KENNESAW STATE
UNIVERSITY

Michael J. Coles College of Business

CONTINUOUS IMPROVEMENT REVIEW REPORT
October 13-15, 2019

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AACSB International
August 9, 2019
Continuous Improvement Review (CIR) Report
Kennesaw State University
Michael J. Coles College of Business

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AACSB Visiting Team:

On behalf of the Coles College of Business at Kennesaw State University, we are honored and proud to submit our AACSB Accreditation Report to you. We are looking forward to personally welcoming you and working together to achieve the most productive site visit possible. Thank you for the investment of your time and energy devoted for this process.

Along with the report, please find a comprehensive itinerary for your visit. Although we understand that the schedule may change before your visit is complete, the latest version is included in your packet. As your time permits, please do let my assistant, JuLee know of your travel plans, so we may kindly make ground transportation arrangements for you. She may be reached at jchildre@kennesaw.edu.

Please do not hesitate to contact me. Our ultimate goal is to accommodate you and serve as a resource during your stay. I warmly welcome your arrival to the Coles College of Business in October and look forward to hearing from you.

Sincerely,

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Note: Appendices A, B.1 and B.2 (Faculty Qualification Summaries), C (Learning and Teaching), and D (Department Journal Ranking Process) located in separate documents

CONTINUOUS QUALITY IMPROVEMENT IN ENGAGEMENT, INNOVATION AND IMPACT

The table below provides a high-level summary of selected strategies and outcomes related to engagement, innovation, and impact. For a sampling of activities illustrating the points below, see Appendix-A # 46. For a list of continuous quality improvement in engagement, innovation, and impact specific to the School of Accountancy, see the 2019 AACSB CIR report for the CCB School of Accountancy.

Expected Outcome #1 Enhancing the Career Value Proposition of Coles Degrees	Engagement	Innovation	Impact
The CCB, its students, faculty, and programs win awards and competitions, and are recognized and ranked. For example:			
RANKINGS: CCB programs are consistently ranked in the top 25 nationally (see Appendix-A #37)			X
DISTINCTIVE PROGRAMS: The CCB operates a collection of distinctive programs that reinforce the relevancy of curriculum, effectively engage the community to support brand strength/awareness, and provide opportunities for KSU students to exhibit the value of a CCB degree/education. Just a few examples are the National Collegiate Sales Competition, National Cyber Defense Competition, Digital Media Competition, Scholars Program, and KSU Top 100.	X	X	X
AWARDS/RECOGNITIONS: The CCB is fortunate to be consistently recognized internally and externally for its achievements. While internal awards are granted both within the College and University community, external awards and recognitions abound at a rate of approximately 6:1 external to internal, demonstrating the value community and industry leaders find in CCB students, faculty, alumni, and programs. For instance, our Ph.D. program was recognized by AACSB as an Innovation that Inspires, our students have won national & international recognition, NSA and Department of Homeland Security named the CCB a National Center of Academic Excellence, and regional and industry organizations have recognized the CCB for its programs, like Executive Education, Family Business, and the Student Managed Investment Fund. Additionally, there are internal awards for staff that enhance retention, culture, and recognition of exceptional contributors.	X	X	X
INVESTMENT-FUNDRAISING: In the last five years, more than $7.5M has been invested in the College from individuals, affiliated non-profits, and other friends of the College.	X		X
PLACEMENT/PREPAREDNESS: Providing an exceptional education is paramount to the CCB and that includes ensuring our students have the appropriate skills to be competitive in the marketplace. For example, 76% of DBA/Ph.D. graduates seeking faculty positions were hired in tenure-track positions at AACSB accredited schools. Additionally, Sales students have a 95%+ job placement rate; 30% lower turnover, 50% faster ramp-up time than other entry level sales hires.			X
FACULTY AWARDS: Faculty regularly recognized for demonstrating excellence and leadership. Internal CCB awards range from Excellence in Teaching to Outstanding Service. External awards range from National Society of Leadership/Success to KSU Faculty Member of the Year.			X
CCB students are prepared for, succeed, and excel after graduation. For example:			
PLACEMENT/PREPAREDNESS: The Hughes Leadership & Career Program is a key component in our success. 64% undergraduates, 74% masters, 100% EMBA & 100% Ph.D. graduates agree that the CCB prepares them for their career; KSU students have higher post-graduation salaries than all Georgia universities, 76% of BBA students were employed or actively pursuing grad school; 53% of EMBA students promoted pre- & 88% post-graduation.			X
The CCB curriculum continuously evolved and improves to provide students with a rigorous and relevant education. For example:			
PLACEMENT/PREPAREDNESS: We continue to enhance our programs, delivery, and supplemental activities in support of career readiness. Examples include MBA coaching and continued updates to our BBA curriculum.	X	X	X

INVESTMENT-FUNDRAISING: Significant funding has been provided to centers of excellence in teaching, scholarship, and service. Examples include the Bagwell Center for the Study of Markets and Economic Opportunity, the Education Economics Center, the Shore Entrepreneurship Center, and the Leven School for Management, Entrepreneurship, and Hospitality.	X		X
DISTINCTIVE PROGRAMS: The CCB endeavors to create distinctive, differentiating programs, such as offering the first BBA in Entrepreneurship in USG, MSHMI program, and our Scholars Program.	X	X	X
INTERNATIONAL: Today's workforce must have an international influence in order to be relevant. Initiatives such as our international partners program, exchange experiences, study abroad opportunities, and "Around the World in 80 Days" allow us to provide CCB students valuable international exposure.		X	X
The CCB has relationships and continuously interacts with all of its stakeholders to expand student opportunities. For example:			
DISTINCTIVE PROGRAMS: Key programs in the CCB require regular engagement between students and industry experts. The SMIF, MoneyWise series, Young Alumni Council, and All-Access are prime examples.	X	X	X
PLACEMENT/PREPAREDNESS: Expansion of the services and resources provided by Career Services has proved monumental, including: a series of workshops focused on the job search process and expanded involvement of alumni in mentoring & career advising.	X	X	X
INTERNATIONAL: International relationships continue to provide invaluable experiences for our students, such as the CCB's partnership with the Peace Corps for Returned Volunteers.	X	X	X
Expected Outcome #2 Expanding Opportunities to Engage with the Business Community			
The CCB faculty engagement with the business community. For example:			
INVESTMENT-FUNDRAISING: The CCB has generated financial support for Centers of Excellence and graduate programs, namely the Consortium of HMI.	X		X
SPEAKING ENGAGEMENTS: Annually, the CCB faculty engage in a significant number of speaking opportunities via internal centers and programs (impacting 10,000+ students), as well as externally (speaking in 250+ forums).	X		X
CONSULTING: A substantial number of CCB faculty consult with regional, national, and international businesses privately and for CCB centers.	X		X
LEADERSHIP: Overwhelmingly, CCB faculty serve on Boards of Advisors, as officers in professional/industry organizations, and on state-level committees.	X		X
FACULTY AWARDS: The business community continues to recognize CCB faculty, such as Dr. Hariharan with the Education Leadership Award.			X
DISTINCTIVE PROGRAMS: The CCB's Digital Badge and Financial Literacy Exec-Ed programs are eagerly sought after in the regional community.	X	X	X
CCB programs' engagement with the business community. For example:			
OUTREACH: All Centers in the CCB are charged with providing service to the community as a part of their mission. From industry surveys and veterans' resources to on-site programming.	X	X	X
INTERNATIONAL: Business is international therefore, so are we. Among our many activities, we are an active member and host of U.N. PRME and CIFAL-Atlanta, international conferences, and the Conexus Challenge.	X	X	X
DISTINCTIVE PROGRAMS: Our INC Pitch Competition, EC Angels, Mentoring Programs, and IgniteHQ ventures are prime illustrations of our close engagement with the business community.	X	X	X
CONSULTING: SBDC clients serve as case studies for MBA students (150 MBA students), evidence of an integration into our curriculum.			X
INVESTMENT/FUNDRAISING: Engagement often leads to investment, as evidenced by MSHMI funding from TAG/Porter Research and MagMutual.			X

CCB student engagement with the business community. For example:			
INTERNATIONAL: Regular engagement with businesses distinguishes our programs from our competitors. For instance, annually, EMBA students conduct consulting projects with South American companies, a prime example of the 25% of CCB students who earn Global Engagement Certificates.	X	X	X
CONSULTING: Consulting projects embedded in the curriculum afford CCB students real-world experience and give them a taste of differences in culture between Fortune 500 versus local businesses (1,900+ students impacted).	X		X
OUTREACH: 18 student organizations have a direct affiliation with the CCB and all engage in active partnerships with the community. The SMIF is a leading example of industry engagement; financial advisors regularly present to their group providing investment and market perspectives.	X		
DISTINCTIVE PROGRAMS: Distinctive programs produce distinctive experiences. From Nobel Laureate Al Roth's participation in a student reading group, to sales ride-a-longs with companies, to Enactus activities, CCB students have exceptional opportunities to engage with the business community.	X	X	X
LEADERSHIP: Student and business engagement has led to leadership opportunities for CCB students, including service on Boards of Advisors.	X		X
AWARDS/RECOGNITIONS: Businesses recognize the distinct value CCB students bring to the marketplace. A few examples of students receiving awards include P. Jagannath winning a Delta Airlines internship and then full-time analyst position, G. Tanner winning a position with NASA at Langley following an industry project, and J. Hattaway receiving the Start Up to Watch Award by the Metro Atlanta Chamber. Not to be overshadowed, graduate programs also receive regular recognition for their efforts, i.e. MBA/MSIS students winning the Coca-Cola North America Data Analytics project.	X		X
ENTREPRENEURSHIP: Entrepreneurship is not just a word, it's embedded in the CCB culture. Examples of students turning dreams into reality include: Click-A-Shift: impacting 700+ students and needed staffing options for small business; Hammocks for Homeless: created by S. Locke; BROOTS: replacing unsustainable plants at public schools; and Art'NspirED: a fundraising solution supporting local schools with products made by women in under-developed countries. Perhaps most impressively, BizNation: started by 3 Colombian sisters teaching Colombian students about entrepreneurship.			X
INVESTMENT: Student engagement has been financially rewarded, including two $1,500 grants to Enactus for "making a difference in the community".			X
Expected Outcome #3 Elevating Support for Quality Research w/ Emphasis on Business Accessibility			
Financial, structural, and administrative support. For example:			
INVESTMENT/FUNDRAISING: While the CCB allocates $300,000+ annually for research purposes, external funders also find tremendous value in the CCB's research, including $500,000 from an individual donor to establish an endowed chair. With additional funding from external donors, the CCB has invested in undergraduate research, as well.		X	X
PUBLICATIONS: Producing published research is at the heart of our mission. To support the requirement that faculty produce ranked research, the CCB has an active Working Paper Series, Seminar Series, Research Magazine, grant writing workshops, and blogs to disseminate scholarly ideas.	X	X	X
DISTINCTIVE PROGRAMS: The CCB is known for its innovative workload document. KSU has now adopted a version campus-wide.		X	X
INTERNATIONAL: Ph.D. Global Scholars uses external experts as instructors.	X	X	X
External financial grants. For example:			
INVESTMENT/FUNDRAISING: External funders find value in the CCB faculty's work. For example, the Ed-Economics Center received approximately $200,000 in grants, in addition to philanthropic funding totaling $2.8M since 2014. IS & ISA programs have received approximately $703,000 in grants since 2014.	X	X	X

The CCB's scholarly impact and engagement with the Academy. For example:			
PUBLICATIONS: CCB faculty are valuable contributors to the Academy, as evidenced by the 44,936 citations since 2014, 1,234 intellectual contributions, 162 A & A+ journal acceptances, and 58 faculty serving as editors/reviewers.	X		X
FACULTY AWARDS: From Fulbright Senior Scholars to Society & Association recognitions, CCB faculty receive a significant number of external recognitions. Internal to the KSU and CCB communities, CCB faculty are regular recipients of awards such as the Distinguished Faculty Award.			X
AWARDS/RECOGNITIONS: 28 faculty have been recognized externally for their intellectual contributions, such as Dr. Brouthers who is listed among the Top Strategic Management Scholars in the world and Dr. Huang who is in the top 10% of authors on SSRN. CCB students are just as impressive, receiving Fulbright Scholarships and Undergraduate Research Grand Prizes.			X
INTERNATIONAL: The CCB's programs compete and are recognized globally, e.g., our MBA team won the Global Supply Chain Simulation Competition.			X
The CCB's scholarly engagement with the business community. For example:			
OUTREACH: Partnerships with the business community inform the research of many CCB faculty. For example, Dr. Randolph engaged WellStar Hospital on brain-computer interface solutions and Dr. Negash engaged BDS company to study the impact of technology on the future of education. Additionally, our CFEC and EY partnered to conduct a global family business survey.	X	X	X
SPEAKING ENGAGEMENTS: Regional, national, and international business partners rely on CCB faculty for expertise. In particular, on an annual basis, Econometric Center affiliated faculty give 75+ presentations in 30 states. Education Economics Center faculty have presented to 160+ state legislators from 34 states to influence K-12 education at a national level and worked with territories outside the U.S. to inform education system infrastructure.	X		X
LEADERSHIP: CCB faculty work on the national stage to inform policies at a federal level. For example, Dr. Katzman worked with the Centers of Medicare and Medicaid over the past decade on the improvement of Medicare's competitive bidding process, and Dr. Scafidi testified before the U.S. House Education & Labor Committee.	X		X
INTERNATIONAL: Always with an eye toward global engagement, two particular activities are highlights for the CCB regarding scholarly engagement. CCB faculty developed the Global Food Security Conference and Dr. Pieper was elected President of International Family Enterprise Research.	X		X

SITUATIONAL ANALYSIS

History & Structure

Established in 1963 as Kennesaw Junior College, Kennesaw State University (KSU) is now the third-largest university in Georgia and one of the 50 largest public institutions in the nation. As one of 26 member institutions of the University System of Georgia (USG), KSU offered its first four-year degree in 1976 before adding graduate programs less than a decade later in 1985. In 2015, Kennesaw State consolidated with Southern Polytechnic State University (SPSU), also located in Cobb County, Georgia, significantly increasing the size of the student population and the breadth of available academic programs. The same year, the University became a Carnegie doctoral institution, later earning R3 classification in 2018, and R2 in 2019.

