Program Summary

Summary Title: Business Program Review: BSBA, M Acc, MBA
Applicable Programs: 52.0201 Business Admin & Mgmt: Bachelors
52.0201 Business Admin & Mgmt: Masters
52.0301 Accounting: Bachelors
52.0301 Accounting: Masters
52.0601 Business Managerial Economics: Bachelors
52.0801 Finance, General: Bachelors
52.1201 Mgmt Info Systems/Busi Data Proc.: Bachelors
52.1401 Marketing Mgmt: Bachelors

Accreditation: Associated with an Accreditation Review.

Last Review Year: 1997
Status: PENDING

Major Changes

BSBA Programs
- Business core: Reduced core from 33 sh to 30 sh (except for Management, Management Information Systems, and Marketing); removed Business Communication course; substantially modified Business Ethics course.
- Accounting: Identified a 15 sh Accounting core; added three 15 sh specializations: Accounting Information Systems, Controlliness, Professional Accountancy; add two minors: Accounting and Forensic Accounting.
- Economics: Identified a 6 sh Economic core; reduced credit hours for major-related courses by 3 sh; added three specializations: Comprehensive Economics, Economic Research, and Global Economics; add minor in Business Economics.
- Finance: Identified 15 sh Finance core; reduced credit hours for major elective courses by 3 sh; add minor in Finance.
- Management: Increased major courses from 15 sh to 21 sh and major-related courses from 5 sh to 6 sh; added Management minor; added Management development certificate.
- Management Information Systems (MIS): Increased major courses from 12 sh to 21 sh and decreased major-related courses from 12 sh to 5 sh and reduced major-related courses from 6 sh to 3 sh; add Management Information Systems minor; add Information Systems and Business Applications certificate.
- Marketing: Identified 9 sh Marketing core; added four specializations: Comprehensive Marketing, e-Commerce Marketing, Global Marketing and Sales Management; added two minors: Marketing and Marketing Applications; added three certificate programs: Internet Marketing, Sales Management, and Supply Chain Logistics; deleted Marketing major from Fort Walton Beach campus beginning Fall 2007.

Master's Degree Programs
- Accountancy (M.Acc.): Modified Foundational Proficiency requirement to include Business Law; reduced Accountancy core from 27 sh to 21 sh; added two specializations: Professional Accountancy and Taxation; added graduate certificate program in Professional Accountancy.
- Business Administration (M.B.A.): Reduced total program hours from 33 sh to 30 sh; reduced Foundational Proficiencies from 28 sh to 27 sh and removed Microcomputer Applications requirement; integrated Portfolio requirement into program components rather than as a stand-alone course; added two graduate certificate programs: Organizational Development Leadership and Entrepreneurship; offered MBA program in Germany beginning academic year 2002-2003.

Strengths


Strengths (from Assessment of Strengths and Weaknesses):

- Educational improvement: Faculty report that Assurance of Learning activities have led to better understanding of how students learning, curriculum improvements, and improvements in student learning. Faculty also report that there is more interdisciplinary discussion of how to improve student learning.
- Strategic Management: An institutionalized multiple-stakeholder driven strategic management planning process that incorporates input from a number of stakeholders. A recent review completed in April 2007 led to modifications of its Core Values/Guiding Principles reflecting needed attention to diversity and economic development.
- Fulfillment of Mission: Contributions of the Small Business Development Center and the Haas Center for Business Research and Economic Development to the economic development of the region.
- Fulfillment of Mission: Faculty, staff, and administrators who are truly student centered and an Advisory Board fully dedicated and supportive of the mission and objectives of the College.

Commendations of Strengths, Innovations, and Unique Features (also identified in Maintenance of Accreditation Letter from AACSB, May 2008):

- Outreach to the Northwest Florida community through the Small Business Development Center and the Haas Center for Business Research and Economic Development are consistent with the mission and make substantial contributions to the region.
- Development of the Pensacola Young Professional Internship Program and associated leadership/professional development seminars which enhances provisions of a pool of well qualified candidates for business positions in the region.
- Establishment of the Pensacola Venture Forum bringing together entrepreneurs with venture capitalists and private investors.
- Introduced credit-bearing certificate programs in Professional Accountancy, Information Systems Management, Internet Marketing, Entrepreneurship, and Supply Chain Logistics.
- The MBA portfolio project gives the college a unique differentiating feature to distinguish itself in the marketplace.

Best Practices Report (highlighted as “best practices” that may be of interest to other management educators):

- The MBA portfolio learning experience represents a best practice for graduate programs. Students find the exercise very challenging and very rewarding. The exercise underscores the learning goals of the program.
- Some faculty took advantage of their participation in assurance of learning activities to write a peer reviewed journal article describing the value of their experience. That collaborative activity demonstrates intellectual contribution in support of the mission.
- UWF has the potential to become a regional model for regional economic development by leveraging the reputation of the UWF SBDC and Haas Center for Business Research and Economic Development. Leveraging strategies might include significant expansion of the internship programs at these two centers and the consideration of a research park on recently donated property.

