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### Annual Assessment Results and Recommendations Report

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# Annual Assessment Results and Recommendations Report

## Abstract

CBPM 2018-2019 Deans Assessment Summary Report

## Keywords

CBPM, 2018-2019, Deans Assessment Summary Report

**2018-2019** College-level  
Annual Assessment Results and Recommendations Report

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This report serves to provide a summary of results and recommendations for the College-at-large.

**Data from each individual program is to be addressed:**

College: Business and Public Management

Dean: Submitted by Dave Farrokh, Veysel Yucetepe, and Jin Wang, CBPM

Section 1: Summary of the State of the College

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**A. Enrollment and Graduation Rate Analysis**

Analyze and discuss the current year's program data as compared to the previous five years of collected data for each program with respect to:

- Program Enrollment
- Graduation Rates (4-year and 6-year graduation rates)

**Dean's Summary on College Enrollment**

- The College of Business and Public Management has the highest aggregate enrollment among all colleges at the University across three locations (Union, Ocean, and Wenzhou). (see Table 1)
- During the last year, the College experienced a 2.2% increase in enrollment at the US campuses.
- During the last five years (Fall 2014 to Fall 2018,) the College has experienced 11.7% enrollment growth at the Union and Ocean locations. (see Table 2)
- Program specific enrollments provided in Table 3 reflect robust demand for all US programs across the College.
- Wenzhou Business School enrollment continues to grow (1390 headcount) and carries 67 percent of the total enrollment at WKU. (See Table 4 )
- Wenzhou Business students accounted for 83% of the degrees conferred in June 2019.

- The College of Business and Public Management gained a one-year increase of 3.6% in first time full time freshmen at the US campuses. (see table 5)
- The College had the second highest number of first time full time freshmen (401) at the US campuses in its history for fall 2018. (see table 5)
- Including Wenzhou campus, CBPM freshmen enrollment is the highest at the University with 789 students. (See Tables 5 and 6)
- CPBM has the highest number of incoming transfer students (459) of any college. (See Table 7)
- The College has 3 of the top 10 number of undergraduate degrees conferred (Management, Criminal Justice, Accounting) at the Union and Ocean campuses.
- Retention/ Persistence Data for the College and by program were not available from the Institutional Research website.
- Academic Program Review Data suggest 4-year and 6-year degree completion rates need to improve across the College for the Union and Ocean campuses.
- Graduate program enrollment in Criminal Justice has not gained traction to date.
- The College has provided support to Enrollment Management initiatives including call campaigns over the past year.
- Our association with DECA, through hosting conferences, branding materials (lanyards, programs materials, etc.) may be increasing interest in business related programs at the University.

**Table 1**  
**All Campuses**  
**All Students Enrollment Headcount**  
**By College, for Fall Semester(s)**

College		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
<b>BPM</b>	#	3756	4232	4524	4729	4861
	%	24.7%	27.5%	29.1%	29.5%	30.1%
<b>EDU</b>	#	2739	2529	2442	2387	2194
	%	18.0%	16.4%	15.7%	14.9%	13.6%
<b>CLA</b>	#	3625	3559	3358	3522	3630
	%	23.8%	23.1%	21.6%	22.0%	22.5%
<b>NAHS</b>	#	2528	2604	2658	2645	2654
	%	16.6%	16.9%	17.1%	16.5%	16.5%
<b>MGC</b>	#	473	474	486	574	660
	%	3.1%	3.1%	3.1%	3.6%	4.1%
<b>NWGC</b>	#	1219	1196	1257	1320	1361
	%	8.0%	7.8%	8.1%	8.2%	8.4%
<b>NJSTM</b>	#	127	130	152	167	191
	%	0.8%	0.8%	1.0%	1.0%	1.2%
<b>Undeclared</b>	#	754	682	657	675	574
	%	5.0%	4.4%	4.2%	4.2%	3.6%
<b>Total</b>		<b>15221</b>	<b>15406</b>	<b>15534</b>	<b>16019</b>	<b>16125</b>

- The College of Business and Public Management (CBPM) has the highest college-wide enrollment at the University with 4861 students. This is over 1200 more than the next highest college and more than the College of Education and the College of Natural, Applied and Health Sciences combined.
- College-wide enrollment is at its all-time high for fall 2018.

