USF MUMA
COLLEGE OF BUSINESS
UNIVERSITY OF SOUTH FLORIDA

AACSB International
Continuous Improvement Review Report

University of South Florida | Muma College of Business

2012 - 2017

Report Date: **November 17, 2017**
Visit Dates: **January 28-30, 2018**

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APPENDICES

OUR MISSION

We emphasize creativity and analytics to promote student success, produce scholarship with impact, and engage with all stakeholders in a diverse global environment.

OUR STRATEGIC VISION

TRANSFORMING MINDS: TRANSFORMING BUSINESS

We aspire to be internationally recognized for developing business professionals who provide analytical and creative solutions in a global environment.

OUR STRATEGIC PRIORITIES

DISTINCTIVE IDENTITY:
Business Analytics and Creative Solutions

RESEARCH WITH IMPACT
We will contribute to the body of knowledge via innovative and interdisciplinary approaches to creating useful insights for a range of organizations.

STUDENT SUCCESS
We will equip our students with the knowledge and skills necessary to become analytical and creative problem-solvers, thereby allowing them to add significant value to their employing organizations. We will focus on honing students' skills through innovative pedagogical approaches and experiential learning opportunities.

BUSINESS ENGAGEMENT
We will partner with businesses worldwide to seek and provide ideas, solutions, and intellectual capital. With strong business relationships everyone wins: students, business and faculty.

PEOPLE
We will reach our full potential only if our people are motivated, committed, and engaged. We strive to create and sustain a healthy work environment that values passion, accountability, personal development, openness, and collaboration.

GLOBAL LITERACY AND IMPACT
We will foster relationships promoting international faculty and student exchanges. We will strengthen our relationship with businesses, our study abroad offerings, internationally delivered programs and attract quality international students to our college. Our students' global literacy will be increased through the incorporation of global issues into the curriculum.

DISTINCTIVE IDENTITY — ANALYTICS AND CREATIVITY

In 2014, the USF Muma College of Business formally opened the Center for Analytics and Creativity with the mission to facilitate the discovery and dissemination of insight through the power of analytical and creative thinking. The intent was to foster a climate of innovation and analytics throughout the college's administration, classrooms, and research. It is through the establishment of the center that the college intends to champion its distinct identity in the area of analytics and creativity. A few points of pride with regard to the distinctive identity activities are noted below (these and other efforts are discussed throughout this report):

► The Muma College of Business held a "Big Data" panel discussion October 25, 2013. Balaji Padmanabhan, an expert in the areas of business intelligence, data analysis and data mining, led a panel of industry experts in a discussion on big data technologies. With such technologies, companies have the ability to collect volumes of data and information that intuition alone can't decipher.

► Using creativity and analytics to catch crooks (October 10, 2014). Former white-collar criminal and current Forbes contributor Walter Pavlo kicked off a discussion on the danger of white-collar crimes at the Muma College of Business. The event included a panel discussion on business ethics and how analytics and creativity can be used to curb white-collar crime.

► The Muma College of Business hosted an IdeAlytics Fest on 2015. The event for students, faculty, and members of the business community, celebrated all things creative and analytical by building bridges between data-driven insight and artful innovation. There were two keynote speakers from big data companies and innovation think tanks, as well as local innovators that represent both the arts and sciences.

► The USF Muma College of Business held the inaugural Florida Business Analytics Forum on the latest developments in data collection, analytics and creativity on April 4, 2017. More than 250 people packed the atrium at the college to hear the pioneers in data collection, research, analytics and creativity, themes the college has undertaken in many of its courses.

► A Sport & Entertainment Analytics Conference has been hosted by the Muma College of Business Sport and Entertainment Management program for the past three years and is scheduled again for spring 2018. The conference targets business leaders who deal with data and use it to drive key decisions in the sport and entertainment industries.

► Core and major program curricula incorporate business analytics and creativity in courses and learning objectives.

1. INNOVATION, ENGAGEMENT, IMPACT

1.1   INNOVATION

In the region, the state, the nation and across the globe, the USF Muma College of Business is implementing innovative approaches to research and education. Following are some of the college's distinctive programs and accomplishments during the past five years.

Innovative Academic Centers of Excellence

► The newly created Center for Analytics & Creativity is a key vehicle for supporting cutting-edge research and programs related to data analytics and creativity. The center is fully supported by industry partners who can tap into the center for expertise related to analytics and creativity. Faculty and staff conduct programs and outreach activities to strengthen Tampa Bay's position as a growing business and technology hub.

► Supply chain management, reverse logistics and sustainability interest both domestic and international businesses because these issues impact their profitability — especially in today's competitive marketplace. To meet the needs of global businesses, the college created the Center for Supply Chain Management & Sustainability, the first center of its kind in Florida. Globally recognized faculty prepare undergraduate and graduate students — as well as corporate clients — to engage in global trade. The Muma College of Business is well-positioned to lead this effort because its faculty includes five supply chain experts who are leading researchers on logistics issues, including one of the field's foremost scholars.

