• The School of Business continues to earn the prestigious accreditation of the International Association to Advance Collegiate Schools in Business (AACSB). The School is one of only 173 schools around the world with dual AACSB accreditation for both the school and its accounting programs.

• Each year U.S. News and World Report’s “Best Colleges” includes KU’s BS program among the top business schools in the country. In 2012, the school was ranked among the top 12 percent, moving up from the previous year’s ranking.

• The accounting program was named 17th nationally and 5th among public universities by Bloomberg Businessweek’s 2011 rankings of undergraduate business schools.

• The BS program has experienced a 28% increase in enrollments over the past decade.

• The Minor in Business has experienced a 340% increase in enrollments since its inception in 2007. The enrollments in the Minor nearly match those in the BS program today.

• The Army and the School of Business provide executive education for specially selected colonels chosen for brigade commands. These officers will lead brigades of up to 6,500 service members and will be the group from which all future U.S. Army Generals are selected.

• International study continues to be a hallmark of KU business education. A third of undergraduates and half of graduate students study abroad each year, numbers far above the national average. Seventy percent of the school’s faculty have taught or conducted research abroad. The school has affiliations with universities in Costa Rica, India, Italy, France, Germany, China and the Czech Republic.

• Business faculty are continually recognized for their work in the classroom, as well as their contributions to the University of Kansas’ focus as a research institution. Faculty research has been highlighted in prominent publications around the world, including ABC News, Forbes, The Financial Times, TIME Magazine, National Public Radio, The New York Times, The Wall Street Journal and MSNBC, among others.

• For any KU student with a passion to be an entrepreneur, the School of Business offers a Certificate of Entrepreneurship. Students learn the skills necessary to become successful entrepreneurs and gain experiential learning through courses in business consulting, new venture creation and case competitions.
Address Questions and Inquiries to:

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The University of Kansas School of Business

The University of Kansas School of Business opened its doors on the Lawrence campus in 1924 to serve Kansans’ interest in a professional education of Business.

Today, as we near the centennial of our founding, we enjoy an international presence within the profession of business, serving students from all parts of the world. Further, we send many of our students to all parts of the world—recognizing the inevitability of international commerce. Over one-third of our students study business abroad—three times the national average. In recent years, 70% of our school’s faculty conduct international research or have taught courses abroad.

Each year, U.S. News and World Report’s “Best Colleges” includes KU’s undergraduate business program among the top business schools across the country. In 2012, the school was ranked in the top 12 percent. The accounting program was named 17th nationally and 5th among public universities by Bloomberg Businessweek’s 2011 rankings of undergraduate business programs. The Princeton Review included the School and its MBA program in its 2012 edition of “The Best 294 Business Schools.” The School of Business ranked 20th in the nation for its supply chain management program according to Gartner Inc., the world’s leading information technology research and advisory company.

The KU School of Business’ philosophy of values-driven business education enhances the learning of each student. Built around a Midwestern work ethic, students enter the workforce grounded in academic acumen and real experience. A world-class faculty discovers today the research that will be in textbooks tomorrow, and our professors are regularly featured in reputable international research and news publications. Popular publications reaching large and international audiences include recent contributions from our faculty in Financial Times, Forbes, TIME Business and The Wall Street Journal.

Our faculty is internationally known for its dynamic research and expertise in their respective academic disciplines. Business professors at the KU School of Business are considered subject experts in finance, accounting, supply chain management (a younger academic discipline), among others, and are regularly called upon to consult and advise at state, national and international levels.

Dean Neeli Bendapudi leads the school with infectious passion for the institution. An alumna herself, Dean Bendapudi attributes the attainment of her American Dream to the opportunities given to her family by the University of Kansas. She joined the school as dean in August 2011 from Ohio State University’s Fisher College of Business, where she was an award-winning teacher and scholar of marketing. Her research has appeared in The Journal of Marketing, The Journal of Marketing Research, The Journal of Retail Marketing and Harvard Business Review, among others.

As Dean and H.D. Price Professor of Business, Bendapudi has taught at the undergraduate, MBA, Executive MBA and Ph.D. levels, and has received numerous college, university and national teaching awards. She has experience on public and private boards, and served as chief customer officer of Huntington National Bank in Ohio.

The new academic administration has quickly implemented exciting changes to the academic programs offered at the School of Business. This year the undergraduate management team, under the leadership of Professor Bill Beedles, created an undergraduate business honors program to retain our highest-achievers and attract academically gifted students to the school. Business honors students are selected based on academic performance, leadership experience and professional potential. The program allows an elite cadre of undergraduate business students to participate in a special set of enrichments, making them stronger candidates for top jobs and post-graduate studies.

The school’s entrepreneurial spirit enriches each student’s business education – and benefits all KU students through the school’s Certificate of Entrepreneurship. Students learn the skills necessary to become successful
entrepreneurs and gain experiential learning through courses in business consulting, new venture creation and case competitions. The recently launched Redefining Retirement program – nicknamed Red Tire – matches highly qualified recent graduates and other alumni who want to own a business with Kansas business owners who are looking to retire. The program is aimed at preventing rural businesses from closing because an owner can’t find a successor or buyer, which, in turn, will lead to not only sustained but expanded employment opportunities for Kansans.

The KU School of Business prepares its students through real-world experiences such as internships and case competitions, where student groups develop solutions for business challenges presented by national and international companies. The Applied Portfolio Management course gives students first-hand experience researching and managing an investment portfolio. Jayhawks on Wall Street takes students onto the trading floor and into New York City boardrooms, and consulting projects bring students face-to-face with real businesses to hone their skills while assisting Kansas companies.

