays will be measured against the outcome rubrics by the instructor.
<p>3. Demonstrate and apply knowledge in strategic planning, board governance, fundraising, nonprofit financial management, legal requirements, human resources, marketing, and advocacy.</p> <ul style="list-style-type: none"> Each of the instructors of these functional courses in nonprofit management will identify a course assignment in which students demonstrate and apply knowledge in the function being taught. Examples of such assignments include developing a fundraising plan for a nonprofit organization, developing a marketing plan, developing a financial management plan, developing a model for creating a board of directors for a new nonprofit organization, developing a model for a strategic planning process, developing a human resources handbook, developing an advocacy plan, and developing a handbook of legal issues for board and staff. Each instructor will grade the identified assignment in his/her course and provide a listing of the grades (without identifying the students) to the program director. The grades for each course's identified assignment will measure attainment of the outcome for the cohort as a whole.
<p>4. Identify ethical issues brought forth in their MNA courses and discuss how ethical considerations impact the work of nonprofit managers.</p> <ul style="list-style-type: none"> As part of the last course in the program, students will meet in groups to identify ethical issues in managing nonprofit organizations, drawing especially on their courses in the functional areas of nonprofit management (Fundraising, Financial Management, Legal Issues, etc.). In a class discussion moderated by the course instructor, a list of ethical issues will be compiled. Students will then write an individual essay on how ethical considerations impact the work of nonprofit managers. The essays will be returned to the students with comments but will not receive a letter grade nor be part of their course grade. The essays will be measured against the outcome rubrics by the instructor.
<p>5 Design and carry out an evaluation research project for a nonprofit organization, analyze data collected for the project, and make recommendations based on their findings.</p> <ul style="list-style-type: none"> Students will complete the MNA Summary Project in the last course of the program after beginning the project in two previous courses (Research and Evaluation Methods, and Data Analysis). The course grade is based on the instructor's evaluation of the both the written document and the oral presentation. The grades for the course will measure attainment of the outcome for the cohort as a whole.

MSIS
MASTER OF INFORMATION
SYSTEMS

(MSIS) Master of Information Systems

Program Assessment Plan

Mission Statement

The mission of the MSIS program is the education of our students in the effective and efficient use of information technology. IS an integral part of an organization's ability to achieve a competitive advantage in both the private and public sectors. In the training of our students, we emphasize ethical practices and professionalism as integrated components throughout the program, along with a focus on essential career development skills and effective management of human resources. The program, based upon nationally approved curriculum recommendations from the Association for Information Systems (AIS) and the Association for Computing Machinery (ACM), is updated frequently. Students may optionally select a special emphasis area in Information Security, which also may be added at a later time.

Program Goals

Students who complete the Master of Information Systems will be able to:

1. Address the needs of organizations to define and develop effective information systems, both for the introduction of new systems and the enhancement of legacy systems, fostering effective communication channels for both internal and external stakeholders.
2. Recognize both the opportunity and demands of emergent technologies, including communications and networking, information security, publicly available information systems, and newly available information tools.
3. Utilize information technology to be economically responsible, to foster sound financial systems, to create more effective organizational structures, and to understand how policy and strategic decisions are affected by information systems.
4. Demonstrate Information Systems-relevant people, business, and team skills, incorporating ethics, humanistic values and professionalism.

Program Learning Outcomes

1. Students will develop competence in systems design and analysis techniques, including core database concepts, using both hierarchical and object-oriented approaches. (Goal 1)
2. Students will identify and incorporate communications, networking and information security issues as they relate to information systems, organizations, and organizational policy. (Goal 2)
3. Students will utilize, evaluate, store, archive and manage emergent information systems within present-day organizations, including strategies to effectively ensure success in these activities. (Goal 2)
4. Students will identify the economic and financial management issues relative to information systems and organizations, including the legal, regulatory and ethical implications. (Goal 3)
5. Students will identify all aspects of project management relative to the information systems development life cycle and change/updates to in-place information systems, and relate these aspects to system design and relevant economic considerations. (Goal 3)
6. Students will be able to produce professional quality documents ready for submission to management, professional technical implementers, and other stakeholders. (Goal 4)
7. Students will integrate the collective expertise incorporated herein and reflect on the ethical and humanistic aspects of information systems. (Goal 4)

Curriculum Map

Key I = Introduced with minimal coverage
 M = Moderate Coverage
 C = Comprehensive Coverage

Your Program/Departmental Goals/Outcomes	Your Course Numbers																	
	MSIS 612	MSIS 611	MSIS 620	MSIS 625	MSIS 613	MSIS 651	MSIS 624	MSIS 647	MSIS 631	MSIS 648	MSIS 656	MSIS 626						
1. Address the needs of organizations to define and develop effective information systems, both for the introduction of new systems and the enhancement of legacy systems, fostering effective communication channels for both internal and external stakeholders.																		
a. Students will develop competence in systems design and analysis techniques, including core database concepts, using both hierarchical and object-oriented approaches.	C	C	I	I			I		M	I	I	I						
2. Recognize both the opportunity and demands of emergent technologies, including communications and networking, information security, publicly available information systems, and newly available information tools.																		
a. Students will identify and incorporate communications, networking and information security issues as they relate to information systems, organizations, and organizational policy.		I			C	C		I	C	M		M						
b. Students will utilize, evaluate, store, archive and manage emergent information systems within present-day organizations, including strategies to effectively ensure success in these activities.	I	M				M	M	C	C	C	C	M						
3. Utilize information technology to be economically responsible, to foster sound financial systems, to create more effective organizational structures, and to understand how policy and strategic decisions are affected by information systems.																		
a. Students will identify the economic and financial management issues relative to information systems and organizations, including the legal, regulatory and ethical implications.			C	C	I	M			I	I	M	M						
b. Students will identify all aspects of project management relative to the information systems development life cycle and change/updates to in-place information systems, and relate these aspects to system design and relevant economic considerations.	I		M	I			C			I		I						
4. Demonstrate Information Systems-relevant people, business, and team skills, incorporating ethics, humanistic values and professionalism.																		
a. Students will be able to produce professional quality documents ready for submission to management, professional technical implementers, and other stakeholders.	C			C			M	C	I	I	M	C						
b. Students will integrate the collective expertise incorporated herein and reflect on the ethical and humanistic aspects of information systems.	I		M	I		I	I	C	M	I		C						

Outcome Rubrics

Outcome	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
1. Develop competence in systems design and analysis techniques, including core database concepts, using both hierarchical and object-oriented approaches.	Inaccurate descriptions of information systems use cases and essential data; Incomplete design specifications; Able to perform only some practical methods	Partial descriptions of information systems use cases and/or essential data; Incomplete design specifications; Able to perform practical methods but only for simple cases	Able to produce at least 1 complete and accurate systems design document; able to perform all practical methods	Produced a complete and accurate systems design document relevant to their current business; Adjusted methods to meet the unique situation of their business environment	Produced a complex systems design document relevant to their current business; Engaged in a feedback cycle with their business environment
2. Identify and incorporate communications, networking and information security issues as they relate to information systems, organizations, and organizational policy.	Unable to comprehend most of the current technical state of communications and networking, information security, and related tech issues. Unable to apply to information policy and systems design.	Able to comprehend most of the current technical state of communications and networking, information security, and related tech issues. Unable to apply to information policy and systems design.	Able to comprehend the current technical state of communications and networking, information security, and related tech issues. Able to apply to information policy and systems design.	Comprehends the current technical state of communications and networking, information security, and related tech issues. Has applied to information policy and systems design in their business environment.	Comprehends the current technical state of communications and networking, information security, and related tech issues. Has applied to information policy and systems design in their business environment, and engaged in a feedback cycle.
3. Utilize, evaluate, store, archive and manage emergent information systems within present-day organizations, including strategies to effectively ensure success in these activities.	Unable to identify and/or understand most information systems within enterprises; Understands some of the principals including e-business, etc.; Cannot relate strategies and policy to principals; Cannot relate to own business environment.	Can identify all information systems within enterprises, but only understands two-three applications; Understands many of the principals including e-business, etc.; Can understand strategies and policy, but not incorporate principals; Cannot relate to own business environment.	Able to identify and understand at least 4 different types of information systems within enterprises; Understands principals including e-business, data warehousing, and global information systems; Can incorporate into strategies and policy.	Able to identify and understand information systems within enterprises in general and their business environment; Understands principals including e-business, etc.; Can incorporate into strategies and policy, and has reviewed policies within their business environment.	Able to identify and understand information systems within enterprises in general and their business environment; Understands principals including e-business, etc.; Can incorporate into strategies and policy, and has reviewed policies within their business environment; Has engaged in a feedback cycle.

<p>4. Identify the economic and financial management issues relative to information systems and organizations, including the legal, regulatory and ethical implications.</p>	<p>Unable to identify most of the economic aspects of the information systems development life cycle and/or the management of information systems on an ongoing basis; Cannot relate to own business environment.</p>	<p>Unable to identify the all the economic aspects of the information systems development life cycle and/or the management of information systems on an ongoing basis; Cannot relate to own business environment.</p>	<p>Able to identify the economic aspects of the information systems development life cycle and the management of information systems on an ongoing basis.</p>	<p>Able to identify the economic aspects of the information systems development life cycle and the management of information systems on an ongoing basis; Can relate to their own business environment.</p>	<p>Able to identify the economic aspects of the information systems development life cycle and the management of information systems on an ongoing basis; Can relate to their own business environment; Has engaged in a feedback loop.</p>
<p>5. Identify all aspects of project management relative to the information systems development life cycle and change/updates to in-place information systems, and relate these aspects to system design and relevant economic considerations.</p>	<p>Unclear on all the elements of the information systems development life cycle and cannot relate them to project management skills; Cannot produce many standard project management methodologies, and cannot relate these to information systems.</p>	<p>Unclear on all the elements of the information systems development life cycle and cannot relate them to project management skills; Can produce some project management methodologies, but not all</p>	<p>Able to identify all the elements of the information systems development life cycle and related them to project management skills; Can produce Work Breakdown Structures, Gantt charts and other similar project management methodologies</p>	<p>Able to identify all the elements of the information systems development life cycle and related them to project management skills; Can produce Work Breakdown Structures, Gantt charts and other similar project management methodologies; Has related activities to actual business projects</p>	<p>Able to identify all the elements of the information systems development life cycle and related them to project management skills; Can produce Work Breakdown Structures, Gantt charts and other similar project management methodologies; Has related activities to actual business projects; Has implemented in the workplace and/or engaged in a feedback look.</p>
<p>6. Be able to produce professional quality documents ready for submission to management, professional technical implementers, and other stakeholders.</p>	<p>Produced an incomplete systems design document, which does not meet professional standards.</p>	<p>Produced an incomplete systems design document meeting professional standards or a complete design specification below standard.</p>	<p>Produced at least 1 complete and accurate systems design document, which attains professional quality standards</p>	<p>Produced at least 1 complete and accurate systems design document, which attains professional quality standards on a project within their business environment</p>	<p>Produced at least 1 complete and accurate systems design document, which attains professional quality standards on a project within their business environment; engaged in a feedback cycle</p>

7. Integrate the collective expertise incorporated herein and reflect on the ethical and humanistic aspects of information systems.	Produced an incomplete final project including an information system, and lacked ethical and/or human implications.	Produced a complete and accurate final project including an information system, but lacking in ethical and human implications.	Produced a complete and accurate final project including an information system and its ethical and human implications.	Produced a complete and accurate final project including an information system and its ethical and human implications; Project was within their business environment.	Produced a complete and accurate final project including an information system and its ethical and human implications; Project was within their business environment; Engaged in a feedback cycle.
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Assessment Measures

Note: The assessment for Academic Year 2008-2009 will take place in two courses:

- 1. MSIS 620 Economics for IS Managers*
- 2. MSIS 625 IT Policy and Strategy*

This document covers only those Assessment Measures, which shall be undertaken in Spring 2012.

Outcomes

The learning outcomes for each course are directly embodied in the homework, tests, presentations and projects assigned during the course and well established in each course's syllabus. The attainment of learning is assisted by course design. While course-dependent, several tools are essential to success: (1) All assignments are delivered from the student to the teacher electronically via Blackboard, (2) Student assignments are broken down into smaller units and even large projects unfold through the period of the course, (3) Feedback is continuous throughout the course via Blackboard and via in-person feedback, and (4) as these are small, on-going cohorts of students, who spend just over two years together, Wiki's (on Blackboard) are used so that students have access to selections of other student's work. In this way, all may see various levels of achievement, anyone may incorporate this performance and skill sets into their own work, and there is no question as to the expected level of performance relative to grades.

Economics for IS Managers (MSIS 620)

This course focuses on Outcomes 1, 4, 5 and 7.

This course provides an introduction to the fundamentals of economics for both information systems development and in an ongoing information systems organization. It is designed to provide a firm understanding of:

- 1) The micro- and macroeconomic views of information technology in organizations and society
- 2) The key analytical methods available to facilitate effective decision-making for IT investments
- 3) The management of a portfolio of IT investments

IT Policy and Strategy (MSIS 625)

This course focuses on Outcomes 1, 4, 5, 6 and 7.

This course provides an introduction to IT Policy and Strategy. It is designed to provide a firm understanding of:

- 1) How Information Systems can be used strategically to achieve goals
- 2) The CIO's perspective on the internal management of information systems services?
- 3) How Information Systems policies and strategies impact us, as professionals, in a variety of positions, firms, and industries

Time Frame

The timeframe for analysis of these four courses is:

MSIS 620 Economics for IS Managers

Spring, 2012

MSIS 625 IT Policy and Strategy

Spring, 2012

Who Will Do the Assessment?

Information Systems Program Director Dr. Arthur Karshmer will be responsible for the assessment, working with each instructor to carry out the assessment. Longtime adjunct Marty Patton-Volz is teaching the MSIS 620, while MSIS will be taught by adjunct professor William Kolb.

How Data Will Be Used to Improve Program

Where students achieve a performance of “poor” or “very poor”, additional attention will be given to that module within the course, as well as the student work and feedback approach to that work. An overall assessment of the achievement of program learning outcomes will be prepared on an annual basis by the Program Director and shared with the faculty through email distribution and at the annual faculty meeting. Changes in the curriculum or in individual courses suggested by the assessment will be implemented.

MSFA
M.S. IN FINANCIAL
ANALYSIS

MSFA Program Goals and Learning Outcome Statements

The Masters of Science in Financial Analysis is designed to train students as financial analysts and investment managers. The program provides quantitative training in statistics, economics, finance, and accounting. The goals of the MS in Financial Analysis program are:

1. To provide an interdisciplinary approach to the study of financial markets and the analysis and valuation of financial assets.
2. To train students to use the quantitative methods and analytic tools from economics, statistics, finance and accounting to value and manage portfolios of financial assets.
3. To prepare students to meet the demands of the financial industry for high standards of ethical behavior and comprehensive knowledge of financial regulations.

The MS in Financial Analysis program is unique in the School of Management in that its program goals are explicitly tied to those of an external professional designation; the CFA® designation's Comprehensive Body of Knowledge (CBOK). The CFA® designation is administered by the CFA Institute and requires candidates to pass three exams offered annually worldwide. The CFA Institute conducts ongoing surveys of its members (CFA charter holders), other investment professionals, and investment firms worldwide to determine changes to the CBOK over time.

The MSFA program has been an Academic Program Partner of the CFA Institute since 2006. To become an Academic Program Partner, a university and program must fulfill the qualifications outlined in the attached CFA PROGRAM PARTNERSHIP (17 March 2006). In particular the MSFA program had to show that it covered more than 70% of the Learning Outcome Statements (LOS) that comprise the CFA CBOK, used CFA-approved texts in the MSFA programs, meet accreditation standards, and have a minimum number of credit hours for graduation.

The MSFA program was judged to meet the required standards; in particular, the coverage of very detailed LOS's associated with the three levels of the CFA exams. The document - MS in Financial Analysis Curriculum to CFA® CANDIDATE BODY OF KNOWLEDGE (CBOK) - provides a mapping from the CFA LOS areas to the relevant MSFA courses cover. An earlier version was submitted to the CFA Institute as part of the Academic Program partnership process, along with detailed syllabi from each course in the MSFA program, and approved by the CFA Institute as covering the CFA CBOK.

The CFA CBOK LOS are specific statements regarding knowledge that a student should have in a variety of topic areas to be prepared for a career in financial analysis or investment management. I have attached the Study Guides for the Level I, II and III CFA exams for 2011 that sets out the topic areas, study sessions, and associated LOS for each study session.

MSFA Program Learning Outcome Statements

1. Understand the framework for ethical conduct in the investment profession that focuses on the CFA Institute Code of Ethics and Standards of Professional Conduct as well as the Global Investment Performance Standards (GIPS®).
2. Master the fundamental quantitative techniques essential in financial analysis and investment management including (i) the time value of money, (ii) the basics of statistics and probability theory, (iii) probability theory applied in the field of investment valuation and financial risk management, and (iv) joint behavior of two or more variables, including correlation and linear regression.
3. Possess a thorough knowledge of macroeconomic and microeconomic principles, including key components of economic activity, macroeconomic theory and policy, international finance, and exchange rates. Develop expected returns and risks for asset classes and individual assets based on macro- and micro-expectational factors.
4. Understand financial accounting procedures required of a financial analyst including the ability to (i) analyze and use financial statements and footnotes in investment valuation; ii) analyze a company's liquidity, profitability, financial stability, solvency, and asset utilization; and iii) analyze the effects of alternative accounting methods and assumptions.
5. Develop a comprehensive knowledge of the analysis of equity investments, including securities markets, efficient market theory, the analysis of equity risk and return (for industries and companies), and technical analysis. Demonstrate the ability to apply the knowledge to the management of equity portfolios, including global investments.
6. Demonstrate the ability to analyze fixed income investments, including basic characteristics of bonds in alternative sectors, valuation tools, and factors that influence bond yields. Develop strategies for fixed income portfolios.
7. Develop a thorough knowledge of derivative investments, including forwards, futures, options, and swaps, and how these are used to manage risk in the investment process.
8. Establish a working knowledge of the analysis of alternative investments, including mutual funds, exchange traded funds, real estate, venture capital, hedge funds, closely held companies, distressed securities, and commodities and commodity derivatives. Develop strategies for incorporating alternative assets in multi-asset portfolios.
9. Be able to specify and quantify investor objectives, constraints, and preferences in terms of return requirements and risk tolerances, and develop an appropriate investment policy statement; document approved investment policies; recommend an appropriate asset allocation based on return and risk; develop strategies for managing portfolios of domestic and foreign debt securities, including passive, semi-active, and active management techniques; develop strategies for managing portfolios of domestic and foreign equity securities, including passive, semi-active, and active management techniques that incorporate different management styles; manage portfolio risk and adjust risk exposure and, with derivative securities.

MSFA Assessment Overview and Plan

The MSFA program is explicitly built on a set of LOS's and Body of Knowledge that is continually updated by the CFA Institute to reflect the needs of the financial analysis and investment management profession. The MSFA program uses finance and investment management professionals who are CFA charter holders as instructors to deliver a significant portion of the MSFA program, approximately 40%, concentrated in courses involving case studies and applications of techniques.

Courses in the first half of the MSFA program employ a combination of weekly problem sets and quizzes plus a comprehensive final exam to monitor and assess student achievements in the fundamental tools of financial analysis and investment management. Courses in the second half of the program emphasize a student's ability to synthesize and integrate the fundamental tools to develop strategies for investment valuation and management. Courses in the second half of the program generally use a combination of weekly problem sets based on real world data, weekly quizzes ensuring students understand the essentials of investment analysis and a final project or exam that requires students to analyze and integrate their knowledge.

There are two main methods of evaluating the post-graduation success of the MSFA program in achieving its goal of helping students gain the necessary training to succeed in financial analysis or investment management:

1. Track student success in securing jobs in their chosen area of investment management, and for those working before or during the program track job promotions or salary increases in the years immediately after they finish the program.
2. Track student achievements of the CFA Level I, II, and III exams relative to performance of all candidates taking these exams.

Evaluation Method 1 is beyond the scope of the MSFA Program at present given the limited resources available to track and interview graduating students at USF. The Strategic Plan for the School of Management sets out as an important near term goal the development an infrastructure to support tracking of SOM alumni. The MSFA program will be working with the Alumni support staff to track the career performance of MSFA alumni after they graduate from the program.

Evaluation Method 2 is currently a somewhat biased measure, as not all students in the MSFA program take, or even plan to take, the CFA exams. In the past we have used a survey of recently graduated students to track self-reported outcomes for those alumni who have taken the CFA exams. Going forward we are collaborating with the CFA Institute to explicitly track the progress of all MSFA students and alumni who register for the CFA exams.