KSU has grown tremendously in recent years, from approximately 12,000 students in 2000 to 35,000+ today, due in large part to the success of Georgia's HOPE Scholarship Program, new campus housing options, consolidation with SPSU, and the university's position in Metro Atlanta's prosperous Northwest corridor. Student demographics also changed significantly in that time. While KSU historically appealed to part-time non-traditional students, it has become a destination school for recent high school graduates, most of whom attend full time. Out of the 35,420 students, 49% are female, 45% are ethnic minorities, and 763 hail from 126 foreign countries. KSU offers 84 undergraduate degrees and 67 graduate degrees from its 13 colleges.

The business school's trajectory parallels the university's. KSU established the Department of Business Administration in 1980, which became the College of Business in 1984, and the Michael J. Coles College of Business (CCB) in 1994 following an endowment from entrepreneur Michael Coles. The CCB earned AACSB accreditation for business in 1995, and for accounting in 2001, joining the select group of business schools with dual accreditation. With five academic departments and schools, one undergraduate degree with ten areas of specialization, six master's degrees, one doctoral program with four areas of specialization, and 16 centers, institutes, and labs, the CCB is one of the largest schools at KSU. Current enrollment is 6,253 undergraduates and 602 graduates, supported by 215 full- and part-time faculty and 77 professional staff. See Appendix-A # 5 for the CCB Organizational Chart and a complete list of academic units.

Internal, Environmental, & Competitive Forces Shaping Relative Advantages and Disadvantages

KSU has undergone significant organizational, strategic, and leadership changes since the AACSB visit in 2014, including the SPSU consolidation, changes in financial funding models, the R2 designation, and five university presidents). In addition, the enrollment growth has increased the need to recruit more faculty and better utilize limited physical facilities.

Metropolitan Atlanta is an extremely competitive market for higher education. R1 competitors, such as Emory University, Georgia Tech, University of Georgia, and Georgia State, offer programs in Metro Atlanta, while Mercer University and the University of West Georgia are direct local competitors. Although Georgia Southern University does not offer degree programs locally, it does compete directly with KSU for undergraduate students. In addition, competition for graduate business students in Metro Atlanta is fierce. Institutions in all tiers across the Southeast and the nation take advantage of satellite campuses and online programs to recruit Metro Atlanta students.

Two decades of rapid growth has created unique fund-raising challenges for KSU and the CCB. KSU receives less state support than its public research and comprehensive university competitors, who have mature organizational infrastructures in place to compete for government and foundation grants. Legacy universities can also rely on history, reputation, and name recognition to gain sponsors and other supporters. This disparity has led KSU to focus on building revenue-generating programs to close the resource gap.

Despite increasing competition from other universities, changes in university leadership and strategic direction, and challenges securing funding, KSU and the CCB have continued to thrive. Metro Atlanta's population is surging, and the tremendous growth in new corporations and start-ups has increased the demand for our programs and created more job placement opportunities for our graduates. KSU is frequently recognized across the country for outstanding and innovative faculty, students, and programs. Moreover, the CCB continues to earn national rankings that challenge and often exceed R1 and comprehensive institutional competitors. (See Appendix-A # 37 for a list of the CCB rankings.)

New leadership at KSU means new opportunities for the CCB. In 2018, KSU welcomed its new president, Dr. Pamela Whitten, following the retirement of 11-year veteran Dr. Daniel Papp, as well as two interim presidents, and

one who served less than two years. Dr. Whitten provides valuable stability and strategic direction, and is eager to execute the university's strategic plan to be the best R2 institution in the nation. Her rigorous, data-driven model centers on student success and scholarship, and ties college funding to key performance indicators. In addition, the CCB's longtime dean, Dr. Kat Schwaig, recently became provost, while her interim replacement, Dr. Robin Cheramie, has been with the CCB for 15 years. The presence of strong advocates at the university and college level, as well as CCB's faculty workload structure and nationally ranked premium tuition programs, has allowed the college to continue leading the university in most metrics.

The CCB's distinct advantages are the relevance and fit of its mission, its transparent faculty workload structure, and a rigorous post-tenure review process. Its high quality, nationally ranked programs are responsive to the needs of the business community thanks to a tuition-pricing model that is significantly below direct competitors. Most importantly, the CCB's nationally ranked faculty are recognized scholars and experienced industry experts within their disciplines.

Opportunities Existing for Enhancing Degree Offerings

The CCB has recently implemented new initiatives and has plans to enhance existing degree offerings, including:

» Launching the BBA in Entrepreneurship and restructuring the newly-endowed Entrepreneurship Center

» Launching the Master in Healthcare Management and Informatics (MSHMI) degree program

» Changing the DBA degree to a Ph.D. program

» Restructuring the recently-endowed Hughes Leadership and Career Program

» Restructuring the Undergraduate Program Advising Center to improve Retention, Progression, and Graduation (RPG) rates

» Working to redesign the MBA and MSIS program curriculums

» Establishing the Bagwell Center for the Study of Markets and Economic Opportunity, which provides funding for faculty, research, and student access to world-renowned speakers

» Redesigning the MAcc program to focus on CPA exam prep and job placement

» Offering MBA programs in a new Atlanta satellite facility to expand reach and attract more/better students

PROGRESS

The 2014 Peer Review Team (PRT) noted two areas of concern in the CCB's Continuous Improvement Report (CIR).

Concern #1: "The Peer Review Team recommends that the definition of Scholarly Practitioner be clarified. Additionally, there is variability in how faculty are described as Practice Academics and Instructional Practitioners. To aid the Coles College Leadership Team and faculty in appropriately categorizing each faculty member, the Team suggests that more specificity be added to these definitions."

Response to Concern #1

A faculty committee reviewed the definitions and added specificity and clarity. The faculty voted to approve the changes, which appear in the Faculty Workload Document (See Appendix-A # 8).

Concern #2: "Table 15-2 indicates that there are deployment challenges in the BBA and EMBA programs."

Response to Concern #2

The CCB addressed the BBA deployment challenges by: (1) encouraging and supporting faculty to gain SA or SP via research funding, annual evaluations, and a cultural shift to embrace the value of research; (2) hiring faculty that meet SA and SP qualifications; and (3) strategically managing the assignment of faculty to teach courses across the degree programs in the college. The result is a faculty allocation that exceeds the AACSB deployment criteria by qualification status in support of degree programs for the most recently completed academic year (See Appendix-A # 29 and # 30 for Table 15-2).

To address EMBA deployment challenges, the college began: (1) encouraging and supporting faculty who were IP in 2014 to enhance their status to SP by publishing scholarly work. This encouragement involved funding research, conducting annual evaluations, and creating a cultural shift to embrace the value of research; and (2) strategically managing faculty teaching assignments in the program, resulting in an improved deployment of qualified faculty (See Appendix-A # 29 and # 30 for Table 15-2). The EMBA program now exceeds the SA+SP+PA >= 60% criteria. However, the number of SA faculty is slightly below the 40% benchmark.

The CCB assigns faculty to teach in the EMBA program who can meet the needs of its specialized students, consisting of experienced management and executive professionals who require educators with both academic and industry expertise. As a result, the program exclusively employs SA and SP faculty to deliver the curriculum, while supplementing their efforts with guest teaching support provided by CCB SA faculty and industry subject matter experts. The CCB selects support faculty and guest speakers based on academic credentials, proven industry experience, and executive education experience. These individuals must be credible teachers who can connect and communicate to EMBA students through the integration of academic theory, models, and frameworks in an applied context. The ability to integrate theory with practice is of vital importance for students accepted into the KSU EMBA program, which offers a unique, broad executive-scope approach to graduate business education (See Appendix-E for an overview of the EMBA faculty and guest speakers).

Faculty course leads and guest speakers create pedagogical synergy by collaborating to develop and deliver a curriculum that is clear, consistent, and concise, and that continues to yield excellent teaching reviews, alumni recommendations, Assurance of Learning (AOL) metrics compliance, career advancement, and high national rankings (See Appendix-A # 37 for Program Rankings).

As the CCB moves forward, leadership will continue to integrate more SA faculty who meet the EMBA's culture demands and criteria to lead courses and serve as guest speakers. Actions to achieve this goal before the next AACSB re-accreditation evaluation are already in progress. The CCB currently has SA faculty preparing to teach in the EMBA program during the next two academic years, and future full-time faculty hiring will target appropriately qualified SA faculty. In addition, Metro Atlanta provides a diverse pool of terminally qualified professionals who can earn SA faculty qualification and contribute to the KSU EMBA program.

SUBSTANTIVE CHANGES

Since the 2014 CIR report there have been no substantive change requests submitted to the AACSB CIRC.

STRATEGIC MANAGEMENT PLANNING PROCESS

2014-2019 Strategic Plan

Development of the 2014 CCB strategic plan began in Fall 2012 with the formation of a Strategic Planning Committee (SPC) led by the Senior Associate Dean and composed of faculty and administrative personnel with strategic planning experience. The committee adopted a more quantitative and "outside-in" approach compared to the strategy used during the previous planning cycle starting in 2008. In Spring 2013, the SPC hired an external strategy development consultant with specific experience working in higher education to develop competitor profiles, gather alumni survey data, research employer hiring trends, and study internal matriculating student data. The work included:

» Profiling the CCB and its five main competitors to create a competitive SWOT assessment

» Analyzing internal student demographics and RPG

» Surveying first-year CCB undergraduates for (dis)satisfaction and suggestions

» Surveying MBA and EMBA students on how they view the CCB and its competitors

» Emailing a survey from the dean to all alumni (eliciting over 500 responses)

» Reviewing survey results from the KSU Career Services Office on job placement and career plans

» Analyzing USG data, including number of degrees granted and related trends

The consultant worked with the SPC, faculty, and administration to identify high-level strategic thrusts and potential initiatives. They presented their findings to the SPC in April 2014 and to the entire faculty the following month.

Informal discussions continued during Summer 2014, leading to a finalized mission statement, proposed strategic thrusts, and an initial list of recommended initiatives for implementation. The SPC held two faculty forums where they developed a consensus around the thrusts and brainstormed on additional initiatives, circulating all materials to the entire faculty for feedback. More than half of the CCB faculty participated in the process.

In 2017, the CCB embarked on a similar strategic planning process for its next five-year plan. While the CCB successfully achieved the goals and objectives associated with the 2014 plan, the college decided to review its mission and goals in light of several university-level changes that occurred since then. Namely, leadership changes and recent Carnegie designations led the university to shift its priorities, which required the CCB to evaluate the strategic plan's timeliness. Development of the new strategic plan – which will become effective in Fall 2019 – mirrored the process used when working on the 2012 plan. It involved input from CCB administration and faculty, an external higher education strategic consulting company, CCB students and alumni, the CCB Board of Advisors, and industry stakeholders.

During development of the 2019 strategic plan, KSU's new president charged the university with creating a "Roadmap to Success" for the recent designation as an R2 institution. The Office of the President and the Provost issued guidelines in early 2019 indicating that all colleges should consider the roadmap when setting future goals. As the SPC outlined specific goals for the college and key operating units – the final step of the strategic planning process – the dean tasked them with aligning the plan with KSU's Roadmap to Success. The SPC and the Office of the Dean finalized the 2019-2024 strategic plan in Summer 2019.

MISSION STATEMENT AND SUMMARY OF STRATEGIC PLAN

2014-2019 Mission Statement

To be the highest-value provider of business programs and talent in its markets. CCB will be highly respected in the academic and business communities by achieving national prominence in selected areas and benefiting business practice. CCB will achieve its mission by continuing its responsive offerings of affordable, quality business degrees, and customized executive education. Effective, committed teaching and integrated career preparation will result in outstanding graduates and graduation rates, supporting sustained regional economic growth. CCB will reinforce these efforts with entrepreneurial business engagement and with research focusing on relevant business issues and communicating findings in ways that impact management practice

(See Appendix-A # 10 for 2019 Strategic Plan).

The material below summarizes key outcomes and achievements of the three strategic thrusts. For more outcomes and achievements, see the 2014-2019 Strategic Plan Outcomes document in Appendix-A # 11.

Enhancing the Career Value Proposition of Coles Degrees

» Created three new courses in the Hughes Leadership & Career Program to better prepare graduates

» Launched a series of workshops focused on the job search process

» Expanded access to executive speakers via All Access program, Tetley Lecture Series, and CCB Centers

» Increased student access to non-credit certification programs

» Oversaw expansion of services and resources in the Office of Career Planning and Development

» Expanded alumni involvement

» Increased the number/breadth of internships/co-ops

Expanding Opportunities to Engage with the Business Community

» Created new/supported existing Centers of Excellence to expand business engagement

  » The Robin and Doug Shore Center for Entrepreneurship

» The Women's Leadership Center

» The Bagwell Center for the Study of Markets and Economic Opportunity

» The Education Economics Center

» The Econometric Center

Elevating Support for Quality Research with Emphasis on Accessibility to Business

» Improved CCB Working Paper Series to provide developmental feedback to target top journals

» Funded seminar series to invite outstanding research scholars from research-intensive universities

» Established faculty research blogs to enable dissemination of scholarly ideas from the CCB

» Leveraged CCB Research Magazine to summarize prominent articles published by CCB faculty and Ph.D. students, providing industry implications for the benefit of the practitioner community

» Launched new research awards for Distinguished Scholarship, Elite Publication, Outstanding Impact Publication, Summer Research Fellowships, Best Working Paper, and Best Reviewer

» Conducted grant writing workshops for faculty who want to pursue external grant funding

» Appointed an Associate Dean for Research along with a Director of Research

2019-2024 Mission Statement

Our mission at the Coles College of Business is to offer educational programs that provide students with exceptional value; sustain a teaching and research environment that attracts and retains a diverse pool of high quality faculty and staff; and support talent development in the business community we serve. We will be highly respected in both the academic and business communities by achieving prominence in selected areas and contributing to sustained regional economic growth. We will achieve our mission by fostering effective and committed teaching, student career preparation and enhancement, research that is impactful and extends knowledge, and proactive engagement with the business community

(See Appendix-A # 12 for the 2019-2024 Strategic Plan).