The school has significant affiliations with the U.S. Army Command Team and General Staff College in Fort Leavenworth. Its partnership with the U.S. Army provides executive education for colonels chosen for brigade command. Through a $375,387 grant from the Department of the Army Command and General Staff College, which has been renewed through August 2013, the school trains officers who will lead brigades of up to 6,500 service members and will be the group from which all future U.S. Army Generals are selected.

**Teaching Pedagogy in the School of Business: How Do We Improve? How Do We Innovate?**

Like most units on campus, we have relied upon many standard approaches to teaching—lecture sections, case-based and discussion-oriented classes, and seminars, among the various approaches. While faculty members are ultimately responsible for the conduct of their courses, we benchmark to others’ best practices across various pedagogies. As a matter of course, our faculty members collaborate with one another and they are encouraged to work with the Center for Teaching Excellence at KU. Indeed, each of our four Areas (essentially departments) has a representative to CTE who shares useful information with his or her area faculty. Ultimately, effective teaching demands a knowledgeable instructor, passionate about imparting ideas to students, and quite competent at communicating those ideas. Our faculty prides itself on doing their job well and we reward those who succeed.

Increasingly, we stress the use of IT to improve the learning environment for our students. While virtually all teaching now is “backboned” by Blackboard, we have encouraged our faculty to venture much further into “blended” on-line teaching and fully on-line teaching. In the current year, six of our faculty members are developing on-line courses for delivery in AY13. We’ll push this approach in those cases where the quality of learning is unimpaired by going online; ideally, learning outcomes should be improved. A general trend in higher education toward more teaching via Internet-based technology is clear and certainly is seen among business school programs nationally and globally. This poses both opportunity and threat for us (and this university): If we use the Internet’s capabilities poorly in our own teaching, we will likely lose market share in a competitive environment for students. However, if we are able to harness its powers effectively in running our programs, we can improve our standings. Ongoing work in this area will demand an entrepreneurial, risk-taking spirit because the diffusion of emerging innovations is never well understood (in terms of their impact on education) until one has travelled a ways down the road. Thus, the School of Business will continue to be an educational entrepreneur, exploring options and taking action when opportunities arise.

Even seemingly small-scale innovative uses of information technology in teaching require some classroom entrepreneurs. For example, we had a few faculty members who took the lead in experimenting with the use of tablet computers and iPads in the classroom, primarily as a tool by which they annotate their notes and project the information real-time, in the classroom. This seemingly small matter has yielded a broader payoff as other faculty members have learned from the early adopters and spread the use.

In business education, we must continually question what the most effective pedagogies for teaching might be. This is hardly a personal choice in our highly competitive educational space but rather an imperative. In this innovating spirit, we are taking an important step in seeking an improved learning environment that will expand
our interactive teaching approaches. This shift requires a change in the physical structure of the classrooms as well as in the nature of communication among participants. In essence, we are going to make our courses more student-centric, permitting real-time collaboration in smaller groups within a class and across such groups in a class. This interactive learning approach is advanced by implanting considerable IT in the classroom. Therefore, we are completely remaking one classroom in Summerfield into such an interactive learning environment modeled on the Scale-up approach. This room will be used, starting fall 2012, as the primary meeting room for our full-time MBA students. In this particular program, the interactive learning approach fits well; thus, the change in the classroom makes considerable sense. This shift in teaching approach, of course, challenges faculty members teaching in the program to rethink how classes will function, and most are enthusiastic about the challenge presented. What we learn about the effectiveness with the scale-up approach in the MBA program could lead to its inclusion in other programs within the School—and in programs across the campus.

In sum, we rarely have difficulty getting our faculty incented to improve what they do in the classroom. We all understand the difficulties we face if we do not continually improve. The School also provides incentives for innovating. For example, the six on-line courses under development have been underwritten by us (via the Provost’s funding). And, by changing dramatically the nature of the teaching environment (as with the wholly restructured full-time MBA Program and the introduction of scale-up capabilities in the primary classroom), we are providing a laboratory for faculty to explore, change, and improve.

Mission.

The mission statement of the KU School of Business is: “To prepare students for careers in the practice of business and management by maintaining a leading School of Business that fosters the creation and dissemination of knowledge in a changing global environment.”

To achieve our mission, the School of Business offers six degree programs, satisfying the need for six specific professional markets:

1. The Bachelor of Science in Business (BS)
2. The Bachelor of Business Administration (BBA)
3. The Master of Business Administration (MBA)
4. The Master of Accounting (MAcc)
5. The Master of Science in Business (MS)
6. The Doctor of Philosophy in Business (PhD).

These six programs are fully outlined and explained below.

Accreditation by the AACSB.

The University of Kansas enjoys accreditation through the AACSB (The Association to Advance Collegiate Schools of Business). Through AACSB’s accreditation of KU, the School of Business is the direct beneficiary. Each of our six degree programs are accredited through the AACSB. This is especially relevant, as Accounting must go through its own accreditation process through the AACSB. There are fewer than 200 Schools of Business throughout the world that enjoy both accreditations (Business and Accounting), and KU is among this august group.

To maintain our accreditation—and more importantly, to operate within a careful continuous improvement process—the School is held to strict standards of quality, and must demonstrate both quality and an actual internal procedure of continuous quality improvement. There are two primary aspects of these AACSB standards that are directly tied a Program Review:
1. The quality of faculty (i.e., faculty qualifications and faculty engagement) in the School’s mission, and
2. Each degree program’s process to insure assurance of learning—a continuous improvement process that informs the School as to how well it is accomplishing its mission.