MSFA Curriculum Map: LOS to MSFA Courses

CFA CBOK 2009	Candidate Body of Knowledge Topics	MSFA Courses
I. Ethical and Professional Standards	<ul style="list-style-type: none"> A. Professional Standards of Practice B. Ethical Practices 	ECON 728: Ethics & Finance I
II. Quantitative Methods	<ul style="list-style-type: none"> A. Time Value of Money B. Probability 	MSFA Boot Camp
	<ul style="list-style-type: none"> C. Probability Distributions and Descriptive Statistics D. Sampling and Estimation E. Hypothesis Testing F. Correlation Analysis and Regression 	ECON 736: Econometrics ECON 744: Financial Econometrics
	<ul style="list-style-type: none"> G. Time Series Analysis H. Simulation Analysis I. Technical Analysis 	
III. Economics	<ul style="list-style-type: none"> A. Market Forces of Supply and Demand B. The Firm and Industry Organization K. Effects of Government Regulation 	ECON 710: Microecon for Finance
	<ul style="list-style-type: none"> C. Measuring National Income and Growth D. Business Cycles E. The Monetary System F. Inflation I. Monetary and Fiscal Policy J. Economic Growth and Development 	ECON 716: Macroecon for Finance
	<ul style="list-style-type: none"> G. International Trade and Capital Flows H. Currency Exchange Rates L. Impact of Economic Factors on Investment Markets 	ECON 734: Int'l Finance

CFA Exam	Candidate Body of Knowledge	MSFA Courses
IV. Financial Reporting and Analysis	A. Financial Reporting System (IFRS and GAAP) B. Principal Financial Statements C. Financial Reporting Quality	MSFA Boot Camp
	D. Analysis of Inventories E. Analysis of Long-Lived Assets F. Analysis of Taxes G. Analysis of Debt H. Analysis of Off-Balance-Sheet Assets and Liabilities I. Analysis of Pensions, Stock Compensation, and Other Employee Benefits J. Analysis of Inter-Corporate Investments K. Analysis of Business Combinations L. Analysis of Global Operations M. Ratio and Financial Analysis	ECON 726: Advanced Financial Statements
V. Corporate Finance	A. Corporate Governance B. Dividend Policy C. Capital Investment Decisions D. Business and Financial Risk E. Long-Term Financial Policy F. Short-Term Financial Policy G. Mergers and Acquisitions and Corporate Restructuring	ECON 714: Corporate Finance

CFA Exam	Candidate Body of Knowledge	MSFA Courses
VI. Equity Investments	A. Types of Equity Securities and their Characteristics B. Equity Markets: Characteristics, Institutions, and Benchmarks	ECON 712: Financial Markets
	C. Fundamental Analysis (Sector, Industry, Company) and the Valuation of Individual Equity Securities D. Equity Market Valuation and Return Analysis E. Special Applications of Fundamental Analysis (Residual Earnings) F. Equity of Hybrid Investment Vehicles	ECON 720: Equity Valuation
VII. Fixed Income	A. Types of Fixed-Income Securities and their Characteristics B. Fixed-Income Markets: Characteristics, Institutions, and Benchmarks C. Fixed-Income Valuation (Sector, Industry, Company) and Return Analysis D. Term Structure Determination and Yield Spreads	ECON 722: Fixed Income I
	E. Analysis of Interest Rate Risk F. Analysis of Credit Risk G. Valuing Bonds with Embedded Options H. Structured Products	ECON 738: Fixed Income II
VIII. Derivatives	A. Types of Derivative Instruments and their Characteristics B. Forward Markets and Instruments C. Futures Markets and Instruments D. Options Markets and Instruments	ECON 724: Derivatives I
	E. Swaps Markets and Instruments F. Credit Derivatives Markets and Instruments	ECON 732: Derivatives II

CFA Exam	Candidate Body of Knowledge	MSFA Courses
IX. Alternative Investments	<ul style="list-style-type: none"> A. Types of Alternative Investments and their Characteristics B. Real Estate C. Private Equity/Venture Capital D. Hedge Funds E. Closely-held Companies and Inactively Traded Securities F. Distressed Securities/Bankruptcies G. Commodities H. Tangible Assets with Low Liquidity 	ECON 742: Alternative Investments
X. Portfolio Management and Wealth Planning	<ul style="list-style-type: none"> A. Portfolio Concepts H. Economic Analysis and Setting Capital Market Expectations J. Asset Allocation K. Portfolio Construction and Revision B. Management of Individual/Family Investor Portfolios C. Management of Institutional Investor Portfolios D. Pension Plans and Employee Benefit Funds E. Investment Manager Selection F. Other Institutional Investors G. Mutual Funds, Pooled Funds, and ETFs L. Equity Portfolio Management Strategies M. Fixed-Income Portfolio Management Strategies N. Alternative Investments Management Strategies O. Risk Management Q. Performance Evaluation R. Presentation of Performance Results 	<p>ECON 740: Capital Market Theory</p> <p>ECON 730: Behavioral Finance & Risk Mgmt ECON 746: Portfolio Mgmt</p> <p>ECON 748: Ethics & Finance II</p>

MS in Financial Analysis Program Rubrics

Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Excellent Achievement of Outcome
1. Student understands the framework for ethical conduct in the investment profession	Can state some of the CFA Code of Ethics but unable to apply systematically to any real world scenarios.	Can state most of the CFA Code of Ethics and apply to simple real world scenarios but not more complex situations.	Can state the CFA Code of Ethics and apply to both simple real world scenarios and more complex situations.
2. Student demonstrates mastery of the fundamental quantitative techniques essential in financial analysis and investment management	Can solve simple problems in the fundamental areas but is not able to complete complex problems.	Can solve complex problems in the fundamentals in a textbook situation but cannot apply to real world examples.	Can solve complex problems in the fundamentals in a textbook situation. Also is able to apply these tools to real world examples.
3. Student understands macroeconomic and microeconomic principles and can develop expected returns and risks for asset classes and individual assets	Can set up simple micro and macro models, but is unable to analyze impact on asset returns.	Can set up and use complex micro and macro models to analyze textbook problems but unable to apply to real world asset returns.	Can set up and use complex micro and macro models to analyze both textbook problems and also develop models for real world expected asset returns.
4. Student understands financial accounting and is able to use these measures to value a firm and its financial instruments.	Understands the basic accounting statements. Can construct standard ratios but cannot relate to valuation or economic impact.	Understands GAAP for complex accounting issues. Can construct standard ratios and relate in a simplified way to valuation or economic impact.	Can explain strengths and weaknesses in GAAP for complex accounting issues. Can construct a comprehensive analysis of a company's value using financial ratios related to underlying economic issues for valuation.

MS in Financial Analysis Program Rubrics

5. Develop a comprehensive knowledge of the analysis of equity investments.	Can solve simple models of equity valuation and conduct simple CAPM calculations.	Can solve complex models of equity valuation and can construct optimal portfolios of equities.	Can apply complex models of equity valuation to real world and can evaluate equity portfolios in terms of risk and return.
6. Demonstrate the ability to analyze fixed income investments.	Can solve simple models of fixed income valuation.	Can solve complex models of fixed income valuation.	Can apply complex models of fixed income valuation to real world and can evaluate instruments in terms of risk and return.
7. Demonstrate knowledge of derivative instruments and how they are used to manage risk in the investment process.	Can solve simple models for the valuation of plain vanilla derivatives.	Can solve models for the valuation of plain vanilla and more complex derivative instruments.	Can solve models for the valuation of complex derivative instruments and construct hedging strategies using these instruments.
8. Understand how alternative investments, can be incorporated into multi-asset portfolios to improve risk-return trade-offs.	Can define the various alternative asset strategies and asset classes.	Can explain the various alternative asset strategies and analyze the implications for risk and return trade-offs.	Understand the various alternative asset strategies and be able to recommend strategies to achieve risk-return goals in multi-asset portfolios.
9. Be able to specify and quantify investor objectives, constraints, and preferences in terms of return requirements and risk tolerances, and develop an appropriate investment policy statement.	Can state investment objectives, constraints and preferences but is unable to analyze textbook situations adequately.	Can state investment objectives, constraints and preferences but is and analyze textbook situations adequately but is unable to develop real world policy goals and statements.	Can state investment objectives, constraints and preferences and analyze real world investor situations to develop investor policy goals and investment policy statements.

Appendix A: MSFA Alumni Survey Instrument and sample results

**MSFA
Survey Response Summary**

**Total Started Survey: 54
Total Completed Survey: 49 (90.7%)**

1. What MSFA program were you, or are you, enrolled in?		
	<i>answered question</i>	54
	<i>skipped question</i>	0
	Response Percent	Response Count
Professional	50.0%	27
Accelerated	50.0%	27

2. What year did you graduate from the MSFA program?		
	<i>answered question</i>	54
	<i>skipped question</i>	0
	Response Percent	Response Count
Not Yet Graduated	1.9%	1
2008	55.6%	30
2007	22.2%	12
2006	16.7%	9
2005	0.0%	0
2004	3.7%	2

3. Did you take any CFA exams during the MSFA program?			
		<i>answered question</i>	54
		<i>skipped question</i>	0
		Response Percent	Response Count
	No	27.8%	15
	Level I only	44.4%	24
	Level I and Level II	14.8%	8
	Level II only	9.3%	5
	Level II and Level III	3.7%	2
4. Which CFA exams did you pass during the MSFA program? Check all that apply.			
		<i>answered question</i>	21
		<i>skipped question</i>	33
		Response Percent	Response Count
	Level I first time	66.7%	14
	Level I second time	19.0%	4
	Level II first time	33.3%	7
	Level II second time	14.3%	3

5. What is the highest level of CFA exam you have passed to date?			
			<i>answered question</i> 35
			<i>skipped question</i> 19
		Response Percent	Response Count
	Not Taken	28.6%	10
	Level I	37.1%	13
	Level II	20.0%	7
	Level III	14.3%	5
6. What study materials did you use if you took the CFA exams? Check all that apply.			
			<i>answered question</i> 43
			<i>skipped question</i> 11
		Response Percent	Response Count
	CFA readings	48.8%	21
	Schweser Materials	83.7%	36
	CFASF Review class	14.0%	6
	Other Materials	2.3%	1
	replies Other Materials (please specify)		2

7. If you took the CFA exams during the MSFA, how effective was the MSFA program curriculum in preparing you for the material, not the multiple-choice format, covered by the CFA exams.

	<i>answered question</i>						40
	<i>skipped question</i>						14
	Not Effective	Somewhat Effective	Effective	Very Effective	Critical	Rating Average	Response Count
MSFA Program Training was	7.5% (3)	27.5% (11)	30.0% (12)	30.0% (12)	5.0% (2)	2.98	40

8. Do you have any suggestions as to how we could help support MSFA students in studying for the CFA exams? Please write your suggestions in the box below.

	<i>answered question</i>						28
	<i>skipped question</i>						26

Comments generated by Question 8:

- | | | | |
|----|---|---------------------------|---|
| 1. | don't read too much Schweser Material and forget to read the CFA readings. The Schweser notes are a little bit misleading, which make me fail for the first time. Fully understand the concepts instead of just remembering them. | Tue, Sep 30, 2008 1:50 PM |  Find... |
| 2. | The homework could be easier but the quantity could be more to cover more concept. But I know it's a master program so this suggestion is hard to implement. | Mon, Sep 29, 2008 7:23 PM |  Find... |
| 3. | Align the first year material with CFA I, the second year material with CFA II - let the student handle III on their own. | Wed, Sep 10, 2008 4:55 PM |  Find... |
| 4. | I didn't enrolled MSFa program to get CFA. | Tue, Sep 9, 2008 3:34 PM |  Find... |
| 5. | I took level I after I finished my 2 years of MSFA, I felt that while I had a base in each subject due to the program, taking it to the next level and passing level I required a lot more than 1 month for me to prepare, 1 month being the time school finished to the time of the exam. | Tue, Sep 9, 2008 5:51 AM |  Find... |
| 6. | more tests and exam modeled after the CFA style. | Mon, Sep 8, 2008 7:34 PM |  Find... |
| 7. | Without question my biggest disappointment was that the course (despite the name and perceived focus) had little to do with the CFA course work. Studying Level III fixed income did me no good whatsoever. One accounting class does not prepare one for the 1/3 amount of accounting. HUGE Disappointment and false advertising. | Mon, Sep 8, 2008 7:45 AM |  Find... |
| 8. | give time off during the week of the exam.
make study groups in the class that can support each other during this time.
give a list of cfa questions for practice as they relate to every study topic that we go over in class.
need better delivery of info by the professor for derivatives class.
we should also have some sort of basics/foundations crash course before we start econometrics, for those of us who have no idea about it. that would help us to build off into the econometrics class from the basic foundational knowledge that we have and get a better understanding of it. | Sun, Sep 7, 2008 4:53 PM |  Find... |
| 9. | I think it would be beneficial to build in a 2-week optional CFA prep in the beg of May (following the term). It would help round out the curriculum that was covered in the program. | Fri, Sep 5, 2008 9:34 AM |  Find... |

10.	I think the program did a great job teaching valuable material. The information is very effective in passing the CFA exams but the MSFA program is much more than another way to study. I would be disappointed if the MSFA program became too tailored to pass the CFA exams.	Thu, Sep 4, 2008 5:44 PM	 Find...
11.	Possibly the ordering of the content	Thu, Sep 4, 2008 3:38 PM	 Find...
12.	Macro and Micro Econ were taught in an extremely different format than what was on the CFA. I would recommend more closely tying these classes with the CFA.	Thu, Sep 4, 2008 2:25 PM	 Find...
13.	the week before exam should have no class	Thu, Sep 4, 2008 8:45 AM	 Find...
14.	I felt that the accounting portion of the CFA syllabus was not covered properly and this is a big issue for L-2 candidates. Also, I noticed that the program drilled deep into Econometrics and then Fin Econometrics, whereas advanced topics as these ones are covered in only a few chapters in the CFA curriculum.	Thu, Sep 4, 2008 7:18 AM	 Find...
15.	Survey the respondents to determine pass rates by topic area (or whatever they call the 10 major categories) -- you will quickly get a sense of overall strengths and weaknesses. I definitely thought that it would be good to expand the breadth of the curriculum in corp fin and equity valuation.	Wed, Sep 3, 2008 11:38 PM	 Find...
16.	I think the program should focus solely on CFA Level I, and not II and III. Students would be better prepared for the exam and, as such, more likely to pass Level I. Those who were serious about pursuing CFA designation could study independently for Levels II and III. Particularly in the accelerated program, which goes by so quickly, I think it is counter-productive to try to cover so much material rather than going into more depth in the basics. Another suggestion is to have a one or two unit elective course focused specifically on CFA preparation - similar to what the CFA Institute offers. Lastly, I would strongly encourage to take CFA Level I after their first year in the program.	Wed, Sep 3, 2008 10:11 PM	 Find...
17.	I think that the program as a whole does not include enough intermediate financial statement analysis. I feel that there shod be 2 financial statement analysis classes. Also I don't feel that the program should be restructured to help people pass CFA. It was perfectly good advice not to take the exams while in the program. I was my poor decision to try to manage both together.	Wed, Sep 3, 2008 9:55 PM	 Find...
18.	Make more time for the students to study for the CFA exam if possible. The assignments as structured during my time at the program did not enable students to take extra time to study for the CFA exam regularly during the semester.	Wed, Sep 3, 2008 8:25 PM	 Find...

<p>19. From what I heard from my classmates, it seems like our program is more difficult than CFA Level I. So, in order to help with the CFA Level I exams, I think it might help if you could mention that our program mostly covers Level II.</p> <p>However, although Level I is not that difficult, it takes time and determination to review and practice in order to pass the exam. You might provide some samples of CFA questions type for those who are interested in order to know how it is like.</p>	<p>Wed, Sep 3, 2008 7:32 PM</p>	<p> Find...</p>
<p>20. Get a alternate professor for Derivatives and Economics Courses</p>	<p>Wed, Sep 3, 2008 6:48 PM</p>	<p> Find...</p>
<p>21. I need MSFA to open CFA 5 months course for working people to help them prepare for the exam. The course can be held on Saturday or Sunday.</p>	<p>Wed, Sep 3, 2008 6:45 PM</p>	<p> Find...</p>
<p>22. Use what's provided from text books and use it in real life market (say if the session last 3 months, then use the following 3 months for a project type of equity analysis)</p>	<p>Wed, Sep 3, 2008 5:47 PM</p>	<p> Find...</p>
<p>23. Some MSFA courses were great in terms of CFA preparation. Fixed income for example, I didn't even need to really study for. However, other courses such as alternative investments, derivatives, financial statements and equity, just didn't cover enough of the CFA material. So, I would say, cover more material that is CFA pertinent or give students access to the CFA society review courses for a dramatically reduced fee. A lot of students used financial aid for the program and just couldn't afford the review courses and had to use pirated Chinese Schweser notes off the internet.</p>	<p>Wed, Sep 3, 2008 2:59 PM</p>	<p> Find...</p>
<p>24. I think our curriculums really match the material covered on CFA exam. Maybe the students need more information about the exam, the review strategy, and how to perform better on the test day, cause I knew lots classmates did not manage their time well on the test. Finally, please do not schedule any final right before or after the test weekend, three days gap will be perfect.</p>	<p>Wed, Sep 3, 2008 2:42 PM</p>	<p> Find...</p>
<p>25. Only thing I can suggest is to organize practice tests on weekends after school lets out, and before test day. That way people can study and hold group discussion sessions.</p>	<p>Wed, Sep 3, 2008 2:38 PM</p>	<p> Find...</p>
<p>26. The MSFA program should spend more time on Level 1 and 2 LOS from the CFA Institute and less on level 3 LOS. I loved the program but decided against the CFA exam after doing the EMH studies.</p>	<p>Wed, Sep 3, 2008 2:26 PM</p>	<p> Find...</p>
<p>27. I heard from MSFA students next year said they heard from orientation that for years in MSFA program only one pass CFA level 1 in Dec. and no one pass Level 2 in Jun. It's not true. I suggest instructors in MSFA program being more supportive and encouraging to students in all aspects.</p>	<p>Wed, Sep 3, 2008 2:25 PM</p>	<p> Find...</p>
<p>28. The material covered in each class should be more in-depth. I understand that the length of the program is such that only a few classes can be arranged for each topic. However in order to increase the quality of this education experience as well as to boost the reputation of the program, it's more appropriate to extend the length of this program longer, such as a year and half.</p>	<p>Wed, Sep 3, 2008 2:20 PM</p>	<p> Find...</p>

MAIR
M.A. IN INVESTOR
RELATIONS

Masters in Investor Relations
AoL Outline for Degree Programs/Majors
AACSB Sixth Year Review for School of Management

The MA in Investor Relations program became part of the School of Management in July of 2011. Prior to this it was part of Arts & Sciences and met the WASC Learning Outcomes requirements. The MA in Investor Relations program began three years ago, and so this is its initial review.

A. Degree Program/Major:

Master of Arts in Investor Relations

B. Responsible Persons:

John M. Veitch, Professor and Associate Dean for MBA and Graduate Business Programs

Barbara JL Domingo, Associate Director for MAIR and Adjunct Faculty

C. Program Goal(s):

The Masters of Arts in Investor Relations (MAIR hereafter) is designed to train students as Investor Relations Officers who communicate corporate value. The program provides quantitative and qualitative training in the challenging combination of finance, communications, marketing and securities law compliance. The goals of the MAIR program are:

1. To provide an interdisciplinary approach to the study of finance and communications as used by Investor Relations Officers.
2. To train students to use the quantitative methods and analytic tools from economics, statistics, finance and accounting to understand a corporation's financial position relative to other companies.
3. To train students to communicate a corporation's financial merits based on a thorough understanding of the corporation's financials.
4. To provide students with an understanding of the rules and regulations required for a corporation to maintain a public listing on a US financial market.
5. To prepare students to provide logistical support in the practice of Investor Relations.
6. To help students understand the varying needs of different corporations and industries.
7. To prepare students to meet the demands of the financial industry for high standards of ethical behavior, transparency, credibility and confidentiality.

D. Student Learning Outcomes (at least four):

1. Master the fundamental quantitative techniques essential in financial analysis and investment management.
2. Understand the process of raising capital, going public and the specific requirements of maintaining an active listing on a US exchange.

3. Master the practice and day-to-day operations of Investor Relations.
4. Understand how to communicate a company's financial position to institutional investors and analysts using various communications vehicles.
5. Possess a thorough understanding of corporate disclosure, ethical responsibilities and corporate governance issues to ensure compliance with listing requirements and Securities and Exchange rules and regulations.

E. Direct Measures of Achievement of Student Learning Outcomes (specific examples):

1. Use of Assessment Rubrics to Evaluate Attainment of Learning Outcomes
The writing- and presentation-intensive evaluation process in most of the courses specific to the Investor Relations program lends itself to assessment rubrics, rather than a grading scheme based on points for correct answers. The Associate Dean and Co-Director of the MAIR Program meet with the instructors in these courses to discuss instructor expectations for these courses and how these expectations can be implemented in the evaluation process.
2. Course-Embedded Measurement:
 - a. Writing Exercises
A major responsibility of an Investor Relations Officer is writing. As such, many courses in the MAIR program involve writing exercises.
 - ECON 742: Alternative Investments assigns weekly reports that require students to explain in their own words an article on a course topic published in a major business publication the previous week.
 - ECON 703: Communications for IR assigns two writing assignments based on a current event and a case study.
 - ECON 705: Writing is a writing course designed to teach students how to write different documents used in a corporation.
 - ECON 706: Marketing Your Company assigns three writing assignments based on current events.
 - ECON 708: Capstone assigns three writing assignments including developing an IR marketing plan, producing legal policies and a summary of concepts learned in the MAIR program.
 - b. Exam Questions
Several courses in the MAIR program involve a final exam as part of the assessment process. The majority of the courses shared with the MSFA program have final, comprehensive exams that test the mastery of specific concepts, formulae, and analytical tools in the area of financial valuation.
3. Capstone Project or Thesis
The MAIR program utilizes a Capstone course to ensure students have a thorough understanding of the inter-relatedness of the four disciplines: finance, communications, marketing and securities law.
In the Capstone course, students are assigned a pre-IPO company that may or may not go public during the course. They are expected to complete three major projects: marketing, finance and legal. Each component draws from assignments learned throughout the program.

We also hope that the students are able to secure an internship during the final semester of the program. The final presentation in the Capstone course, which tests their presentation skills, is based on what they have learned during the internship. If no internship was secured, the instructor assigns a special project.

4. Test Performance

See item 2 above. Tests in the MAIR program are comprised of both written and oral tests. An Investor Relations Officer must be able to communicate both in writing and orally in order to perform their jobs. As such, both methods of testing are incorporated throughout the entire program. Written exams are typically multiple choice or short answer, while oral exams are typically in presentation format.

In the MSFA courses that are part of the MSFA, the MAIR students are evaluated in common with the MSFA students. There is no separate “curve” for the MAIR students. To continue in the MAIR program, these students must perform at the level expected of students in the Financial Analysis program.

5. Course Projects

Several courses in the MAIR program involve significant individual or team projects that require analysis and formal written and oral reports.

- ECON 700: Financial Reporting requires groups of students to perform financial analysis on a company of their choosing. Students give a formal presentation on their analysis.
- ECON 703: Communications for IR’s final project is to compose the Crisis Communications plan for a fictitious company.
- ECON 706: Marketing Your Company requires students to create a targeting plan as their final project.