► In partnership with the USF College of Arts & Sciences, the USF College of Engineering, the USF College of Education and the USF College of Behavioral & Community Sciences, the Muma College of Business played a significant role in establishing the Florida Center for Cybersecurity. It is a shared resource, located at USF, for Florida's higher education, government, defense and business communities. The center, still in its early stages, will position Florida as the leader in cybersecurity and its related workforce. It is envisioned that the center will create thousands of new high-paying jobs in the cybersecurity sector and serve as a clearinghouse for statewide businesses and higher education communities to share knowledge, resources, and training opportunities.

Innovation in Academic Programs

► Doctor of Business Administration – In 2014, the college received approval to offer a Doctor of Business Administration. The DBA program attracts senior management including C-suite executives. The hybrid program, offered on weekends, is operated on a cohort basis using a market-rate pricing model. The DBA has admitted three student cohorts and will admit the fourth cohort in January 2018.

► Bachelor of Science in Personal Financial Planning – In response to the demand for financial planning professionals, the college approved a new degree that started in the fall of 2017.   This new degree concentrates on the analysis of personal financial data and the economic climate to prepare recommendations in the client's best interest. The degree will provide all the educational require-ments necessary to sit for the CFP® certification examination.

► Executive Master of Science in Business Analytics and Information Systems (weekend program) – This new program, approved in 2016-2017, integrates technology development and data analytics, and its strong focus on leadership development will build skills in communication, self-awareness, team orientation and accountability. The 17-month, weekend-only program is designed for the working professional with a bachelor's degree from any discipline who wants to move into management positions in the information systems and information technologies areas.

Certificate Programs

► Analytics and Business Intelligence Certificate – analytics and business intelligence skills are in great demand today. This certificate prepares students to acquire necessary skills in analytics and business intelligence which are in high demand in the marketplace. Graduate students who earn a GPA of 3.0 or higher in coursework will earn a SAS approved Certificate in Analytics and Business Intelligence based on using a SAS analytics package in course assignments.

► **Three fully online certificates**:
  • Graduate Business Foundations Certificate, giving those without an undergraduate business degree the prerequisite courses to enter an MBA program.
  • Graduate Certificate in Compliance, Risk Management and Anti-Money Laundering, the only one of its kind in the nation. The program was featured in the *Wall Street Journal*.
  • Undergraduate General Business Certificate is focused exclusively on non-business majors. The program provides basic business knowledge that would be helpful for employment in corporate settings.

Innovative Faculty Research and Practice

► Faculty Externship Program – This program allows faculty to step away from the classroom to work in businesses and corporations. A win-win-win, the externship benefits the business, which gets – at no charge – someone who can use the latest research to solve problems; the professor, who is rejuvenated with new experiences and new perspectives; and the students who are presented with fresh classroom material based on recent, real-world challenges. In the first year, two professors completed externships. In 2016, Michael Mondello worked in the front office of the Tampa Bay Rays and in 2017, Don Berndt shared his research with the U.S. Treasury Department's Office of Financial Research.

► Annual Faculty Research "Speed Dating" Events – The goal of this new event, initiated in 2015, is to promote collaborative research and team building across departments. Faculty has the opportunity to meet and share research interests with the goal of promoting multidisciplinary approaches that lead to top journals and grants.

► Faculty Creativity Workshop – Held in fall 2016, the workshop focused on weaving creativity into organizations and helping with creativity, design-thinking and applications for the college's classrooms. Speakers included the vice president of creative portfolio of Disney Imagineering and the senior director of innovation and design operations at Converse.

► Assistant Professor Research Seminar Series – The faculty organized this series in 2015 to encourage faculty and doctoral students to present current research.

► Muma College of Business Research Symposium – This symposium features C-level speakers from business and industry, poster sessions to showcase the research of college faculty and students and Pecha Kucha sessions.

► Annual Muma College of Business Teaching Symposium – Started in the spring of 2016, the teaching symposium serves college faculty members and doctoral students. Guest speakers present on innovations or opportunities that can be used to enhance student success in the classroom. Faculty present creative teaching ideas that have been used successfully. The symposium is run in conjunction with the university-wide teaching symposium, creating a day-long teaching enhancement opportunity.

► Lunch and Learn Seminars – The college invited faculty and industry representatives to present current technology, research and teaching innovations to Muma College of Business faculty.

Innovative Experiential, Service-Learning and Classroom-Based Activities

► Executive Internship Program at USF Federal Credit Union – Muma College of Business students manage a student-run financial services center and earn college credit as part of a partnership between the Muma College of Business and the USF Federal Credit Union.

► Student Managed Investment Fund – offers motivated, well-prepared students the opportunity to participate in financial investment strategies to manage real money in real time. The fund's advisory board is comprised of seasoned practitioners who serve as supervisors and mentors for students. Board members also share expertise and guidance when student analysts pitch ideas for stock purchases. Leveraging this experience, students are able to land competitive internships and, later, job offers at top firms nationwide.

► Experiential Learning – every department now offers an internship course. In 2016-17, 599 students participated in experiential learning programs such as co-ops, internships and overseas programs, of which 255 were enrolled in degree-applicable internship courses.