The SPC developed the following operating principles related to the overall strategic plan:

» Prioritize student success by meeting their changing educational needs

- » Continuously maintain relevance and competitive differentiation of all academic programs and student/employer services offerings
- » Sustain an unwavering commitment to innovation and academic excellence
- » Proactively support the business community by providing and assuring value-based talent acquisition and development
- » Foster excellence and diversity in teaching, research, and service

The CCB was developing its strategic plan for 2019 at the same time KSU's new President was creating the university's strategic roadmap to be the best R2. Her office included three areas of focus, or "thrusts," in the roadmap centering on undergraduate programs, graduate programs, and research. Building upon the CCB's operating principles, the college developed its own specific goals related to these three areas. Focusing on continuous curriculum improvement, increased engagement, increased graduate enrollment, and quality research, the SPC includs the following strategic thrusts in the 2019-2024 plan:

Offering undergraduate students an exceptional education and a timely degree that prepares them to lead purposeful, productive, and rewarding lives:

- » Increase undergraduate four-year graduation rate by 4% by 2024
- » Track/record all student co-ops, internships, and extra-curricular business experiences
- » Increase average service-learning activities per undergraduate student by 5% by 2024
- » Increase students engaged in research activities by 5% per year over a four-year period
- » Increase opportunities for students to engage with businesses by 5% by 2024
- » Increase students completing internships and co-ops by 5% per year over a four-year period

Providing exceptional education for master and doctoral programs and increasing enrollment:

PhD in Business Administration Program:

- » Increase enrollment from current levels (five students per year) by 60% - 100% (8 to 10 per year) over the next three years through increased advertising and recruitment
- » Increase/improve application flow for potential students

- » Increase quantity and quality of applicants as well as RIOs for program
- » Capitalize on affiliation with The PhD Project by increasing the number of applicants from this affiliation
- » Increase opportunities for students to produce conference presentations and publications prior to graduation
- » Emphasize the progression of completion such that average completion is 3.5 years

Master in Business Administration Programs:

- » Increase new student enrollment for the MBA and webMBA programs by 5% per year for the first two years (then reevaluate based on MBA market trends)
- » Achieve 80% graduation rate within two years for the evening MBA and webMBA programs
- » Immediately revamp the evening MBA and webMBA application policies (e.g., GMAT minimum, GMAT waiver, and job experience requirements) to be more in line with competitive programs
- » Broaden the scope of targeted applicant segments for the evening MBA and webMBA programs (e.g., recent bachelor graduates for the evening MBA program; military/veterans for both the evening MBA and webMBA programs; and non-Atlanta metro and non-Georgia applicants for the webMBA program), and implement ABM for the evening MBA program starting in Fall 2019
- » Within one year, revise the evening MBA curriculum to include more specialized courses and tracks/concentrations that align with marketplace needs/demands, and to better differentiate segments in the MBA program portfolio (i.e. evening MBA, webMBA, and EMBA)
- » Redesign program foundation modules, and provide tutoring to facilitate student completion and increase the chance of student success (i.e., A & B grades, and graduation)
- » Eliminate overlap in application requirements and program features across all MBA programs

Master of Accounting Program:

- » Double the CPA exam pass rate from 35% to 70% in three years
- » Double the size of the program: recruit two cohorts (of 40 students each) per year. This will require increasing dedicated faculty with 2 additional faculty lines

» Achieve 100% job placement of all graduates across all cohorts

» Increase the number of companies sponsoring scholarships for program participants/graduates by 5% over the next three years

Master of Science in Information Systems Program:

» Increase student completion rate by 10% over a three-year period. This will require one additional faculty member added to the IS Department and replacement of anticipated turnover

» Increase enrollment from current level (42) to 60 in three years.

» Increase the number of MSIS students seeking theses as the capstone option

» Additional funding for two-to-three GRA resources are needed to enable student recruitment

Master of Science in Healthcare Management and Informatics Program:

» Increase enrollment in the MSHMI program by at least 10% over the next three years. Will require a minimum of one additional dedicated faculty member in 2020

» Increase research support for faculty by promoting student-faculty research via fellowships

» Increase director and faculty involvement with established industry consortium (HM&I) to enhance student/faculty project activity, conference presentations, external program funding, and published research

Producing research with relevance that creates and refines knowledge aligned to real-world applications:

» Complete development of an undergraduate student research/achievement database by Summer 2021, and increase the number of undergraduate students involved in research by 5% per year over the next three years

» Increase the number of applicants for summer research fellowships by five percentage per year over the next three years

» Increase the number of applications for research and development grants by 10% per year over the next three years

» Increase the number of elite publication awards (for publishing in FT50 journals) by 10% per year over the next three years

» Increase the number of outstanding publication awards (for high impact publications) by 10% per year over the next three years

» Increase the number of submissions to the Coles Working Paper Series by 10% per year over the next three years

FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES

A strategic approach to allocating resources is central to the CCB's effectiveness in achieving its student-focused, faculty-minded mission, and allows the college to more effectively serve students, recruit and retain extraordinary faculty, support high quality research, and better engage with the business community. Like many business colleges at public institutions, the CCB sometimes faces funding and allocation challenges. However, the CCB has identified innovative and impactful ways to distribute funds that deliver effectively on the college's mission. These initiatives provide a stable financial foundation for the CCB to support meaningfully the three thrusts of its strategic plan (See Appendix-A # 16 and # 17 for details regarding the operational funding and strategic initiatives funded during FY19).

Summary of Financial Revenues for 2018-2019	
Operational Funding	$39,406,275 (21% growth since FY15)
Graduate Program Premium Tuition	$4,004,173
Current Balance for Foundation Fellowships, Lectureships, Scholarships and Operational Revenue	$8,100,000
Current Balance for Endowed Chairs and Professorships	$4,365,399
Current Balance for Endowed Scholarships	$1,388,639

Summary of Financial Funding of Strategic Thrusts 2018-2019	Expense
Enhancing the Career Value Proposition of Coles Degrees	$ 402,471
Intensifying Engagement with the Local Business Community	$ 302,187
Elevating Support of Quality Research with Emphasis on Accessibility to Business	$ 340,180
TOTAL FUNDS SPENT ON STRATEGIC THRUSTS	$ 1,044,838

Operational Funding

The Provost's Office allocates state funding annually. Since 2014, the operating budget funded by state appropriations increased steadily each year, with the percentage allocated to personnel also growing slightly over that five-year period. During FY19, the CCB experienced several retirements, terminations, and deaths. Fortunately, the CCB retained those lines and, with supplemental funding, was able to offer competitive market-based salaries. The college strategically chose new hires to increase the number of SA-qualified faculty.

Another challenge the college faced was a USG mandate that all institutions reduce their online tuition fees by 50% in FY18, and eliminate them entirely by FY19, representing a $680,000 reduction in discretionary dollars. The move required the CCB to become an even more efficient steward of financial resources. State funding is the primary source for salaries, although program revenue subsidizes some positions. To address the loss of discretionary dollars, college and university officials moved faculty and staff funded by online tuition to permanent lines, while either eliminating administrative positions or allocating them to other funding sources as available.

MBA Premium tuition generate approximately $140,000 annually for operations. This revenue funds GMAT prep courses, information sessions, faculty development, and the programs' operating needs. Another funding source for the college comes from the Provost's Office, which allocates a portion of the previous summer's tuition revenue to each college. The CCB received $610,749 of these funds in 2018, with each department receiving funds to support everything from research to general operations. The remaining dollars went to fund faculty and student travel, GRAs, marketing/events/communications, faculty stipends, faculty development, advertising and sponsorships, and other department and college initiatives.

The CCB operates several revenue generating programs which decrease the college's reliance on state funding. Premium program revenue primarily serves students and covers all associated program costs, including some personnel and continuous program enhancements. This revenue also funds faculty development. The college may then use any remaining funds to assist in brand development and awareness, research support and fellowships, teaching initiatives, and other strategic programs. For example, the webMBA program contributes to the CCB's strategic initiatives by financing faculty development within the college and a summer research grant program. These funds cover 10% of the salary and benefits for select faculty members (See Appendix-A # 19 for a table of Graduate Business Program Revenues).

KSU's Office of University Advancement assigns a dedicated Director of Development to the CCB. This director collaborates with the dean, center directors, and department chairs to raise funds for strategic initiatives. Their primary goal is to encourage gifts to the Kennesaw State University Foundation (KSUF) and increase philanthropy in three distinct areas: named opportunities; endowed scholarships and chairs; and annual fund giving. Total operating revenue managed by the Foundation on behalf of the CCB is $8.18 million. For endowments, KSUF policy limits payout to 4% of the corpus based on a five-year rolling average. In addition to the endowed accounts and scholarships listed in the appendix, academic departments and centers have $8.1 million in KSUF accounts to support the missions of their units (See Appendix-A # 18 for a list of current balances for endowed fellowships, lectureships, scholarships, and operational endowments).

Incentive funds for the colleges - based upon a matrix of performance regarding student success outcomes - became available for the first time in FY19. The CCB received $110,000, which it reinvested in student success activities to improve RPG metrics (e.g., investigate systems to support undergraduate research, software systems to facilitate classroom delivery/student engagement, student involvement in strategic planning initiatives, Netlab systems for classroom support, and additional advising initiatives).

Strengths, Trends, and Looking Ahead

One of the CCB's greatest strengths during the review period was the shared determination and collaboration regarding development. The CCB's exceptional Director of Development partners with the dean and the assistant dean to identify priorities, prospects, and cultivation opportunities, create fundraising strategies, and deliver successful outcomes. They work closely with department chairs and faculty to create an environment of trust and to generate actionable intelligence that maximizes philanthropic opportunities, as seen in the $13,032,643 raised since the last report. The seamless collaboration between academic units, the college's expertise, and strong university-level support all combined to create significant fundraising success.

The CCB reorganized its administrative structure since the last report, reducing the number of associate deans from four to one, and creating an assistant dean position. This has helped the college redirect funding to increase teaching capacity. Additionally, the CCB has continued to request one-time permanent and one-time annual funding from the university as part of the annual budget process. The College approaches these requests strategically and intentionally, with a particular eye toward supporting KSU's goals and objectives that enhance the CCB's ability to deliver on its mission. College leadership maintains a current request list throughout the year to capitalize on additional university funding opportunities as they become available.

As the CCB looks to the future, funding goals will focus on three targeted areas:

» Students will remain the top priority. In FY20, the CCB will create and hire a Director of Student Success position to spearhead the rollout and maintenance of Suitable, a software system that will enhance student engagement and increase retention.

» Faculty recruitment and retention will require allocating more funding to hire faculty to teach high-demand bottleneck courses, enabling students to progress toward graduation. Faculty development and research will remain a component of this as well.

» The CCB has defined a clear path for R2 success, outlining synergistic and interdisciplinary initiatives that focus on preparing students for the workforce and on maximizing societal impact. Through its exceptional faculty, revenue generating programs, business engagement activities, and the strategic use of available funds (from all sources), the college will continue to contribute meaningfully to KSU's quest to be the best R2 in the nation.

INTELLECTUAL CONTRIBUTIONS

Cross-Section of Research

The CCB continues to drive broad faculty participation in terms of intellectual contributions through its unique workload track system, addressed further in the Faculty Management and Support section of this CIR report. For each track, the college's workload document provides clear definitions and teaching expectations (the number of courses faculty must teach), research requirements (quantity and quality of publications), and service level engagement. Faculty vote on and approves the structure of these tracks, while the administration enforces them via the annual review process, which includes performance evaluations, the merit raise pool, and opportunities to teach during the summer session. The dean and the departments leverage the workload track system during the hiring process to determine the number and type of faculty needed to address student enrollment, and the quantity and quality of research necessary to satisfy KSU's and the CCB's strategic plans. These efforts provide an appropriately balanced value to the academy, students, and the business community.

CCB faculty publish research in all three intellectual contribution areas in a strategically appropriate proportion.

Table 2-1 features a summary of the CCB's intellectual contributions (see Appendix-A # 20). The following is a breakdown of the table's conclusions:

» 89.5% of participating faculty and 91.5% of CCB FTE faculty produced journal articles and/or other intellectual contributions during the period of this review. Each academic unit has also demonstrated a broad level of faculty-produced intellectual contributions ranging from a low of 83.3% in the School of Accountancy to a high of 97% in the Department of Economics, Finance, and Quantitative Analysis.

» CCB faculty produced 387 peer-reviewed journal articles and 1,234 intellectual contributions.

» 53% of published research is Basic/Discovery scholarship, which aligns with KSU's and the CCB's status as a doctoral institution; 29% is Applied or Integration/Application scholarship, which aligns with the professional master programs; and 18% is Teaching and Learning scholarship, which aligns with the focus on students. In addition, CCB faculty are active publishers of textbooks, case studies and professional practice standards, and public policy, resulting in a significant number of competitive research awards.

» For a list of all journal outlets that published CCB

faculty research during the last five years, and a breakdown of Table 2-2 by college and by department, see Appendix-A #'s 21-26.

Supporting Infrastructure

In addition to developing the workload track system that sets teaching, research, and service expectations for faculty, the CCB also supports intellectual contribution development via the following:

» The Director of Research is responsible for building a stronger support mechanism for publishing academic research and for making that research more accessible to the business community.

» Annually, the CCB uses $300,000+ to provide internal grants for research projects, with a college-wide faculty run Research and Development Committee (RDC) evaluating faculty research proposals and allocating funds. The college also uses the money to purchase research databases, support a Research Symposium and the Working Paper Series, and produce the CCB Research Magazine (see Appendix-A # 17 for the allocation of Financial Funding of Strategic Thrusts).

» When hiring new SA faculty, the college provides them with summer stipends to engage in research, while KSU provides all faculty with access to Graduate Research Assistants (GRAs). The CCB also pays for GRAs for faculty research not supported by the KSU Graduate College.

» KSU and the CCB subscribe to database programs for faculty to access.

» The Bagwell Center for the Study of Markets and Economic Opportunity provides faculty with funding for research and collaboration opportunities with external scholars.

» Faculty awards have significantly increased the college's ability to recognize and financially incentivize outstanding intellectual contributions

» Departments and schools allocate travel funds to academic conferences

Quality Indicators

In addition to encouraging and supporting the 90%+ of faculty who actively create and disseminate research, the CCB also focuses on the quality and impact of intellectual contributions. All CCB faculty must publish research in journals approved by the department; they are held accountable via their workload track requirements and the department's list of acceptable and ranked journals (Note: no predatory journals are allowed. The college maintains

a list of these journals and has a process to actively monitor them).