6. Written Analyses of Problem Situations

ECON 703: Communications for IR evaluates students in crisis communications, an issue all public companies face at some point in their life cycles. The instructor assigns a case study (based on a real company) and students are expected to determine the proper course of action s/he would take as the Investor Relations Officer of this company given this crisis.

7. Demonstrations to the Business Community

Last year several teams of students from the MSFA programs competed to be part of the Global Investment Research Challenge sponsored by the CFA Institute and the CFA Society of San Francisco. The chosen USF team, which included students from the MAIR program, did not win the competition but placed third out of seven teams.

Additionally, the School of Management hosted an internal VCIC competition in order to select a team to participate in the regional VCIC competition. Several MAIR students competed; however, the teams that included MAIR students did not win the internal competition.

8. Other Direct Measures of Student Learning

We help MAIR students to try and secure an internship during their final semester. Four of the six students in the first cohort (2009-2010) secured internships with Bay Area companies. Two of these students still work for the agencies with whom they interned.

During the spring break, we have hosted a mini-Capstone in which we select a company that will report financial results during that week. The MAIR students form a team comprised of company executives, including the CEO, CFO and IRO. The team is expected to perform the functions an IRO would perform during a real financial results announcement, including writing press releases, scripts and Q&A, and developing financial models. They present their financial results to teams formed by the MSFA programs, which act as institutional investors, hedge funds, sell-side analysts, bond rating analysts, etc.

F. Continuous Improvement Based on Direct Measures (closing the loop examples):

1. Specific Course Improvements

Since the MAIR program launched in 2009 and was the first of any degreed Investor Relations program, we felt it important to include a feedback component to ensure the way we structured the program made sense. During the course of the MAIR program, we consistently solicit feedback from students. The Co-Director of the program is expected to teach courses at the beginning and the end of the program to facilitate the feedback process.

The 2009-2010 cohort suggested they needed to understand the marketing of a company's stock before they could write about it. As such, we changed the sequence of the marketing and writing courses.

2. Curricula Improvements

The program is in its third year and to date the only curricular changes that have been made involved changing the timing of a course (ECON 714 Corporate Finance) at the suggestion of students, and replacing two instructors due to changes in their availability to teach.

3. Pedagogical Improvements

4. Improved Teaching and Learning Materials

I have lumped items 3 & 4 together because one of the biggest improvements in both areas was the introduction of Bloomberg terminals to the new MSFA Presidio campus in January 2011. The new building has 6 Bloomberg terminals available to the students. This has led some of the MAIR instructors to integrate Bloomberg directly into their courses by assigning students projects that require them to use data and screens for class projects. The additional benefit is that the Bloomberg experience the students get increases their job market prospects too.

5. Enhanced Feedback and Guidance for Students

We offer a series of career services programs to MSFA students including resume writing workshops, job search strategies, and networking skills.

6. Overall Program Improvements

7. Other Continuous Improvements

The MAIR program has a dedicated co-director who communicates with the students beginning with the interview process and is involved in the admissions process. The co-director meets with students during orientation, teaches within the first semester, and rounds out the program by teaching in the final semester. This ensures that an administrative person can solicit feedback throughout the entire time the student is in the program.

The co-director also uses various networking tools to keep abreast of graduate placements.

G. Other Sources of Continuous Improvement

1. Business Community Feedback

The MAIR program does not have a dedicated Advisory Board; however, the co-director of the MAIR program is involved in two local chapters of the National Investor Relations Institute (NIRI), San Francisco and Silicon Valley, and continuously discusses the program with Investor Relations Officers. In the first year of the program we engaged NIRI in regards helping them create content for their national programs, but that initiative was not approved by NIRI's Board.

2. Professional Standards

MAIR students become members of the National Investor Relations Institute at the beginning of the program. Each member is required to sign a Code of Ethics to qualify for membership. Additionally, instructors of Investor Relations topics are predominantly Investor Relations Officers or attorneys, who share their professional experiences with students.

H. Other Sources of Continuous Improvement

1. Alumni Involvement

As the program is only in its third year, we do not have many alumni. At the request of current students, we are hosting a happy hour to bring together current students, alumni and faculty.

The MAIR program also has dedicated Facebook and LinkedIn pages, which bring together students and alumni.

2. Advisory Boards

As noted in 1 above, we do not have an Advisory Board for the program at present.

I. Examples of Continuous Improvement Based on Other Sources

1. Curricula Changes due to Business Community Feedback

Business community feedback has been very positive and has not required changes to the program.

2. Curricula Changes due to Changing Professional Standards

Investor Relations has constantly changing needs given the regulatory environment. As such, Investor Relations Officers are required to stay abreast of developments in order to react to changing business needs. As the Investor Relations instructors are working professionals, courses are adapted to meet current events.

For the finance courses, the focus of the MSFA programs is on the CFA Institute's Comprehensive Body of Knowledge that evolves from year to year. The MSFA program curriculum does not slavishly follow every change in the Body of Knowledge but the MSFA curriculum evolves along with changes in that Body of Knowledge over time. Given that the CFA Body of Knowledge changes as a result of continuous surveys by the CFA Institute of CFA charter holders, investment

professionals, and financial firms, it seems fair to say that the MSFA curriculum responds to Business Community feedback.

3. Alumni Proposed Changes

During the program, the 2009-2010 cohort suggested changes in the order of the Marketing and Writing class. This change was implemented for the 2010-2011 academic year. Alumni have not proposed any further changes.

4. Advisory Board Recommended Changes

There is no Advisory Board, and hence no recommended changes have come from this channel.

**APPENDIX 6:
CONTINUOUS PROGRAM
IMPROVEMENTS
BASED ON DIRECT AND
INDIRECT MEASURES**

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Undergraduate Programs

BS in Business Administration/Core

- Direct Measures of Achievement of Student Learning Outcomes:
 - Course embedded assignments and exams based on rubrics
 - Qualitative evaluations of service learning projects
 - Capstone projects
 - ETS Major Field Test

- Continuous Improvement Based on Direct Measures:
 - The UPC chairs have reviewed both the direct and indirect measures of previous assessments and have identified priorities for beginning a revision of the Business Core Curriculum in 2013-14. Assessment through this current period will be evaluated to serve as guidelines for the curriculum revision initiatives. The UPC will be identifying “best practices” and benchmarking other AACSB curricula offered in comparator schools.
 - Results from the ETS Major Field Test (MFT) have been reviewed and are a top priority item for the UPC with respect to improved performance in the core courses.
 - The Dean, in collaboration with the Associate Dean for Faculty and Research, has put into place a strong chair system with faculty chairs responsible for and held accountable to the assessment results. Chairs are expected to fully explain the results to faculty and work together in conjunction with UPC to address areas of inconsistency across sections for core content (e.g. ethics, law, corporate social responsibility) and align learning outcomes for foundation courses taught by full time and adjunct faculty.
 - The Associate Dean for Undergraduate Studies has attended one AACSB conference/training session for New Associate Deans. Regular attendance at curriculum and assessment workshops offered by the AACSB is expected and supported by the new Dean to ensure best practice in the curriculum revision and assessment systems in place. These initiatives and support for them are articulated in the new strategic plan.
 - Faculty will adapt their syllabi to improved components in oral and written communication linked to course subject matter. Faculty are being asked by the UPC to review their syllabi and consider the learning outcomes and assessment measures for demonstrating performance

BS in Business Administration/Accounting

- Direct Measures of Achievement of Student Learning Outcomes:
 - Class essay questions on use of accounting terminology.
 - Class quizzes on specific technical accounting principles.
 - Capstone class completion of balance sheet and statement of cash flow.

- Final exam question on alternative overhead cost allocation methods in cost accounting.
- Continuous Improvement Based on Direct Measures:
 - Intermediate Accounting I (BUS 320) now places greater emphasis on loss contingency aspects of receivables
 - Additional tutoring and motivational attention given to low-performing students
 - Course enhancement of single cost and activity cost methods

BS in Business Economics

- Direct Measures of Achievement of Student Learning Outcomes:
 - Course embedded assignments evaluated using business economics program assessment rubrics.
 - Comprehensive business economics exam.
 - Service-learning projects.
- Continuous Improvement Based on Direct Measures:
 - Curriculum redesign based on pre- and post-program exam analysis, assessing students' knowledge, both academic and professional, deployed as students move through the program.
 - Final examination revised, and effective case-study analytical assignments implemented in AE 326 (Accounting).
 - Final exam in AE 321 (Microeconomics) completely revised on the basis of the students' performance during the prior year and other sources of continuous improvement (noted below).
 - New textbook materials administered in one section of AE 311 (Macroeconomics)
 - The service-learning requirement now used as a device to assess students' ability to apply economic tools to the problems of non-profit organizations. During prior academic years, projects were more generic, and less applied to the specific managerial requirements of non-profits. As a result of service-learning project submissions, the BSBE program director has determined new methods for linking this exercise to the subject matter of the last semester of the BSBE program.
 - A new archival system of projects has been designed, with a new web page developed for student access. This process has enabled students to focus more incisively on their own projects. The AE 490 and AE 492 courses have been revised as a result of initiatives during the 2010-2011 academic year, with a new Blackboard deployment of added features in AE 490. A new report, outlined in annotated format, specifies the seminal thinkers, tools and concepts employed in the global economy during the current academic year.
 - The service-learning advisor now assists students in developing, measuring and depicting a set of economic tools for the improvement of the efficiency, responsiveness and effectiveness of non-profit or quasi-governmental agencies. These organizations have as their purpose the improvement in living conditions of

- the poor or disenfranchised. Tools include financial, accounting, productivity and strategic metrics.
- Student projects in the International Trade and Investment Course (AE 440) have incorporated a requirement to address aspects of social justice and equality in the context of contemporary globalization.
 - Strategic Economic Analysis course (AE 492) reconfigured to accommodate a comprehensive, standardized examination that will become an exit requirement for all graduating BE majors.
- Other Sources of Continuous Improvement (Indirect Measures):
 - Student feedback on surveys
 - Full-time and part-time faculty meetings

BS in Business Administration/Entrepreneurship

- Direct Measures of Achievement of Student Learning Outcomes:
 - Course rubrics that assess students':
 - Employment of entrepreneurial language and metrics.
 - Ability to identify markets opportunities.
 - Skill in formulating product and market offerings.
 - Expertise in assembling a business plan.
 - Eloquence in persuasive presentations.
 - Creative ability to integrate social and sustainable business practices.
 - Quizzes and exams on specific knowledge and application outcomes (e.g. pre-test and post-test of entrepreneurial language and metrics in BA 375).
 - Quality of Opportunity Plan in BA 349.
 - Quality of Final Business Plan in BA 406.
 - In capstone entrepreneurial management class, students develop an original business plan, and present their new venture proposal in a competitive event before executive and investor evaluators.
- Continuous Improvement Based on Direct Measures:
 - Complete redesign of the undergraduate major, including the addition of a distinct entrepreneurial finance class to ensure students have the financial analysis skills expected of industry experts.
 - Enhanced syllabi across all classes in the major.
 - More rigorous market research expectations in the capstone class.
 - Modification of the program mission.
 - Greater use of outside professional expertise, including an attorney-entrepreneur as co-teacher
- Other Sources of Continuous Improvement (Indirect Measures):
 - Business community feedback to students' presentation of original business plans at competitive events before executive and investor evaluators.

- Alumni involvement as guest speakers in classes and as judges for business plan competition
- Examples of Continuous Improvement Based on Other Sources:
 - Business plan competition judges from the business community indicated students needed a better foundation in finance, so program added more coverage in entrepreneurial finance in the capstone course and added a new course in entrepreneurial finance.

BS in Business Administration/Finance

- Direct Measures of Achievement of Student Learning Outcomes:
 - Exams.
 - Projects and cases.
 - Written assignments.
 - Course rubrics that assess students':
 - Ability to use discounted cash flow (DCF) to value a proposed project.
 - Understanding of a company's financial statement and perform financial ratio analysis in order to interpret performance.
 - Case assignments.
- Continuous Improvement Based on Direct Measures:
 - Create more project analysis assignments.
 - Allocate more time to elaborate the difference between the notion of simple interest and compound interest.
 - Provide more in class "Time Value of Money" examples that have cash flows appearing at the beginning of each period and have students compute the end of period future value after a certain time period.
 - Require all the students to use the same financial calculator so students will not have to end up teaching themselves to use their own financial calculator when they have a different calculator.
 - Change syllabus in BA 305 (core finance course).
 - Perform more problem sets in class to address the topics that did not meet faculty expectations (e.g., students' ability to differentiate/analyze short-term vs. long-term financial implications).

BS in Business Administration/Hospitality Management

- Direct Measures of Achievement of Student Learning Outcomes:
 - Hospitality program rubric defining the levels of performance integrated and used to gauge and benchmark student progress in the areas of event design, training, decorations, production, execution, and financial management.
 - Evaluations of course-embedded assignments, including student presentations, student simulations, and experiential exercises.

- Continuous Improvement Based on Direct Measures:
 - Peer evaluation scores incorporated into a composite range of scores for individual and team performance using the new hospitality program rubric.
 - In BUS 487 (Catering and Fine Dining Management) curriculum changes include the assessment and delivery of customer expectations regarding full-service event planning.
- Other Sources of Continuous Improvement (Indirect Measures):
 - Business community feedback to hospitality management symposium, a joint venture between the hospitality management program and industry for the benefit of students who will be future industry executives.
 - Feedback from the community on the sponsorship of banquets for families living in homeless shelters in San Francisco.

BS in Business Administration/International Business

- Direct Measures of Achievement of Student Learning Outcomes:
 - Course-embedded assignments assessed by rubrics
 - ETS Major Field Test in Business
 - Language exam in relevant course
- Continuous Improvement Based on Direct Measures:
 - Exam questions modified in the international business capstone course. All multiple choice exam questions were replaced with short answer or essay questions, which better capture the learning outcomes defined in the International Business Plan.
 - Learning outcomes revised to reflect coverage of ethics and social responsibility in international business.
 - Capstone course added many readings selected from the *Wall St. Journal*, *The Economist*, and *Business Week* to supplement the textbook. These readings provide real world examples of the theories and concepts introduced in the textbook.
 - Inclusion of video clips produced by *Wall St. Journal* and *Business Week* to provide real world examples as the basis for class discussion
 - Students required to attach rubric to their case analysis, which is the same one used for scoring and comments
 - Rubrics revised on basis of errors seen in student assignments

BS in Business Administration/Marketing

- Direct Measures of Achievement of Student Learning Outcomes:
 - Evaluations of course-embedded assignments, including test questions, case analyses of business problems, student presentations.
 - End-of-program comprehensive exam.
 - Culminating assignments.

- Continuous Improvement Based on Direct Measures:
 - Learning outcomes were built into syllabi, lectures, tests, and papers of the four basic courses for marketing majors to ensure that these outcomes were being met across all sections of the core courses.
 - Learning outcomes reinforced through courses other than the four identified major courses for marketing majors.
 - All faculty members participated in setting up the assessment items and recommending how to implement changes to the program based on results of assessment.
 - Additional testing questions implemented and evaluated by use of marketing program assessment rubric.
 - Assessment questions developed that were not U.S. centric to accommodate international students.
- Other Sources of Continuous Improvement (Indirect Measures):
 - Student exit interviews, surveys, and focus groups.
 - Student pre-course and post-course survey.
 - Student peer reviews.
 - Alumni Surveys.

BS in Organizational Behavior and Leadership

- Direct Measures of Achievement of Student Learning Outcomes:
 - Course-embedded Written and Oral Presentation Assignments.
 - Capstone Project.
 - Course Projects and Individual Reflections on Group Projects.
 - Exams/Test Performance.
 - Written Analysis of Problem Situations/Cases.
- Continuous Improvement Based on Direct Measures:
 - Improved pedagogical consistency across multiple sections/locations.
- Other Sources of Continuous Improvement (Indirect Measures):
 - End-of-course student self-assessments. The survey asks students to (1) assess how well the course met the course learning outcomes, (2) to assess how well the course met the program's learning outcomes, and (3) to provide additional comments on how to improve the course.
 - Alumni surveys.
 - External program reviews and recommendations of external examiners.
- Examples of Continuous Improvement Based on Other Sources:
 - Reviewed and changed learning outcomes for Bus. 304 (Management and Organization Dynamics), and gave greater flexibility for full-time faculty to choose texts based on faculty meetings.

- Developed rubrics for each learning outcome.
- Developed greater uniformity between BSBA-BSOBL and MBA-MSOD.

Graduate Programs

Master of Science in Financial Analysis (MSFA)*

**The MS in Financial Analysis program became part of the School of Management in July of 2011. Prior to this it was part of the College of Arts and Sciences and met the Western Association of Schools and Colleges (WASC) accreditation requirements regarding assurance of learning.*

- Direct Measures of Achievement of Student Learning Outcomes:
 - Use of Assessment Rubrics to Evaluate Attainment of Learning Outcomes.
 - The ECON 744 (Financial Econometrics) final group project uses assessment rubrics directly to evaluate the projects. The assessment rubrics are distributed to the class at the beginning of the course, so that students understand the dimensions on which their submitted group project will be judged.
 - Course-Embedded Measurement:
 - Writing Exercises.
Many courses in the second half of the MSFA program involve weekly short writing exercises. ECON 742 (Alternative Investments) assigns weekly reports that require students to explain in their own words an article on a course topic published in a major business publication the previous week. ECON 746 (Portfolio Management) involves extensive writing assignments by each student on an assigned reading that is due each week.
 - Exam Questions.
All the courses in the first half of the MSFA program involve a final exam as part of the assessment process. Several courses use common exams and grade distribution across both the Professional and Accelerated programs. This allows for a comparison of the relative performance students across both programs.
 - Course Projects.
Several courses in the last half of the MSFA program involve significant individual or team projects that require data analysis and formal reports.
 - ECON 720 (Equity Valuation in the Professional) requires each student to write up an analyst's report on an assigned firm.
 - Both ECON 736 (Econometrics) and ECON 744 (Financial Econometrics) involve weekly data-intensive group projects that must be structured as a research report.
 - ECON 738 (Fixed Income II), ECON 732 (Derivatives II), ECON 746 (Portfolio Management) all involve a final group project on a case assigned by

- the course instructor. In recent years, these projects have required students to be able to use Bloomberg to generate the data necessary for their analysis.
- Written Analyses of Problem Situations.
The Ethics and Finance I and II courses (ECON 728 and 748) evaluate students based partly on their performance in in-class simulations and partly by student essays on the ethical challenges in case studies they are assigned. These reflective essays involve ethical considerations that go beyond the CFA Code of Ethics and require students to evaluate their own moral foundations.
 - Demonstrations to the Business Community.
Last year several teams of students from the MSFA program competed to be part of the Global Investment Research Challenge sponsored by the CFA Institute and the CFA Society of San Francisco. The chosen USF team did not win the competition but placed third out of seven teams.
 - Other Direct Measures of Student Learning.
We track MSFA student performance on the CFA exams and compare it to the international pass rates. In the past we have had to rely on self-reported results that can skew reported pass rates upwards. Going forward we are working with the CFA Institute to directly track student performance on the exams.
- Continuous Improvement Based on Direct Measures:
 - Specific Course Improvements.
ECON 730, offered in the third semester of the Professional MSFA program, was originally designed as a “Computer Models for Finance” course. Its purpose was to train students in the spreadsheet skills necessary to implement some of the valuation models for equity, fixed income, and derivative instruments they had learned in the first two semesters. It was decided to replace the course with one that fitted better with the material on investment management and investor risk behavior that several fourth semester courses emphasized. This new ECON 730 course, Behavioral Finance and Risk Management, was restructured around recent changes in the CFA Body of Knowledge at Level III to emphasize the centrality of this topic for understanding investor behavior and determining appropriate risk-return for investor portfolios.
 - Curricula Improvements.
There have been several rounds of changes in the MSFA curriculum.
 - The original curriculum from 2003 was originally based on a mix of one 4-unit full-semester course and two 2-unit half-semester courses in each of the four semesters. A program revision in 2005 changed the MSFA program to consist solely of 2-unit courses.
 - In 2006, the Accelerated MSFA program was launched to meet the needs of international students and U.S. applicants with little or no work experience. The MSFA curriculum was structured as a 3 consecutive semester, full-time program.
 - This new Accelerated MSFA program covers the same learning outcomes as the Professional MSFA program, but was designed to focus more on providing industry knowledge and applications of these students’ quantitative skills to real world problems in financial analysis and investment management.

- Bloomberg terminals were introduced to the new MSFA Presidio campus in January 2011. The new building has 6 Bloomberg terminals available to the students. This has led many of the MSFA instructors to integrate Bloomberg directly into their courses by assigning students projects that require them to use data and screens for class projects. The additional benefit is that the Bloomberg experience the students get increases their job market prospects.
 - Certain MSFA courses began to be team taught by a USF faculty member and an industry specialist, normally a CFA charter holder. ECON 720 (Equity Valuation) and ECON 732 (Derivatives II), use a USF faculty member in the first half of the course to teach the theory and models of valuation, while the second half of the course is taught by an industry professional who focuses on case studies that apply the valuation models to the real world.
- Other Sources of Continuous Improvement (Indirect Measures):
 - Professional Standards

The MSFA programs reflect the Body of Knowledge underlying the CFA designation. This body of knowledge is continually update by the CFA Institute and reflected in the CFA exam Learning Outcome Statements. Many of the faculty and adjuncts who teach in the MSFA program also act as instructors in the CFA Society of San Francisco CFA Exam Review program and so they track changes in the LOS's within their area each year.
 - Alumni Feedback.
- Examples of Continuous Improvement Based on Other Sources :
 - Curricula Changes due to Changing Professional Standards

The focus of the MSFA programs is on the CFA Institute's Comprehensive Body of Knowledge that evolves from year to year. The MSFA program curriculum does not slavishly follow every change in the Body of Knowledge, but the MSFA curriculum evolves along with changes in that Body of Knowledge over time. Given that the CFA Body of Knowledge changes as a result of continuous surveys by the CFA Institute of CFA charter holders, investment professionals, and financial firms, the MSFA curriculum responds to business community feedback.
 - Alumni Proposed Changes

Alumni proposed that the MSFA program could benefit from additional training in the mechanics of valuation (i.e. programming spreadsheets to analyze a firm's financial statements). We considered this to be more "job training" than academic content, and so we contracted with a Wall Street training firm to offer a two-day specialized spreadsheet training program similar to one they offer to investment banks. Student demand was high and we received very good feedback. We have offered this type of training program for the past two years.
 - Other Improvements:
 - The Accelerated MSFA program attracts a large number of young, international students with little or no work experience. With the addition of an Administrative Director in June 2010, the MSFA program was able to begin offering a "U.S. Business and Culture" program to international students that begins 6 weeks before the Accelerated MSFA program begins. This program

has a Business English component to it along with training for international students in business writing and presentation skills. It will be expanded in Summer 2012 to include all international students admitted to graduate business programs in the School of Management.