These two aspects of AACSB accreditation are the cornerstones for accreditation of a School of Business, and thus provide the basis with which accredited Schools of Business measure themselves.

Although we take time annually to informally reflect on plans and measures—our formal process of review is on a five year cycle which maps directly to our accreditation cycle. Accordingly, we have provided below what we believe to be useful metrics, based upon our five-year periodicity.

**Faculty Sufficiency – Entire School of Business.**

The School had spent a significant amount of time and effort in the development and adoption of its own definitions of Faculty qualifications and engagement. These definitions required consistency with the University of Kansas’ Mission and required accordance with the AACSB—thus, they were fully vetted at the School of Business:

AQ (Academically Qualified): Faculty members evaluated in their most recent evaluation by the Research Team as “Outstanding” or “Highly Satisfactory” or “Satisfactory” are AQ. Other faculty who have not been evaluated by the Research Team in the past five years may be AQ if either or both of the following conditions apply: 1) faculty who have been hired in the past five years to serve in a tenure-track or tenured position, or 2) faculty who can demonstrate significant published scholarship in the past five years as reviewed and approved by the individual’s area director.

PQ (Professionally Qualified): A professionally qualified faculty member is one who has demonstrated and maintained professional competency as recognized by the profession’s standards. Any faculty member who is currently licensed or certified in a profession that requires a license or certification to practice shall be deemed professionally qualified. Faculty members practicing in professions that do not require a professional license or certification (e.g., consulting) shall be deemed professionally qualified if they maintain a recent record of professional competency in the past five years. A recent record of professional competency includes, but is not limited to: a) a market recognition of professional competency as evidenced through significant professional engagement(s); b) participation in substantial continuing professional education courses and workshops; c) contributions to professional practice through meritorious service to the profession; or d) a minimum of two practice-oriented intellectual contributions.

PF & SF (Participating Faculty and Supporting Faculty): A participating faculty member is any member of the faculty who a) teaches at least one course per year, b) actively participates in at least two sustaining activities, and c) is considered by the School to be more than an ad hoc teaching appointment. Sustaining activities should be construed broadly to include, but not limited to, professional service, committee membership, advisory role to student organizations, and contributions to school governance. Faculty members not satisfying a., b., and c. are supporting faculty members.

To understand how these definitions, together with the AACSB standards, impact our School, the following summary statistics are provided:

1. AACSB requires participating faculty (PF) to deliver 60% or more of all student credit hours (SCHs). Our PF deliver 81% of all SCHs.
2. AACSB requires that a School employ 50% or more (FTE basis) of academically qualified (AQ) faculty. Our faculty consists of 64% AQ faculty. Among PF, our faculty consists of 72% AQ faculty.

3. AACSB requires that a School to employ 90% or more (FTE basis) of academically qualified (AQ) and professionally qualified (PQ) faculty. Our faculty consists of 97% AQ+PQ faculty. Among PF, our faculty consists of 97% AQ+PQ faculty.

In addition to the AACSB, the University is a member of the distinguished AAU. When we examine our School in comparison with other AAU schools, we find that:

1. Our SCH/FTE ratio among all faculty is slightly less than the AAU comparison group: ~88% of AAU, although this is trending upward and may possibly exceed 100% in the past few years.

2. Our SCH/FTE ratio among Tenure and Tenure-Track faculty is consistently more than the AAU comparison group: ~129% of AAU.

These statistics demonstrate greater teaching output by faculty at the School of Business compared to AAU peers, but obscure the fact that wherever professional education calls for personalized instruction at the School, the School delivers as its resources permit—providing among many faculty much lower SCH/FTE that is proper for a quality professional education.

Assurance of Learning – Entire School of Business.

Immediately upon the AACSB’s updating of its standards to include Assurance of Learning (Assessment) in 2003, our School adopted what we believe to be the “gold standard” for Assessment:

A. Assessments generally
   a. Assessments measure how a degree program is accomplishing its stated mission—“we are doing what we said we would do”.
   b. Assessments are not:
      i. Measuring faculty performance (other measures exist for this)
      ii. Measuring student performance (other measures exist for this)

B. High quality Assessments possess the following three attributes:
   a. They are direct (measure decisions/norms rather than outcomes),
   b. They minimize measurement error (carefully designed rubrics to achieve high inter-rater reliability, etc.), and
   c. They are objective (similar to “minimize measurement error”, but with emphasis on uniformity and “behaviors” (validity-oriented)).

C. Assessments will deliver on the attributes in "B" when they possess the following four steps in execution:
   a. Identify Goals ("What Will Be", usually the elements of the mission statement),
   b. Identify Objectives ("What Will Be Done"--those activities and behaviors that exemplify the "picture described" directly above),
   c. Describe Behaviors ("What is Being Done Right Now Within the Program"--those activities and behaviors happening right now at the program that map directly to those activities and behaviors outlined in the Objectives), and
   d. Establish Rubrics (Predetermined standards for "how much of" the Behaviors are actually taking place).
Each degree granting program has developed Assurance of Learning (Assessment) to continuously monitor how the program is doing on its stated mission. Each year, based upon the program’s assessments, the program directors/faculty use data derived from the assessments to inform curricular changes and general program improvements.