**Table 2**

**US Campuses**  
**All Students Enrollment Headcount**  
**By College, for Fall Semester(s)**

College		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
<b>BPM</b>	#	3107	3236	3374	3394	3471
	%	21.6%	22.9%	24.0%	23.9%	24.7%
<b>EDU</b>	#	2739	2529	2442	2387	2194
	%	19.1%	17.9%	17.4%	16.8%	15.6%
<b>CLA</b>	#	3536	3446	3263	3388	3396
	%	24.6%	24.4%	23.2%	23.8%	24.2%
<b>NAHS</b>	#	2429	2469	2518	2456	2391
	%	16.9%	17.5%	17.9%	17.3%	17.0%
<b>MGC</b>	#	448	424	407	439	479
	%	3.1%	3.0%	2.9%	3.1%	3.4%
<b>NWGC</b>	#	1219	1196	1257	1320	1361
	%	8.5%	8.5%	8.9%	9.3%	9.7%
<b>NJSTM</b>	#	127	130	152	167	191
	%	0.9%	0.9%	1.1%	1.2%	1.4%
<b>Undeclared</b>	#	754	682	657	675	573
	%	5.3%	4.8%	4.7%	4.7%	4.1%
<b>Total</b>		<b>14359</b>	<b>14112</b>	<b>14070</b>	<b>14226</b>	<b>14056</b>

- CBPM has the highest enrollment on the US campuses with 3471 for fall 2018.

**Table 3**

**US Campuses**  
**All Students Enrollment Headcount**  
**By Program, for Fall Semester(s)**

College/Department	Program	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
<b>BPM</b>						
CrimJust/PubAdm	Criminal Justice (UG)	748	755	738	773	815
	Public Admin. (UG)	141	141	130	128	125
	Criminal Justice (GR)	18	17	12	8	11
	Public Admin. (GR)	145	148	121	102	94
	<b>Subtotal</b>	<b>1052</b>	<b>1061</b>	<b>1001</b>	<b>1011</b>	<b>1045</b>
Accounting/Finance	Accounting (UG)	545	591	627	583	526
	Finance (UG)	191	256	295	326	301
	UPB Programs (UG)	3	0	0	0	0
	Accounting (GR)	38	44	51	44	43
	<b>Subtotal</b>	<b>777</b>	<b>891</b>	<b>973</b>	<b>953</b>	<b>870</b>
Mgmt/Marketing	Management Sci. (UG)	833	774	837	880	1019
	Marketing (UG)	305	316	327	336	321
	<b>Subtotal</b>	<b>1138</b>	<b>1090</b>	<b>1164</b>	<b>1216</b>	<b>1340</b>
Global Business	International Business (UG)	65	116	152	140	126
	MBA in Global Management (GR)	75	78	84	74	90
	<b>Subtotal</b>	<b>140</b>	<b>194</b>	<b>236</b>	<b>214</b>	<b>216</b>
BPM Total	<b>Total</b>	<b>3107</b>	<b>3236</b>	<b>3374</b>	<b>3394</b>	<b>3471</b>

- College-wide enrollment for the US campuses increased by 2.2 percent over the past year.
- Enrollment for the School of Accounting and Finance fell 8.7% over the past year.
- Enrollment for the School of Management and Marketing grew 10.2% over the past year.
- MBA Enrollment grew 21.6 over the past year.
- Undergraduate Global Business enrollment fell 10% over the past year.