- The program also offer a series of career services programs to MSFA students including resume writing workshops, job search strategies, and networking skills.
- The MSFA programs have undergone a constant process of improvement. The ability of the program to identify and respond to student and faculty feedback was enhanced greatly when USF added two dedicated support staff for the program beginning in January 2010. Further improvements in the delivery of the MSFA program became possible when USF leased the MSFA programs their own campus in the Presidio of San Francisco.

Master of Global Management and Entrepreneurship (jMGEM)

- Direct Measures of Achievement of Student Learning Outcomes:
 - Embedded questions in the final exam for the course, Global Competitiveness, Entry Barriers, and Strategic Alliance.
 - Written case analysis on an assigned case for the course, Cross-Cultural Management and Ethical Business Practice.
 - Embedded questions in the final exam for the course, Technology Appreciation and Intellectual Property Management.
 - Project paper in session one.
 - Final project presentation and peer evaluation of each other's contribution to the final project.
 - Final project paper.
- Continuous Improvement Based on Direct Measures:
 - Assignment of new business cases in relation to the companies students visit.
 - All courses among the three universities (IQS, FJU, and USF) offer their classes in the same fashion (e.g., two courses at a time in each module so students can be more focused).
 - Faculty members communicate on a regular basis with the students and share feedback in writing and in person about students' achievement to determine ways to enhance academic performance.
 - Assignment of students to an individual faculty member to provide guidance for a business plan
 - Formation of student groups for consulting projects and externships, in which there is at least one or two students in each group representing the three continents to enhance global learning, thinking, and knowledge sharing.
 - Monthly Skype calls among program directors from the three universities (IQS, FJU and USF) have to discuss students' academic performance and personal issues to provide personal guidance.

- Program directors from the three universities (IQS, FJU & USF) meet with the students at the beginning of each semester at the university where the students will be studying to ensure proper transition from one school to another and to discuss the synchronization of the classes between the three universities.
- Consulting projects and externship designed to enhance students' academic learning. Program directors at each university gets a weekly project progress report and meets with the students and the project leads at the companies where the students are doing their consulting/externship.
- Guest speakers invited to the three universities (IQS, FJU, and USF) to help prepare students to enter the global business world.
- Other Sources of Continuous Improvement
 - Two sponsoring businesses suggested building more structure to the internships and externships to provide better goals and measures of student performance
 - Companies and guest speakers suggested students rehearse their business plan presentations
- Examples of Continuous Improvement Based on Other Sources
 - Developed greater structure and goals for internships and externships
 - Added six one-hour workshops on business plan presentations

Master of Arts in Investor Relations (MAIR)*

**The MA in Investor Relations program became part of the School of Management in July of 2011. Prior to this it was part of Arts & Sciences and met the WASC Learning Outcomes requirements. The MA in Investor Relations program began three years ago.*

- Direct Measures of Achievement of Student Learning Outcomes:
 - Use of Assessment Rubrics to Evaluate Attainment of Learning Outcomes.
The writing- and presentation-intensive evaluation process in most of the courses specific to the Investor Relations program lends itself to assessment rubrics, rather than a grading scheme based on points for correct answers. The Associate Dean and Co-Director of the MAIR Program meet with the instructors in these courses to discuss instructor expectations for these courses and how these expectations can be implemented in the evaluation process.
 - Course-Embedded Measurement:
 - Writing Exercises
A major responsibility of an Investor Relations Officer is writing. As such, many courses in the MAIR program involve writing exercises.
 - ECON 742: Alternative Investments assigns weekly reports that require students to explain in their own words an article on a course topic published in a major business publication the previous week.

- ECON 703: Communications for IR assigns two writing assignments based on a current event and a case study.
- ECON 705: Writing is a writing course designed to teach students how to write different documents used in a corporation.
- ECON 706: Marketing Your Company assigns three writing assignments based on current events.
- ECON 708: Capstone assigns three writing assignments including developing an IR marketing plan, producing legal policies and a summary of concepts learned in the MAIR program.
- Exam Questions
 - Several courses in the MAIR program involve a final exam as part of the assessment process. The majority of the courses shared with the MSFA program have final, comprehensive exams that test the mastery of specific concepts, formulae, and analytical tools in the area of financial valuation.
- Capstone Project or Thesis.
 - The MAIR program utilizes a Capstone course to ensure students have a thorough understanding of the inter-relatedness of the four disciplines: finance, communications, marketing and securities law. In the Capstone course, students are assigned a pre-IPO company that may or may not go public during the course. They are expected to complete three major projects: marketing, finance and legal. Each component draws from assignments learned throughout the program. We expect that students are able to secure an internship during the final semester of the program. The final presentation in the Capstone course, which tests their presentation skills, is based on what they have learned during the internship. If no internship is secured, the instructor assigns a special project.
- Test Performance.
 - Tests in the MAIR program are comprised of both written and oral tests. Investor Relations Officers must be able to communicate both in writing and orally in order to perform their jobs. As such, both methods of testing are incorporated throughout the entire program. Written exams are typically multiple choice or short answer, while oral exams are typically in presentation format. The MAIR students are evaluated in common with the MSFA students. There is no separate “curve” for the MAIR students. To continue in the MAIR program, these students must perform at the level expected of students in the Financial Analysis program.
- Course Projects.
 - Several courses in the MAIR program involve significant individual or team projects that require analysis and formal written and oral reports.
 - ECON 700 (Financial Reporting) requires groups of students to perform financial analysis on a company of their choosing. Students give a formal presentation on their analysis.
 - ECON 703 (Communications for IR) final project is to compose the Crisis Communications plan for a fictitious company.
 - ECON 706 (Marketing Your Company) requires students to create a targeting plan as their final project.

- Written Analyses of Problem Situations.
ECON 703 (Communications for IR) evaluates students in crisis communications, an issue all public companies face at some point in their life cycles. The instructor assigns a case study (based on a real company) and students are expected to determine the proper course of action s/he would take as the Investor Relations Officer of this company given this crisis.
- Demonstrations to the Business Community.
Last year several teams of students from the MSFA programs competed to be part of the Global Investment Research Challenge sponsored by the CFA Institute and the CFA Society of San Francisco. The chosen USF team, which included students from the MAIR program, did not win the competition but placed third out of seven teams.
Additionally, the School of Management hosted an internal VCIC competition in order to select a team to participate in the regional VCIC competition. Several MAIR students competed; however, the teams that included MAIR students did not win the internal competition.
- Continuous Improvement Based on Direct Measures:
 - Curricula Improvements.
The program is in its third year, and to date the only curricular changes that have been made involved changing the timing of a course (ECON 714 Corporate Finance).
 - Pedagogical Improvements and Improved Teaching and Learning Materials.
One of the most significant pedagogical improvements and in teaching and learning materials was the introduction of Bloomberg terminals to the new MSFA Presidio campus in January 2011. The new building has 6 Bloomberg terminals available to the students. This has led some of the MAIR instructors to integrate Bloomberg directly into their courses by assigning students projects that require them to use data and screens for class projects. The additional benefit is that the Bloomberg experience the students get increases their job market prospects.
 - Enhanced Feedback and Guidance for Students.
We offer a series of career services programs to MSIR students including resume writing workshops, job search strategies, and networking skills.
- Other Sources of Continuous Improvement (Indirect Measures):
 - Business Community Feedback.
The co-director of the MAIR program is involved in two local chapters of the National Investor Relations Institute (NIRI), San Francisco and Silicon Valley, and continuously discusses the program with Investor Relations Officers.
 - Professional Standards
MAIR students become members of the National Investor Relations Institute at the beginning of the program. Each member is required to sign a Code of Ethics to qualify for membership. Additionally, instructors of Investor Relations topics are predominantly Investor Relations Officers or attorneys, who share their professional experiences with students.
 - Alumni Involvement

As the program is only in its third year, we do not have many alumni. At the request of current students, we are hosting receptions to bring together current students, alumni and faculty.

The MAIR program also has dedicated Facebook and LinkedIn pages, which bring together students and alumni.

- Student Feedback

Since the MAIR program launched in 2009, and was the first of any degreed Investor Relations program, it was important to include a student feedback component. During the course of the MAIR program, we consistently solicit feedback from students. The Co-Director of the program is expected to teach courses at the beginning and the end of the program to facilitate the feedback process. The 2009-2010 cohort suggested they needed to understand the marketing of a company's stock before they could write about it. As such, we changed the sequence of the marketing and writing courses. The MAIR program has a dedicated co-director who communicates with the students beginning with the interview process and is involved in the admissions process. The co-director meets with students during orientation, teaches within the first semester, and rounds out the program by teaching in the final semester. This ensures that an administrative person can solicit feedback throughout the entire time the student is in the program. The co-director also uses various networking tools to keep abreast of graduate placements.

- Examples of Continuous Improvement Based on Other Sources:

- Curricula Changes due to Business Community Feedback.

Business community feedback has been very positive and has not required changes to the program.

- Curricula Changes due to Changing Professional Standards.

Investor Relations has constantly changing needs given the regulatory environment. As such, Investor Relations Officers are required to stay abreast of developments in order to react to changing business needs. As the Investor Relations instructors are working professionals, courses are adapted to meet current events.

- Alumni Proposed Changes.

During the program, the 2009-2010 cohort suggested changes in the order of the Marketing and Writing class. This change was implemented for the 2010-2011 academic year.

- We help MAIR students to try and secure an internship during their final semester. Four of the six students in the first cohort (2009-2010) secured internships with Bay Area companies. Two of these students still work for the agencies with whom they interned.

During the spring break, we have hosted a mini-Capstone in which we select a company that will report financial results during that week. The MAIR students form a team comprised of company executives, including the CEO, CFO and IRO. The team is expected to perform the functions an IRO would perform during a real financial results announcement, including writing press releases, scripts and Q&A, and developing financial models. They present their financial results to teams

formed by the MSFA programs, which act as institutional investors, hedge funds, sell-side analysts, bond rating analysts, etc.

Master of Business Administration Core (MBA)

- Direct Measures of Achievement of Student Learning Outcomes:
 - Course embedded assignments and exams with the assessment of common learning outcomes for the MBA program. Assessment implemented using a common question or assignment coordinated across courses that focus primarily on common learning outcomes.
 - The use of ETS MBA Field exam in selected second year MBA classes. The ETS Major Field Test (MFT) for MBA's is a comprehensive MBA-level outcome assessments designed to measure the critical knowledge and understanding obtained by MBA students. The MFT helps to evaluate students' ability to analyze and solve problems, understand relationships, and interpret material from business.
 - Assessment rubrics to evaluate attainment of learning outcomes in writing exercises, exams, course projects, and problem situations.
- Continuous Improvement Based on Direct Measures:
 - Recast the MBA core courses in responses to prior AoL results. A new MBA core curriculum to consist primarily of 4-unit, semester long courses, with a much smaller number of 2-unit courses than before the AoL process.
 - Improvement to both the curriculum and individual classes for academic year 2012-13 and beyond, based on prior AoL results.
 - Establish an updated curriculum course map to the new learning goals and a new set of rubrics to be used in assessing the attainment of these goals.
 - Establish a set of learning outcomes for the areas of concentration that links directly to the MBA core learning outcomes. Departments provide direct measures from their elective courses that assess how effectively the MBA core curriculum prepares students for the prerequisites of the MBA concentrations.
 - Explicitly assess incoming MBA students for their incoming communication skills and assign students to a minimum number of introductory or advanced communication modules
- Other Sources of Continuous Improvement (Indirect Measures):
 - Student feedback from the Graduate Programs Committee, which includes student representation from the Graduate Business Association
 - In depth consultation with faculty and students
 - Self-assessment survey for all MBA students at the end of the first year in the MBA program.
 - Report by faculty from each MBA area of concentration on whether the core MBA program is providing the expected level of prerequisite training for the concentration, and how student-learning goals are being met within each concentration.

- Continuous Improvement Based on Other Sources (Indirect Measures):
 - Change from 2-unit and 7-week courses to 4-unit and semester-long courses based on feedback from faculty members and students in the MBA core who advocated more time to gain a deeper understanding of how to analyze business issues and problems and promote ethical reasoning within business decisions.
 - Greater integration across the MBA core courses based on faculty and student feedback.
 - Greater support for career coaching and personal development across all business programs through an integrated set of services from USF career services staff and outside provider based on student feedback.

Executive Master of Business Administration (EMBA)

- Direct Measures of Achievement of Student Learning Outcomes
Rubrics for EMBA student learning outcomes employed to evaluate.
 - Student Capstone Projects (Status Reports, Final Presentations).
 - In-Class Assessment of Student Deliverables.
 - Results of In-Class Supply Chain Management Simulations.
 - Program's Final Management Simulation Project.
- Continuous Improvement Based on Direct Measures:
 - A new core course in Organizational Development added to the curriculum.
 - Added a course on Globalization, which includes historical, political, and technological perspectives as well as an overseas Academic Global Immersion (AGI) trip.
 - Added a module focused on Creative Problem Solving.
 - Added a structured program on Consulting and Managing Projects that culminates in the execution of a consulting project with a local company or not-for-profit organization.
 - Added an executive development seminar series.
 - A complete revision of the course in Data Analysis and Decision Modeling.
 - A significant revision of the course in Information Systems
 - The addition of a second course in Marketing.
- Other Sources of Continuous Improvement (Indirect Measures):
 - Student surveys.
 - Feedback from project clients.

Master of Science in Organization Development (MSOD)

- Direct Measures of Achievement of Student Learning Outcomes:
 - Self-Assessment Papers.
 - Case Analysis.

- Course Projects.
- Service Learning Projects [Written/Oral Component].
- Capstone Projects.

- Continuous Improvement Based on Direct Measures:
 - Review of departmental programmatic and curricular offerings on an annual basis per a schedule agreed to by the department faculty at the beginning of each academic year.
 - Improved pedagogical consistency across multiple courses sections and locations.

- Other Sources of Continuous Improvement (Indirect Measures):
 - End-of-course student self-assessments. The survey asks students to (1) assess how well the course met the course learning outcomes, (2) to assess how well the course met the program's learning outcomes, and (3) to provide additional comments on how to improve the course.
 - Student representatives in discussions about prospective changes to departmental programmatic and curricular offerings.
 - Alumni surveys.
 - Full-time and part-time faculty meetings.
 - External program reviews and recommendations of external examiners.

- Examples of Continuous Improvement Based on Other Sources:
 - Revised course curriculum and syllabus for Capstone Course based on student surveys

**APPENDIX 7:
AQ AND PQ
RATIOS BY
PROGRAM,
REGION, AND
OVERALL**

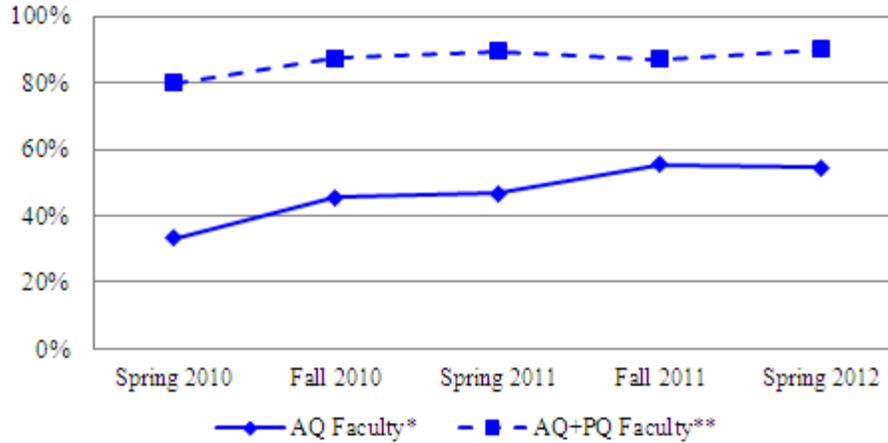
School of Management

All SOM	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	33%	45%	47%	55%	54%
AQ+PQ Faculty**	80%	87%	90%	87%	90%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

All School of Management



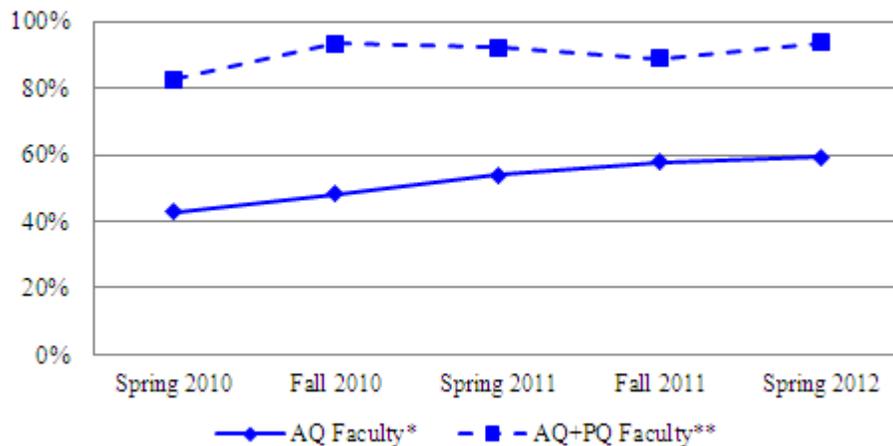
UNDERGRADUATE PROGRAMS

BSBA Core	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	43%	48%	54%	58%	59%
AQ+PQ Faculty**	83%	93%	92%	89%	94%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

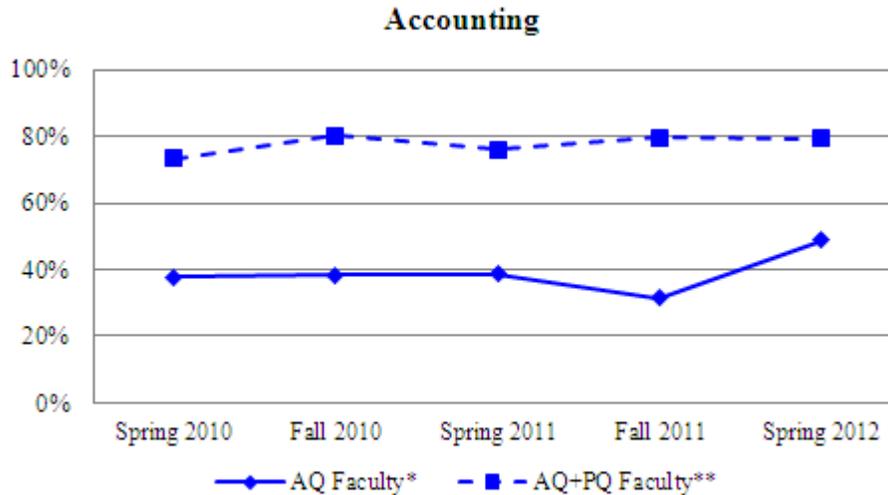
BSBA Core



Accounting	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	38%	38%	39%	32%	49%
AQ+PQ Faculty**	73%	80%	76%	80%	79%

* Based on the percentage of total student credit hours taught by AQ faculty

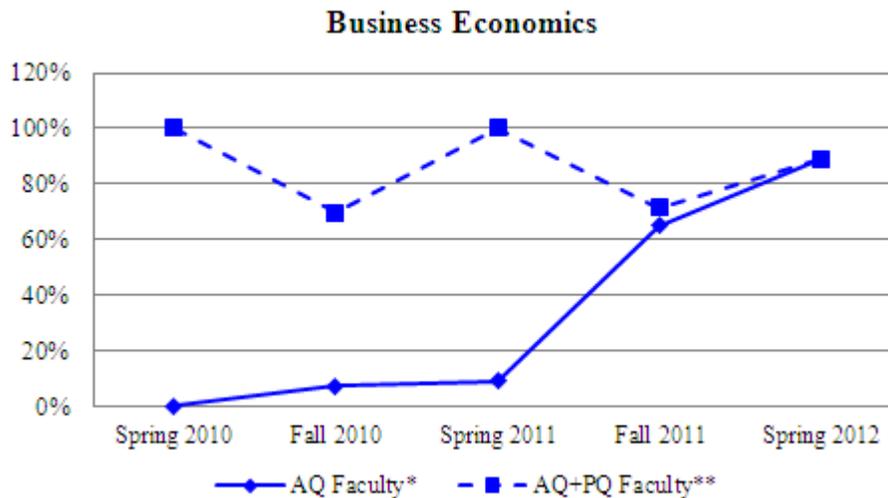
** Based on the percentage of total student credit hours taught by AQ and PQ faculty



Business Economics	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	0%	7%	9%	65%	89%
AQ+PQ Faculty**	100%	70%	100%	72%	89%