A key indicator of quality of research published by CCB faculty is the number of peer-reviewed journal articles in A+ and A journals. The summary of AACSB Table 2-2 below shows that 41% of the journal publications by CCB faculty were in A+ and A journals, as ranked by each department/school.

Department/School	Number of Publications	# of A+ & A Publications
Economics, Finance, and Quantitative Analysis	99.42	80
Information Systems	51.17	8
Management, Entrepreneurship, and Hospitality	72.5	19.5
Marketing and Professional Sales	68	21
Accountancy	101.75	34
Grand Total	400.84	162.5

The number of Google Citations of CCB faculty publications is another quality indicator of the CCB faculty's contribution to the academy (see the table below).

Academic Unit	Google Scholar	
	2014-2018	"All Time"
ACCT	11,983	21,350
EFQA	8,245	18,134
IS	8,174	17,555
LMEH	11,983	21,350
MPS	5,507	11,100
TOTAL	44,926	89,295

More specifically, 69 of the journal articles published by CCB faculty have significantly contributed to the knowledge base of academic literature, as indicated by the number of citations. The table below is a summary by department/school, with more details provided in Appendix-A # 34.

Academic Unit	# of Articles with significant citations	Range of # of citations	Mean # of citations
ACCT	8*	21-25	34.5
EFQA	22	30-935	111.9
IS	26	25-284	95.0
LMEH	7	43-143	70.6
MPS	5	27-38	31.8
Total	68	21-935	86.2

*Note: A 2019 article published by a SOA faculty member has already been cited 10 times this year.

Another important aspect of quality in the CCB is integrative scholarship. The CCB encourages cooperation among faculty through policies and processes for cross-disciplinary research, such as collaborative research awards and a journal counting/ranking system that allows faculty to evaluate and recognize their academic publications in business alongside faculty publishing in other disciplines. This approach aligns well with the integrative nature of the CCB's cross-disciplinary programs (e.g., Ph.D., EMBA, MBA, webMBA, MSHMI, and the BBA). In addition, 28 CCB faculty have earned external recognition for their research and intellectual contributions (See Appendix-A # 36), 58 have served as editors and associate editors of journals and as journal reviewers (See Appendix-A # 33), and 49 held leadership positions in academic and/or professional organizations (See Appendix-A # 35).

NEW DEGREE PROGRAMS

New Degree Program #1

» **Program:** Bachelor of Business Administration in Entrepreneurship (B.B.A. Entrepreneurship)

» **Level:** Undergraduate

» **Location:** Kennesaw

» **Employer/employment needs served by the program:** In August 2017, the USG Board of Regents approved KSU's Bachelor of Business Administration with a focus in entrepreneurship, the first program of its kind in the university system. With the State of Georgia calling on universities to promote economic development, and with the prominent role entrepreneurs play in driving innovation, the CCB's entrepreneurship program fills an important niche in the marketplace. While the program provides graduates with the skills to start a successful business, it also prepares them for opportunities in established and growing organizations. An entrepreneurial education teaches students to become self-sufficient problem solvers, and helps develop their decision-making, teamwork, and critical thinking skills. These skills are relevant whether the student is launching a startup or managing employees in an established organization.

» **Intended student market:** The targeted student market includes those interested in launching their own business, working in a start-up organization, and/or developing the problem-solving, decision-making, critical thinking, and interpersonal skills necessary to become self-sufficient in a corporate environment. This audience includes students who entered their bachelor's program pursuing a business degree, as well as students in other disciplines attracted by the prospect of an entrepreneurial education.

» **Faculty, technology, and facility support:** Many current faculty were entrepreneurs and are able to provide valuable insights. The program also hired an accomplished entrepreneurship researcher to serve as research director and as a tenure-track faculty member teaching the capstone course. While the Leven School manages the program, additional oversight comes from the Associate Dean of Undergraduate Programs, with the program receiving sufficient faculty support within CCB. Travel and operating budgets remain with the Leven School. Most of the faculty were already included in the department's budget, meaning the program required no additional financial support, However, the BBA in Entrepreneurship works closely with the Robin and Doug Shore

Entrepreneurship Center, which provides integral student activities and financial resources.

» **Learning goals:** Learning goals: Four major themes comprise the BBA in Entrepreneurship curriculum: (1) developing an entrepreneurial mindset; (2) resource acquisition; (3) adaptive planning; and (4) creating value. While each course (required and elective) has its own student learning outcomes, the CCB measures the overall program by its ability to meet these student-learning outcomes. The CCB monitors the quality of academic programs annually via Academic Program Improvement (API) and AOL reports, while directly measuring student learning with a major exam in the capstone course (MGT 4199). Additionally, CCB indirectly measures student learning by assessing involvement in business plan competitions, program rankings, community involvement, service-learning projects, number of businesses started, and alumni involvement. The college also tracks student retention, progression, and graduation data. Lastly, by working closely with the KSU Entrepreneurship Advisory Board – consisting of community leaders in entrepreneurship – and soliciting feedback, the CCB can ensure that the program reflects the relevance and quality that meets the needs of the business community. For more information on how these learning objectives are measured, see Appendix-C.

New Degree Program #2

» **Program:** Master Science in Healthcare Management & Informatics (MSHMI)

» **Level:** Graduate

» **Location:** Kennesaw

» **Employer/employment needs served by the program:** Health Informatics is experiencing exceptional growth, with many organizations unable to find qualified candidates who understand the healthcare industry, have expertise in informatics, and are capable leaders. According to the U.S. Bureau of Labor Statistics, the medical and health services manager field will experience a 17% increase in job opportunities from 2014 to 2024. The MSHMI program empowers graduates to meet this growing demand by providing a holistic understanding of healthcare practices, and by developing their technology, data analytics, and informatics skills, and a mastery of management and conflict-resolution techniques. An MSHMI degree prepares students for careers as data analytics officers, health IT consultants, researchers, risk managers, Chief Medical Informatics Officer, and more.

» **Intended student market:** Intended student market:

Because the MSHMI program wants to fill vacant and expected healthcare informatics jobs in Georgia, the goal is for 80% of its students to be Georgia residents. However, despite the focus on local recruits, KSU's Division of Global Affairs reports considerable interest from the global market. While the program has recruited a small number of international students, as well as U.S. students from outside Georgia, the program is developing a cohort specifically targeting the international market.

» **Faculty, technology, and facility support:** The interdisciplinary MSHMI program is a collaboration between the CCB, WellStar College of Health and Human Services, College of Science and Mathematics, and College of Computer Science and Software Engineering. This allows the program to support a diverse faculty providing interdisciplinary perspectives on health informatics. Students learn on proven industry technologies, such as AMIA, AHIMA VLab, Microsoft Suite, Clearwater, and Netlab. The program is currently exploring ways to integrate the Azure cloud-computing platform, and is working with industry partner Azalea Health to obtain access to their EHR Suite to enhance educational opportunities for students. Each of these technologies facilitates the dynamic mix of face-to-face, hybrid, and online elements that make up the MSHMI curriculum.

» **Learning goals:** For each course in the program, the AOL process requires faculty to measure three goals. Upon completion of the program, MSHMI graduates will be able to:

>» Analyze and communicate the intricacies of the healthcare landscape

>» Apply and communicate principles of ethics, management, and leadership in healthcare

>» Apply data analytics to address challenges, devise solutions, and communicate effectively

For more information on how these learning objectives are measured, see Appendix-C.

STUDENTS

Enrollment Trends

When KSU consolidated with Southern Polytechnic Institute & State University in 2015, it added approximately 500 students to the CCB's enrollment. As a result, it is best to analyze enrollment trends before and after this date separately. From 2010 to 2014, undergraduate enrollment in the CCB grew at an increasing rate, from 2.3% to 3.5%. With the additional SPSU students, enrollment jumped by almost 11% in 2015. Post consolidation, enrollment increased by 6.8% in 2016, leveled off in 2017 and fell by 2% in 2018. Undergraduate enrollment at the university level followed a similar trend, increasing by 5.5% in 2016 and 2.4% in 2017 before decreasing by 2% in 2018 (See the Student Enrollment and Graduation Tables in Appendix-A # 14). Only two undergraduate CCB programs – the BBA in Information Systems (IS) and the BBA in International Business (IB) – experienced enrollment decreases. The decrease in IS enrollment is most likely explained by growth in the relatively new Information Security and Assurance (ISA) program. Meanwhile, the significant decrease in IB majors could be a result of changes made to the curriculum, which include increasing second-language and study abroad requirements.

KSU is still working to identify causes for the overall leveling and decline in enrollment. At the state level, enrollment increased significantly in 2018 at Georgia's three R1 institutions, but decreased at the majority of remaining schools including KSU. The decline at KSU and the CCB could be the result of recent negative press surrounding leadership changes at the university, or the result of an improving economy and low unemployment rate encouraging people to choose the workforce over college. A report from the National Student Clearinghouse Research Center found that bachelor's-seeking degree programs at public, four-year institutions experienced growth rates of 0.2%, 0.8% and 0.1% in 2016, 2017, and 2018 respectively. However, the same report shows negative enrollment trends for specific student demographics, including part-time students, students older than 24, males, and business majors. Although KSU's student population is similar to other four-year institutions, the university does have a large number of part-time students older than 24, while the CCB has a higher percentage of males than females.

The university has significantly increased its outreach efforts to potential students, including hosting additional open house events each spring and fall. Attendance at CCB information sessions during these open houses tripled in 2017-18 compared to the prior year. KSU expects these efforts to translate to increased university-wide enrollment in Fall 2019. To improve CCB enrollment, the college created and filled the position of Assistant Director of Undergraduate Programs in Summer 2016. This new hire immediately began developing a unified promotional strategy for undergraduate programs, featuring updated website information, a monthly student e-newsletter, improved and consistent promotional handouts for each BBA major and department, and promotional signage around the building. In addition, academic advisors and student assistants host information tables in the Burruss Building atrium at the start of each fall and spring term to promote CCB programs. The college's focus during the last few years has been on meeting rapidly increasing demand. Although it is unclear whether the recent downward enrollment trend will persist, KSU has multiple options for reaching more prospective students if it does, while the CCB has positioned itself to move quickly in the same direction.

The average CCB classroom is relatively small and filled predominantly with in-state students. Of the 35,420 students enrolled at KSU in Fall 2018, 6,689 were affiliated with the CCB, either through interest or declared major. However, despite the CCB's large student population, class sizes are typically smaller than other colleges, averaging approximately 67 students for lower division courses and 49 students for upper division (which are capped at 50). CCB students benefit from the university's large campus feel and robust amenities while enjoying smaller classes and greater faculty interaction.

CCB graduate programs have experienced an overall enrollment decline in recent years, specifically in the Ph.D. and MAcc programs, although the MBA and MSIS programs have seen increases (See the Student Enrollment and Graduation Tables in Appendix-A # 14). Due to program and curriculum changes, many CCB graduate programs have become more exclusive, switching from an ongoing enrollment model to a cohort model, meaning they ultimately accept fewer students. Therefore, the numbers reflecting enrollment declines are somewhat misleading, as there is now more intentionality around student qualifications and capacity for these cohort-based programs (See Appendix-A # 15 for a more detailed explanation of enrollment decreases in graduate programs).

Admission Criteria

Undergraduate students are formally admitted to the CCB after completing eight "gate" courses with a minimum GPA of 3.0. These three-credit lower division courses are Accounting I and II, Business Law, Business Calculus, Business Statistics, Micro Economics, Macro Economics, and Information Systems. Since the last review period, the

CCB added a ninth gate course, the zero-credit, pass-fail course, BUSA 2150 Discovering My Major and Career. Students must earn an "S" in this course, which requires them to research careers, identify their desired majors, and prepare professional communications describing their research and career objectives. Understanding the career(s) associated with their chosen majors helps students progress toward their degree with purpose, on track, and on time. At the graduate level, the college changed admissions criteria for the MBA and webMBA programs in 2018, including revising the GMAT Alternative evaluation to emphasize the "professional" work experience requirement, and requiring a minimum of two years of professional experience for webMBA applicants.

Diversity

Overall, enrollment diversity at the CCB aligns with that of KSU, and with the latest five-year trends. The table below shows that the percentage of females and underrepresented minorities at KSU and the CCB at the undergraduate and graduate levels are proportionally distributed, and that the CCB has increased both percentages. This is particularly noteworthy given that the 2015 merger with SPSU mostly increased KSU's male population, due to SPSU's focus on STEM degrees. For a more detailed breakdown of student demographics at KSU and the CCB, see Appendix A #s 47 and 48.

Enrollment Diversity Changes Since 2014				
	Fall 2014		Fall 2018	
	Females	Underre-presented Minorities	Females	Underre-presented Minorities
KSU Undergraduate	57%	37%	48%	45%
CCB Undergraduate	40%	37%	40%	39%
KSU Graduate	66%	34%	61%	45%
CCB Graduate	44%	36%	49%	50%

In addition to a diverse student population, the CCB also possesses diversity in its faculty. Approximately 37% of the college's faculty are women, which is more than the AACSB average of 32%. Meanwhile, underrepresented minorities make up 24% of the faculty, slightly below the 33% AACSB average.

The following table demonstrates the CCB's diversity among graduate students, broken down by degree program.

CCB Graduate Student Diversity: Spring 2019		
	Females	Underrepresented Minorities
MAcc	62%	35%
MBA	47%	46%
WebMBA	45%	43%
EMBA	43%	43%
MSHMI	68%	77%
MSIS	49%	51%
PhD	43%	36%

As demonstrated in this table, all of the Coles graduate business programs have excelled in attracting a diverse population of students. Of particular note is the Executive MBA Program which continues to exceed the industry average based on program surveys in the U.S. by the Executive MBA Council. For the past three years, the percentage of female enrollment nationally has held steady at around 31%, while our program has steadily increased from 39% female for the EMBA Class of 2016, to 42% female for the EMBA Class of 2019, to 46% for the EMBA Class of 2020. For the EMBA Class of 2019, there were 36% African American students in the class up from 23% in the Class of 2016. Of the new EMBA 2020 class which began in 2019, 11% were Asian and 8% were Hispanic/Latino up from 2% Asian and 2% Hispanic/Latino in the EMBA Class of 2017. In addition, the MAcc and MSHMI programs have 60+% female students, and the MSHMI has 77% underrepresented minority students.