**Table 4**  
**Wenzhou Campus**  
**All Students Enrollment Headcount**  
**By Program, for Fall Semester(s)**

College/Department	Program	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
<b>BPM</b>						
Accounting/Finance	Accounting (UG)	272	437	495	530	477
	Finance (UG)	253	375	429	503	597
	<b>Subtotal</b>	<b>525</b>	<b>812</b>	<b>924</b>	<b>1033</b>	<b>1074</b>
Mgmt/Marketing	Management Sci. (UG)	73	74	13	50	66
	Marketing (UG)	51	67	91	100	123
	<b>Subtotal</b>	<b>124</b>	<b>141</b>	<b>104</b>	<b>150</b>	<b>189</b>
Global Business	International Business (UG)	0	43	122	152	127
	<b>Subtotal</b>	<b>0</b>	<b>43</b>	<b>122</b>	<b>152</b>	<b>127</b>
BPM Total	<b>Total</b>	<b>649</b>	<b>996</b>	<b>1150</b>	<b>1335</b>	<b>1390</b>

- The College of Business and Public Management continues to grow and has the highest enrollment at WKU.
- The Finance major enrollment surged 18.6% over the past year with nearly twice as many majors than at the US campuses.
- Management and marketing majors experienced strong growth over the past year.
- Global Business and Accounting experienced downturns of over 10% over the past year.



**Table 5**

**US Campuses**  
**First-Time Full-Time Degree-Seeking**  
**Undergraduate Student Enrollment Headcount**  
**By College, for Fall Semester(s)**

College		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
<b>BPM</b>	#	316	290	303	387	401
	%	21.3%	19.5%	20.3%	22.0%	22.5%
<b>EDU</b>	#	243	228	215	257	232
	%	16.4%	15.3%	14.4%	14.6%	13.0%
<b>CLA</b>	#	311	321	300	332	301
	%	21.0%	21.5%	20.1%	18.9%	16.9%
<b>NAHS</b>	#	263	284	366	363	435
	%	17.7%	19.1%	24.5%	20.6%	24.4%
<b>MGC</b>	#	47	52	49	59	67
	%	3.2%	3.5%	3.3%	3.4%	3.8%
<b>NWGC</b>	#	28	34	18	26	20
	%	1.9%	2.3%	1.2%	1.5%	1.1%
<b>NJSTM</b>	#	20	29	38	37	52
	%	1.3%	1.9%	2.5%	2.1%	2.9%
<b>Undeclared</b>	#	255	252	205	299	273
	%	17.2%	16.9%	13.7%	17.0%	15.3%
<b>Total</b>		<b>1483</b>	<b>1490</b>	<b>1494</b>	<b>1760</b>	<b>1781</b>

- CBPM has the second highest first-time freshmen enrollment for fall 2018 (behind College of Natural, Applied and Health Sciences) for US campuses.

**Table 6**

**Wenzhou Campus**  
**First-Time Full-Time Degree-Seeking**  
**Undergraduate Student Enrollment Headcount**  
**By College, for Fall Semester(s)**

College		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
<b>BPM</b>	#	327	355	352	379	<b>388</b>
	%	75.3%	74.4%	73.9%	66.1%	<b>58.5%</b>
<b>CLA</b>	#	27	46	46	63	93
	%	6.2%	9.6%	9.7%	11.0%	14.0%
<b>NAHS</b>	#	55	47	48	67	123
	%	12.7%	9.9%	10.1%	11.7%	18.6%
<b>MGC</b>	#	25	29	30	64	58
	%	5.8%	6.1%	6.3%	11.2%	8.7%
<b>Undeclared</b>	#	0	0	0	0	1
	%	0.0%	0.0%	0.0%	0.0%	0.2%
<b>Total</b>		<b>434</b>	<b>477</b>	<b>476</b>	<b>573</b>	<b>663</b>

- CBPM continues to attract the highest number of freshmen, although other non-business programs are being added to the degrees offered at WKU