* Based on the percentage of total student credit hours taught by AQ faculty

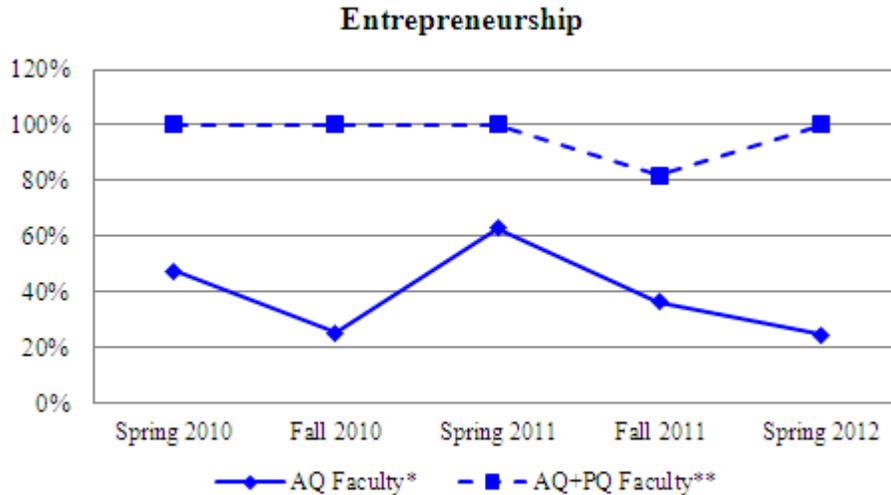
** Based on the percentage of total student credit hours taught by AQ and PQ faculty



Entrepreneurship	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	47%	25%	63%	37%	25%
AQ+PQ Faculty**	100%	100%	100%	82%	100%

* Based on the percentage of total student credit hours taught by AQ faculty

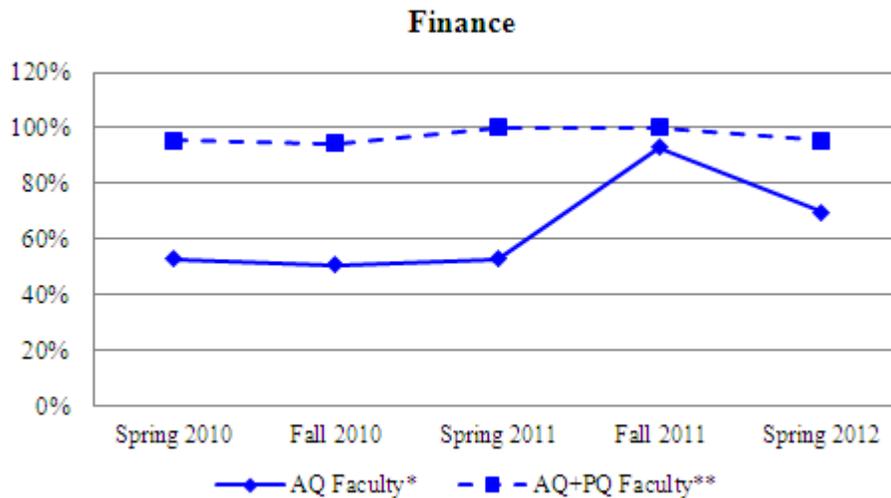
** Based on the percentage of total student credit hours taught by AQ and PQ faculty



Finance	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	53%	51%	53%	93%	70%
AQ+PQ Faculty**	96%	95%	100%	100%	96%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

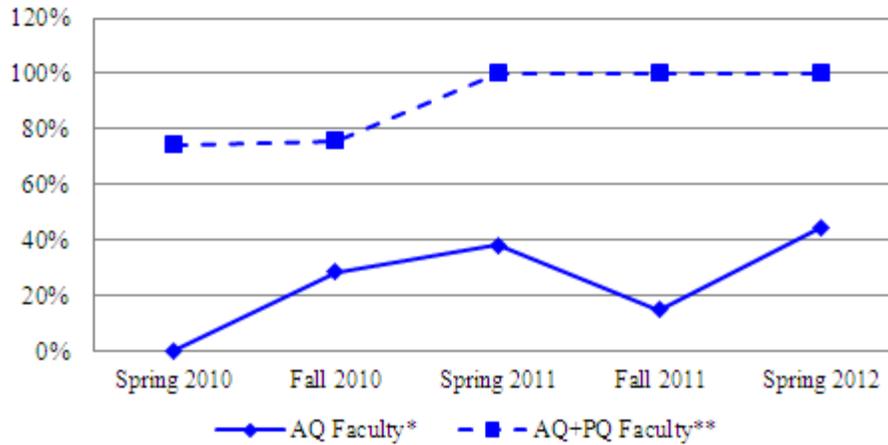


Hospitality Management	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	0%	28%	38%	15%	45%
AQ+PQ Faculty**	74%	76%	100%	100%	100%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

Hospitality Management

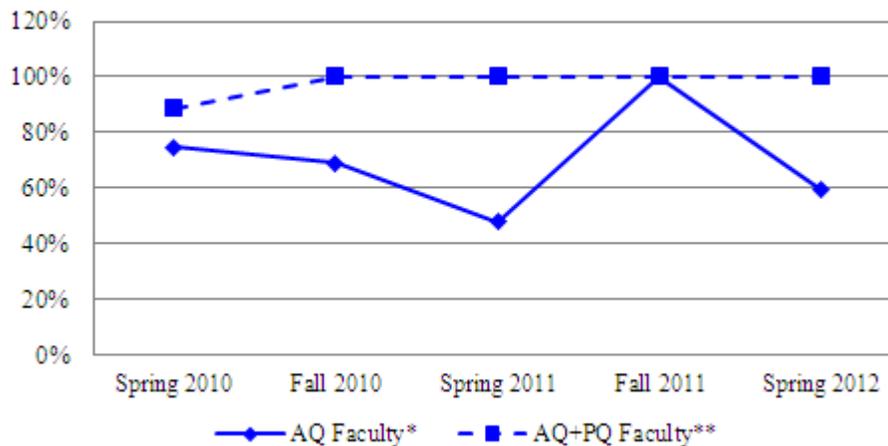


International Business	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	75%	69%	48%	100%	59%
AQ+PQ Faculty**	89%	100%	100%	100%	100%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

International Business

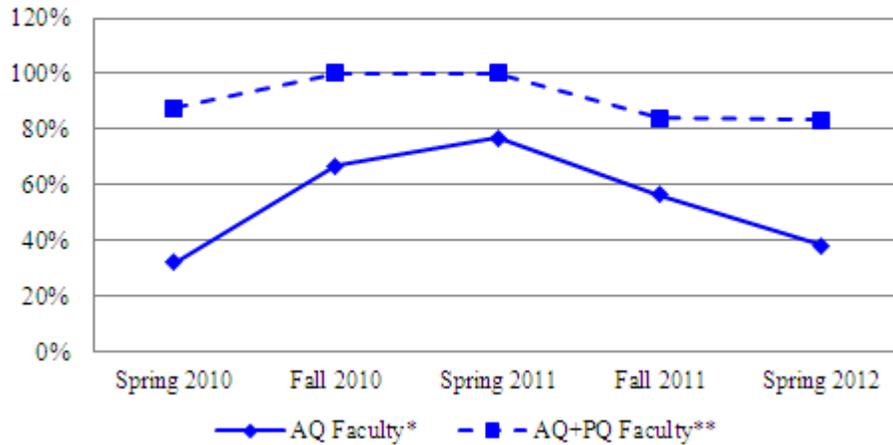


Marketing	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	32%	67%	77%	56%	38%
AQ+PQ Faculty**	88%	100%	100%	84%	83%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

Marketing

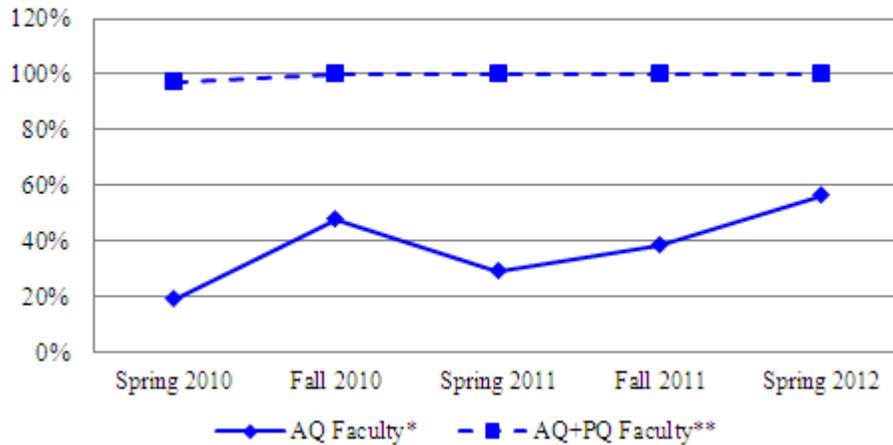


Org Behavior & Leadership	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	19%	48%	29%	38%	56%
AQ+PQ Faculty**	97%	100%	100%	100%	100%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

Organizational Behavior & Leadership



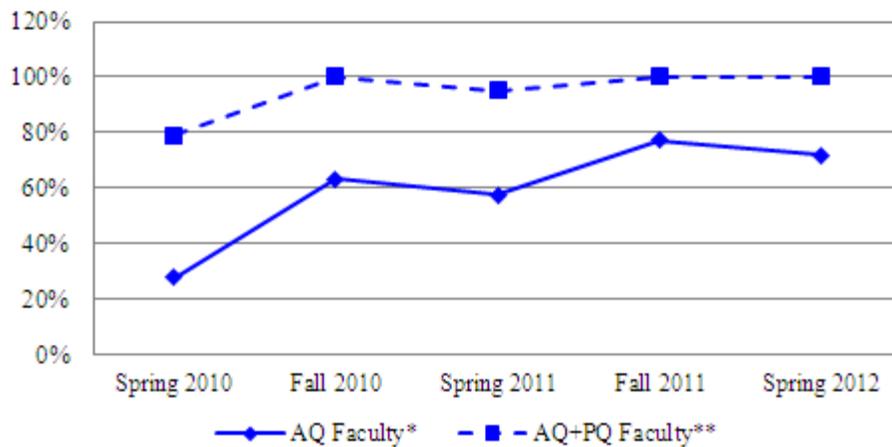
GRADUATE PROGRAMS

MBA	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	28%	63%	57%	77%	72%
AQ+PQ Faculty**	79%	100%	95%	100%	100%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

MBA

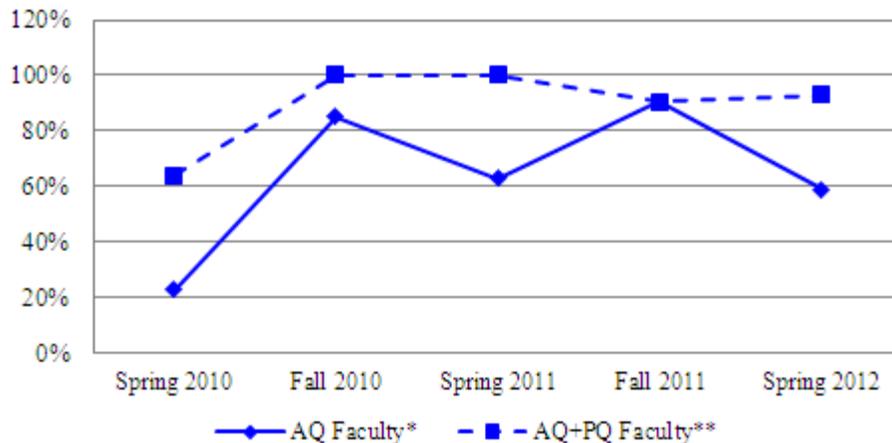


MBAE	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	23%	85%	63%	91%	59%
AQ+PQ Faculty**	64%	100%	100%	91%	93%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

MBAE

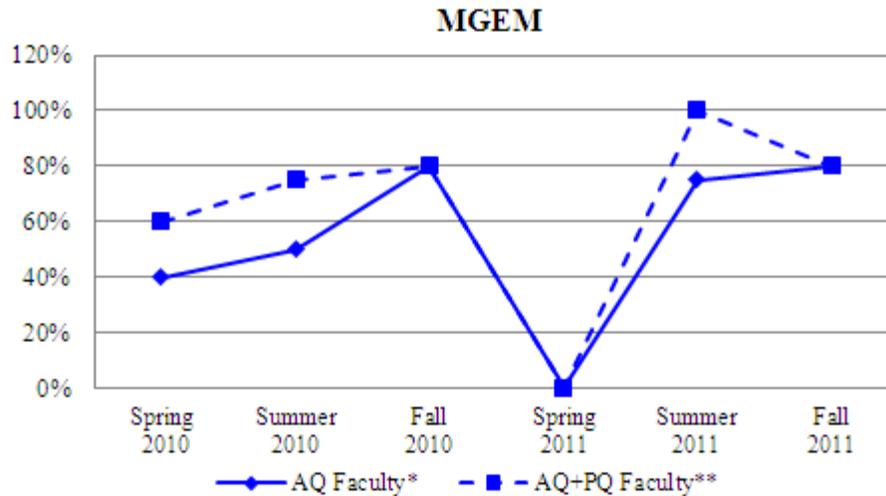


MGEM***	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011
AQ Faculty*	40%	50%	80%	0%	75%	80%
AQ+PQ Faculty**	60%	75%	80%	0%	100%	80%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

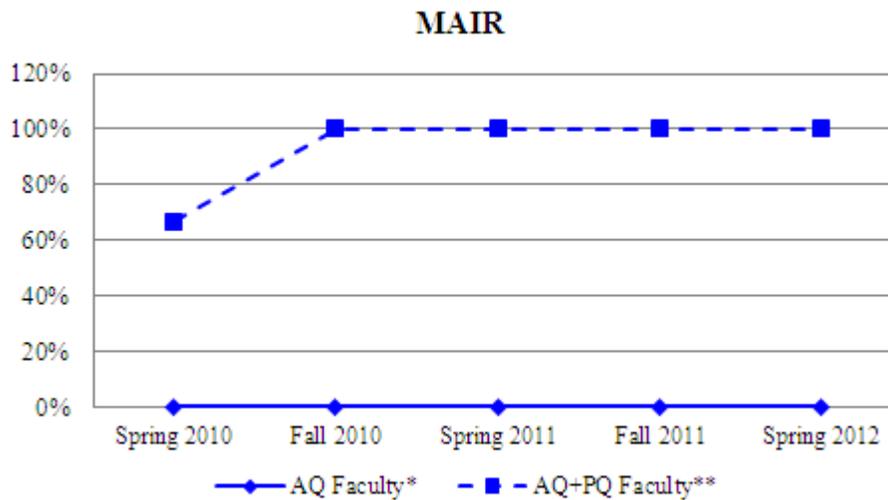
*** Spring semesters in Taiwan; Summer semesters in San Francisco; Fall semesters in Spain



MAIR	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	0%	0%	0%	0%	0%
AQ+PQ Faculty**	67%	100%	100%	100%	100%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

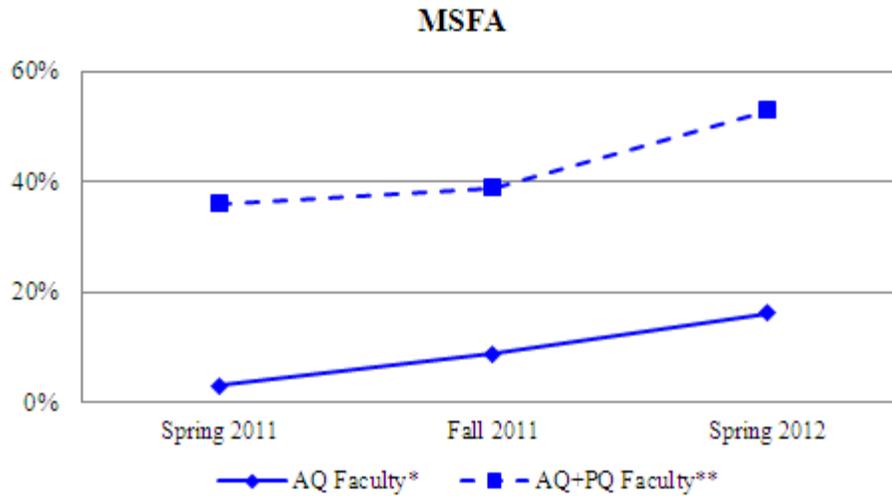


MSFA***	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	3%	9%	16%
AQ+PQ Faculty**	36%	39%	53%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

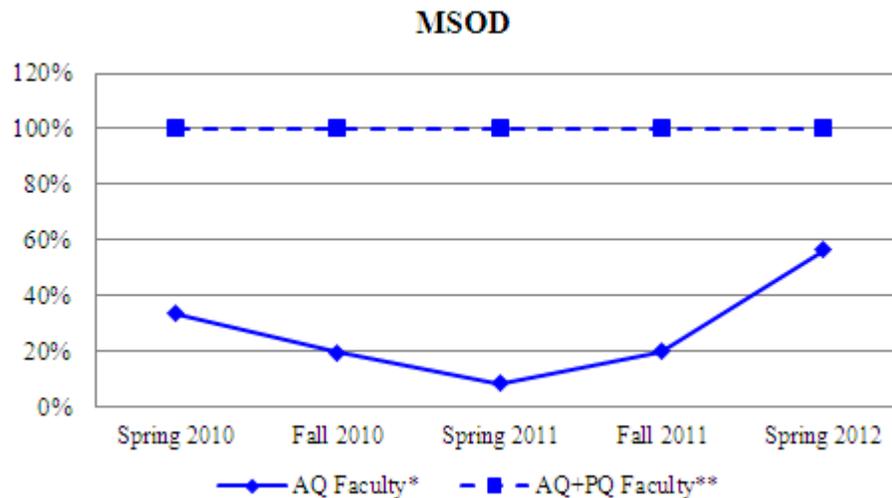
*** Part of SoM since Spring 2011



MSOD	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	33%	19%	8%	20%	56%
AQ+PQ Faculty**	100%	100%	100%	100%	100%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty



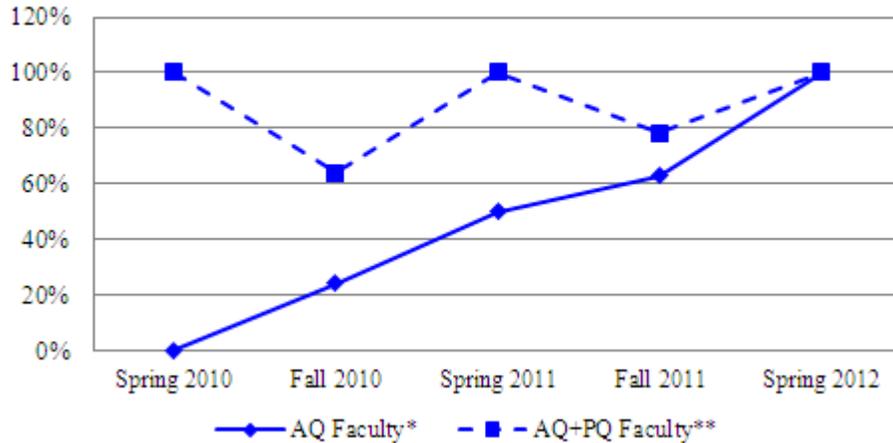
REGIONAL CAMPUS

South Bay Business Economics	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	0%	24%	50%	63%	100%
AQ+PQ Faculty**	100%	64%	100%	78%	100%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty
SP10 & F10 was Cupertino Campus

South Bay Business Economics

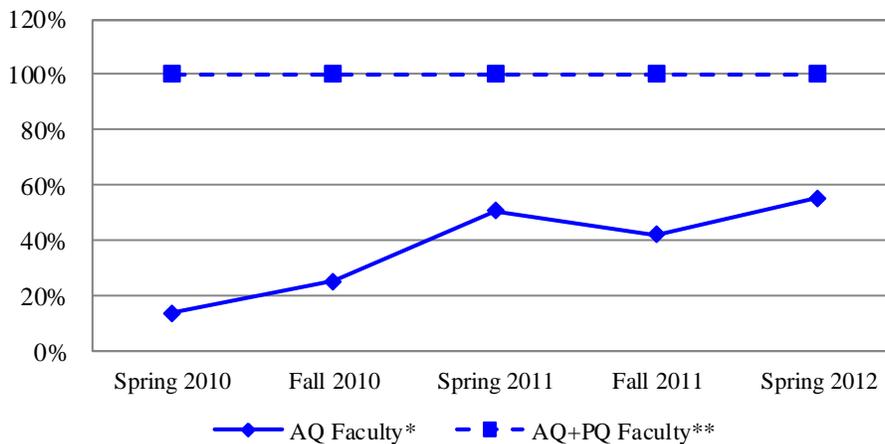


San Ramon Org Beh & Leadership	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	14%	25%	51%	42%	56%
AQ+PQ Faculty**	100%	100%	100%	100%	100%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

San Ramon Organizational Behavior & Leadership

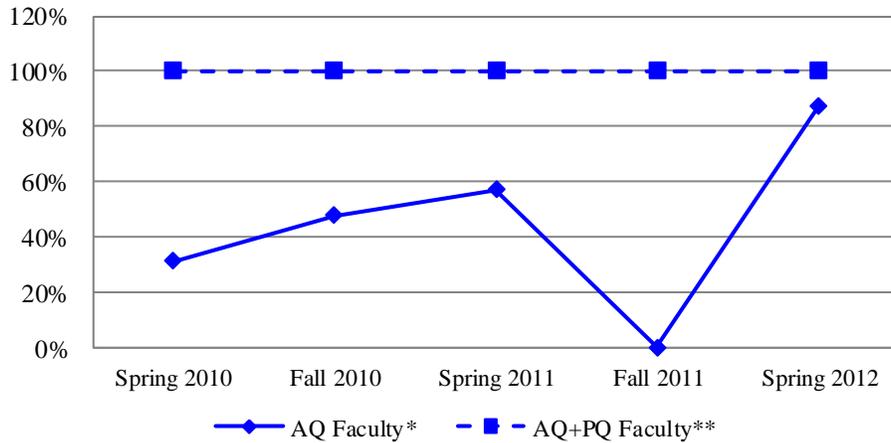


South Bay Org Beh & Leadership	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	31%	48%	57%	0%	88%
AQ+PQ Faculty**	100%	100%	100%	100%	100%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty
SP10 & F10 was Cupertino Campus