Recruitment plans for the CCB graduate business programs feature targeted efforts to attract a diverse student population. Strategies include graduate school fairs at Atlanta University (a consortium of four Historically Black Colleges and Universities), Agnes Scott College (a private women's liberal arts college), and Georgia College and State University (an AACSB institution with approximately 68% female students). The CCB is also actively involved with the National Society of Hispanic MBAs, National Black MBA Association, National Association of Black Accountants, and The Ph.D. Project. The administrative staff leading the CCB's graduate programs and managing recruitment is also highly diverse, consisting of 68% women and 32% underrepresented minorities.

FACULTY MANAGEMENT AND SUPPORT

KSU and the CCB embrace and adhere to a culture of shared governance. The faculty-approved "Bylaws" and the "Statement of Philosophy and Guidelines for Faculty Performance, Planning, and Evaluation" (see Appendix-A # 6 and # 7) outline the policies and processes for recruiting, mentoring, evaluating, and rewarding faculty. These allow for faculty and administration to coordinate on developing, implementing, and monitoring a system that considers the needs of all stakeholders (e.g., students, faculty, administration, departments, degree programs, the CCB, and KSU). Faculty performance guidelines adhere to the mission and philosophy of the CCB and fall within the framework of KSU's policies on required review, promotion, and tenure considerations (see the KSU Faculty Handbook).

Performance expectations are defined in part by each faculty member's workload option (see Appendix-A # 8). Recognizing that faculty contribute to the College in diverse ways, the CCB classifies faculty into one of five workload tracks: (1) "Teaching-Focused," (2) "Balanced-Teaching," (3) "Balanced," (4) "Balanced-Research," and (5) "Research-Focused." Department chairs consider the most recent five-year period when evaluating faculty on each of the different workload tracks. Concerning publications in peer-reviewed journals (PRJ), a publication officially enters the faculty member's record the same year the relevant journal published the article. This ensures that faculty receive credit for each distinct publication for a period of exactly five years.

The CCB intentionally designed the different workload tracks with flexibility to help the College and KSU achieve their instructional needs and educational mission. It allows the College to manage appropriate staffing of graduate and undergraduate programs, while maintaining the CCB's equal commitment to teaching, scholarship, and engagement. Faculty members consult with the College dean or their department chair on their workload track assignment, which should reflect his or her long-term career goals and capabilities, as well as the CCB's and the department's objectives. Departments can approve exceptions to typical track assignments on a case-by-case basis, such as for endowed professors, faculty assigned to administrative responsibilities, or recipients of grants and awards.

Performance reviews consider a faculty member's success in achieving the requirements of their assigned track during the evaluation period. While faculty members can be reassigned from one workload track to another, any performance evaluation conducted for the purposes of tenure, promotion, or post-tenure review will recognize the duration of his or her assignment to each specific workload track. Reviewers assess research productivity using a weighted average of the expectations for PRJ articles and other forms of scholarship for the respective workload tracks. Some faculty members also have administrative responsibilities. An administrative faculty member is one whose workload is at least 50% administrative. Faculty members in administrative roles direct initiatives that accomplish, strengthen, and enhance the mission of the CCB and KSU. Reviewers evaluate administrators annually, and solicit input from other faculty members in the process.

Differences in individual talents, interests, and career stages mean that faculty members will demonstrate different levels and types of accomplishments within these performance components. A faculty member's workload track informs the level of scholarship and amount of scholarly activities expected of him or her. At a minimum, faculty members must be regularly available to students and colleagues; contribute to the institution through committee work; engage in curriculum development; and actively participate in departmental, college, and university activities.

Effective teaching is a necessary condition for satisfactory performance. Teaching activities include classroom teaching, online teaching, and doctoral seminars. Faculty must also demonstrate significant levels of scholarly teaching activities designed to maintain their currency in the field. The number of courses a faculty member teaches can change based on course releases for grants, awards, programs, recognitions, exceptional publication records (A+ and A level PRJs), exceptional service commitments, etc. The percentage of time quantified for teaching is 40% (4 per year), 50% (5 per year), 60% (6 per year), 70% (7 per year), and 80% (8 per year). Evaluation of a faculty member's teaching, supervision, and mentoring effectiveness is based upon student feedback surveys officially administered by the College, and other additional evidence (addressing the areas described above and other areas referred to as scholarly teaching activities in the university guidelines). Documenting faculty members' teaching effectiveness – with an emphasis on the quality and significance of their contributions – helps demonstrate growth and improvement over time.

The CCB is committed to continuous improvement and innovation in the classroom. As such, the College will make course revisions and pedagogical changes in response to collected data. Faculty teaching (with respect to course offerings and broad content) should support the

strategies and objectives of the department and college (as stipulated by the relevant department chair or course coordinator). Additionally, the following are also evidence of effective teaching: receiving teaching awards, handling diverse and challenging teaching assignments, grants for curriculum development, introduction of innovative teaching techniques, attendance at teaching seminars and workshops, publications of teaching oriented articles, and contributions to the achievement of departmental teaching-related goals. In cases where student feedback surveys are significantly below expectations, or where there is other evidence of significant deficiencies in teaching quality, department chairs work with faculty to address these issues.

University policy states that all workload tracks require faculty to devote a minimum of 10% of their time to service (internal, the Academy, and/or Professional). The CCB defines service as contributions to the mission and goals of the department, college, and university through activities outside of teaching or research. Reviewers evaluate service based on two criteria: 1) time spent engaged in the service activity and 2) the impact of the service activity on stakeholders. Service or engagement activities that will make up a significant portion of the faculty member's workload should be included in the Faculty Performance Agreement (FPA) for the department chair review. Professional engagement activities for PA and IP should be included in the Faculty Performance Agreement (FPA) for departmental chair review. The chairs should specify at the time of the FPA meeting whether the proposed activities meet the required level of professional engagement for the faculty member's workload track. Later, during the annual review, they determine whether the activity met or exceeded the anticipated time commitment and impact on stakeholders. Many faculty engage in a reasonable amount of business consulting (see KSU Faculty Handbook, Section 4.3.1 "Outside Employment Policy"), which is likely to be beneficial to their professional development, teaching, and research efforts, and may be an important component of maintaining their AACSB qualification status.

While the CCB encourages such activities, they should not interfere with other critical faculty activities, such as teaching, research, and uncompensated service.

Scholarship in the CCB falls into three categories: Discipline-Based (Basic); Contributions to Practice (Applied); and Learning and Pedagogical. The CCB embraces this philosophy, promoting diversity in the activities of its faculty, and highly valuing scholarship contributions in all three categories. Undergraduate and graduate program faculty across the college have made intellectual contributions reflecting the CCB's commitment to all three categories. Minimum expectations for scholarship productivity vary by workload option (see Appendix-A # 8). However, fulfilling the minimum expectations may not be sufficient to receive tenure. The Statement of Philosophy and Guidelines for Faculty Performance, Planning, and Evaluation outlines the general expectations for tenure, promotion, and other periodic reviews (see Appendix-A # 7). University guidelines govern the evaluation of the quality and impact of a faculty member's scholarship, which is a principle embraced by the CCB. The college and each department has a procedure for assessing journal quality, which provides incentives for faculty to strive for ideal scholarly accomplishments. Each faculty member's scholarship performance evaluation covers the most recent 5-year period, examining the quality and impact of their output, particularly taking into account PRJs and the quality guidelines described in this document and in the KSU Faculty Handbook. To assess the quality of PRJ publications, each department establishes a list or maintains a procedure for categorizing potential faculty research outlets as either "A+," "A," "B," "C," or "other." Departments review a combination of published, broad-based journal rankings during this process. The resulting list or procedure must be generally consistent with discipline-specific marketplace views of research quality for comparable institutions. See Appendix D for more details on each department process.

Criteria Guiding Identification of Faculty Sufficiency and Qualifications

CCB faculty members must meet the necessary academic preparation, intellectual contribution, and professional experience requirements in order to earn classification in one of four faculty qualification categories (Scholarly Academic, Practice Academic, Scholarly Practitioner, or Instructional Practitioner). He or she must also engage actively with the university to attain Participating status. The criteria for determining a faculty member's qualification and participation status primarily come from the CCB's workload document and AACSB standards, and include the faculty member's initial academic preparation, initial professional experience, and sustained academic and professional engagement. See Appendix-A #8 for a complete description of the criteria voted on and approved by the faculty.

Faculty Deployment

Summary of Table 15-1

Unit	CT						SCH					
	P	SA	PA	SP	IP	O	P	SA	PA	SP	IP	O
EFQA	93.8%	73.0%	0.0%	11.5%	7.6%	7.9%	93.9%	73.0%	0.0%	11.5%	7.6%	7.9%
IS	79.9%	77.4%	0.0%	8.1%	14.5%	0.0%	68.5%	77.4%	0.0%	8.1%	14.5%	0.0%
MPS	92.8%	62.8%	4.3%	17.3%	13.4%	2.2%	89.1%	63.6%	4.4%	17.5%	13.6%	0.9%
MGT	84.1%	61.9%	5.0%	7.4%	19.8%	5.9%	80.7%	61.9%	5.0%	7.4%	19.8%	5.9%
ACCT	84.2%	69.0%	0.0%	5.8%	25.1%	0.0%	80.0%	68.1%	0.0%	6.0%	25.9%	0.0%
College	88.9%	68.7%	1.8%	9.7%	16.0%	3.8%	83.6%	68.6%	1.8%	9.7%	16.2%	3.7%

- *P = Participating, CT = by Courses Taught, SCH = by Student Credit Hours*
- *GREEN = Exceeds all AACSB benchmarks*

Summary of Table 15-2

Unit	SA		PA		SP		IP		Other	
	CT	SCH	CT	SCH	CT	SCH	CT	SCH	CT	SCH
BBA	52.7%	53.7%	1.2%	0.7%	11.2%	11.7%	25.9%	29.9%	8.9%	4.0%
BBA online	57.0%	59.2%	1.0%	0.9%	8.1%	10.1%	24.9%	25.4%	9.1%	4.4%
Ph.D.	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
EMBA	44.4%	32.7%	0.0%	0.0%	55.6%	67.4%	0.0%	0.0%	0.0%	0.0%
MAcc	88.2%	90.9%	0.0%	0.0%	0.0%	0.0%	11.8%	9.1%	0.0%	0.0%
MBA	86.1%	86.8%	4.7%	0.8%	0.0%	0.0%	4.7%	5.8%	4.7%	6.7%
MSHMI	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
MSIS	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
webMBA	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

- *CT = by Courses Taught, SCH = by Student Credit Hours*
- *GREEN = Exceeds all AACSB benchmarks*
- *YELLOW = Exceeds AACSB SA+PA+SP and SA+PA+SP+IP benchmarks, but is less than SA >= 40% benchmark using SCH and exceeds it using CT.*

The information below summarizes results of an analysis of Academic Year 2018-2019 using the AACSB Standards 5 and 15 indicators for Faculty Sufficiency (i.e., that the overall college must be P/(P+S) >= 75%, and, by discipline, location mode, or program, must be P / (P+S) >= 60%), and for Faculty Qualifications (i.e., SA / (SA+PA+SP+IP+O) >= 40%, SA+PA+SP / (SA+PA+SP+IP+O) >= 60%, and SA+PA+SP+IP / (SA+PA+SP+IP+O) >= 90%).

» The two tables for 15-1 indicate that all academic departments individually, and the college as whole, far exceed all AACSB indicators for sufficiency. Using the Courses Taught metric, all departments were greater than 60% (e.g., 93.8%, 79.9%, 92.8%, 84.1%, and 84.2%), and the college as a whole was 88.9%. Using the Student Credit Hours metric, all departments were also greater than 60% (e.g., 93.9%, 68.5%, 89.1%, 80.7%, and 80.0%), while the college as a whole was 83.96%.

» The two tables for 15-2 indicate that the undergraduate BBA degree program and all graduate degree programs (except the EMBA) far exceed all AACSB indicators.

» In Table 15-2 indicates that, using the Courses Taught metric, the EMBA degree program exceeds the SA, the SA+PS+SP, and the SA+PA+SP+IP indicators with a faculty deployment of 44.44%, 100%, and 100% respectively. Using the Student Credit Hours metric, the EMBA program exceeds the SA+PS+SP and the SA+PA+SP+IP indicators with a faculty deployment at 100% and 100% respectively. However, the program does not exceed the SA indicator (32.65%).

The CCB's faculty deployment correlates with the college's mission. As noted in the Progress section of this CIR report, the CCB administration addressed concerns in this area found in the 2014 PRT so that the deployment of faculty in the BBA program now exceeds AACSB quality indicators. The college deploys the most scholarly faculty to teach the most advanced courses, and ensures that the 100% of the Ph.D. program's faculty are the most accomplished SAs. Specialty Master programs – MAcc, MSHMI, MSIS, and the webMBA – are also 100% staffed with SA faculty. While 100% of the MBA program faculty are not SAs, the program does exceed the SA indicator (86.05% and 86.78% versus 40%), the SA+PA+SP indicator (90.70% and 87.56% versus 60%), and the SA+PA+SP+IP indicator (95.35% and 94.25% versus 90%).

As indicated above and in the Progress section of this CIR report, the EMBA program addressed its deployment challenges by: (1) encouraging and supporting faculty who were IP in 2014 to enhance their status to SP by publishing scholarly work. This encouragement involved funding research, conducting annual evaluations, and creating a cultural shift to embrace the value of research; and (2) by strategically managing the assignment of faculty to teach in the program. The result is an allocation of faculty that improved the AACSB deployment criteria by qualification status for the program. See Appendix-A # 29 and # 30 for Table 15-2.

While the utilization of faculty now exceeds the SA+SP+PA >= 60% criteria, the use of SA faculty is slightly below the 40% benchmark. The CCB assigns faculty to teach in the EMBA program who can meet the needs of its specialized students, consisting of experienced management and executive professionals who require educators with both academic and industry expertise. As a result, the program exclusively employs SA and SP faculty to deliver the curriculum, while supplementing their efforts with guest teaching support provided by CCB SA faculty and industry subject matter experts. The CCB selects support faculty and guest speakers based on academic credentials, proven industry experience, and executive education experience, choosing educators who can communicate and collaborate with EMBA students as a team. This approach continues to deliver a high quality and relevant curriculum that yields excellent teaching reviews, alumni recommendations, Assurance of Learning (AOL) metrics compliance, career advancement, and high national program rankings (See Appendix-A # 37 for Program Rankings).