**Table 7**

**US Campuses**  
**New Transfer Student Enrollment Headcount**  
**By College, for Fall Semester(s)**

College		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
<b>BPM</b>	#	434	446	417	474	459
	%	26.6%	29.2%	28.9%	32.2%	31.4%
<b>EDU</b>	#	297	274	243	224	241
	%	18.2%	18.0%	16.9%	15.2%	16.5%
<b>CLA</b>	#	457	415	393	429	441
	%	28.0%	27.2%	27.3%	29.2%	30.2%
<b>NAHS</b>	#	342	306	324	294	250
	%	21.0%	20.1%	22.5%	20.0%	17.1%
<b>MGC</b>	#	55	47	36	36	47
	%	3.4%	3.1%	2.5%	2.4%	3.2%
<b>NWGC</b>	#	43	36	25	14	22
	%	2.6%	2.4%	1.7%	1.0%	1.5%
<b>NJSTM</b>	#	1	1	4	0	0
	%	0.1%	0.1%	0.3%	0.0%	0.0%
<b>Undeclared</b>	#	1	0	0	0	0
	%	0.1%	0.0%	0.0%	0.0%	0.0%
<b>Total</b>		<b>1630</b>	<b>1525</b>	<b>1442</b>	<b>1471</b>	<b>1460</b>

- CBPM continues to have the highest new transfer admission enrollment at the University with 459 undergraduate students.

## **Dean's Program Assessment Summary**

At the macro level, students are meeting program expectations and student learning outcomes over the past academic year. Particular emphasis has been given to assess and strengthen student research skills at the undergraduate level through department based research coursework. Over the past academic year, attention to faculty-student research collaboration has been encouraged and enhanced through course curriculum based projects. These initiatives supplement the Global Practicum projects required for all Global Business students. Greater emphasis on case study assignments has resulted in higher competencies in critical thinking and analytical fluency as measured in several program SLO assessments over the interval. Areas of improvement vary by program. Some observations:

- Students continue to need further development of quantitative skills, particularly at the foundational major course requirement level.
- Across the College, student oral presentation fluency needs greater attention and mastery.
- While business ethics and corporate responsibility are treated at the conceptual level, responsibility at the individual level also needs further development. .
- As in past years, students need to continue to strengthen their critical thinking and analytical ability. Our faculty has identified the use of case study and team building as essential. This is salient at the graduate and undergraduate levels.
- Students also need greater exposure to integration, organization, and analysis of information from supporting coursework.

### **School of Accounting and Finance**

- The Undergraduate Accounting program has assessed 2 SLO's during the past academic year. In general, students satisfactorily demonstrated understanding of the key concepts of all business disciplines, yet had some underperformance in accounting related topics (i.e., "cash basis" versus "accrual basis" accounting and associated journal entries. To close the loop, teaching faculty will provide more examples on the topics.

- Regarding code of conduct and ethics in accounting profession, no significant areas of concern were identified among undergraduates.
- At the graduate level in Accounting, for the SLO “Know the code of conduct and the ethical issues germane to business”, the majority of graduate students had difficulty identifying the correct ethical behavior in a hypothetical situation. Clearly, proper ethical behavior and conduct scenarios will need to be offered in greater measure in the classroom.
- Finance assessment examined 3 SLO’s during the past academic year. Results indicate widespread attainment of knowing key business concepts and using techniques to solve business problems at the introductory and advanced level. Specific topics such as “callable bonds and “bond rating’ need greater treatment. Students demonstrated mastery of ethical issues related to business in the financial sector.
- The launch of “StockTrak” trading platform software beginning fall 2016 and continuing until the present time for all students in the programs has been useful for portfolio construction and analysis. The department has held internal investment competitions through the trading platform.