South Bay Organizational Behavior & Leadership

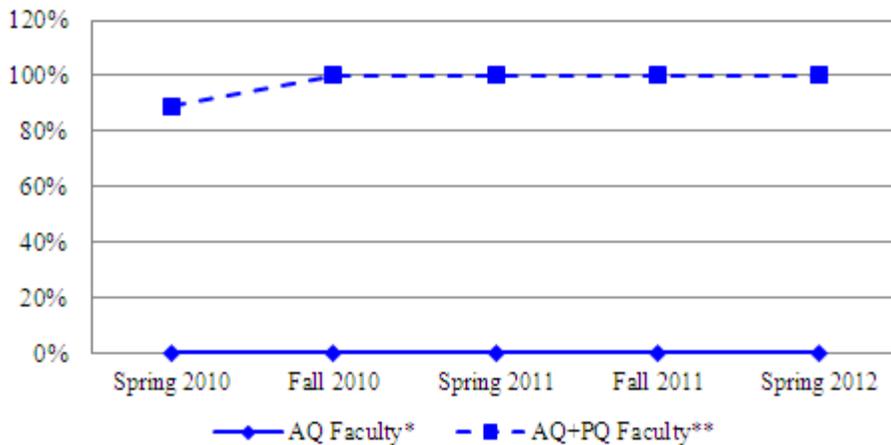


Sacramento Org Beh & Leadership	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	0%	0%	0%	0%	0%
AQ+PQ Faculty**	89%	100%	100%	100%	100%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

Sacramento Organizational Behavior & Leadership

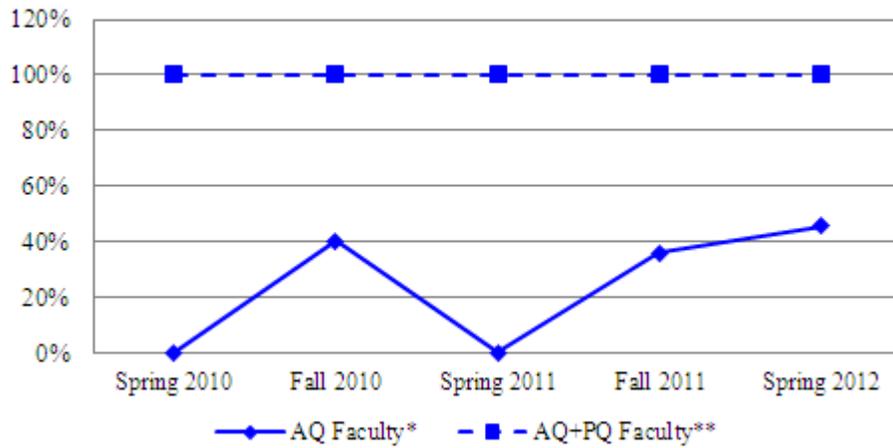


San Ramon MS Org Development	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	0%	40%	0%	36%	46%
AQ+PQ Faculty**	100%	100%	100%	100%	100%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

San Ramon MSOD

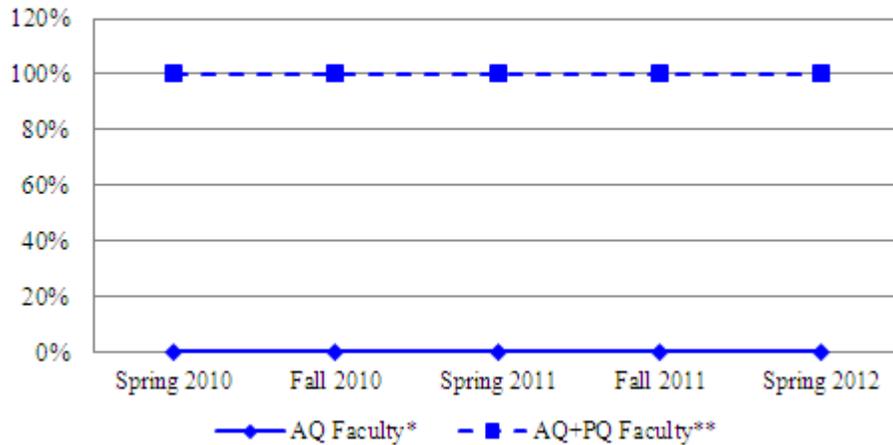


Sacramento MS Org Development	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
AQ Faculty*	0%	0%	0%	0%	0%
AQ+PQ Faculty**	100%	100%	100%	100%	100%

* Based on the percentage of total student credit hours taught by AQ faculty

** Based on the percentage of total student credit hours taught by AQ and PQ faculty

Sacramento MSOD



**APPENDIX 8:
BUDGET
PROJECTIONS FOR
IMPLEMENTATION
OF STRATEGIC AND
BUSINESS PLAN OF
SCHOOL OF
MANAGEMENT FY
2012–FY 2016**

**School of Management
Detail Page
FY12 Budget Projection
Implementation of Strategic and Business plan**

Strategic Priorities	FY12		FY13		FY14		FY15		FY16	
	Academic Yr: 2011-12		Academic Yr: 2012-13		Academic Yr: 2013-14		Academic Yr: 2014-15		Academic Yr: 2015-16	
Budgets	Operating	Faculty/Staff								
1. Education Programs	\$25,000	\$933,144	\$25,750	\$961,138	\$26,523	\$989,972	\$27,318	\$1,019,672	\$28,138	\$1,050,262
2. Scholarship	\$10,000	\$130,240	\$10,300	\$134,147	\$10,609	\$138,172	\$10,927	\$142,317	\$11,255	\$146,586
3. People	\$30,000	\$76,450	\$30,900	\$78,744	\$31,827	\$81,106	\$32,782	\$83,539	\$33,765	\$86,045
4. External Relations	\$30,000	\$208,500	\$30,900	\$214,755	\$31,827	\$221,198	\$32,782	\$227,834	\$33,765	\$234,669
5. Internal Operations	\$5,000	\$0	\$5,150	\$0	\$5,305	\$0	\$5,464	\$0	\$5,628	\$0
Total	\$100,000	\$1,348,334	\$103,000	\$1,388,784	\$106,090	\$1,430,448	\$109,273	\$1,473,361	\$112,551	\$1,517,562

Note: In FY12, SOM allocated \$100,000 in operating base budget (110000-231019 SOM Strategic Plan) to track expenses from the Strategic and Business Plan. Budget Projections assume SOM will increase the operating and faculty/staff budget allocations by 3% per year beginning in FY13. This assumes additional funds are allocated by University for merit increases and we increase operating budget allocations due to rises in costs. Faculty/Staff Salaries include both base salary and benefits. Benefits are calculated as 39% for full time employees and 19.5% for part time employees.

Strategic Priorities	Operating Budget per year	Faculty/Staff Budget per year	Funding Source	Notes
Education Programs: Build a learning community that leverages San Francisco, the Bay Area and the global Jesuit network to create an academically rigorous and practically relevant managerial learning environment for our students.				
1. Develop strong external market position for all programs.	\$7,500	\$280,633	Operations Account - Strategic Plan	In fiscal year 12, Provost and Planning & Budget office approved reorganizing current budget resources and hiring of internal appointments of 3 new Academic Associate Deans.
2. Ensure distinctive, high-quality curriculum in all programs.	\$7,500	See Note	Operations Account - Strategic Plan	The 3 new Associate Deans will be assist in this area.
3. Provide effective management of all programs.	\$5,000	See Note	Operations Account - Strategic Plan	The 3 new Associate Deans will be assist in this area.
4. Establish a strong culture of student learning.	TBD	\$652,511	Operations Account - Strategic Plan and New Position funded through newly available Faculty and Staff lines	Operating Budget to be determined. Faculty positions include 5 newly funded tenure-track faculty positions given to SOM by the Provost office in FY12. Budgeted amount is \$77,167 per faculty position plus benefits. Staff Budget line consists of reorganizing current budget resources and hiring a new Director of Student Learning and Assessment in FY12. Salary and Benefits are included.
5. Increase quality of matriculated students.	TBD	\$0	N/A	Operating Budget to be determined
6. Connect regionally and globally	\$5,000	\$0	Operations Account - Strategic Plan	In progress
Scholarship: Create a vibrant research culture that promotes excellence in research and pursues mission-related scholarship that leverages our strengths.				
1. Generate and publish innovative research and new knowledge that impacts the study, practice, and teaching of management.	\$0	See Note	N/A	5 new faculty lines mentioned above in Education Programs #4 will assist in this area
2. Build a healthy and interactive intellectual and research culture that encompasses all school faculty and appropriate faculty of other USF units and other universities.	\$10,000	\$130,240	Operations Account - Strategic Plan and New Position funded through Available Staff lines	Staff Budget line consists of hiring a Manager of Faculty Development and Strategic Projects in FY12. Salary and Benefits are included. In addition, we will staff a new Research Director at \$16,000 plus benefits.
People: Foster a diverse and inclusive working environment for faculty, staff and students that encourages high performance, teamwork, respect and accountability.				
1. Create well-documented procedures for on-boarding new faculty and staff	\$0	\$0	N/A	This has been completed
2. Establish systems for faculty and staff recruitment, retention, professional development, leadership development, and support	\$10,000	\$0	Operations Account - Strategic Plan	The Manager of Faculty Development and Strategic Projects that is being hired will assist in this area.
3. Create structures to celebrate and integrate diverse life experiences, professional backgrounds, attitudes, ethnicities, and cultures in our community.	TBD	\$76,450	Operations - Staff Line	Operating Budget to be determined. Staff position consists of hiring an Assistant to the Dean for Diversity Inclusion and Special Projects in the Dean's office in FY12.
4. Build structures with faculty, staff and students to provide top-notch student program experiences.	\$10,000	\$0	Operations Account - Strategic Plan	In progress
5. Build structures with faculty, staff and students to make respectful, responsive, other-focused cooperation a watchword for the School.	\$10,000	\$0	Operations Account - Strategic Plan	In progress
External Relations: Generate and nurture mutually-beneficial relationships with organizations and individuals that secure access and resources that support the lifelong learning and professional development of our students and alumni.				
1. Change the name of the School to the School of Management	\$0	\$0	N/A	This has been completed
2. Develop and implement a 3-year fundraising strategy.	\$5,000	\$0	Operations Account - Strategic Plan	Director of Development, Major Gifts has been assigned to our School. Position funded by USF Office of Development.
3. Create Centers and Institutes to promote cross-disciplinary excellence	TBD	\$0	Operations Account - Strategic Plan	Operating Budget to be determined. Criteria for establishing Centers are being drafted.
4. Design an internship hub for student internships across the School.	\$10,000	\$97,300	Operations Account - Strategic Plan and New Position funded through Available Staff lines	Staff Budget line consists of reorganizing current budget resources and hiring additional staffing resources for our Career Services area in FY12. Salary includes base and benefits.
5. Develop and implement an alumni engagement strategy.	\$10,000	\$111,200	Operations Account - Strategic Plan and New Position funded through Available Staff lines	Staff Budget line consists of reorganizing current budget resources and hiring a new Director of Alumni and External Relations in FY12. Salary includes base and benefits.
6. Establish strategic partnerships with business, government & non-profit communities.	\$5,000	\$0	Operations Account - Strategic Plan	In progress
Internal Operations: Develop management systems that support an effective, productive, and compassionate organization working to fulfill and advance the School's mission.				
1. Commence implementation and then complete the School's new 4-year Strategic plan.	\$0	\$0	N/A	In progress, no additional operating funds are needed.
2. Promulgate an effective organizational structure.	\$0	\$0	N/A	This has been completed
3. Review and standardize administrative procedures in the School as necessary.	TBD	\$0	N/A	Operating Budget to be determined
4. Enhance communications within the School.	\$5,000	\$0	Operations Account - Strategic Plan	Budget for meals for faculty, staff and Blue Sky Sessions
5. Manage, plan for, and commission new space.	TBD	TBD	Operations Account - Strategic Plan	Operating and staff Budgets to be determined; SOM will be preparing for a move of some programs and support units to 101 Howard (downtown SF) in the coming months.
6. Establish efficient, effective documented processes for key operations.	TBD	\$0	Operations Account - Strategic Plan	Operating Budget to be determined

Sub-Total \$100,000 \$1,348,334

Grand Total \$1,448,334

**APPENDIX 9:
STRATEGIC PLANNING
REVIEW COMMITTEE**

SCHOOL OF MANAGEMENT

STRATEGIC PLANNING REVIEW COMMITTEE

Membership List

(January 6, 2012)

Co-chairs:

Linda Henderson, Professor, Department of Organizations, Leadership and Communications.
Catherine Horiuchi, Associate Dean, Graduate Management Programs.

Faculty members:

Lan-Huong T (Nicole) Nguyen, Assistant Professor, Department of Entrepreneurship, Strategy and International Business.
Manuel J Tarrazo, Professor, Department of Finance and Economics.
Richard Callahan, Associate Professor, Department of Public and Non-Profit Administration.

Staff members:

Kelly Tarry, Office Assistant (Associate Dean of Faculty and Research).
Laura L. Camara, Director, Academic Planning and Resources.

Alumni members

Gary Weatherford, Exec.MBA, 2011.
Marcia Hodges, MNA 1990.
Sarah McCullough, BS 2000.

No current student members but the committee will be soliciting members from this area in the coming semester.

**APPENDIX 10:
REQUIRED AACSB
TABLES**

Table 2-1: Five Year Summary of Intellectual Contributions

Portfolio of Intellectual Contributions										Summary of Types of ICs		
Spring 2012	Peer Reviewed Journals [1]	Research Monographs [2]	Books [3]	Chapters [4]	Peer Reviewed Proceedings [5]	Peer Reviewed Paper Presentations [6]	Faculty Research Seminar [7]	Non-Peer Reviewed Journals [8]	Others [9]	Learning & Pedagogical Research	Contributions to Practice	Discipline Based Research
Department of Marketing & Law												
Barsky	2			1	1			6				2
Becker												
Boedecker	1				4	3					1	7
Fu	1				1							2
Goldgehn	3					7			10			
Imparato	2				1	1		4				8
O'Meara												
Ortiz	1				5							6
Poole	1				1				2			
Scalise	3			3	2				8			
Thota	4					2						6
Villareal	4					4	1					9
Department of Entrepreneurship, Strategy & International Business												
Allen	2				9	3	4			1	3	17
Cannice	3		2			10			27	3		9
Chen, R	3			1		2						6
Gunn			1								1	
Kwong												
MacPherson												
Nguyen, Nicole												
Takahashi	2			1		1						4
Wang	2				5	5						12
Wright	11				7	10	7			9		26
Yang	10		2	3	1	7						23

Table 2-1: Five Year Summary of Intellectual Contributions (continued)

Portfolio of Intellectual Contributions										Summary of Types of ICs		
Spring 2012	Peer Reviewed Journals [1]	Research Monographs [2]	Books [3]	Chapters [4]	Peer Reviewed Proceedings [5]	Peer Reviewed Paper Presentations [6]	Faculty Research Seminar [7]	Non-Peer Reviewed Journals [8]	Others [9]	Learning & Pedagogical Research	Contributions to Practice	Discipline Based Research
Department of Finance & Economics												
Blakely	2					1						2
Ding						2						1
Doyle	2				2	2						6
Goldberg	3						1					4
Ohara												
Puntillo												
Shaw												
Tarrazo	7			1	2	1				2		9
Tay	6			1	1	3						11
Veitch												
Department of Organization, Leadership & Communication												
Bell A	3		12		2	1				6	5	7
Dibble	2			1		3						6
Gallo						2				2		
Henderson	2			1		1						4
Hunter						2						2
Kane	2			1	5	3				8		3
Kass	1					4		1				6
Lo	2		1	2		3						8
Loney												
Parlami	1			2		7		1				11
Smith	1		4			1			35	35		6
Stackman	1			1		3	2		1			8
Walshe						9						9

Table 2-1: Five Year Summary of Intellectual Contributions (continued)

Portfolio of Intellectual Contributions										Summary of Types of ICs		
Spring 2012	Peer Reviewed Journals [1]	Research Monographs [2]	Books [3]	Chapters [4]	Peer Reviewed Proceedings [5]	Peer Reviewed Paper Presentations [6]	Faculty Research Seminar [7]	Non-Peer Reviewed Journals [8]	Others [9]	Learning & Pedagogical Research	Contributions to Practice	Discipline Based Research
Department of Analytics & Technology												
Alter	13		1	2	16	3	1					36
Grossman	5			1	3			3		2		10
Huxley									1			1
Karshmer			1	4	13	4	9		1			32
Lorton						5				2		3
Mefford	4				2				1			7
Mehrotra	7			2	4		1			1		13
Morris						1				1		
Oberstone	5			1		1	2			1		8
Sidaoui							1					1
Department of Public & Nonprofit Administration												
Batstone			1									1
Brewster	1				2							3
Callahan	2	1		1								4
Connor	2		1	1			12				2	14
Fletcher				1		1				2		
Hanson	1		1									1
Horiuchi	3			1					6	1		9
Hudson M	2			1	2	13				3		15
Johnson, III	8		6	4		17	3			11		28
O'Neill	3					4		1		1		7
Penner						3						3
Ribera												
Waters	35			6	1	18				14		46

Table 2-1: Five Year Summary of Intellectual Contributions (continued)

Portfolio of Intellectual Contributions										Summary of Types of ICs		
Spring 2012	Peer Reviewed Journals [1]	Research Monographs [2]	Books [3]	Chapters [4]	Peer Reviewed Proceedings [5]	Peer Reviewed Paper Presentations [6]	Faculty Research Seminar [7]	Non-Peer Reviewed Journals [8]	Others [9]	Learning & Pedagogical Research	Contributions to Practice	Discipline Based Research
Department of Hospitality Management												
Fullsack												
Millar	4			2	8	9						23
Park	12			4	7	9		1	1			34
Department of Accounting												
Graham						1						1
Koeplin	3				2					4		1
Neilson												
Roberts	4			1	4						7	2
Roehl												
Sayre	1				3							4
Table 2-1: Five Year Summary of Intellectual Contributions												
Totals Across All Faculty												
Total	205	1	33	51	116	190	44	13	77	129	19	547

Table 2-2: Five Year Summary of Peer Reviewed Journals and Number of Publications in Each

Based on the information and data from Table 2-1, provide a summary of peer reviewed journals (by name) and the number of articles appearing in each.

Peer Reviewed Journals	Number of Articles
Academy of Management Annals	2
Academy of Marketing Studies Journal	1
Accounting, Organizations and Society	1
Acta Turistica	1
Administrative, Theory & Praxis Journal	1
Advances in Investment and Portfolio Management	1
AIS Transactions on Human-Computer Interaction	2
American Journal of Drug and Alcohol Abuse	1
American Journal of Health Behavior	1
Annals of Wyoming	1
Asia Pacific Journal of Human Resource Management	1
Asia Pacific Journal of Management	6
Asia Pacific Journal of Tourism Research	2
Association for Consumer Research	1
Business & Society Review	1
Business Journal of Hispanic Research	1
Business Renaissance Quarterly	1
California Journal of Operations Management	1
Case Research Journal	2
Christianity and Literature	1
Communications of the ACM	1
Communications of the Association for Informational Systems	7
Concentric: Literary and Cultural Studies	1
Cornell Hospitality Quarterly	2
Corporate Communications: An International Journal	1
Critical Perspectives on Accounting	1
Current Issues in Tourism	1
Decision Support Systems	1
e-Service Journal	1
European Journal of Cross-Cultural Competency & Management	1
European Journal of Information Systems	1
European Journal of International Management	1
Financial Management	1
Global Business Development Journal	2
Group Decision and Negotiation	1
IBM Systems Journal	1
iBusiness	1
IEEE Intelligent Systems	1
Information Resource Management Journal	1
INFORMS Transactions on Education	2
Interfaces	2
International Journal of Applied Decision Sciences	1
International Journal of Conflict Management	2
International Journal of Critical Accounting	1
International Journal of Educational Advancement	1
International Journal of Hospitality Management	1
International Journal of Information Technologies and the Systems Approach	2
International Journal of Music Community	1
International Journal of Operations and Production Management	1
International Journal of Organizational Design and Engineering	1
International Journal of Organizational Theory and Behavior	1

Table 2-2: Five Year Summary of Peer Reviewed Journals and Number of Publications in Each (continued)

Peer Reviewed Journals	Number of Articles
International Journal of Sports Communication	1
International Journal of Techno Entrepreneurship	1
International Journal of Volunteer Administration	4
International Review of Economics and Finance	2
Journal of Accountancy, Accounting Historians Journal	1
Journal of Advanced Corporate Learning	2
Journal of Advertising Education	1
Journal of Advertising Research	1
Journal of American Studies	1
Journal of Asia Business Studies	1
Journal of Asset Management	1
Journal of Business Case Studies	1
Journal of Business Cases and Application	1
Journal of Business Ethics	2
Journal of Business Research	1
Journal of Catholic and Higher Education	1
Journal of Cleaner Production	1
Journal of Communication Management	1
Journal of Consumer Psychology	1
Journal of Electronic Commerce Research	1
Journal of Hospitality & Tourism Research	1
Journal of Hospitality and Tourism Education	1
Journal of Hospitality, Marketing & Management	1
Journal of Human Resources in Hospitality and Tourism	1
Journal of Human Subjectivity	1
Journal of Information Security and Privacy	1
Journal of Information Technology Theory and Application	1
Journal of International Management	2
Journal of International Management Studies	1
Journal of Legal, Ethical and Regulatory Issues	1
Journal of Management Education	1
Journal of Management Information Systems	1
Journal of Marketing, Development & Competitiveness	1
Journal of Nonprofit & Public Sector Marketing	2
Journal of Nonprofit & Voluntary Sector Marketing	4
Journal of Online Learning and Teaching	1
Journal of Organizational Computing and Electronic Commerce	1
Journal of Promotion Management	1
Journal of Public Relations Research	1
Journal of Quantitative Analysis in Sports	3
Journal of Relationship Management	1
Journal of School Choice	1
Journal of Small Business and Entrepreneurship (Journal of the Canadian Council of Small	1
Journal of the AIS	1
Journal of Trade and Industry Studies	1
Journal of Travel & Tourism Marketing	1
Journal of Travel Research	1
Journal of Vacation Marketing	1
Management Science	1
Manufacturing & Services Operations Management	1
Midwest Law Journal	1