Weaknesses


Weaknesses (from Assessment of Strengths and Weaknesses):

- Educational Improvement: A better articulation of Assurance of Learning processes and dovetailing with the curriculum planning process would help to communicate advancements in achievement of educational outcomes, especially to key stakeholders.
- Strategic Management: The College should continue refinement of its strategic plan and management processes with further development and enhancements for the system of tracking progress on goals and priority action items.
- Fulfillment of Mission: The College should develop a plan to assess the variance between its mission deliverables and the mission deliverables of its Aspirant Schools.
- Fulfillment of Mission: Measures should be developed by the College to track its success relative to its outreach units/goals. An example would be those used by the SBDC.

Recommendations

Recommendations from Current Review: Review Team


1. The policy governing faculty intellectual contributions for Academically Qualified faculty should be strengthened, particularly considering the number of graduate programs offered. The current standard of requiring only one peer reviewed journal article plus three other intellectual contributions represents a minimalist threshold. In addition, the college should consider
development and application of criteria for assessing the quality of faculty intellectual contributions of Academically Qualified faculty.

2. The college should review and strengthen the criteria for maintenance of Professional Qualification of faculty. The policy should: assess the educational background, professional experience, and demonstrated work outcomes required to attain PQ status; determine the priority and value of different activity outcomes reflecting the mission and strategic management processes; determine quality standards required of each activity and how quality is assured; and should specify the quantity and frequency of activities and outcomes expected within a typical AACSB review cycle to maintain PQ status.

3. The criteria for faculty qualifications should be clearly communicated to the faculty. Faculty data sheets should be updated annually. Annual reports should include summaries of AQ and PQ activities in order to track continuous improvement. Significant progress on the faculty qualification issues described above should be demonstrated in the next annual report.


Identification of Areas That Must Be Addressed Prior to the Next Maintenance Review (Note: These are the team recommendations upon which the requirements set forth in the Maintenance of Accreditation letter cited above are based.)

- Given the mix of undergraduate and graduate students and the number of graduate programs (MBA & MACC offered at UWF with the MBA also offered in Germany), the PRT recommends that the policy governing faculty intellectual contributions for Academically Qualified faculty be strengthened. The current standard of requiring only one peer-reviewed journal article plus three other intellectual contributions represents a minimal threshold. In addition, the PRT encourages the college to consider development and application of criteria for assessing the quality of faculty intellectual contributions of Academically Qualified faculty. "There should be clear expectations regarding quality of the intellectual contributions and how quality is assured" (AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation, p. 24).
- The PRT recommends that the college review and strengthen the criteria for maintenance of Professional Qualification of faculty. Consistent with the recommendations of the white paper on deployment of Professionally Qualified faculty, the college should:
  i. Assess the educational background and experience and demonstrated work outcomes required to attain PQ status;
  ii. Determine the priority and value of different activity outcomes reflecting the mission and strategic management processes;
  iii. Determine quality standards required of each activity and how quality is assured; and
  iv. Specify the quantity and frequency of activities and outcomes expected within a typical AACSB review cycle to maintain PQ status (AACSB, "Deploying Professionally Qualified Faculty: An Interpretation of AACSB Standards," November 2006).
- The standards should be clearly communicated to the faculty. Faculty data sheets should be updated annually. AACSB annual reports should include annual summaries of AQ and PQ activities in order to track continuous improvement.

Suggestions from the Current Review: Review Team


Suggestions from the Current Review: Review Team

The following items are offered in the spirit of consultative suggestions for improvement. They are not related to AACSB international accreditation standards or the accreditation recommendation.

1. Begin detailed planning for faculty retirements anticipated in next 2-3 years. This is especially important for academic disciplines in which there are labor shortages (e.g., accounting, finance) Avoid "sticker shock" now by including university president and provost in planning and making early commitments of support. Early planning and recruiting activities can increase the probability of success.

2. Take advantage of positive relationships with the Northwest Florida business community. The Business Advisory Council believes the college is serving the interests of regional businesses. There is a university capital campaign underway. The university and the college should take advantage of the fortuitous timing of those events by seeking tangible support from the business community to support further progress of the college.

3. Consider ways in which the project management emphasis can be exploited as a competitive advantage for students seeking career placement and for the college as it seeks to demonstrate its value to the business community. The Business Advisory Council should be an ally in these efforts.

4. Given the expected cuts in state funding for 2008-09, consider using local funds and one-time funding (e.g., from fundraising and indirect costs from grants obtained by the Haas Center and SBDC) to continue to fund research databases and travel. Support for faculty research must be maintained as the college strengthens the AQ standard for faculty.