### **School of Management and Marketing**

- Undergraduate Marketing program assessment focused on 2 SLO’s during the past academic year. “Communicating effectively,” and “Utilizing business technology to assess and analyze business information”. Results indicate students enrolled in the introductory course in Marketing have particular difficulty with evaluating data to make business decisions. Utilizing a series of “mini-simulations” to demonstrate critical thinking proficiency, students did not meet the expected 80% threshold. To close the loop, students will have more practice simulations in the future in order to become more familiar with the methodology. In addition, faculty noted a clear demarcation among students with technology fluency. Some students “aced” the simulations, while others may have “quit trying”.
- On the SLO of “Communicating effectively”, this past year the incentive of presenting at University sponsored “Research Days” as well as invitations to friends and family to attend the oral presentation had a motivating effect. Faculty noted weakness in citing sources in presentation slides. Need for improved presentation “soft skills”,

- including speaking volume, rushing through the presentation, nervous behavior and improper eye contact, was noted.
- Management program assessments during the interval for 2 SLO's indicate satisfactory performance generally. "Having in-depth knowledge of the discipline" and "using techniques from business disciplines to solve business problems" were assessed.
  - Possible instances of plagiarism were noted and may need to be addressed early in the capstone course.
- **School of Criminal Justice and Public Management**
    - Undergraduate assessment results in Public Administration indicate students in the PA 4000 capstone adequately met the assessed SLO of "Ability to develop a public policy response to a real world social or political problem". While the standard was met, faculty are committed to enhancing students' critical thinking skills through in class exercises to "close the loop".
    - At the graduate level in Public Administration, 3 SLO's assessed in the past year. The 3 SLO's include:
      - Critical thinking and problem solving
      - Apply a public service perspective
      - Increase global awareness and cultural competency in understanding public policy and public management

Assessed through three MPA courses, results of the program assessment indicate students' demonstrated mastery of the learning objectives.

- The PA faculty identified the need to organize global events such as UN-Kean joint event, global guest speaker series, and global case studies.
- 5 SLO's were assessed for the undergraduate Criminal Justice program utilized a proficiency exam given at the end of the capstone course CJ 4600 "Senior Seminar in Criminal Justice" to measure three of the SLO's and a comprehensive literature review for 2 SLO's. The results indicate students meet or exceed acceptable levels of proficiency regardless of content delivery (traditional and on-line) for the 5 SLO's assessed.

- The department will continue to operate the Senior Seminar as a functional in-class writing lab.
- At the Master's level in Criminal Justice, assessment of 4 SLO's for the year was required. For several years, students have had the option of completing a comprehensive exam or a Master's thesis. 3 of the 4 SLO's appear to be better addressed through thesis writing than by exam. For those opting to take the exam, a preparatory study guide is provided well in advance of the exam date. Results from exam performance were so poor in some instances, there is indication no studying was done by a Master's student.
- 2 SLO's cannot be assessed sufficiently for the Master of Criminal Justice program because no students completed the Master's thesis during the interval.

### **Global MBA**

- Master's level students were assessed during the interval on 2 different Student Learning Outcomes, "Making effective decisions by utilizing quantitative techniques and research methods..." and "Communicate in a global environment with various constituencies across different business cultures and functions".
- Students demonstrated satisfactory performance by direct measure on the 2 SLO's.
- Improvements to students' leadership skills can be improved through further teamwork and case analyses in the GMBA 5680 course.
- Results indicate, while satisfactory, improvement in these areas could be fostered through increased opportunities for students to hone their presentation skills. This can be accomplished through modified pedagogy and further enhanced at the granular level by providing extracurricular public speaking opportunities (Open House, Dean's Forum, Mentoring, Research Days involvement, etc.)

## Section 2: General Academic Planning

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Using the information analyzed, discuss the following:

- What do I open?
- What do I close?
- What needs to be supported with:
  - a. More faculty
  - b. Other resources?
- What actions will be taken to strengthen the programs and the College-at-Large?