Table 2-2: Five Year Summary of Peer Reviewed Journals and Number of Publications in Each (continued)

Peer Reviewed Journals	Number of Articles
MIS Quarterly	1
MIS Review	1
Multinational Business Review	1
Nonprofit and Voluntary Sector Quarterly	3
Nonprofit Management & Leadership	2
Operations & Supply Chain Management	1
Organizational Management Journal	1
PRism	3
Probability in the Engineering and Informational Sciences	1
Production and Operations Management	2
Project Management Journal	2
Public Administration Review	4
Public Relations Journal	1
Public Relations Review	4
Public Works Policy and Management	1
Research in Finance	1
Research in International Business and Finance	1
Sinergie	1
Springer Series on Agent Based Social Systems: Agent-Based Approaches in Economic and	1
Teaching Public Relations	2
The Innovation Journal: The Public Sector Innovation Journal	1
The International Business and Economics Research Journal	2
The International Journal of Finance	1
The Journal of Financial Education	1
The Journal of International Management Studies	1
The Journal of Public Affairs Education	4
Theory & Praxis	4
Thunderbird International Business Review	1
Tourism, Culture & Communication	1
Venture: International Journal of Entrepreneurial Management	1
World Economics Journal	1
Total	188

Table 9-1, Summary of Faculty Sufficiency by Department

SPRING 2011			Participating or Supporting	Amount of Teaching if P (SCHs)	Amount of Teaching if S (SCHs)	Qualification Ratios
Department of Finance & Economics						
Blakely	Daniel		P	45		
Devine	George		P	160		
Doyle	Barry		P	197		
Faustino-Pulliam	Vivian		S		27	
Forcier	James		P	111		
Ford	Jeffrey		S		57	
Goldberg	Cathy		P	480		
Green	John		P	248		
Holcher	Donald		S		48	
Kent	James		S		36	
Kersten	Colette		S		36	
Koltun	Alla		S		48	
Ohara	Frank		P	468		
O'Shaugnessy	James		S		36	
Puntillo	Rich		P	66		
Sevall	Daniel		P	22		
Shaw	James		P	172		
Tarrazo	Manuel		P	208		
Tay	Nicholas		P	274		
Veitch	John		P	0		
Total F&E Participating/Supporting Ratio [P TTL/ (P TTL + S TTL)>60%]				2451	288	89%

SPRING 2011			Participating or Supporting	Amount of Teaching if P (SCHs)	Amount of Teaching if S (SCHs)	Qualification Ratios
Department of Hospitality Management						
Costello	Thomas		P	62		
Fullsack	Jean-Marc		P	168		
Millar	Michelle		P	294		
Miller	Jennifer		S		20	
Odsather	Kathy		P	84		
Park	Sun-Young		P	178		
Total HOSP Participating/Supporting Ratio [P TTL/ (P TTL + S TTL)>60%]				786	20	98%

Table 9-1, Summary of Faculty Sufficiency by Department

SPRING 2011			Participating or Supporting	Amount of Teaching if P (SCHs)	Amount of Teaching if S (SCHs)	Qualification Ratios
Department of Marketing & Law						
Agostinelli	Aldo		S		64	
Barsky	Jonathan		P	160		
Becker	Michael		P	0		
Boedecker	Karl		P	322		
Brandis	Michael		S		78	
Durham	John		P	294		
Fichera	Steven		S		68	
Fu	Shenzhao		P	0		
Goldgehn	Leslie		P	311		
Griffis	Dave		P	236		
Hui	Alan		S		62	

Table 9-1, Summary of Faculty Sufficiency by Department (continued)

Hussain	Mahmood	S		156	
Imparato	Nicholas	P	169		
Kwong	Stanley	P	163		
Lanza	Stephen	S		32	
Mortimer	Niland	S		28	
O'Meara	John	P	208		
Ortiz	Mandy	P	188		
Poole	Sonja	P	72		
Prost	James	S		108	
Saytes	Linda	S		88	
Scalise	Dave	P	216		
Thota	Sweta	P	352		
Villareal	Ricardo	P	236		
Total MKL Participating/Supporting Ratio [P TTL/ (P TTL + S TTL)>60%]			2927	620	83%

SPRING 2011		Participating or Supporting	Amount of Teaching if P (SCHs)	Amount of Teaching if S (SCHs)	Qualification Ratios
Department of Organizations, Leadership & Communication					

Ali	Liquat	S		66	
Arnold	Karen	S		90	
Beal	Linda	S			
Bell A	Arthur	P			
Bergen	David	S		44	
Brady	Scott	S		40	
Bryan	Jim			81	
Chomko	Dan	S		141	
DeChantal	RoJean	S		10	
De L'Eau	Jacquelyn			36	
Edwards	Leroy	S		37	
Friedman	Mitchell	P	204		
Gallo	Mary	P			
Hagen	Katrina	S		42	
Halley	Stephen	S		60	
Harrison	Laura	S		93	
Henderson	Linda	P	39		
Kane	Kathleen	P	138		
Kass	Eli	P	272		
Lo	Kevin	P			
Loney	Timothy	P	138		
Lowenthal	Marla	S		45	
Lucaccini	Lou	S		104	
McGovern	Marion	S		20	
Morrison	Brad	S		57	
Mulgrew	Sharon	S		39	
Newcomb	Jeffrey	S		87	
Parlami	Jennifer	P	34		
Quade	Robert	S		42	
Ray	Lynda	S		4	
Ryder	Paul	P	160		
Smith	Dayle	P	0		
Stackman	Richard	P	136		
Strohauer	Joan	S		60	
Walls	Patricia	S		57	
Walshe	Neil	P	57		
Wardell	Mary	P	108		
Total OLC Participating/Supporting Ratio [P TTL/ (P TTL + S TTL)>60%]			1286	1189	52%

Table 9-1, Summary of Faculty Sufficiency by Department (continued)

SPRING 2011		Participating or Supporting	Amount of Teaching if P (SCHs)	Amount of Teaching if S (SCHs)	Qualification Ratios
Department of Public & Nonprofit Administration					
Batstone	David	P	0		
Brewster	Larry	P	0		
Connor	Kimberly	P	0		
Fletcher	Kathleen	P	24		
Hanson	Phil	P	0		
Horiuchi	Catherine	P	0		
Hudson M	Monika	P	409		
O'Neill	Michael	P	0		
Penner	Maurice	P	0		
Ribera	Tony	P	0		
Total PNA Participating/Supporting Ratio [P TTL / (P TTL + S TTL)>60%]			433	0	100%

Table 9-1, Summary of Faculty Sufficiency by Department¹

FALL 2011			Participating or Supporting	Amount of Teaching if P (SCHs)	Amount of Teaching if S (SCHs)	Qualification Ratios
Department of Analytics & Technology						
Alter	Steven		P	18		
Grossman	Thomas		P	0		
Huxley	Stephen		P	0		
Karshmer	Arthur		P	0		
Lorton	Paul		P	276		
Mefford	Robert		P	0		
Mehrotra	Vijay		P	128		
Morris	Stephen		P	636		
Oberstone	Joel		P	296		
Sander	JohnCharles		S		16	
Sidaoui	Mouwafac		P	358		
Total A&T Participating/Supporting Ratio [P TTL/ (P TTL + S TTL)>60%]				1712	16	99%

FALL 2011			Participating or Supporting	Amount of Teaching if P (SCHs)	Amount of Teaching if S (SCHs)	Qualification Ratios
Department of Accounting						
Bell	Erick		S		120	
Braswell	James		S		384	
Daher	Dominic		P	76		
Graham	Carol		P	404		
Koeplin	John		P	280		
Kvaal	Kimberly		P	172		
Neilson	Denis		P	0		
O'Shaugnessy	John		S		60	
Roberts	Diane		P	290		
Roehl	Claudia		P	348		
Sayre	Todd		P	116		
Total ACCT Participating/Supporting Ratio [P TTL/ (P TTL + S TTL)>60%]				1686	564	75%

FALL 2011			Participating or Supporting	Amount of Teaching if P (SCHs)	Amount of Teaching if S (SCHs)	Qualification Ratios
Department of Entrepreneurship, Strategy & International Business						
Allen	Jonathan		P	152		
Cannice	Mark		P	170		
Chen, R	Roger		P	248		
Green	John		P	52		
Gunn	Moira		P	20		
Himmelstein	Dan		S		216	
Lucaccini	Lou		P	120		
MacPherson	Laurie		P	116		
Nguyen	Nicole		P	324		
Saytes	Linda		S		180	
Takahashi	Peggy		P	148		
Wang	Liang		P	220		
Wright	Ryan		P	342		
Yang	Xiaohua		P	124		
Total ESIB Participating/Supporting Ratio [P TTL/ (P TTL + S TTL)>60%]				2036	396	84%

¹SCH data as of fall 2011 census, 9/9/11.

Table 9-1, Summary of Faculty Sufficiency by Department (continued)

FALL 2011			Participating or Supporting	Amount of Teaching if P (SCHs)	Amount of Teaching if S (SCHs)	Qualification Ratios
Department of Finance & Economics						
Blakely	Daniel		P	150		
Christiansen	Gregory		S		27	
Devine	George		P	92		
Ding	Sara		P	152		
Doyle	Barry		P	186		
Epstein	Dave		S		24	
Fruin	Mark		S		36	
Goldberg	Cathy		P	304		
Green	John		P	116		
Kent	James		S		56	
Nabanita	Sukumar		S		148	
Ohara	Frank		P	492		
O'Shaugnessy	John		S		57	
Puntillo	Rich		P	68		
Sevall	Daniel		P		27	
Shaw	James		P	159		
Stoian	Nicholae		S		75	
Tarrazo	Manuel		P	428		
Tay	Nicholas		P	276		
Veitch	John		P	0		
Zinck	Vincent		S		58	
Total F&E Participating/Supporting Ratio [P TTL / (P TTL + S TTL)]>60%				2423	508	83%

Table 9-1, Summary of Faculty Sufficiency by Department

FALL 2011			Participating or Supporting	Amount of Teaching if P (SCHs)	Amount of Teaching if S (SCHs)	Qualification Ratios
Department of Hospitality Management						
Costello	Thomas		P	0		
Fullsack	Jean-Marc		P	96		
Lang	Linda		S		44	
Millar	Michelle		P	32		
Odsather	Kathy		P	78		
Park	Sun-Young		P	90		
Scharosch	Jeffrey		S		36	
Total HOSP Participating/Supporting Ratio [P TTL / (P TTL + S TTL)]>60%				296	80	79%

FALL 2011			Participating or Supporting	Amount of Teaching if P (SCHs)	Amount of Teaching if S (SCHs)	Qualification Ratios
Department of Marketing & Law						
Barsky	Jonathan		P	56		
Becker	Michael		P	368		
Boedecker	Karl		P	334		
Durham	John		P	136		
Fu	Shenzhao		P	252		
Goldgehn	Leslie		P	196		
Griffis	Dave		P	116		
Hui	Alan		S		66	
Hussain	Mahmood		S		192	
Imparato	Nicholas		P	52		
Kwong	Stanley		P	36		
O'Meara	John		P	196		

Table 9-1, Summary of Faculty Sufficiency by Department (continued)

Ortiz	Mandy	P	0		
Poole	Sonja	P	336		
Saytes	Linda	S		88	
Scalise	Dave	P	188		
Thota	Sweta	P	0		
Villareal	Ricardo	P	220		
Total MKL Participating/Supporting Ratio [P TTL/ (P TTL + S TTL)>60%]			2486	346	88%

FALL 2011		Participating or Supporting	Amount of Teaching if P (SCHs)	Amount of Teaching if S (SCHs)	Qualification Ratios
Department of Organizations, Leadership & Communication					
Arnold	Karen	S		80	
Beal	Linda	S		116	
Bell A	Arthur	P	189		
Brady	Scott	S		57	
Dibble	Rebekah	P	208		
Edwards	Leroy	S		45	
Gallo	Mary	P	93		
Henderson	Linda	P	106		
Hunter	Keith	P	114		
Kane	Kathleen	P	120		
Kass	Eli	P	126		
Lo	Kevin	P	308		
Loney	Timothy	P	198		
Lowenthal	Marla	S		68	
Lucaccini	Lou	S		72	
McBride	Barrett	S		48	
Morrison	Brad	S		51	
Newcomb	Jeffrey	S		102	
Parlamis	Jennifer	P	0		
Ryder	Paul	P	75		
Smith	Dayle	P	0		
Stackman	Richard	P	230		
Walls	Patricia	S		186	
Walshe	Neil	P	188		
Wardell	Mary	P	104		
Total OLC Participating/Supporting Ratio [P TTL/ (P TTL + S TTL)>60%]			2059	825	71%

FALL 2011		Participating or Supporting	Amount of Teaching if P (SCHs)	Amount of Teaching if S (SCHs)	Qualification Ratios
Department of Public & Nonprofit Administration					
Batstone	David	P	0		
Brewster	Larry	P	0		
Callahan	Rich	P	0		
Connor	Kimberly	P	0		
Fletcher	Kathleen	P	0		
Hanson	Phil	P	0		
Horiuchi	Catherine	P	0		
Hudson M	Monika	P	228		
Johnson, III	Richard	P	0		
O'Neill	Michael	P	0		
Penner	Maurice	P	0		
Ribera	Tony	P	0		
Waters	Richard	P	0		
Total PNA Participating/Supporting Ratio [P TTL/ (P TTL + S TTL)>60%]			228	0	100%

Table 10-1: Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities

Five Year Summary of Development Activities Supporting AQ or PQ Status

Spring 2012

Highest Degree Earned & Year	Date of First Appt to the School	% of Time Dedicated to the School's Mission	AQ, PQ or Other	Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	Normal Professional Responsibilities
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Department of Analytics & Technology

Alter	Steven	Ph.D., 1975	9/1/1994	100%	AQ	36				UG/GR, SER, RES
Grossman	Thomas	Ph.D., 1994	9/1/2003	100%	AQ	12			8	ADM, SER, RES
Huxley	Stephen	Ph.D., 1975	9/1/1973	100%	PQ	1	1		1	UG/GR, SER, RES
Karshmer	Arthur	Ph.D., 1978	9/1/2006	100%	AQ	32			11	UG/GR, ADM, SER, RES
Lorton	Paul	Ph.D., 1973	9/1/1973	100%	O	5		1	5	UG, SER, RES
Mefford	Robert	Ph.D., 1983	2/1/1985	100%	AQ	7				UG/GR, SER, RES
Mehrotra	Vijay	Ph.D., 1992	9/1/2009	100%	AQ	13			2	UG/GR, ADM, RES, SER
Morris	Stephen	Ed.D., 2010	9/1/1999	100%	AQ	1				UG/GR, SER
Oberstone	Joel	Ph.D., 1972	9/1/1986	100%	AQ	9				UG/GR, SER, RES
Sidaoui	Mouwafac	Ed.D., 2007	9/1/2001	100%	AQ	1	1		2	UG/GR, SER

Department of Accounting

Graham	Carol	Ph.D., 1995	9/1/1998	100%	O	1		2		UG, SER, RES	
Koeplin	John	Ph.D., 1998	8/15/2005	100%	AQ	5			1	UG, SER, RES	
Neilson	Denis	Ph.D., 1974	9/1/1980	100%	O					UG, SER, RES	
Roberts	Diane	Ph.D., 1995	2/1/1994	100%	AQ	9			1	UG/GR, ADM, SER, RES	
Roehl	Claudia	B.A., 1986	9/1/2004	100%	PQ				1	4	UG/GR, SER
Sayre	Todd	Ph.D., 1975	8/24/1998	100%	O	4				UG, SER, RES	

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

Five Year Summary of Development Activities Supporting AQ or PQ Status

Spring 2012		Highest Degree Earned & Year	Date of First Appt to the School	% of Time Dedicated to the School's Mission	AQ, PQ or Other	Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	Normal Professional Responsibilities
Department of Entrepreneurship, Strategy & International Business											
Allen	Jonathan	Ph.D., 1995	9/1/2003	100%	AQ	21				7	UG/GR, SER, RES
Cannice	Mark	Ph.D., 1997	9/1/1996	100%	AQ	12				4	UG/GR, ADM, SER, RES
Chen, R	Roger	Ph.D., 1996	9/1/1995	100%	AQ	6		1		5	UG/GR, ADM, SER, RES
Gunn	Moira	Ph.D., 1974	6/1/2006	100%	PQ	1				8	UG/GR, RES, SER
MacPherson	Laurie	D.M., 2002	9/1/1993	100%	PQ			1		3	UG/GR, SER
Nguyen	Nicole	M.B.A., 1989	2/1/2003	100%	PQ					1	UG/GR, SER
Takahashi	Peggy	Ph.D., 1995	9/1/1997	100%	AQ	4				1	UG, ADM, SER, RES
Wang	Liang	A.B.D., 2009	9/1/2011	100%	AQ	12					UG, SER, RES
Wright	Ryan	Ph.D., 2009	9/1/2009	100%	AQ	35				3	UG/GR, RES, ADM, SER
Yang	Xiaohua	Ph.D., 1996	9/1/2009	100%	AQ	23				4	UG/GR, RES, SER
Department of Finance & Economics											
Blakely	Daniel	Ph.D., 1982	8/24/1981	100%	AQ	2				5	UG/GR, SER, RES
Ding	Sara	Ph.D., 2011	9/1/2011	100%	AQ	1					UG, SER, RES
Doyle	Barry	Ph.D., 1985	9/1/1984	100%	AQ	6		1		3	UG/GR, ADM, SER, RES
Goldberg	Cathy	Ph.D., 2001	2/1/2001	100%	AQ	4					UG, SER, RES
Ohara	Frank	JD., 1991	9/1/2007	100%	AQ					1	UG/GR, SER
Puntillo	Rich	M.B.A., 1969	9/1/1990	50%	PQ			1		22	UG/GR, SER, RES
Shaw	James	Ph.D., 1980	7/1/1989	100%	O					3	UG/GR, SER, RES
Tarrazo	Manuel	Ph.D., 1993	9/1/1990	100%	AQ	11				2	UG/GR, SER, RES
Tay	Nicholas	Ph.D., 1998	9/1/1998	100%	AQ	11				5	UG/GR, SER, RES
Veitch	John	Ph.D., 1995	9/1/1992	100%	O	1					ADM, SER, RES

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

Five Year Summary of Development Activities Supporting AQ or PQ Status

Spring 2012	Highest Degree Earned & Year	Date of First Appt to the School	% of Time Dedicated to the School's Mission	AQ, PQ or Other	Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	Normal Professional Responsibilities
Department of Hospitality Management										
Fullsack	Jean-Marc	CAP, 1972	2/1/1997	100%	PQ		2		16	UG, SER
Millar	Michelle	Ph.D., 2009	9/1/2010	100%	AQ	23				UG, RES, SER
Park	Sun-Young	Ph.D., 2006	9/1/2010	100%	AQ	34			15	UG/GR, RES, SER
Department of Marketing & Law										
Barsky	Jonathan	Ph.D., 1991	9/1/1985	50%	AQ	2		1	10	UG, SER, RES
Becker	Michael	Ph.D., 1975	9/1/1975	100%	PQ		1			UG, SER, RES
Boedecker	Karl	Ph.D.,	9/1/1976	100%	O	8			1	UG/GR, SER, RES
Fu	Shenzhao	Ph.D., 1989	9/1/1989	100%	O	2			1	UG/GR, SER, RES
Goldgehn	Leslie	Ph.D., 1982	2/1/1986	100%	AQ	10		2	7	UG/GR, SER, RES
Imparato	Nicholas	Ph.D., 1970	9/1/1970	100%	AQ	8			5	UG/GR, SER, RES
Kwong	Stanley	M.B.A., 1985	9/1/2010	100%	PQ		1			UG/GR, SER, ADM
O'Meara	John	M.B.A., 1985	9/1/2010	100%	PQ		3		1	UG/GR, SER
Ortiz	Mandy	Ph.D., 2008	9/1/2008	100%	AQ	6			7	UG/GR, RES, SER
Poole	Sonja	Ph.D., 2007	9/1/2008	100%	AQ	2		1	12	UG/GR, ADM
Scalise	Dave	J.D., 1973	9/1/1969	100%	AQ	8				UG, SER, RES
Thota	Sweta	Ph.D., 2004	9/1/2008	100%	AQ	6				UG, RES, SER
Villareal	Ricardo	Ph.D., 2004	9/1/2009	100%	AQ	9			7	UG/GR, RES, SER