**Self-Assessed Quality of Academic Programming at the School of Business:** Very Good

**Bachelor of Science (BS).**

<table>
<thead>
<tr>
<th>Program Size:</th>
<th>581 graduates (AY 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Origin:</td>
<td>1924</td>
</tr>
<tr>
<td>Faculty:</td>
<td>81% PF AACSB standard: 60% or more</td>
</tr>
<tr>
<td></td>
<td>70% AQ AACSB standard: 50% or more</td>
</tr>
<tr>
<td></td>
<td>95% AQ+PQ AACSB standard: 90% or more</td>
</tr>
<tr>
<td>Majors:</td>
<td></td>
</tr>
<tr>
<td>BS (Business Administration)</td>
<td>1924</td>
</tr>
<tr>
<td>BS (Accounting)</td>
<td>1924</td>
</tr>
<tr>
<td>BS (Finance)</td>
<td>2004</td>
</tr>
<tr>
<td>BS (Information Systems)</td>
<td>2005</td>
</tr>
<tr>
<td>BS (Management and Leadership)</td>
<td>2005</td>
</tr>
<tr>
<td>BS (Marketing)</td>
<td>2005</td>
</tr>
<tr>
<td>BS (Supply Chain Management)</td>
<td>2007</td>
</tr>
</tbody>
</table>

The BS degree is our School’s “largest” program. Although it is the largest in our School, it is relatively small among peer institutions. School size has both its advantages and disadvantages. The advantage, of course, is the relatively intimate venue encouraging community, faculty-student interactions, and accelerated professional growth—all modeling primary aspects of a business professional’s life. The disadvantage is a smaller alumni base to work with in professional development opportunities, professional resources within the profession, and financial resources through alumni contributions.

Our BS program is academically rigorous, requiring strong analytical skills as evidenced through class requirements, while also prizing strong inter-personal skills, teamwork, and professional acumen, we create a strong academic environment that limits entry through self-selection. Evidence of this phenomenon is witnessed in the popularity of our Business Minor, a non-degree granting program, which serves the interests of many students at the University of Kansas who have chosen other academic pursuits. The Business Minor is not as rigorous as the BS degree program, but nonetheless an opportunity for the School of Business to serve the interests of future Kansans who wish to have a solid grounding in Business without necessarily the mastery and rigor that is commensurate with the BS degree.

Recently, our constituency—the profession, current professionals, employers, alumni, advisors, and students—have advocated for majors beyond Accounting and Business Administration. This move toward majors is a trend
among Schools of Business in the US today, although our tradition of professional breadth and a classical education through the College of Liberal Arts and Sciences was not obsolete. Thus, we endeavored to have both through the creation of majors while retaining the best of the former elements, including an option to continue to major in Business Administration as it had existed before the introduction of the majors. Thus, we now have seven majors and have developed Assurance of Learning (Assessments) for each major as well as a program Assurance of Learning for the BS program.

Program Counts – Bachelor of Science (BS) Degree.

Graduation

<table>
<thead>
<tr>
<th>Graduation</th>
<th>AY 2006-07</th>
<th>AY 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>491 graduates</td>
<td>581 graduates</td>
</tr>
</tbody>
</table>

Student Counts

<table>
<thead>
<tr>
<th>Student Counts</th>
<th>AY 2006-07</th>
<th>AY 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>368</td>
<td>349</td>
</tr>
<tr>
<td>Business Administration†</td>
<td>102</td>
<td>142</td>
</tr>
<tr>
<td>Finance</td>
<td>379</td>
<td>316</td>
</tr>
<tr>
<td>Information Systems</td>
<td>24</td>
<td>62</td>
</tr>
<tr>
<td>Management and Leadership</td>
<td>163</td>
<td>101</td>
</tr>
<tr>
<td>Marketing</td>
<td>205</td>
<td>133</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>N/A</td>
<td>32</td>
</tr>
</tbody>
</table>

† These data hide a significant trend: Year-by-Year analysis shows 102, 20, 24, 72, 91, 142. This trend suggests that the new majors initially captured many of the Business Administration majors, but that this dramatic shift has subsided and possibly reverted back to the Business Administration degree.

In the Fall of 2007, the School of Business rolled out its “Minor in Business”. Immediately, the School had 250 students declare the minor. Over time, this number has nearly matched the BS degree program at about 900 to 1000 students each.

Program Outcomes – Bachelor of Science (BS) Degree.

Outcomes are measured on Learning Goals aligned with the School’s Mission Statement. The BS program’s Learning Goals are:

1) To properly prepare students for professional practice of business and management, our program strengthens students’ communication abilities.
2) To properly prepare students for professional practice of business and management, our program strengthens students’ ethical reasoning abilities.
3) To properly prepare students for professional practice of business and management, our program strengthens students’ analytical skills.
4) To properly prepare students for professional practice of business and management, our program strengthens students’ computer skills.
5) To properly prepare students for professional practice of business and management, our program strengthens students’ global perspective.
6) To properly prepare students for professional practice of business and management, our program strengthens students’ sensitivity to varied cultures and diversity generally.
7) To properly prepare students for professional practice of business and management, our program strengthens students’ intellectual reflection.
8) To properly prepare students for professional practice of business and management, our program strengthens students’ understanding of ethical and legal responsibilities within an organization.
9) To properly prepare students for professional practice of business and management, our program strengthens students’ understanding of core financial issues.
10) To properly prepare students for professional practice of business and management, our program strengthens students’ skills in value creation.
11) To properly prepare students for professional practice of business and management, our program strengthens students’ appreciation for the human interdependencies within organizations.
12) To properly prepare students for professional practice of business and management, our program strengthens students’ quantitative skills and how such information influences organizations.