### **New Programs**

1. All programs at the College underwent a thorough systematic review to meet the New Jersey 120 credit standard. Changes to General Education were minimal generally; for business programs, MGS 3110 Decision Modeling was eliminated from the business core as content was subsumed within 2 other core courses- MGS 2150 Business Statistics and Applications and MGS 4010 Operations Management. All CBPM degree were approved by the Office of the Provost, University Senate, and the Registrar for compliance.
2. The Entrepreneurship option has been added as a new option within the Management degree program and offered at Kean Ocean. A parallel program is presently offered at Wenzhou as well.
3. The Human Resources option within the Management degree program was launched in fall 2018. This was a market driven decision and the nomenclature is recognizable to prospective students and employers.
4. Supply Chain and Information Management option has been revised and has been renamed “Supply Chain Management” and was offered as a separate major degree option in spring 2019.
5. Cybersecurity courses continue to be offered as part of the CJ degree concentration. Greater interaction with the Computer Science department has occurred in the past year with the specialization of this discipline.
6. All core business degree courses are presently being offered in the online format.
7. Working with the Kean Online office, all required Accounting courses will be offered in the online format. This initiative will support the agreement with Ain Shams University in Egypt. Further development



of this work may lead to the complete degree offered in the online format.

**Internship Office Update**

1. The CBPM Internship Office has relocated to support the University objective of centralized Career and Internship Services Office. The program held the third annual Internship Fair attracting 40 companies and over 400 students.
2. Classroom visits by the Director were effective in directly reaching out to the target population.

### **Resource Needs:**

1. Tenure track full-time faculty (summarized in the chart below) to meet AACSB criteria for faculty sufficiency and qualification.
2. At present, advising loads on full-time faculty in some programs is quite high. Student/faculty ratio for the whole college in fall 2018 was 80, 118 for Global Business and Global MBA.
3. Continuation of the subscription cost to StockTrak online trading platform. This tool prepares our graduate and undergraduate students for real-time market data analytics.
4. Transition to Bloomberg capability for fall 2020 with training for faculty, staff, and students will be necessary.
5. The most immediate staff need continues to be a full-time Executive Director to lead the School of Accounting and Finance. The successful candidate should possess a doctorate in Accounting or Finance.
6. To support AACSB accreditation efforts, resources should be allocated to support faculty research presentations at leading national and international conferences (i.e. American Marketing Association, International Business Association, Academy of Management, American Accounting Association, etc.). See below.

**College of Business**  
**Resources and Practices Need to Earn AACSB Accreditation over 5 years**  
**Approximate Estimates as of August 2019**  
**Needs may change as the environment changes**

**Resources**

<b>Item</b>	<b>~ Cost</b>	<b>Timetable</b>
ED Accounting	\$140K	ASAP
6x PhD faculty in Accounting	\$720K	Next 2 years
2x PhD faculty in Finance	\$220K	ASAP
6x Marketing & Management PhD faculty	\$600K	Next 3 years
2 Global Business PhD faculty	\$200K	Next3 years
4 MBA PhD faculty	\$420K	Next 4 years
CBPM Data Analyst for AACSB	\$75K	ASAP and continual throughout candidacy
Alumni Surveys	\$3k each = \$9K total	every two years
AACSB Deans Meeting	2 attendees at \$2500= \$5K	Annually throughout candidacy period
AACSB Accreditation seminars	\$2500/yr x 5 = \$12.5K total	Once per year for 4 years
AACSB International Conference and Annual Meeting (ICAM)	\$2500/yr. x 5 = \$12.5K total	Once per year for 4 years
Faculty Development # 1 Send faculty to present research	15/yr. @ \$1500 = \$22.5K/yr. \$112,500 total	Every year for 4 years
Faculty Development # 2 Reassigned time for research	3 in academic year & 3 in summer @ \$4K each = \$24K/year \$120,00 total	Every year for 4 years
AACSB Membership Dues	Approximately \$4000	Annually throughout candidacy period
Total non-faculty costs	\$83,000	Annual Cost
Total faculty and staff salary costs	\$2,375,000	Annual Estimated Cost at full hiring

## **Course Updates**

All course outlines offered at the College are reviewed on a three-year cycle.