Major Changes in Faculty Resources since the Last Review

Since the last review, the former KSU Provost and the Interim President Dr. Ken Harmon has returned to the CCB faculty, and there has been a focus on hiring more SA faculty qualified to teach in the Ph.D. program. The CCB has experienced normal turnover due to job changes and retirement, and, sadly, five faculty who passed away. CCB leadership has either replaced these positions or is in the process of doing so. The result is a positive net gain in full-time tenue-track faculty since 2014.

PROFESSIONAL STAFF

Administrative and professional staff members are essential to the CCB's success. The college has 77 full-time staff members in positions such as academic department and program office administrative assistants, program administrators, recruiters, information technology support specialists, marketing, events, and communication specialists, undergraduate and graduate academic advisors, career counselors, budget specialists, small business consultants, and community engagement personnel. As with most institutions, the CCB evaluates staff members in accordance with university human resources guidelines. Staff members report to an administrator who is responsible for working with them to outline job duties, responsibilities and goals, and completing annual reviews.

To support staff culture and climate, the CCB maintains a staff forum where members can come together to create opportunities for collaboration and innovation. The express purpose of the forum is to "build camaraderie and create opportunities for education and representation for the CCB staff by assessing and communicating staff needs and concerns to administration, thereby contributing to the ethical principles, diversity, unity, and strength of the entire CCB community." The goals of the staff forum include:

» Providing networking opportunities

» Developing a college-wide communication network that gives staff a voice

» Offering opportunities for staff to share best practices, helpful tips/tools, training, and encouragement

» Providing continuing education opportunities

A CCB-elected steering committee leads the forum, which meets quarterly and engages in innovative and impactful activities, including lunch and learns, professional development events, and workshops. Examples of their activities include:

» **Networking/Engagement:** The staff forum has discussed ways to support KSU and the surrounding community through service and volunteerism. Ideas include working with Volunteer KSU on a campus service project, and proposing work/life balance activities to promote team building and to introduce staff to their peers in different departments.

» **Providing a Voice/Staff Awards:** One of the most impactful changes for staff since the last report was the development of CCB staff awards. The awards feature five categories, as well as a Distinguished Staff Member of the Year award. Winners receive cash awards and crystal plaques to display in their offices.

» **Continuing Education:** The CCB's Executive Education unit introduced a digital badge program several years ago. Staff forum members can earn badges in account management, innovation, and leadership. They also receive discounts on Executive Leadership for Women programs, which has led many staff members to take advantage of this added personal training. Additionally, the forum devotes at least one quarterly meeting to professional development.

LEARNING AND TEACHING

The CCB continuously evaluates degree programs and makes improvements supporting the strategic initiatives of enhancing the career value proposition of a CCB degree and of intensifying engagement with the local business community. Examples of significant enhancements include new and revised degree programs, curriculum changes, and implementation of the Coles College Scholars Program and the Hughes Leadership and Career Program. The continuous improvement process is collaboration between the faculty, staff, students, employers, alumni, advisory board members, etc. The information below provides brief descriptions of several continuous improvement initiatives. See more details in Appendix C.

Coles College Scholars Program

Out of concern that the CCB was not challenging its most talented students, faculty and advisory board members developed the unique cohort-based Coles College Scholars Program. Their goal was to create a program in which students would be highly engaged with one another, faculty, and local business leaders. The Coles Scholars Program empowers exceptional students by providing them with industry mentors and networking opportunities, which are especially important because many CCB students are first-generation college students or international students without family "connections" in the business world. Admission to the Scholars Program requires a formal application with an assigned essay topic, a minimum GPA of 3.5, letters of recommendation, and an interview with faculty and advisory board members. To date, the college has received funding from external sources to cover Scholars Program activities, including the annual Fall Kickoff Retreat (a 3-day offsite program), scholarships to cover the cost of an annual International Immersion study abroad trip, course materials, and scholarships to help students offset the cost of additional courses required to complete the Scholars Minor. The first cohort Coles College Scholars started in Fall 2014. More details about the Coles Scholars Program are available in Appendix C # 1.

Students accepted into the program complete 15 hours of coursework – as a cohort – during their junior and senior years, ultimately earning a minor degree. Courses include Applied Leadership in Business, Decision-Making and Critical Thinking, International Immersion, Consulting and Change Management, and Business Intelligence. Coles Scholars are expected to uphold the core values of Accountability, Integrity, Stewardship, and Excellence, both inside and outside the classroom. Students in the program thrive off interaction with peers, college faculty, and, in particular, community business leaders as they work through multi-disciplinary course work, real-world projects with local businesses, and open-ended assignments. These experiences equip graduates for numerous options as they choose their professional paths. Currently recruiting for the sixth cohort, the Scholars Program has graduated 50 students in the first three cohorts, with another 34 currently in the program. Many Scholars Program graduates have gone on to jobs across industries with prominent companies like Georgia Pacific, PWC, KPMG, EY, UPS, Home Depot, JP Morgan, Blizzard Entertainment, Intercontinental Exchange, and Cisco. Many of these full-time jobs began as internships.

Hughes Leadership and Career Program

The Hughes Leadership and Career Program (HLCP), is a unique curriculum required of all CCB undergraduate students. During three required zero-credit hour courses, students complete a journey to learn about their unique strengths, discover career paths within their chosen fields of study, improve their written and oral communication skills, develop an effective resume and strong interview skills, and learn to conduct a job search, all while working individually with their assigned career coach. The program hires or designates career coaches for each major area of study within the college. Students are required to meet with their career coaches a minimum amount of time during the junior and senior years, but are encouraged to spend more time with coaches as needed. Significant adjustments to the program since its inception have improved its ability to meet the needs of students and manage resources. The expected impacts of the HLCP are that time to graduation will decline, students will withdraw from fewer courses, more students will participate in internship and co-op programs, students will be more successful obtaining jobs in their fields of study, and employers will be more satisfied with CCB graduates. This program was first required of students entering the CCB in Fall 2014, so the college does not yet have enough data from graduates to empirically evaluate success. Details about the program and courses are available in Appendix C # 2.

Robin and Doug Shore Entrepreneurship Center, BBA-Entrepreneurship Degree, Entrepreneurship Minor

The Robin and Doug Shore Entrepreneurship Center launched in the fall of 2016, alongside the Entrepreneurship Minor. When the BBA in Entrepreneurship launched the following fall, it attracted 185 students and produced six graduates within one year. From 2013-15, the Coles College REAL (Recognizing Entrepreneurial Activity and Leadership) Award provided annual cash awards of $2,500 (1st place), $1,000 (2nd place) and $500 (3rd place) to students deemed by the advisory board to be self-starters,

entrepreneurs, and/or accomplished community or business leaders. In 2016, the Shore Entrepreneurship Center took over this award and created the KSU Top 100 Competition, as described elsewhere in the report. Student entrepreneurs selected for this competition engage collaboratively with mentors (local entrepreneurs) and one another over nine months as they develop business plans and strategies for their innovative business ideas.

School of Accountancy G2C Project Summary

The School of Accountancy (SOA) participated in Gateways to Completion (G2C) Cohort I, which included 10 University System of Georgia colleges. G2C was a three-year initiative to create and implement an evidence-based plan for improving student learning and success in high-enrollment, lower division courses that have historically experienced high failure rates and/or unsatisfactory progress. Historically, ACCT 2100 had DFWI rates consistently greater than 25% along with relatively high enrollment, typically exceeding 1,000 students per academic year. As a result, SOA selected ACCT 2100 for G2C. The SOA director also included ACCT 2200 in the process because any changes made to ACCT 2100 would affect it.

The School of Accountancy formed a G2C Committee of four instructors and began by analyzing the content of both courses. They streamlined the required course content to include only those topics that the committee believed to be imperative for students' learning, and that met the learning objectives for the courses and those that the CCB established for ACCT 2100 and ACCT 2200. As a result, the committee eliminated about 20% of the required course content, leaving additional time during a semester to incorporate new learning activities and assignments aimed at improving student learning and metacognitive skills.

Prior to implementing the revised courses in Fall 2017, the committee hosted a workshop for all ACCT 2100 and ACCT 2200 instructors to inform them of the course redesign, which included streamlined content, a modified syllabus structure, and recommended active learning techniques. The workshop featured collaborative discussions with ACCT 2100 and ACCT 2200 instructors, guidance on using technology platforms associated with the courses, required elements of the common course syllabi, and descriptions and demonstrations of the recommended active learning techniques.

Throughout the three-year project, the committee gathered metrics on student DFWI rates, results of knowledge assessments, and student learning gains surveys.

Additionally, the committee polled instructors during Spring 2016 and again during Spring 2018 to assess which of the recommended active learning and metacognitive pedagogical techniques they implemented in their courses. The DFWI rate for ACCT 2100 decreased from 33.3% in Fall 2015 to 26.3% in Fall 2018. Student performance on a new AOL instrument introduced in ACCT 2100 in Fall 2016 – prior to course revisions – improved as well. Average student scores on this instrument increased from 70.3% in Fall 2016 to 80.8% in Fall 2018. For more information about this initiative, please see Appendix C # 3. ACCT 2100 and ACCT 2200 were the only ones across the university to experience successful outcomes from the G2C process.

Change in Prerequisite Requirements for BBA Core

Prior to 2017, students could not register for 3000-level courses in the CCB until accepted into the college. Admission requirements include completing eight lower division courses with an average GPA of 3.0. In the past, students could submit prerequisite override requests to take upper-level courses if they were currently registered for the last of their lower-division courses, or if they did not have enough eligible courses left to create a full schedule. Also, all non-business students who needed a CCB course for their degree program had to submit the prerequisite override requests. This process created a massive bottleneck for students and consumed a significant amount of time for the Advising Center. The CCB processed approximately 75% of all override requests granted throughout the entire university, with the backlog frustrating CCB students causing other units across campus to feel that their students were being treated unfairly.

The CCB implemented the Path to Coles program in Fall 2017 to address these issues. Appendix C # 7 features a detailed description of the program. Essentially, students who earn Bs or higher in certain prerequisite courses can automatically enroll in certain upper-level courses. However, students cannot take the last 3000-level core courses and major-specific courses until they have completed all lower-division courses. A student who has not exclusively earned Bs or higher, but does have a B average in the prerequisite courses, can still request an override to register. For non-CCB students, the Coles Partner Program allows the Registrar's Office to create flags in the enrollment system that enables students in certain programs to register for required CCB courses if they meet the prerequisites. The number of override requests and the volume of complaints from students decreased drastically. There are no longer long lines at the Advising Center during registration, and students are able to maintain full schedules as they progress through their programs. Rolling out Path to

Coles required catalogue changes to the prerequisites for all 3000- and 4000-level business courses. When the CCB first presented these changes to the University Curriculum Committee, other colleges reacted negatively, accusing the CCB of trying to keep non-business students out of business classes. However, those critics now applaud the changes thanks to the inclusion of the Coles Partner Program.

Degree Program Structure

The college offers the vast majority of courses required for BBA degrees in a traditional face-to-face format on the Kennesaw campus, though there are some exceptions. Each term, one-to-two sections of some undergraduate CCB courses that are required by non-CCB degree programs are made available on the Marietta campus. Meanwhile, three BBA degree programs – Information Systems, Management, and Marketing – offer fully-online options, meaning students can take all courses required for those degrees, along with some other major field requirements and electives for other programs, online. Since 2014, the college has added 28 online and 24 hybrid Quality Matters (QM) approved courses. Using QM standards, the CCB also reevaluated and approved 27 existing online courses. The review cycle for online and hybrid courses changed from five years to three, and ensures courses maintain their structure and organization. CCB graduates have an average time to completion of 4.7 years.

Support for Instructional Development across Diverse Delivery Methods

» The college employs a BBA Online Director, who is a faculty member who teaches in the program. In addition, the college also has a part-time Instructional Designer. Both individuals work closely with the University Distance Learning Center (eliminated in 2018) and the Center for Teaching and Learning.

» The Online BBA Committee is a standing college committee. Featuring representation from all departments, the committee meets monthly to evaluate and craft policies related to online programs, and to discuss activities, software, methods, etc. to support faculty who teach online courses. The committee also oversees policy related to hybrid courses.

» Per a university requirement, all online courses must be certified by Quality Matters.

» The university and the college continue to offer excellent workshops on developing and enhancing online and hybrid courses. The CCB encourages faculty to take advantage of these workshops.

» For courses offered in varied formats (face-to-face, online or hybrid), the student experience is kept similar. Curriculum content is identical for courses regardless of delivery format, with each using the same assessment of learning vehicles. In addition, the faculty teaching the majority of online or hybrid courses also teach the face-to-face versions.

» The CCB collects data that allows it to parse out assessment results on the basis of course delivery format and location. Across the board, the percentage of students who meet or exceed expectations is lower for the online sections, but is consistently above the benchmark set for these courses. Interestingly, the percentages of students who meet or exceed expectations within the online sections follow the same trend as for the corresponding face-to-face sections. Faculty members who teach online sections are always looking for new approaches to improve student learning.

» A comparative analysis of assessment results for online versus in-class courses is available in the BBA Report section of Appendix C # 5.

At the graduate level, the MBA Program offers classes at two sites, KSU and the Cobb Galleria, which is a facility 15 miles south of campus. Regardless of location, the same faculty members teach the courses, cover the same content, and use the same AOL assessment instruments. All other graduate programs exclusively offer course sections in the same location in the same format.

Joint Partnership Degree Programs

The CCB is involved in two joint partnership degree programs: the webMBA and the MBA/Master in Public Administration (MPA). The webMBA program is a collaboration among five AACSB-accredited institutions within the University System of Georgia. Although students must meet admission requirements for the specific school from which they wish to graduate, they take courses taught by instructors from the other four universities. Faculty and administrators from the participating institutions meet twice a year to review the curriculum, discuss assessment of learning results, and make necessary changes to the program. The program maintains a dedicated assessment director, with the position rotating among the institutions. Additionally, the Coles College Assurance of Learning council includes a representative from the webMBA.

The college also offers a joint MBA/MPA degree, which requires students to complete all core MBA courses plus two MBA elective courses (totaling 27 hours). This includes MGT 8999, where students complete their program-level assessment. The remaining 24 required of the joint program consists of core MPA courses. The assessment of learning process includes all core MBA courses, meaning the college can verify the quality and content of these courses.