These learning goals are assessed through the capstone course in the BS program. In concert with this assessment process is the effort each Major within the BS program takes to assess their students who are majoring in their specific discipline. This dual pronged effort provides multiple opportunities to measure our programs and identify areas for improvement.

Our assessment efforts have been noted a number of times at the University, with several of our efforts serving as exemplars to the University community and two of our faculty receiving substantial awards and recognition for the thoroughness and quality of their assessments.

**Forward Looking – Bachelor of Science (BS) Degree.**

Our curricula is largely designed for undergraduates of advanced standing (Juniors and Seniors). Recently, however, we have admitted freshman who possess evidence of academic promise. In the past three years, our freshmen admits has risen from 28 to 80, and the number promises to be much higher this Fall. For the most promising of these freshmen admits, we offer a Business Leadership Program. Each fall twenty of the highest academic potential freshman admits are awarded scholarships, are enrolled in a class designed especially to develop their potential, and receive special mentoring attention and other enrichments and leadership opportunities.

A Business Honors Program (BHP) is being launched during the Fall 2012 semester, in which an elite group of high-achieving juniors will enroll in enriched sections of Business School classes, receive special mentoring attention, and engage in extra-curricular enrichments. When approved by their faculty, University Honors Program (UHP) students will also be able to enroll in BHP courses. Students will be permitted to graduate with BHP and/or UHP designations.

**Self-Assessed Quality of Academic Programming for BS Degree Program:** Very Good
The BBA is designed to serve the “non-traditional” undergraduate market. Rather than students who matriculate to KU straight out of high school, many BBA students will have started their programs at a community college (typically Johnson County Community College). Others will have earned credits at four-year schools other than KU. Many will have been in the world of work (or in and out of the world of work) between high school and starting the BBA.

We expect that many graduates will be hired by Kansas City-based companies in need of management talent. In some instances the student will advance his/her education from an Associate’s Degree to the BBA and remain with his/her current employer. We also anticipate that many graduates will have entrepreneurial interests, starting companies or growing their current enterprises.

Program Counts – Bachelor of Business Administration (BBA) Degree.

Graduation         AY 2006-07     N/A
                    AY 2011-12     15 graduates

Student Counts
It is evident that this program is “taking-off” as the number of students within the program continue to increase:

2010 Spring       7
2010 Summer       13
2010 Fall         36
2011 Spring       59
2011 Summer       61
2011 Fall         102
2012 Spring       127

Program Outcomes – Bachelor of Business Administration (BBA) Degree.

Outcomes are measured on Learning Goals aligned with the School’s Mission Statement.
The BS program’s Learning Goals are:

1) To properly prepare students for professional practice of business and management, our program strengthens students’ communication abilities.
2) To properly prepare students for professional practice of business and management, our program strengthens students’ ethical reasoning abilities.
3) To properly prepare students for professional practice of business and management, our program strengthens students’ analytical skills.
4) To properly prepare students for professional practice of business and management, our program strengthens students’ computer skills.
5) To properly prepare students for professional practice of business and management, our program strengthens students’ global perspective.
6) To properly prepare students for professional practice of business and management, our program strengthens students’ sensitivity to varied cultures and diversity generally.
7) To properly prepare students for professional practice of business and management, our program strengthens students’ intellectual reflection.
8) To properly prepare students for professional practice of business and management, our program strengthens students’ understanding of ethical and legal responsibilities within an organization.
9) To properly prepare students for professional practice of business and management, our program strengthens students’ understanding of core financial issues.
10) To properly prepare students for professional practice of business and management, our program strengthens students’ skills in value creation.
11) To properly prepare students for professional practice of business and management, our program strengthens students’ appreciation for the human interdependencies within organizations.
12) To properly prepare students for professional practice of business and management, our program strengthens students’ quantitative skills and how such information influences organizations.

These learning goals are assessed through the capstone course in the BBA program.

Forward Looking – Bachelor of Business Administration (BBA) Degree.

With many new programs comes initial growth until a steady-state of flow is achieved. This new program is still in the growth phase. Accordingly, we have allocated our AQ faculty where the greatest need has been—programs with substantial enrollments. This maximizes the School’s AQ contact with students. In the summer of 2012, however, we have found that the enrollments have risen significantly calling for a greater allocation of AQ faculty to the program. As of this writing (June 2012) we have scheduled more AQ faculty in place of the PQ faculty to achieve 55% AQ and 100% AQ+PQ.

Self-Assessed Quality of Academic Programming for BBA Degree Program: Good

Master of Business Administration (MBA).

Program Size: 183 graduates (AY 2012-13)
Date of Origin: 1960
Faculty: 93% PF AACSBI standard: 60% or more
68% AQ AACSBI standard: 50% or more
99% AQ+PQ AACSBI standard: 90% or more

Students in the KU MBA program receive a well-rounded education that incorporates both the theoretical background and practical professional experience needed to succeed in today’s ever-changing global economy. Opportunities are available for students to gain real-world, applicable business experience through case competitions, study abroad and internships.

Program Counts – Master of Business Administration (MBA) Degree.

Graduation AY 2006-07 106 graduates
AY 2011-12 183 graduates
Student Counts

<table>
<thead>
<tr>
<th>Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2006-07</td>
<td>318</td>
</tr>
<tr>
<td>AY 2011-12</td>
<td>392</td>
</tr>
</tbody>
</table>

Program Outcomes – Master of Business Administration (MBA) Degree.