## **Additional Actions Taken to Strengthen Programs:**

**The College has adopted and continues to employ a “theory to practice” model of learning. At the College, experiential education is delivered through several offerings:**

1. Global Practicum (China, Germany, Spain, France, Metro New York/New Jersey)
2. Internships and Cooperative Education
3. Semester abroad at Wenzhou Kean University
4. Study Abroad (non-WKU)
5. Global Experiential Learning (i.e. Travelearn)
6. Student Club Involvement
7. Dean’s Forum Events
8. Corporate Tours
9. Business Plan Competition
10. Student Presentations to CBPM Board of Advisors and University Board of Trustees
11. “One Million Cups” (entrepreneurship projects)

## Section 3: College Resource Needs

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### A. Faculty and Staff Resource Needs

**Discuss faculty and staff resource needs using supporting data and a rationale connected to Section 2 (General Academic Planning) and individual program data.**

As mentioned in Section 2, a major initiative of the College is to secure and maintain AACSB accreditation. This is the driver for faculty requests in the near and long term. At present, among all New Jersey public senior institutions, Kean and New Jersey City University are the only institutions without it. The lack of this credential in an age of easy access to information puts the College in an unfavorable position. At every open house, students and parents inquire about this accreditation. For Accounting undergraduate and graduate students who wish to pass the CPA exam, it is essential that programs attain this accreditation.

<b>Program</b>	<b>US student UG &amp; GR enrollment (fall 2018)</b>	<b>US full time faculty</b>	<b>US student/FT faculty ratio</b>	<b>UG 4 yr graduation rate (based on 2014 cohort)</b>	<b>UG 5 yr graduation rate (based on 2013 cohort)</b>	<b>UG 6 yr Graduation rate (based on 2012 cohort)</b>
<b>Accounting</b>	569	6	94:1	19.6%	25.5%	30%
<b>Finance</b>	301	4	75:1	10%	50%	40%
<b>Criminal Justice</b>	826	9	91:1	20.5%	34.1%	29.9%
<b>Public Administration</b>	219	7	31:1	0%	0%	66.7%
<b>Management</b>	1019	9	113:1	12.3%	20.8%	17.7%
<b>Marketing</b>	321	6	53:1	15.4%	22.2%	36.4%
<b>Global Business &amp; Global MBA</b>	216	2	118:1	23.5%	NA	NA

**Finally, provide an itemized list of faculty needs (with reference to the data and rationale)**

## **B. General Resource Needs**

**Discuss general resource needs using supporting data and a rationale connected to Section 2 (General Academic Planning) and individual program data with respect to the following:**

- **Office Supplies, Travel**
- **Technology (e.g. administrative software, faculty computers, etc.)**
- **Office Equipment**
- **Facilities (Office Spaces, etc.)**
- **Furniture, etc.**
- **Memberships, Accreditation Fees, etc.**

**The College has had a preliminary application for AACSB accreditation accepted by this accrediting body, the gold standard for the business programs. Strategic planning, implementation and resource allocation will be critical to the success of this endeavor. Attainment of AACSB accreditation is critical to the long-term competitiveness of the business programs in a highly competitive region. In order to meet benchmarks associated with this credential, the University will need to accelerate resource investment in the College of Business and Public Management.**

The Office of Internships for the College has increased student participation in the program securing 400 internships over the past four years. While some of the students earn degree credit (“co-op”), most do not. Settings have included entities of all sizes from the corporate, non-profit, and governmental segments of the economy. To expand the program offerings, we recommend institutional membership in the state and national professional organizations. The Office of Career and International Services incurs the operational cost for this function.