Transfer Credit Policies

Within the MBA Program, the college allows for the transfer in of up to three courses (nine credit hours) taken at another AACSB-accredited institution. That same principle applies to the joint MBA/MPA program for the set of substituted MBA courses. As for the webMBA, the CCB occasionally allows the transfer of up to two courses (six credit hours) from another AACSB-accredited program. This is typically discouraged due to the webMBA's nature as a lock-step, cohort-based, sequenced set of courses.

For undergraduate programs, the university establishes transfer credit policies. However, as discussed below, the college imposes stricter standards in some cases. Transfer students must meet the same CCB admission requirements as native students. However, they can use appropriate transfer credit for some courses to satisfy the sophomore GPA requirement. The CCB requires that some specific courses can only be taken at KSU. One example is MGT 4199, the BBA degree's capstone course. Also, one of the college's graduation requirements is that students must earn at least 45 hours of upper-division business credit. While these can include transfer courses, students must take at least 39 hours at KSU (See Appendix C # 6 for more details).

Support for Continuous Improvement in Teaching

As discussed below, the Coles College Teaching and Learning Community offers workshops and brown bags to support teaching. Also, the University Center for Teaching and Learning (CETL) offers a wide variety of teaching and faculty development workshops, which CCB leadership encourages faculty to attend. Meanwhile, department chairs and school directors evaluate teaching effectiveness as part of the annual review process, and steer faculty who need assistance to CETL workshops. For new faculty, course coordinators are excellent resources who assist with setting up and implementing courses being taught for the first time.

The CCB conducted the following instructional support activities from 2014-2018:

» E-Book Fair: Six-to-ten publishers demonstrated their latest e-book technologies and support systems

» Technology-Enhanced Learning Summits (two years): External researchers, technologists and other experts presented to and interacted with faculty. The university adopted this initiative into an event called the Unconference

» With university resources, the college implemented the Kaltura video platform, captioning systems for accessibility, increased video studio and sound booth availability, and offered specific training workshops around these technologies

» Eight college-wide brown bag sessions on accessibility, plagiarism, online best practices, the menu of technology offerings, and academic integrity

» Department-specific brown bag sessions for IS, MGT, MKTG, and the webMBA

» Seven hybrid course development workshops, four-to-six weeks in length

» One-on-one assistance for online and hybrid course development

As a final example, the Learning Initiatives Program is designed to keep CCB faculty up to date by examining topics like emerging market trends, work design changes, and technology shifts, and how these affect their classrooms. Launched in September 2018, the program invites prominent experts throughout the semester to speak to faculty about topics and ideas affecting how and what they teach. Additionally, the college publishes a supporting newsletter featuring interesting articles about innovative education ideas, how industry is changing, and other related topics.

Speakers thus far:

» Mike Stefanick: Executive Director for EY co-leading solutions in both the Digital Practice and the Financial Services Practice

» Kelly Monahan: organizational behaviorist leading the global future of work research agenda at Deloitte

» Bill Franks: Chief Analytics Officer for The International Institute for Analytics

» Dave Schrader: expert on teaching analytics using sports within business education. Retired from Teradata

» Jim Nasr: VP of Technology & Innovation at Synchrogenix, a Certara company, and a blockchain expert

With the success of the Learning Initiatives Program, and interest among the speakers to present to students, the CCB expanded the program to include lectures specifically geared towards students These sessions have been well-attended by students interested in how the workplace is changing and how they should be preparing while in college.

Additionally, to recognize the importance of faculty research on the topic of business and management education, the college has collected many references to faculty-published research in this area and published a directory on its website.

Curriculum Management and Assessment

Significant curriculum and program changes typically originate within the department or school curriculum committees, which consist of elected faculty. Industry needs, technology enhancements, and assessment results are the main drivers behind significant changes. The change process always involves a faculty committee and often includes input from an advisory board member and/or a practitioner in the field. The CCB curriculum committee and either the Associate Dean for Undergraduate Programs or the Director of Graduate Programs reviews all proposals before sending them to the university curriculum committee for final approval. Course coordinators and the faculty teaching courses work together to evaluate assessment data and develop improvements to course content and course delivery.

Assurance of Learning

There were no significant changes to the Assurance of Learning (AOL) structure and process (details provided in Appendix C # 4) since 2014. Minor changes include revisions to questions in the BBA and MBA program assessments, adjustments to learning objectives for several programs, and updated goals and learning objectives for the MSHMI and DBA Programs. The college collects and acts on the results of assessment data for all programs annually. Examples of AOL-driven changes are available below. In addition, assessment of learning reports for each program, which include program learning goals and objectives, assessment results for selected goals, and examples of "closing the loop," are also in Appendix C # 5. All assessment results are available upon request.

Examples of AOL-Driven Changes

» In ECON 8010 (MBA Program), assessment of Learning Objective 1.3 is based on student answers in tests to game theory questions. Based on past assessments, the instructors felt the need to raise the difficulty level of the questions. Starting in 2015, the program added new material to the course and posted an additional homework problem based on the new material, with students discussing the solution in class. Faculty then asked questions on the test based on the new material, which were much harder than the previous questions they replaced. There was no perceptible change in scores. The CCB considers it an encouraging sign that scores did not go down despite increasing the difficulty level of the tests.

» The DBA Program started requiring a Qualifying Exam in 2016 (LO 3.1 and LO 3.2). This exam allows the program to evaluate students' abilities before allowing them to defend their dissertation proposals. If a student's performance on the exam identifies deficiency in any given area, the program works with the student to help ensure he/she has the skills to succeed in the dissertation stage. Prior to introducing this exam, nine of 11 students exceeded expectations for LO 3.1 in cohort eight, while ten exceeded expectations for LO 3.2. For cohort nine, all five students exceeded expectations for LO 3.1 and 3.2.

» In GBA 7251 (EMBA Program), the CCB takes advantage of the Capstone Business Simulation when measuring Learning Objectives 1.1, 2.1, 2.2, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, and 6.3. The Capstone Business simulation tasks individual students with planning tactics and responding to simulated business outcomes resulting from their own business decisions in a mock enterprise using an online simulation application. In 2016, the EMBA program did reevaluate the simulation based on 12% of students falling below expectations in the ethics portion. During a curriculum review in August of 2017, the program added three additional ethics units before the simulation: ethical decision-making, ethical leadership, and applied ethical decision-making. As a result, the number of students falling below expectations in the Capstone simulation fell sharply between 2016 and 2018. These results reflect how modifications to the EMBA program can enhance student learning.

STUDENT ACADEMIC ENGAGEMENT

In keeping with its mission, the CCB is determined to provide opportunities for students to engage with businesses and the academic community through a variety of curricular and co-curricular experiences. The CCB has intentionally examined its strengths, the needs of its students, and the community's goals to determine the most effective activities for students and faculty to collaborate and learn from the business community. These activities allow the CCB to execute on its four key areas of impact: elevating world-class research, educating the next generation of leaders, connecting the college globally, and supporting economic growth in the region.

Examples of exceptional curricular student engagement include:

» Consulting:

   » In the CCB's required undergraduate Strategic Management course, student teams analyze, report, and present future strategic recommendations for current Fortune 500 companies. Approximately 1,800 students have completed the project during the last five years.

   » Graduate students each year have many opportunities to review and draw conclusions from real-world business data. Clients of the college's Small Business Development Center serve as case studies for students in the graduate level Strategic Product Management course. Approximately 150 MBA students have worked with local businesses in this class between 2015 and 2018 developing product extension and development strategies. In addition, EMBA students conduct an annual international consulting project where they travel abroad to help a foreign company solve a business problem. The students experience the cultural and structural challenges of the international business.

» Industry Guest Lecturers: The CCB's proximity to Atlanta provides ongoing opportunities for industry guest lecturers in classes. In addition to the valuable perspectives, knowledge, and relevant information these lecturers provide, they also directly lead to employment opportunities for our students. In particular, the Professional Sales program boasts a 95% hire rate upon graduation, due in large part to their strategy of inviting corporate sponsors to lead lectures in their sales courses.

» The Hughes Leadership and Career Program: Designed using feedback from potential employers, the program immerses undergraduate students in activities created to develop their leadership potential, collaboration skills, professionalism, and negotiation tactics. Students must complete three Hughes courses to be eligible to graduate.

» Student Managed Investment Fund (SMIF): In this student-run organization, students learn to operate an investment firm, research public companies, conduct presentations, and write reports as they hold positions as CEO, COO, and CIO in a real LLC. SMIF students interact with industry advisors such as the CFOs of Georgia Pacific, WellStar Health Systems, Voya, Bloomberg, and The Home Depot.

» The Coles College Scholars: Recognized as a minor, the Coles Scholars Program is a unique opportunity for top students to learn with a diverse cohort, take advanced business courses, and collaborate on business consulting projects with area businesses.

» Student Reading Groups: The Bagwell Center for the Study of Markets and Economic Opportunity sponsored five faculty-led student reading groups in spring 2019. Through a competitive process, the center selected nine students to participate in each reading group. Students received a copy of the book and met for three hours of discussion throughout the semester. The discussions were primarily student-led with faculty members moderating. Nobel laureate and author Alvin E. Roth joined the student group as they discussed his book Who Gets What – And Why: The New Economics of Matchmaking and Market Design.

» Sales Representative Ride-A-Longs/Shadows: More than 360 students in upper-level sales classes have shadowed sales representatives employed by corporate partners of the Center for Professional Selling. The students write detailed reports of salespeople's processes, comparing them to concepts and materials they learned in classes.

» Reciprocal Relationships: In partnership with Berufliche Schule für Medien und Kommunikation (BMK) in Hamburg Germany, students from both institutions work together virtually on digital marketing projects.

Examples of exceptional co-curricular student engagement activities:

» Undergraduate Research: Supported by all five departments and centers, the CCB places an emphasis on undergraduate research. Students regularly conduct research, co-author papers, work through the revise and resubmit process, and/or present their findings at academic conferences. A specific example involves the Bagwell Center, which identifies and

financially supports undergraduate research fellows and matches students with active faculty researchers. The CCB encourages all student researchers to submit their manuscripts to peer-reviewed academic journals. KSU also hosted the National Conference of Undergraduate Research in April 2019, with many CCB students submitting and presenting papers.

» Incubating and Expanding Student Businesses: The CCB is home to the KSU Top 100, a competition involving student entrepreneurs working together to develop their businesses. It includes a judged acceleration phase, mentorship opportunities with real entrepreneurs, and offers a cash prize. Meanwhile, Enactus, a student group focused on sustainable entrepreneurship, sees students launching and growing student businesses with local and international impact.

» MoneyWise: In collaboration with a long-time donor to the CCB and the university, MoneyWise is a program that educates KSU students on important financial literacy issues such as home/auto financing, student loans, and retirement savings.

» Competitions: The CCB hosts four distinct student competitions each year:

  » **Southeast Collegiate Cyber Defense Competition** – A regional competition in the National CCDC (www.nationalccdc.org), which hosts 25 to 32 teams (of up to 12 students each) working to defend servers from simulated cyberattacks. KSU's team routinely qualifies as one of the top eight teams for the on-site regional event.

  » **KSU Sales Cup** – Professional Sales majors participate in this semester-long competition tied to their successful engagement with learning and professional development activities.

  » **Digital Media Competition** – An annual competition hosting students from around the southeast, where participants develop effective campaigns to promote brand awareness, client engagement, and social media presence.

  » **National Collegiate Sales Competition** – The world's oldest and largest student sales competition, the NCSC involves 77 universities, 49 sponsors, and 800-900 attendees each year. Students compete in a series of mock sales role-plays.

» Speaker Series: The Tetley Distinguished Leaders Lecture Series, Clary Series, and All-Access Speaker Series give students across campus, as well as community members, access to C-suite leaders and company executives. The speakers get a platform to share insights into their successes, as well as raise awareness of career opportunities. These events engage approximately 2,300 people annually. Similarly, the MSHMI program's Executive Speaker Series gives students the chance to interact with C-suite leaders from the healthcare industry.

» Alumni Panels/Young Alumni Council: The CCB launched the Young Alumni Council in 2018, consisting of eight recent alumni who passionately support the initiatives of the College, drive alumni engagement, and support student workforce preparedness. Additionally, each department hosts alumni panels or 'featured' alumni days that provide opportunities for students to engage with alumni in their disciplines. The Leven School of Management, Entrepreneurship, and Hospitality implemented its first Alumni Panel in 2016. Each year, four successful alumni in diverse management fields discuss their specific paths to success. Students learn strategies for being successful pre and post-graduation.

» Mentoring – Group and Individual: Among the many mentoring activities provided within the CCB, four standout:

  » Every month, eight CEOs visit the **Robin and Dough Shore Entrepreneurship Center** to answer student questions about entrepreneurship.

  » **EC Angels** – The Entrepreneurship Center selects 20 women entrepreneurship students each year to be mentored by seasoned women business leaders from the Southeast.

  » Annually, the **EMBA program** partners with Netweavers to match mentors to students.

  » The **Women's Leadership Center (WLC)** works with the Coles Scholars program pair women Scholars with female executives at various levels in the Atlanta area.

Internships

Credit and non-credit experiences and internships – Experience is the key to graduating career-ready students, and the CCB's internship program encourages all students to gain valuable hands-on experience. During the 2018-2019 academic year, more than 50 percent of CCB students completed a successful internship during their academic year, totaling more than 11,000 hours of experiential learning. Curricular and co-curricular experiential education are critical components of the success of CCB students. These experiences prepare students to meet market demands and achieve success. Opportunities include customized executive education programs, research projects, and traditional internship. CCB faculty and staff conduct activities with an eye toward partnerships that enrich students' lives.

STRATEGIES SUPPORTING FACULTY ENGAGEMENT

Faculty Engagement: Support Structure and Examples

The CCB faculty performance document outlines multiple ways that faculty engage with the academic and professional communities. All CCB faculty must conduct continuous academic and professional engagement activities at multiple levels to maintain their AACSB qualifications. These activities vary based on the faculty member's workload track, and are evaluated as part of the annual review process. Reviewers consider the faculty member's initial academic preparation, initial professional experience, and sustained academic and professional engagement during evaluations. Items listed under Academic Engagement and Professional Engagement fall under "other contributions" in the formal description below.