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

Five Year Summary of Development Activities Supporting AQ or PQ Status

Spring 2012		Highest Degree Earned & Year	Date of First Appt to the School	% of Time Dedicated to the School's Mission	AQ, PQ or Other	Intellectual Contributions	Professional Experience	Consulting	Professional Development	Other Professional Activities	Normal Professional Responsibilities
Department of Organizations, Leadership & Communication											
Bell A	Arthur	Ph.D., 1973	9/1/1993	100%	AQ	18				3	UG/GR, SER, RES
Dibble	Rebekah	Ph.D., 2010	9/1/2011	100%	AQ	6					UG, SER, RES
Gallo	Mary	Ed.D., 2008	3/1/2007	100%	AQ	2					UG/GR, SER
Henderson	Linda	Ph.D., 1985	8/22/2002	100%	AQ	4				3	UG/GR, ADM, SER, RES
Hunter	Keith	Ph.D., 2010	9/1/2011	100%	AQ	2				4	UG/GR, SER, RES
Kane	Kathleen	Ph.D., 1972	9/1/1991	100%	AQ	11		3		5	UG/GR, SER, RES
Kass	Eli	Ph.D., 1999	9/1/2008	100%	O	6				5	UG/GR, SER
Lo	Kevin	Ph.D., 2007	3/1/2011	100%	AQ	8			1	4	UG/GR, SER, RES
Loney	Timothy	D.P.A., 1983	9/1/2007	100%	PQ			1			UG/GR, SER
Parlamis	Jennifer	Ph.D., 2001	9/1/2007	100%	AQ	11			1	7	UG/GR, RES, SER
Smith	Dayle	Ph.D., 1986	9/1/1993	100%	O	41				12	ADM, SER, RES
Stackman	Richard	Ph.D., 1995	9/1/2003	100%	O	8				8	UG/GR, ADM, SER, RES
Walshe	Neil	Ph.D., 2010	9/1/2007	100%	AQ	9				12	UG, RES, ADM, SER
Department of Public & Nonprofit Administration											
Batstone	David	Ph.D., 1989	9/1/1994	100%	AQ	1	5				GR, SER, RES
Brewster	Larry	Ph.D., 1975	6/1/1999	100%	O	3		1		5	UG/GR, ADM, RES, SER
Callahan	Rich	D.P.A., 2002	9/1/2011	100%	AQ	4				21	UG/GR, SER, RES
Connor	Kimberly	Ph.D., 1991	9/1/2001	100%	AQ	16				7	UG, SER, RES
Fletcher	Kathleen	Ed.D., 2002	9/1/2010	100%	O	2				2	UG/GR, SER
Hanson	Phil	Ph.D., 1993	9/1/2001	100%	AQ	1					UG, SER, RES
Horiuchi	Catherine	D.P.A., 2001	9/1/2005	100%	AQ	10					ADM, RES, SER
Hudson M	Monika	D.M., 2007	9/1/2007	100%	AQ	18	1		7		UG/GR, SER
Johnson, III	Richard	D.P.A., 1995	9/1/2011	100%	AQ	38				4	UG/GR, SER, RES
O'Neill	Michael	Ed.D., 1971	9/1/1992	100%	AQ	8					UG/GR, SER, RES
Penner	Maurice	Ph.D., 1974	11/15/1989	100%	O	3					UG/GR, SER, RES
Ribera	Tony	Ph.D., 1987	9/1/2010	100%	O				2	9	UG/GR, SER
Waters	Richard	Ph.D., 2007	9/1/2011	100%	AQ	60	1	1		2	UG/GR, SER, RES

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty¹

SPRING 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Analytics & Technology						
Alter	Steven	AQ	0			
Chen	Hsuan-Wei	AQ	318			
Grossman	Thomas	AQ	0			
Huxley	Stephen	PQ	124			
Karshmer	Arthur	AQ	0			
Lorton	Paul	O	299			
Mefford	Robert	AQ	288			
Mehrotra	Vijay	AQ	82			
Morris	Stephen	AQ	306			
Oberstone	Joel	AQ	404			
Sidaoui	Mouwafac	PQ	286			
Total A&T AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			2107	0	0	100%
Total A&T AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			2107	0	0	100%

SPRING 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Accounting						
Aceves	Salvador	PQ		160		
Cackler	Larry	PQ		36		
Daher	Dominic	PQ		48		
Graham	Carol	O			0	
Koeplin	John	AQ	268			
Louie	Lawrence	PQ		421		
Neilson	Denis	O			292	
Roberts	Diane	AQ	349			
Roehl	Claudia	PQ		412		
Sayre	Todd	O			280	
Total ACCT AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			617	1077	572	27%
Total ACCT AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			617	1077	572	75%

¹ SCH Data as of Spring 2011 census, 2/11/11.

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty (continued)

SPRING 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Entrepreneurship, Strategy & International Business						
Allen	Jonathan	AQ	286			
Baradello	Carlos	PQ		54		
Burke	Timothy	PQ		30		
Cannice	Mark	AQ	354			
Chen, R	Roger	AQ	154			
Driscoll	Jean	PQ		60		
Epstein	Dave	PQ		52		
Gunn	Moira	PQ		33		
Gurney	Nicholas	PQ		48		
Himmelstein	Dan	PQ		224		
Holmes	Kevin	PQ		60		
Hover	David	PQ		48		
Koran	Robert	PQ		212		
MacPherson	Laurie	PQ		30		
Nguyen	Nicole	PQ		232		
Takahashi	Peggy	AQ	112			
Wright	Ryan	AQ	214			
Yang	Xiaohua	AQ	153			
Total ESIB AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			1273	1083	0	54%
Total ESIB AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			1273	1083	0	100%

SPRING 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Finance & Economics						
Blakely	Daniel	AQ	45			
Devine	George	PQ		160		
Doyle	Barry	AQ	197			
Faustino-Pulliam	Vivian	PQ		27		
Forcier	James	PQ		111		
Ford	Jeffrey	PQ		57		

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty (continued)

SPRING 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Goldberg	Cathy	AQ	480			
Green	John	PQ		248		
Holcher	Donald	PQ		48		
Kent	James	PQ		36		
Kersten	Colette	PQ		36		
Koltun	Alla	PQ		48		
Ohara	Frank	PQ		468		
O'Shaugnessy	James	AQ	36			
Puntillo	Rich	PQ		66		
Sevall	Daniel	PQ		22		
Shaw	James	O			172	
Tarrazo	Manuel	AQ	208			
Tay	Nicholas	AQ	274			
Veitch	John	O			0	
Total F&E AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			1240	1327	172	45%
Total F&E AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			1240	1327	172	94%

SPRING 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Hospitality Management						
Costello	Thomas	PQ		62		
Fullsack	Jean-Marc	PQ		168		
Millar	Michelle	AQ	294			
Miller	Jennifer	PQ		20		
Odsather	Kathy	PQ		84		
Park	Sun-Young	AQ	178			
Total HOSP AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			472	334	0	59%
Total HOSP AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			472	334	0	100%

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty (continued)

SPRING 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Marketing & Law						
Agostinelli	Aldo	PQ		64		
Barsky	Jonathan	PQ		160		
Becker	Michael	AQ	0			
Boedecker	Karl	AQ	322			
Brandis	Michael	PQ		78		
Durham	John	PQ		294		
Fichera	Steven	PQ		68		
Fu	Shenzhao	O			0	
Goldgehn	Leslie	AQ	311			
Griffis	Dave	PQ		236		
Hui	Alan	PQ		62		
Hussain	Mahmood	AQ	156			
Imparato	Nicholas	AQ	169			
Kwong	Stanley	PQ		163		
Lanza	Stephen	PQ		32		
Mortimer	Niland	PQ		28		
O'Meara	John	PQ		208		
Ortiz	Mandy	AQ	188			
Poole	Sonja	AQ	72			
Prost	James	PQ		108		
Saytes	Linda	PQ		88		
Scalise	Dave	AQ	216			
Thota	Sweta	AQ	352			
Villareal	Ricardo	P	236			
Total MKL AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			2022	1525	0	57%
TotalMKL AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			2022	1525	0	100%

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty (continued)

SPRING 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Organizations, Leadership & Communication						
Ali	Liquat	PQ		66		
Arnold	Karen	PQ		90		
Bell A	Arthur	AQ	0			
Bergen	David	PQ		44		
Brady	Scott	PQ		40		
Bryan	Jim	PQ		81		
Chomko	Dan	PQ		141		
DeChantal	RoJean	PQ		10		
De L'Eau	Jacquelyn	PQ		36		
Edwards	Leroy	PQ		37		
Friedman	Mitchell	AQ	204			
Gallo	Mary	AQ	0			
Hagen	Katrina	PQ		42		
Halley	Stephen	PQ		60		
Harrison	Laura	PQ		93		
Henderson	Linda	AQ	39			
Kane	Kathleen	AQ	138			
Kass	Eli	AQ	272			
Lo	Kevin	AQ	0			
Loney	Timothy	PQ		138		
Lowenthal	Marla	PQ		45		
Lucaccini	Lou	O			104	
McGovern	Marion	PQ		20		
Morrison	Brad	PQ		57		
Mulgrew	Sharon	PQ		39		
Newcomb	Jeffrey	PQ		87		
Parlamis	Jennifer	AQ	34			
Quade	Robert	PQ		42		
Ray	Lynda	PQ		4		

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty (continued)

SPRING 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Ryder	Paul	PQ		160		
Smith	Dayle	O			0	
Stackman	Richard	AQ	136			
Strohauer	Joan	PQ		60		
Walls	Patricia	PQ		57		
Walshe	Neil	AQ	57			
Wardell	Mary	PQ		108		
Total OLC AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			880	1491	104	36%
Total OLC AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			880	1491	104	96%

SPRING 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Public & Nonprofit Administration						
Batstone	David	AQ	0			
Brewster	Larry	O	0			
Connor	Kimberly	AQ	0			
Fletcher	Kathleen	O			24	
Hanson	Phil	AQ	0			
Horiuchi	Catherine	AQ	0			
Hudson M	Monika	AQ	409			
O'Neill	Michael	AQ	0			
Penner	Maurice	O	0			
Ribera	Tony	PQ	0			
Total PNA AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			409	0	24	94%
Total PNA AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			409	0	24	94%

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty¹

FALL 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Analytics & Technology						
Alter	Steven	AQ	18			
Grossman	Thomas	AQ	0			
Huxley	Stephen	PQ		0		
Karshmer	Arthur	AQ	0			
Lorton	Paul	O			276	
Mefford	Robert	AQ	0			
Mehrotra	Vijay	AQ	128			
Morris	Stephen	AQ	636			
Oberstone	Joel	AQ	296			
Sander	JohnCharles	O			16	
Sidaoui	Mouwafac	AQ	358			
Total A&T AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			1436	0	292	83%
Total A&T AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			1436	0	292	83%

FALL 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Accounting						
Bell	Erick	PQ		120		
Braswell	James	AQ	384			
Daher	Dominic	PQ		76		
Graham	Carol	O			404	
Koeplin	John	AQ	280			
Kvaal	Kimberly	PQ		172		
Neilson	Denis	O			0	
O'Shaugnessy	John	AQ	60			
Roberts	Diane	AQ	290			
Roehl	Claudia	PQ		348		
Sayre	Todd	O			116	
Total ACCT AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			1014	716	520	45%
Total ACCT AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			1014	716	520	77%

¹ SCH Data as of Fall 2011 census, 9/9/11.

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty *(continued)*

FALL 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Entrepreneurship, Strategy & International Business						
Allen	Jonathan	AQ	152			
Cannice	Mark	AQ	170			
Chen, R	Roger	AQ	248			
Green	John	PQ		52		
Gunn	Moira	PQ		20		
Himmelstein	Dan	PQ		216		
Lucaccini	Lou	O			120	
MacPherson	Laurie	PQ		116		
Nguyen	Nicole	PQ		324		
Saytes	Linda	PQ		180		
Takahashi	Peggy	AQ	148			
Wang	Liang	AQ	220			
Wright	Ryan	AQ	342			
Yang	Xiaohua	AQ	124			
Total ESIB AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			1404	908	120	58%
Total ESIB AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			1404	908	120	95%

FALL 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Finance & Economics						
Blakely	Daniel	AQ	150			
Christiansen	Gregory	PQ		27		
Devine	George	PQ		92		
Ding	Sara	AQ	152			
Doyle	Barry	AQ	186			
Epstein	Dave	PQ		24		
Fruin	Mark	PQ		36		
Goldberg	Cathy	AQ	304			
Green	John	PQ		116		
Kent	James	PQ		56		

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty *(continued)*

FALL 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Nabanita	Sukumar	AQ	148			
Ohara	Frank	AQ	492			
O'Shaugnessy	John	AQ	57			
Puntillo	Rich	PQ		68		
Sevall	Daniel	PQ		27		
Shaw	James	O			159	
Stoian	Nicholae	AQ	75			
Tarrazo	Manuel	AQ	428			
Tay	Nicholas	AQ	276			
Veitch	John	O			0	
Zinck	Vincent	PQ		58		
Total F&E AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			2268	504	159	77%
Total F&E AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			2268	504	159	95%

FALL 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Hospitality Management						
Costello	Thomas	PQ		0		
Fullsack	Jean-Marc	PQ	96	96		
Lang	Linda	PQ		44		
Millar	Michelle	AQ	32			
Odsather	Kathy	PQ		78		
Park	Sun-Young	AQ	90			
Scharosch	Jeffrey	PQ		36		
Total HOSP AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			218	254	0	46%
Total HOSP AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			218	254	0	100%

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty *(continued)*

FALL 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Marketing & Law						
Barsky	Jonathan	AQ	56			
Becker	Michael	AQ	368			
Boedecker	Karl	AQ	334			
Durham	John	PQ		136		
Fu	Shenzhao	O			252	
Goldgehn	Leslie	AQ	196			
Griffis	Dave	PQ		116		
Hui	Alan	PQ		66		
Hussain	Mahmood	AQ	192			
Imparato	Nicholas	AQ	52			
Kwong	Stanley	PQ		36		
O'Meara	John	PQ		196		
Ortiz	Mandy	AQ	0			
Poole	Sonja	AQ	336			
Saytes	Linda	PQ		88		
Scalise	Dave	AQ	188			
Thota	Sweta	AQ	0			
Villareal	Ricardo	AQ	220			
Total MKL AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			1942	638	252	69%
TotalMKL AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			1942	638	252	91%

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty (continued)

FALL 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Organizations, Leadership & Communication						
Arnold	Karen	PQ		80		
Beal	Linda	PQ		116		
Bell A	Arthur	AQ	189			
Brady	Scott	PQ		57		
Dibble	Rebekah	AQ	208			
Edwards	Leroy	PQ		45		
Gallo	Mary	AQ	93			
Henderson	Linda	AQ	106			
Hunter	Keith	AQ	114			
Kane	Kathleen	AQ	120			
Kass	Eli	AQ	126			
Lo	Kevin	AQ	308			
Loney	Timothy	PQ		198		
Lowenthal	Marla	PQ		68		
Lucaccini	Lou	O			72	
McBride	Barrett	PQ		48		
Morrison	Brad	PQ		51		
Newcomb	Jeffrey	PQ		102		
Parlamis	Jennifer	AQ	0			
Ryder	Paul	AQ	75			
Smith	Dayle	O			0	
Stackman	Richard	AQ	230			
Walls	Patricia	PQ		186		
Walshe	Neil	AQ	188			
Wardell	Mary	PQ		104		
Total OLC AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			1757	1055	72	61%
Total OLC AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			1757	1055	72	98%

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty (continued)

FALL 2011		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Public & Nonprofit Administration						
Batstone	David	AQ	0			
Brewster	Larry	O	0			
Callahan	Rich	AQ	0			
Connor	Kimberly	AQ	0			
Fletcher	Kathleen	O	0			
Hanson	Phil	AQ	0			
Horiuchi	Catherine	AQ	0			
Hudson M	Monika	AQ	228			
Johnson, III	Richard	AQ	0			
O'Neill	Michael	AQ	0			
Penner	Maurice	O	0			
Ribera	Tony	PQ	0			
Waters	Richard	AQ	0			
Total PNA AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			228	0		100%
Total PNA AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			228	0	0	100%

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty¹

SPRING 2012		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Analytics & Technology						
Alter	Steven	AQ	164			
Huxley	Stephen	O			76	
Kelly	Patrick	PQ		84		
Lorton Jr	Paul	O			110	
Mefford	Robert	AQ	38			
Mehrotra	Vijay	AQ	58			
Morris	Stephen	AQ	344			
Oberstone	Joel	AQ	376			
Sidaoui	Mouwafac	AQ	378			
Wright	Ryan	AQ	116			
Total A&T AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			1474	84	186	85%
Total A&T AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			1474	84	186	89%

SPRING 2012		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Accounting						
Braswell	James	AQ	456			
Daher	Dominic	PQ		36		
Graham	Carol	O			292	
Koeplin	John	AQ	92			
O'Shaughnessy	John	AQ	96			
Roberts	Diane	AQ	294			
Roehl	Claudia	PQ		480		
Sayre	Todd	O			104	
tbd				120		
Total ACCT AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			938	636	396	48%
Total ACCT AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			938	636	396	80%

¹ SCH Data as of initial close of Spring 2012 registration, 11/30/11.

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty (continued)

SPRING 2012		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Entrepreneurship, Strategy & International Business						
Allen	Jonathan	AQ	186			
Baradello	Carlos	PQ		0		
Blakley	Daniel	AQ	88			
Cannice	Mark	AQ	78			
Chen	Roger (Rongxin)	AQ	182			
Green	John	PQ		112		
Gunn	Moira	PQ		8		
Himelstein	Dan	PQ		244		
Hudson	Monika	AQ	124			
Hui	Alan	PQ		20		
Imparato	Nicholas	AQ	144			
Koran	Robert	PQ		190		
Lanza	Stephen	PQ		38		
MacPherson	Laurie	PQ		58		
Nguyen	Lan-Huong	PQ		256		
O'Meara	John	PQ		88		
O'Regan	Cecily	PQ		10		
O'Regan Jr.	Patrick	PQ		148		
Park	Sun-Young	AQ	14			
Saytes	Linda	PQ		100		
Takahashi	Peggy	AQ	88			
Wang	Liang	AQ	280			
Whitty	Michael	AQ	120			
Yang	Xiaohua	AQ	24			
tbd		PQ		142		
Total ESIB AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			1328	1414	0	48%
Total ESIB AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			1328	1414	0	100%

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty (continued)

SPRING 2012		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Finance & Economics						
Blakley	Daniel	AQ	116			
Christainsen	Gregory	AQ	9			
Devine	George	PQ		64		
Ding	Sara Xiaoya	AQ	224			
Green	John	PQ		88		
Holcher	Donald	PQ		142		
Huxley	Stephen	O			68	
Mefford	Robert	AQ	206			
Nabanita	Sukumar	AQ	183			
Ohara	Frank	AQ	362			
O'Shaughnessy	John	AQ	9			
Puntillo	Richard	PQ		58		
Sayre	Todd	O			160	
Shaw	James	O			54	
Stoian	Nicolae	AQ	36			
Tarrazo	Manuel	AQ	302			
Tay	Nicholas	AQ	200			
Taylor	Jeremy	PQ		84		
tbd		AQ	54			
Total F&E AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			1701	436	282	70%
Total F&E AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			1701	436	282	88%

SPRING 2012		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Hospitality						
Fullsack	Jean-Marc	PQ		86		
Millar	Michelle	AQ	48			
Odsather	Kathy	PQ		42		
Park	Sun-Young	AQ	116			
Scharosch	Jeffrey	PQ		76		
Total HOSP AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			164	204	0	45%
Total HOSP AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			164	204	0	100%

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty (continued)

SPRING 2012		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Marketing & Law						
Barsky	Jonathan	AQ	16			
Becker	W Michael	PQ		316		
Durham	John	PQ		296		
Fu	Shenzhao	O			244	
Goldgehn	Leslie	AQ	66			
Griffis	David	PQ		252		
Hui	Alan	PQ		50		
Imparato	Nicholas	AQ	144			
Kwong	Stanley	PQ		86		
Millar	Michelle	AQ	120			
O'Meara	John	PQ		248		
Ortiz	Mandy	AQ	48			
Poole	Sonja	AQ	196			
Saperstein	Jeffrey	PQ		10		
Saytes	Linda	PQ		58		
Scalise	David	AQ	148			
Silva	Jose	PQ		30		
Thota	Sweta	AQ	116			
Villarreal	Ricardo	AQ	154			
td				120		
Total MKL AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			1008	1466	244	37%
Total MKL AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			1008	1466	244	91%

SPRING 2012		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Organizations, Leadership & Communication						
Arnold	Karen	PQ		30		
Batstone	David	AQ	50			
Bell	Arthur	AQ	220			
Chomko	Dan	PQ		24		
DeChantal	RoJean	PQ		18		

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty (continued)

SPRING 2012		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Dibble	Rebekah	AQ	316			
Edwards	Leroy	PQ		12		
Gallo	Mary	AQ	143			
Halley	Stephen	PQ		21		
Henderson	Linda	AQ	142			
Hunter	Keith	AQ	173			
Kane	Kathleen	AQ	120			
Kass	Edward	O			142	
Lo	Kevin	AQ	12			
Loney	Timothy	PQ		24		
Lowenthal	Marla	PQ		57		
Lucaccini	Luigi	O			68	
MacPherson	Laurie	PQ		26		
McGovern	Marion	PQ		34		
Morrison	Bradley	PQ		90		
Mulgrew	Sharon	PQ		39		
Newcomb	Jeffrey	PQ		88		
Shaw	Carolyn	PQ		40		
Stackman	Richard	O			18	
Strohauer	Joan	PQ		31		
Walls	Patricia	PQ		36		
Walshe	Neil	AQ	88			
Waters	Richard	AQ	39			
Total OLC AQ Ratio [AQ ttl/ (AQ ttl+PQ ttl+O ttl) ≥ 60%]			1303	570	228	62%
Total OLC AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			1303	570	228	89%

Table 10-2: Qualifications Relative to Deployment of Qualified Faculty (continued)

SPRING 2012		Qualification (AQ, PQ, or Other)	Amount of Teaching if AQ (SCHs)	Amount of teaching if PQ (SCHs)	Amount of teaching if O (SCHs)	Qualification Ratios
Department of Public & Nonprofit Administration						
Batstone	David	AQ	0			
Brewster	Larry	O	0			
Callahan	Rich	AQ	0			
Connor	Kimberly	AQ	0			
Fletcher	Kathleen	O	0			
Hanson	Phil	AQ	0			
Horiuchi	Catherine	AQ	0			
Hudson M	Monika	AQ	44			
Johnson, III	Richard	AQ	0			
O'Neill	Michael	AQ	0			
Penner	Maurice	O	0			
Ribera	Tony	PQ	0			
Waters	Richard	AQ	0			
Total PNA AQ Ratio [AQ ttl / (AQ ttl+PQ ttl+O ttl) ≥ 60%]			44	0		100%
Total PNA AQ + PQ Ratio [(AQ ttl + PQ ttl) / (AQ ttl+PQ ttl+O ttl) ≥ 90%]			44	0	0	100%