The MBA Team adopted a set of working goals at the beginning of August 2011 to guide the transition to a new full-time program. The working goals were: 1. Be competitive with our peer institutions by improving placements/outcomes and improving student profiles, 2. Increase student engagement, and 3. Run a high quality, cost effective program.

At the end of the redesign of the full-time program and the beginning of the redesign of our Working Profession program in Overland Park, we are beginning a process of reworking the goals for each program separately. The process is not finished, but the current working goals are:

For the MBA Program for Working Professionals at the KU Edwards Campus
1. Enhance knowledge and skills to solve global business problems through a curriculum provided by internationally renowned business faculty
2. Develop leaders with career-enhancing specializations to serve our community and industry partners
3. Provide a flexible and efficient curriculum that can be completed at the student’s own pace
4. Offer courses at times and locations convenient to working professionals

For the Full Time MBA Program at the University of Kansas
1. Provide a curriculum from internationally renowned faculty to develop knowledge and skills to solve global business problems
2. Foster a learning community of leaders who can work together toward common goals
3. Provide a high quality, cost effective program
4. Groom graduates for positions of leadership and responsibility around the world.

Forward Looking – Master of Business Administration (MBA) Degree.

There has been concern expressed regarding the MBA program, both internal to the School and by stakeholders. Several MBA Program shortcomings were identified:
1) decreasing program quality,
2) escalating costs,
3) problems associated with a multi-campus program, and
4) limited advising support relative to the complexity of the MBA programs.
5) academic potential of students decline.

Beginning in the summer of 2012, we began an analysis of the issues and what needed to be changed. A plan to develop an innovative curriculum was drafted. We established long term goals:

1) To be competitive with our peer institutions by
   a. improving placement/outcomes, and
   b. improving the student profile,
2) Increase student engagement, and
3) Run a cost effective program given our resources.
Using these goals to guide curricular innovation and development, a full-time MBA program emerged with the following features:

1) Sixteen (16) month program requiring three (3) semesters to complete
2) Optional fourth (4th) semester
3) Required “active” summer of professional enhancement with study abroad or internship
4) Student cohorts with emphasis on fostering engagement
5) At least two significant enrichment experiences
6) Limited cohorts of 50 students per “class” with controlled growth expected several years later
7) Limited specializations

This program proposal was passed unanimously by our School Assembly. The new full-time MBA Program begins Fall 2013.

The MBA Team has launched a study to assess the effectiveness of the part-time (“Working Professional”) program based in Overland Park, Kansas. This program has experienced a decline in enrollment and a deterioration of the typical student profile over the last 5-6 years. We will complete the market research study, Fall 2012. We anticipate significant changes will be made to the Working Professional program to permit us to achieve our Mission, and that those changes will be implemented concurrently with the launch of the Full-Time program in fall 2013.

**Self-Assessed Quality of Academic Programming for MBA Degree Program:** Good

**Master of Accounting (MAcc).**

<table>
<thead>
<tr>
<th>Program Size:</th>
<th>112 graduates (AY 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Origin:</td>
<td>1996</td>
</tr>
<tr>
<td>Faculty:</td>
<td>96% PF</td>
</tr>
<tr>
<td></td>
<td>65% AQ</td>
</tr>
<tr>
<td></td>
<td>100% AQ+PQ</td>
</tr>
</tbody>
</table>

The Masters of Accounting (MAcc) program is designed to further the professional development of accounting students by providing relevant, exigent and diverse accounting and business coursework, multiple track specializations, a variety of experiential learning opportunities, and fulfillment of the requirements to sit for the CPA exam. A MAcc degree typically requires two semesters of coursework.

**Program Counts – Master of Accounting (MAcc) Degree.**

<table>
<thead>
<tr>
<th>Graduation</th>
<th>AY 2006-07</th>
<th>62 graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AY 2011-12</td>
<td>112 graduates</td>
</tr>
</tbody>
</table>

| Student Counts | AY 2006-07 | 79 |

Academic Program Review – School of Business – June 2012
Program Outcomes – Master of Accounting (MAcc) Degree.

The goals of the Masters of Accounting program are to produce graduates with:
1. a factual and conceptual understanding of the field of accounting.
2. technical proficiency commensurate with requirements for careers in accounting.
3. specialized knowledge in financial reporting and assurance, tax, or information systems.
4. advanced knowledge of accounting outside their field of specialization.
5. advanced knowledge of business beyond that acquired in an undergraduate business program.
6. interpersonal capabilities necessary to succeed in their prospective careers.
7. professional skills necessary to succeed in their prospective careers.
8. produce graduates who fulfill the requirements to sit for the CPA exam in the states of Kansas and Missouri.
9. integrate relevant research activities and findings into the classroom.

Forward Looking – Master of Accounting (MAcc) Degree.

Based upon both internal and external measures and feedback, we added two new tracks in corporate accounting and advisory & consulting to the MAcc in 2012, and deleted the information systems track. We are currently undertaking a review of the tax and assurance tracks. A task force comprised of faculty, AIS Council members, and students will be meeting during the fall semester of 2012 with the goal of providing recommendations for track changes for review at the November 2012 Council meeting.

Self-Assessed Quality of Academic Programming for MAcc Degree Program: Very Good

Master of Science (MS).