Academic Engagement

The CCB defines academic engagement as scholarly development activities that support integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies. Reviewers evaluate academic engagement based on two criteria: 1) time spent engaged in the activity and 2) the impact of the activity on stakeholders. These activities can include but are not limited to the following:

- » Relevant, active editorships with academic journals or other business publications
- » Service on editorial boards or committees of academic publications
- » Leadership positions or participation in recognized academic societies and associations
- » Research awards
- » Reviewing academic journals and books
- » Discussant, speaker, reviewer, program/session chair at academic conference, meeting, or symposium
- » Leadership position in an academic conference, meeting, or symposium
- » Research grants or other third-party funding for research and patents
- » Conference proceedings, books, book chapters, monographs, or working papers
- » Attaining Fellow status
- » Other intellectual contributions for which substantive support for quality is available

Professional Engagement

The CCB defines professional engagement as activities that facilitate and foster the sharing and integration of knowledge between the Coles College and non-academic stakeholders, such as K-12, businesses, governments, non-profits, and professional organizations. Reviewers evaluate professional engagement based on two criteria: 1) time spent engaged in the activity and 2) the impact of the activity on stakeholders. Examples of engagement activities may include, but are not limited to, the following:

- » Consulting activities that are material in terms of time and substance
- » Faculty internships
- » Serving as an expert witness
- » Quoted media outlet expert
- » Development and presentation of executive education programs
- » Sustained professional work supporting qualified status
- » Significant participation in business professional associations
- » Practice-oriented intellectual contributions detailed in AACSB Standard 2
- » Relevant, active service on boards of directors
- » Participation on an advisory board
- » Dissemination of knowledge through industry and other media activities
- » Documented professional certifications
- » Documented continuing professional education experiences
- » Participation in professional events focused on practice of business, management, and related issues
- » Participation in activities that place faculty in direct contact with business or organizational leaders
- » Writing grants furthering the Coles College mission
- » Patent applications
- » Other professional contributions for which substantive support for quality is available

The following are notable examples of CCB faculty academic and professional engagement activities:

- » Influence at the State and National Level:

    - » Dr. Brett Katzman has worked with the Centers of Medicare and Medicaid over the past decade on improving Medicare's multi-billion-dollar competitive bidding process.

» Dr. Ben Scafidi testified before the U.S. House Education & Labor Committee to influence K-12 education nationally, and presented current research to over 160 state legislators from 34 states.

» Dr. Roger Tutterow engages local, state, regional, and national constituencies in his role as Chair of the Governor's Council of Economic Advisors.

» Dr. Michael Maloni served as chairperson for the Georgia Center of Innovation for Logistics for the State Economic Development Office, and conducted research on recruiting logistics professionals in Georgia.

» Dr. Kamal Fatehi was named a Fulbright Senior Scholar in Tashkent University in 2017 and a Fulbright Specialist in Morocco in 2018.

Leadership Positions within Academic Associations: While many CCB faculty are actively involved with academic associations in their disciplines (i.e., Academy of Management), several hold leadership positions within these associations.

» Dr. Susan Young serves on the Executive Board of the Entrepreneurship Division of the Academy of Management.

» Drs. Jennifer Hutchins and Mona Sinha served as co-chairs of the Relationship Marketing Special Interest Group (RM SIG) in the American Marketing Association.

» Dr. Deborah Roebuck was President of the Association for Business Communication and was named a Fellow with the same association.

Speaking Engagements:

» Drs. Tutterow and Scafidi have given over 100 presentations in the last five years.

» Erin Wolf, Executive Director for the Women's Leadership Center, has delivered numerous presentations for local companies and national audiences.

» Dr. James Swaim presented his work in supply chain management to the Technical College System of Georgia, as well as to many businesses.

Journal Editors for Premier Publications: Numerous faculty in all disciplines serve as editors for elite journals and/or are on the editorial boards of journals in their respective fields. Examples include Journal of Accounting and Public Policy and International Journal of Auditing, Marketing Management Journal, Journal of Marketing Theory and Practice, Journal of Accounting and Public Policy, Journal of Business Finance & Accounting, Journal of Accounting,

Auditing & Finance, and Auditing: A Journal of Practice & Theory (For a detailed breakdown of faculty affiliation by discipline, see Appendix A # 33).

Theoretical, Relevant, and Technical Consulting: Faculty work with regional, national, and international businesses, such as Immersive Display Solutions, Caraustar, Forensic Strategy Services, Ethiopian Public Sector Managers, and SunTrust.

» The Cox Family Enterprise Center created the Family Business Clinic to assist families in working through their unique business challenges.

» Econometric Center faculty serve on the Georgia Governor's Council of Economic Advisors, Georgia Child Support Commission, and Cobb County Employees Pension Board.

» All EMBA faculty actively engage in consulting for executive coaching, leadership development, and organizational effectiveness.

Executive Education Program Development: Many CCB centers and faculty have developed executive education programs related to their respective disciplines.

» Drs. Scott Inks and Terry Loe are developing an executive education program targeting sales professionals; this online digital badge program will reach an international audience.

» The Cox Family Enterprise Center developed executive education programs for family business owners and advisors to family businesses.

» Professor Thomas Devaney developed a financial literacy executive education program for Commercial Real Estate Women (CREW) Atlanta.

Industry Collaborations:

» The Women's Leadership Center has built alliances with local business leaders through its Professional Women's Alliance and Young Women Leader's Forum. These groups work with companies like ADP, EY, PWC, Georgia Pacific, and Kimberly-Clark.

» Dr. Sneha leads the Consortium of Healthcare Management and Informatics, which received sponsored research funding from MagMutual and TAG/Porter Research. These projects involved faculty consulting and experiential learning opportunities for graduate students.

Advisory Boards: Several faculty serve on advisory boards for organizations like The Southern Co., GEM, Jr. Achievement, Atlanta Chamber of Commerce, Logimaxx, Inc., and NuVector.

Industry Resources: The Econometric Center produces bi-annual, valuable industry economic reports, including the SE Purchasing Managers Survey and the Metro Atlanta Consumer Confidence Survey.

GAVE Program: An interdisciplinary program designed to aid veterans returning to the workforce as they start or extend their businesses, GAVE offers a variety of programs that impact the lives of veterans, their communities, and the small business economy. Faculty members in the Shore Entrepreneurship Center work with the Small Business Development Center to develop training opportunities for veterans.

International Collaborations: CCB faculty have built global relationships with organizations like CIFAL-Atlanta, Soka University, Anhalt University, LAVAL University, and ASEBUSS.

Working Paper Series: Spearheaded by Dr. Jomon Paul to highlight CCB faculty and their research, the working paper series has enhanced publication prospects of ongoing research by giving faculty a vehicle for soliciting peer feedback.

Faculty Advisors to Student Groups: Many faculty serve as advisors or affiliated faculty with student groups.

» Student entrepreneurship group Enactus, and its affiliated faculty, engages with four local schools' entrepreneurship programs, and runs an experimental three-year project with at-risk youth in grades 6 and up. Additionally, ENACTUS is creating an international pedagogical symposium on the use of social entrepreneurship in education.

» Professor Ellen Cross works with the Society for Human Resource Management (SHRM) Atlanta chapter to educate students on timely HR practices.

Faculty Qualifications

Faculty qualifications align with the mission and vision of the CCB and are consistent with AACSB standards. The AACSB requires that at least 90% of CCB faculty members possess the academic credentials, intellectual contributions, and professional experience to earn qualified faculty status in one of four categories: Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP). Faculty who do not meet the criteria for any category are classified as "other." When determining whether a faculty has earned qualified status, reviewers assess his or her initial academic preparation, initial professional experience, and sustained academic and professional engagement. Additional details are available in chapter 8 of the workload document (Appendix-A # 7).

The information below outlines the expectations for each qualification area, as well as the process for reestablishing lost qualification.

» Scholarly Academic (SA)

To earn SA qualification, a faculty member must meet each of the following criteria:

1. Academic Preparation: The faculty member must either hold a terminal degree in a field related to his or her teaching area, or one in another area supplemented by professional development.

2. Intellectual Contributions: The faculty member must have a minimum of two publications in PRJs and one OC from the academic engagement category in the most recent five-year academic period. Faculty members who have done neither can still earn SA status if either of the following conditions is met:

i. The faculty member earned his or her terminal degree within the past five years, or

ii. The faculty member has completed all but the dissertation in his or her field of study, and the most recent comprehensive exam was completed within three years.

Note: Faculty members who at one time in their careers were classified SA, but who wish to change qualification status, may be considered PA or IP if they have engaged in significant professional activity within the past five years and meet the qualifications criteria. However, the department chair and the CCB dean must agree to the qualification change, and it must be consistent with college's mission and needs.

» Practice Academic (PA)

To earn PA qualification, a faculty member must meet each of the following criteria:

1. Academic Preparation: The faculty member must either hold a terminal degree in a field related to his or her teaching area, or one in another area supplemented by professional development.

2. Intellectual Contributions: At initial appointment or transition to PA status from SA, the faculty member must have engaged in significant professional activities within the past five years and have a minimum of one publication in a PRJ and two OCs from either the academic engagement or professional engagement categories.

» Scholarly Practitioner (SP)

To earn SP qualification, a faculty member must meet each of the following criteria:

1. Academic Preparation: The faculty member must hold a graduate degree in a field related to the area in which he or she teaches.

2. Intellectual Contributions: At initial appointment, the faculty member must hold – or have held within the past five years – a position with significant duties related to the field in which he or she teaches, and have at least one publication in a PRJ and two OCs from either the academic engagement or professional engagement categories.

» Instructional Practitioner (IP)

To earn IP qualification, a faculty member must meet each of the following criteria:

1. Academic Preparation: The faculty member must hold a graduate degree in a field related to the area in which he or she teaches.

2. Intellectual Contributions: At initial appointment, the faculty member must hold – or have held within the past five years – a position with significant duties related to the field in which he or she teaches. If not, the faculty must instead demonstrate significant consulting or other applied work related to his or her field completed within the last two years, and have three OCs from either the academic engagement or professional engagement categories. OCs for Instructional Practitioners may focus on teaching and pedagogical activities related to their discipline.

Note: To maintain IP status, faculty members must have a minimum of three OCs in the most recent five-year academic period. Professionals employed in their fields with the appropriate academic preparation earn IP status when teaching part-time in their area of expertise, regardless of whether they meet the above criteria.

College/University Administration

A faculty member currently serving in college or university academic administration who had SA or PA status at the time of their administrative appointment (using the definition in place at that time) can maintain his/her status throughout the appointment. To do so, he or she must participate in periodic development activities related to their discipline (active scholarship) or to the appointment (i.e., related to his or her leadership role and responsibilities). An administrator who returns to the faculty with SA or PA status will maintain such status for the lesser of two years or the number of years served in the administrative position. After this period, the performance expectations to maintain the initial SA or PA status are as follows:

» By the end of one full year after such consideration expires, the former administrator must have at least one PRJ publication in either their relevant primary teaching discipline or in a related discipline.

» By the end of two full years after such consideration expires, the former administrator must meet all current criteria for SA or PA status.

» An administrator who returns to the faculty without SA or PA status must meet all current criteria to earn either designation.

Exception for Newly Hired Faculty

Faculty members who have earned a terminal degree in their discipline within the last five years have satisfied all requirements for SA status.

Re-establishing Faculty Qualification Status

Faculty members with an "other" status must develop – in consultation with their department chair – a detailed written plan for regaining a qualified status within two years of losing it. The department chair and the dean must review this plan for revision and approval. Faculty members with an "other" status lose graduate faculty status, cannot teach during the summer, and will likely not receive any salary increase until they regain SA, SP, PA, or IP status.

EXECUTIVE EDUCATION

The CCB Executive Education program aligns with the college's strategic plan to be the highest-value provider of executive education business programs. Numerous Atlanta-area businesses are prospering thanks to the program's responsive, affordable, high-quality business degrees and the customized executive education opportunities that leverage entrepreneurial business engagement to influence management practice. Changing industry needs have led the CCB to dramatically increase its portfolio of executive programs in three key areas: open enrollment programs; digital badge programs; and custom programs, including Executive Leadership for Managers and Directors, an Executive Certificate in Business Strategy, a Mini MBA, Innovation Green and Black Belt programs, and Certified Managerial Coaching Professional training). The CCB is a market leader in the design and delivery of digital badge programs, using best practices in gamification, micro-learning, and competency-based application to develop badges in Account Management, Business Innovation, Customer Centricity, Leadership Excellence, and Professional Selling. Thanks to an award-winning approach to hybrid program design that integrates the best practice of gamified online learning with those of classroom application, the CCB has seen significant growth in its custom program activities. See Appendix-A # 38 for a list of the CCB faculty members who have participated in Exec Ed program design and delivery.

Three key areas determine the quality of executive education programs: intention, adoption, and impact. The CCB's Exec Ed Center earns high marks from participants and corporate sponsors regarding intention goals, consistently receiving program evaluation scores above 4.5 out of 5. The center has an excellent reputation across the human resources industry for achieving high adoption levels due to an innovative hybrid approach to teaching and learning. CCB Exec Ed programs also regularly exceed expectations by helping clients establish procedures for tracking and improving success in key areas like talent recruitment, talent retention, and succession planning.

The Exec Ed Center began a period of continuous improvements in 2014 to find innovative ways to enhance the teaching and learning process with technology. In June 2019, this unique approach to technology-enhanced learning lead the CCB to win the HR Excellence Award for Most Innovative Use of Technology, an award sponsored by the Atlanta Chapter of the Society for Human Resource Management (SHRM) and the Atlanta Business Chronicle. The CCB's innovative approach to program design helped the college win numerous custom program contracts during the last five years, with clients recognizing the CCB's ability to simultaneously improve and accelerate the professional development process. Meanwhile, higher education associations have recognized the college's new online digital badge programs as some of the best in the country. These badge programs are scalable on a global basis, positioning them to have a major impact on program enrollments and program revenues. As of May 2019, early indicators show that Exec Ed's new Pat Summitt Online Leadership Program will be popular among organizations looking to meet their workforce development needs. For more information on CCB Exec Ed programs, see Appendix-A #'s 39 to 41.

REVENUE					
Program	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Open Enrollment	$210,000	$190,000	$245,000	$295,000	$385,000
Digital Badges	$0	$25,000	$60,000	$80,000	$195,000
Custom	$145,000	$160,000	$175,000	$215,000	$275,000
Other	$0	$5,000	$5,000	$5,000	$5,000
Total	$355,000	$380,000	$485,000	$595,000	$860,000