## **C. Pedagogical/Curricular Needs**

**Discuss pedagogical/ curricular resource needs using supporting data and a rationale connected to Section 2 (General Academic Planning) and individual program data with respect to the following:**

- **Software (instructional)**

1. Continuation of Stock-Trak trading platform to be utilized primarily by Finance, Accounting, and Graduate MBA and Accounting students and faculty for investment portfolio analysis.
  2. Research Databases for student faculty research collaboration for Research Days and publications.
- **Facilities (Classrooms, Labs, etc.)**
    1. Preparing for fall 2020 relocation all CBPM programs to Hynes Hall facility (currently under construction).
    2. Computer Labs- Capstone coursework in all undergraduate and graduate business programs require extensive computer simulation to develop their management decision making skills.
    3. Criminal Justice classes such as “Crime Analysis” and Cyber security classes offered utilize computer labs extensively.
    4. Business fields are increasingly concerned with quantitative analysis and data analytics. In addition, MGS 2150 “Business Statistics” (a major requirement for all 2000 business majors) requires a computer lab for all sections offered.

## Section 4: Budget Request Line Items for Entire College of Business and Public Management

College (Program)	Description of Resource Request	Page # Reference (for Rationale)	Minimum Quantity Requested (where relevant)	Unit Cost (where relevant)	Total Cost (to nearest dollar)	Strategic Plan Goal (2013-2020)
CBPM Business Programs	AACSB Accreditation Seminars		4	2500	10,000	1,2
CBPM Business Programs	AACSB Accreditation Annual Meeting		1	2500	2500	1,2
CBPM Business Programs	AACSB Deans Meeting		1	2500	2500	1,2
CBPM Business Programs	AACSB International Conference and Annual Meeting (ICAM)		2	2500	5000	1,2
CBPM Business Programs	Associate Dean		1	140,000	140,000	1,2
CBPM Business Programs	Data Analyst (full-time position for AACSB and CBPM)		1	75000	75000	1,2
Executive Director-Accounting and Finance	PhD in Accounting with Managerial Experience required		1	140,000	140,000	1,2
Faculty - Accounting	Tenure Track lines with Ph.D. degree		6	120,000+	720,000	3.1.2
Faculty-Finance	Tenure Track lines with Ph.D. degree		2	110,000	220,000	3.1.2
Faculty-Management	Tenure Track lines with Ph.D. degree Priority given to meeting AACSB Needs		3	100,000+	100,000	3.1.2
Faculty-Marketing	Tenure Track lines with Ph.D. degree		1	100,000	100,000	3.1.2
Faculty-Criminal Justice	Tenure Track lines with Ph.D. degree		2	75,000	150,000	3.1.2
Global MBA	Tenure track line with PhD		2	100,000	200,000	3.1.2
Global Business	Tenure track line with PhD		1	100,000	100,000	3.1.2



## Global Practica Needs Assessment

Number of Student Participants:

	2016	2017	2018	2019	2020 Proj.
Globally Based Student Participants (outside the US*)	18	34	26	22	50
U.S. Based Participants	8	39	41	53	25
*Countries	Germany, Panama, N. Ireland, China	Germany, N.Ireland, China	France, Spain, Germany, N.Ireland, China	France, Spain, Germany, China	France, Spain, Germany, China

Current State:

- Relationships with global partners continued through Manager of Global Initiatives.
- Program is destined to grow naturally with more required participation from WKU. However, program should also be expanded throughout the College (based on G.P.A. and faculty recommendations) to help achieve the President's directive for expanded Experiential Learning opportunities for all.
- VPAA Office has supported the program by covering professor costs. This has allowed us to keep these experiences under \$3,000 for the student who also have a Summer I tuition responsibility.
- While the growth of the Global Business Program has taken over much of the specific travel needs of the students, closer coordination with the International Office is needed.

Resources needed for continued success:

- An additional designated staff member/academic specialist to work in connection with Manager of Global Initiatives on full coordination of logistical program.

- Continued support from the VPAA's office for professors' travel costs for summer practicum. These costs average between \$2,500-3,000 per professor.
- Current corporate partner relationships should be strengthened and new partnerships should be formed with a site visit by Manager of Global Initiatives in the Fall.
- 2 Global Business dedicated tenure track faculty lines; 1 for AY 20-21 and 1 for AY 21-22 need to be approved and filled to provide an academic foundation and leadership for the program.