Program Size: 39 graduates (AY 2012-13)
Date of Origin: 1965
Faculty: 95% PF  AASCB standard: 60% or more
55% AQ  AASCB standard: 50% or more
100% AQ+PQ  AASCB standard: 90% or more

The MS degree contains two distinct concentrations: Finance and Supply Chain Management. The Finance concentration is quite small, largely serving those among our PhD candidates, who after some time in the PhD program, discover that a professional academic life is not their future. The MS program with finance concentration thus serves to provides a legitimate recognition of competence and intellect in the field of Finance for these students who have taken the requirements of the program. There are presently only 4 students in the program, and that is fairly typical.

By contrast, the MS with a supply chain management concentration is a much larger and highly visible program initiated in AY 2008-09. The typical student in this program is a mid-career (9-12 years of service) military officer of the US. Most serve in the US Army and are attending professional instruction at Fort Leavenworth, KS. Students are principally US Army logistics officers and most will remain on active duty for several years following graduation. This degree program also assists graduates leaving active duty and seeking employment in SCM/logistics.
This MSB-SCM program was developed in partnership with US Army educators to serve specific needs for graduate level education for officers attending the US Army Command & General Staff College. The high operational tempo of the armed services has made it challenging for these officers to pursue civilian education. Our program is especially attractive because of our willingness to fit our curriculum to these other demands on these officers’ time.

The program is delivered at the Lewis & Clark Center on the Fort Leavenworth military reservation. The Center—opened in 2007—is a $150 million state-of-the-art facility that houses the US Army Command & General Staff College. Technology resources are superior to those found at a typical university. Students have full access to the Combined Arms Research Library—a first rate library—and to all resources and support provided to other KU students.

**Program Counts – Master of Science (MS) Degree - Supply Chain Management.**

<table>
<thead>
<tr>
<th>Graduation</th>
<th>AY 2006-07</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AY 2011-12</td>
<td>33 graduates</td>
</tr>
<tr>
<td>Student Counts</td>
<td>AY 2006-07</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>AY 2011-12</td>
<td>33</td>
</tr>
</tbody>
</table>

**Program Outcomes – Master of Science (MS) Degree - Supply Chain Management (SCM).**

The goals of the Masters of Science – SCM program are to produce graduates who:

1. Understand and appreciate key concepts underpinning business decision making.
2. Understand how different firms and diverse functional areas within a firm can interact, collaborate, and communicate to generate value in a supply chain.
3. Understand and appreciate the global nature of supply chain management.
4. Be knowledgeable in sourcing and procurement, inventory management, and warehousing and distribution.
5. Understand the factors driving change in the business world and the strategic actions that enable business leaders to effectively manage their organizations in ever changing environments.
6. Be familiar with the various facets of formal project management methodologies.

**Forward Looking – Master of Science (MS) Degree - Supply Chain Management.**

While this is our program’s first formal report, it has been anything but “steady state”. As mentioned earlier, a good bit of effort went into learning, assessing, and adapting to the unique environment in which we deliver the program. The support from the Command & General Staff College from general officers to Deans to faculty has been superb. Our students are also THEIR students, completing a graduate level professional education in the same time period that they complete military training and that military curriculum places heavy demands on the students’ time. The combination of two intense programs can be intellectually daunting. As the program has evolved, faculty have tailored courses to the unique demands of this learning environment. We have revisited and “fine-tuned” program flow each year as we identify possible “hotspots” or points of overload or conflict.

**Self-Assessed Quality of Academic Programming for MS Degree Program (MSB-SCM) Exceptional**
**Doctor of Philosophy (PhD).**

Program Size: 3 graduates (AY 2012-13)
Date of Origin: 1966
Faculty:
- 100% PF  
  AACSB standard: 60% or more
- 94% AQ  
  AACSB standard: 50% or more
- 98% AQ+PQ  
  AACSB standard: 90% or more

The primary mission of the PhD Program is to develop effective teachers and proficient business researchers, well-educated in substance and methods of business research. It also has the mission of the supporting and endorsing high standards of scholarship, instruction and mentoring in all activities of the School. Each student specializes in one of seven areas of concentration – Accounting, Finance, Human Resources, Marketing, Decision Sciences, Organizational Behavior, or Strategic Management.

Program Goals: 1) To increase the number of minority students in the program, 2) To attract high quality applicants to our program and to increase the number of acceptances of our offers, 3) To improve the quality and quantity of joint research by PhD students and our faculty, 4) To improve the quality of initial placement of our PhD graduates, 5) To improve the quality of instruction by the PhD students in our undergraduate program, 6) To enhance the career productivity and success of our PhD graduates, and 7) To increase our national ranking of the PhD program.

**Program Counts – Doctor of Philosophy (PhD).**

Graduation
- AY 2006-07 10 graduates
- AY 2011-12 3 graduates

Student Counts
- AY 2006-07 29
- AY 2011-12 44

**Program Outcomes – Doctor of Philosophy (PhD).**

*Research:* Our goal is to place a reasonable number of our graduates in business schools offering PhD programs. Over the past 12 years, our School has placed 24% of its graduates in doctoral degree granting. We aspire to increase that percent.

*Teaching:* Over a ten-year period, the lowest average score on the question “Overall, I consider this instructor’s teaching performance to be...” is 3.77 and the highest score is 4.01. The lowest score on the question “Overall, I gained valuable knowledge/skills through this course” is 3.86 and the highest score is 4.24. Apart from the above quantitative evidence, there is anecdotal evidence that our students are effective teachers. In the past 12 years our doctoral students have won 6 University of Kansas Graduate School Outstanding GTA Awards, 2 University of Kansas Carlin Graduate Teaching Assistant Awards, and 1 Phi Beta Delta David Merchant International Student Award for Achievement.