5. With the newly implemented one hour course, Business Career Strategies, in cooperation with the UWF Career Center, enhance career planning and placement within the college, particularly with respect to the placement of graduating students with regional as well as national/international firms.

6. Consider increasing the academic emphasis on the College's Logistics offerings.

7. The College could play a leading role in the development of Assurance of Learning processes for other Colleges/programs in the University.

See Comments Section for Dean's Review and Plans for Follow-up on Recommendations.

Additional Comments

The Academic Learning Compacts for the BSBA programs are available at the following URLs:

Accounting: http://uwf.edu/cutia/ALC/Accounting_ALC.pdf
Economics: http://uwf.edu/cutia/ALC/Economics_ALC.pdf
Finance: http://uwf.edu/cutia/ALC/Finance_ALC.pdf
Management: http://uwf.edu/cutia/ALC/Management_ALC.pdf
Management Information Systems: http://uwf.edu/cutia/ALC/MIS_ALC.pdf
Marketing: http://uwf.edu/cutia/ALC/Marketing_ALC.pdf

Confirmation of Processes is available at the following URL:
http://uwf.edu/academic/cop/cop_cob_12_11_08.pdf

Program Review was conducted in association with the AACSB International Maintenance of Accreditation review.

Dean's Review and Plans for Follow-up on Recommendations

The College of Business will incorporate the recommendations and suggestions from the Maintenance of Accreditation review as priority action items in relation to the College's principal goals as outlined below:

Note: Source documents identified in brackets. Items in italics relate to AACSB review. Other items from other College-related strategic planning discussions.

Goal 1
Encourage, support, and maintain a student-oriented learning environment with focus on student and faculty interaction and engagement of students in the learning process.

- Enhance career planning and placement within the College, particularly with respect to the placement of graduating students with regional as well as national/international firms. [Consultative Report] [Repeated under Goal 6]

Goal 2
Increase the quality and number of students from the region for whom the UWF College of Business is the college of choice.

- Continue to visit feeder community colleges.
- Continue articulation with business education faculty and administration at feeder community colleges.
- Continue Bright Futures and other community college scholarship programs.
- Enhance marketing of scholarships available to community college students.

Goal 3
Enhance student learning through assessment of student learning and continuous processes of curricular and instructional review.

- Strengthen linkages between Assurance of Learning Process and curriculum planning. [Team Visit Report]
- Strengthen communication of advancements in achievement of educational outcomes to key stakeholders. [Team Visit Report]
- Develop and implement content-specific assessments of learning outcomes for the BSBA programs in Accounting, Economics, Finance, Management, Management Information Systems, and Marketing.

Goal 4
Provide support and incentives to ensure that faculty maintain appropriate academic and professional qualifications to sustain currency and relevance in their respective disciplines.

- Review and strengthen policy governing faculty intellectual contributions for Academically Qualified faculty. [AACSB Letter May 6, 2008]
- Develop and apply criteria for assessing the quality of the intellectual contributions of Academically Qualified faculty.
Goal 5

Provide support and encouragement for faculty participation and leadership in internal and external service activities that enhance the missions of the College and University.

- Develop measures to track successes relative to outreach units/goals. [Team Visit Report] [Repeated under Goal 8]

Goal 6

Increase College of Business contributions to the educational and economic development of the northwest Florida region.

- Enhance career planning and placement within the College, particularly with respect to the placement of graduating students with regional as well as national/international firms. [Consultative Report] [Repeated from Goal 1]
- Increase the academic emphasis on the College's Logistics offerings. [Consultative Report]
- Develop and implement a BSBA program in General Business for target audience at the Emerald Coast campus.

Goal 7

Ensure that resources are sufficient to foster the College's vision and mission and enhance the quality, size, and scope of the College.

- Begin detailed planning for faculty retirements anticipated in the next three years. [Consultative Report]
- Leverage the College's positive relationships with the Northwest Florida business community with the timing of the University's capital campaign to seek tangible support from the business community to support further progress of the College. [Consultative Report]

Goal 8

Enhance the reputation of the College of Business for quality through accreditation and other recognitions.

- Include summaries of AQ and PQ activities in annual reports in order to track continuous improvement. [Team Visit Report; AACSB Letter May 6, 2008]
- Continue refinement of strategic planning and management processes with further development and enhancements for the system of tracking progress on goals and priority action items. [Team Visit Report]
- Develop "dashboard" presentation of key indicators of performance related to priority action and priority maintenance items.
- Develop a plan to assess the variance between the CoB's mission deliverables and the mission deliverables of the College's Aspirant Schools. [Team Visit Report]
- Develop measures to track successes relative to outreach units/goals. [Team Visit Report] [Repeated from Goal 5]
- Review and modify annual maintenance report format to ensure that the reports include discussion of progress on and updates to action items.