**Forward Looking – Doctor of Philosophy (PhD).**

In AY 2009-10, the University underwent a fairly severe financial crisis, requiring units to return money. As a result, our School chose to not accept any new admits to the PhD program. Recently, however, we have caught up to our strategic plan to build the program to 40 students “In Process”, effectively recovering from the self-imposed shortfall in AY 2009-10. Our immediate plan looking forward is to continue to improve our program quality and the quality of our placements while maintaining an average of 40 students in process.

**Self-Assessed Quality of Academic Programming for PhD Degree Program:** Very Good
Summary: Academic Program Review  
June 2012  
School of Business

Mission. The mission statement of the KU School of Business is: “To prepare students for careers in the practice of business and management by maintaining a leading School of Business that fosters the creation and dissemination of knowledge in a changing global environment.” To achieve our mission, the School of Business offers six degree programs, satisfying the need for six specific professional markets:

1. The Bachelor of Science in Business (BS)
2. The Bachelor of Business Administration (BBA)
3. The Master of Business Administration (MBA)
4. The Master of Accounting (MAcc)
5. The Master of Science in Business (MS)
6. The Doctor of Philosophy in Business (PhD).

Accreditation by the AACSB. The University of Kansas enjoys accreditation through the AACSB (The Association to Advance Collegiate Schools of Business). Through AACSB’s accreditation of KU, the School of Business is the direct beneficiary. Each of our six degree programs are accredited through the AACSB. This is especially relevant, as Accounting must go through its own accreditation process through the AACSB. There are fewer than 200 Schools of Business throughout the world that enjoy both accreditations (Business and Accounting), and KU is among this august group.

To maintain our accreditation—and more importantly, to operate within a careful continuous improvement process—the School is held to strict standards of quality, and must demonstrate both quality and an actual internal procedure of continuous quality (continuous improvement). There are two primary aspects of these AACSB standards that are directly tied a Program Review: 1. The quality of faculty sufficiency (i.e., faculty qualifications and faculty engagement) in the School’s mission, and 2. Each degree program’s process to insure assurance of learning—a continuous improvement process that informs the School as to how well it is accomplishing its mission. These two aspects of AACSB accreditation are the cornerstones for accreditation of a School of Business, and thus provide the basis with which accredited Schools of Business measure themselves.

Faculty Sufficiency. The School had spent a significant amount of time and effort in the development and adoption of its own definitions of Faculty qualifications and engagement. These definitions required consistency with the University of Kansas’ Mission and required accordance with the AACSB—thus, they were fully vetted at the School of Business.

AACSB requires participating faculty (PF) to deliver 60% or more of all student credit hours (SCHs). Our PF deliver 81% of all SCHs.

AACSB requires that a School to employ 50% or more (FTE basis) of academically qualified (AQ) faculty. Our faculty consists of 64% AQ faculty. Among PF, our faculty consists of 72% AQ faculty.

AACSB requires that a School to employ 90% or more (FTE basis) of academically qualified (AQ) and professionally qualified (PQ) faculty. Our faculty consists of 97% AQ+PQ faculty. Among PF, our faculty consists of 97% AQ+PQ faculty.

Self-Assessed Quality of Academic Programming at the School of Business: Very Good
Bachelor of Science (BS)  
81% PF  
70% AQ  
95% AQ+PQ  
AACSBind: 60% or more  
AACSBind: 50% or more  
AACSBind: 90% or more  
Self-Assessed Quality of Academic Programming for the BS Degree  
Very Good

Bachelor of Business Administration (BBA)  
71% PF  
40% AQ  
100% AQ+PQ  
AACSBind: 60% or more  
AACSBind: 50% or more  
AACSBind: 90% or more  
Self-Assessed Quality of Academic Programming for the BBA Degree  
Good

Master of Business Administration (MBA) Degree  
68% AQ  
99% AQ+PQ  
AACSBind: 50% or more  
AACSBind: 90% or more  
Self-Assessed Quality of Academic Programming for the MBA Degree  
Good

Master of Accounting (MAcc)  
96% PF  
65% AQ  
100% AQ+PQ  
AACSBind: 75% or more  
AACSBind: 50% or more  
AACSBind: 90% or more  
Self-Assessed Quality of Academic Programming for the MAcc Degree  
Very Good

Master of Science (MS-SCM)  
95% PF  
55% AQ  
100% AQ+PQ  
AACSBind: 60% or more  
AACSBind: 50% or more  
AACSBind: 90% or more  
Self-Assessed Quality of Academic Programming for the MS-SCM Degree  
Exceptional

Doctor of Philosophy (PhD)  
100% PF  
94% AQ  
98% AQ+PQ  
AACSBind: 60% or more  
AACSBind: 50% or more  
AACSBind: 90% or more  
Self-Assessed Quality of Academic Programming for the PhD Degree  
Very Good

Assurance of Learning – Entire School of Business.

Our School has endeavored to implement the “gold standard” for Assessment:

A. High quality Assessments possess the following three attributes:
   a. They are direct,
   b. They minimize measurement error, and
   c. They are objective.

B. Assessments will deliver on these attributes when they possess the following four steps in execution:
   a. Identify Goals
   b. Identify Objectives,
   c. Describe Behaviors, and
   d. Establish Rubrics

We conduct program-tailored assessment for each program annually. Furthermore, we provide even further assessment through specific instruments designed for each Major in the BS Program. These assessments are designed to inform our continuous improvements of curricular issues and professional development.