► Information Systems Decision Sciences Practice Center – gives students with new skills experiences with real world projects sponsored by industry partners. Students work in groups of two performing collaborative team-based projects. Every project is supervised by at least one ISDS faculty mentor and at least one representative of the project-sponsoring industry partner. Based on a project's outcome or the nature of the project, an industry partner may choose to sponsor the next phase or a new project for an additional semester.

► FOX Sports University – Students in the Sport & Entertainment Management Program participate in FOX Sports University, a partnership developed by FOX Sports with academic and athletic institutions from around the country. The program provides real-world experience to graduate and undergraduate students, while developing a pipeline of innovative ideas for FOX Sports properties. FOX Sports executives and on-air talent take part in the education process, giving the practical element to learning whereby students produce research, campaigns and concepts for FOX Sports.

Innovative Approaches to Global Engagement

► Executive MBA students participate in an annual experiential learning activity. Prior trips were to China, Thailand and Singapore. The most recent trip to Thailand had the group visiting the U.S. Embassy in Bangkok and receiving a briefing about Thailand's economic landscape from a U.S. commercial services officer. Each trip includes meetings with multi-national firms that host the students and discuss international business practices and challenges.

► The Sport & Entertainment Management Program has built several global partnerships. For example, in 2015, it hosted 15 international students and faculty from the University of Northampton (England). USF students will travel there in 2017 and, while in England, faculty and students will visit organizations in London, Southampton and Manchester. A return visit from a coalition of British universities is tentatively planned for 2018.

► The agreement with Universidad San Ignacio De Loyola S.A. to offer USF business bachelor's degrees in Lima, Peru, was renewed. The college offers students at the Universidad San Ignacio de Loyola in Lima, Peru a chance to earn a general business degree with concentrations in marketing and international business from USF without leaving Peru.

► In 2016 USF's entrepreneurship program was admitted as a full participating member in HERMES, the first university in the United States to gain full participating membership. This association with HERMES affords unique opportunities for graduate student exchange, faculty exchange and joint graduate program development in entrepreneurship with its 21-member institutions in Europe and Asia. In addition, the affiliation affords unique scholarly research opportunities for USF faculty to engage in collaboration with key international scholars on relevant entrepreneurship related research topics.

► The college hosted Executive MBA students from the Mediterranean School of Business in Tunisia. They visited several companies in Tampa, took a course in CRM and experienced notable American culture events by attending USF football and Tampa Bay Lightning games.

► USF hosted the International Business Symposium 2017: Charting a Winning Course in Uncertain Waters of Global Commerce.

Innovative Student Success Initiatives

► Collier Student Success Center – Working in tandem with USF's Career Services, the Collier Student Success Center at the USF Muma College of Business assists students with career planning, hosts corporate networking events and coordinates workshops to help students with professional development. Businesses large and small partner with the college to host information sessions, offer internship opportunities and recruit future employees. The center uses a new central database system called Handshake to track company-posted jobs and internships and help center staff identify companies most interested in hiring USF business students statewide and nationally.

► The Office of Employer Relations, a part of the Collier Student Success Center, works with current and potential employers, students of all levels and alumni. In 2016-2017 alone, it provided 567 information sessions in 2016-2017, one-on-one career advising sessions that include assessment tests, résumé reviews tailored to specific job descriptions, academic major-potential career matching, interview preparation, in addition to connecting students directly with local and national employers. It also hosts employer information sessions and professional development workshops to help employers connect with potential new hires.

► The schools of accountancy at USF, University of Central Florida and Florida International University received a shared grant from the Florida State University System Board of Governors. The "Targeted Educational Attainment" (TEAm) grant awarded $3.64 million to the three institutions. USF was the lead institution on the project, receiving $1.1 million in funds. Grant funds were used to implement a number of innovations in the accounting program, including hiring a dedicated student success advisor for the accounting program, developing more than 100 video tutorials on complex accounting topics and initiating a tutoring program featuring weekday and weekend tutoring.

► A grant from the Florida State University System Board of Governors allowed the Information Systems Decision Sciences department to increase the number of undergraduates trained in computer and information technology. USF's portion of the fund: $705,000. The grant funding supported additional ISDS faculty, TAs and staff, all of whom handle the expected increase in the undergraduate population as well as work closely with them to ensure their success as determined by job placement and timely graduation.

► USF entrepreneurship graduates have launched numerous businesses since 2002. In 2016, USF's graduate entrepreneurship program was ranked No. 10 in the graduate entrepreneurship business rankings in the nation by The Princeton Review and *Entrepreneur* magazine. Recently, USF President Judy Genshaft was invited to participate in a panel discussion hosted by the Department of Commerce at the White House, where, as a panelist, she discussed student and faculty innovation and entrepreneurship.

Innovative Leadership and Soft Skills Programs

► Sandler Systems, Inc. – In spring 2017, the college, working with Sandler, trained selected faculty and staff for a new required course that will help every student become a better presenter, negotiator and salesperson. Students who satisfactorily complete the course will earn a certificate from Sandler Systems, Inc., a well-known consulting group in corporate training. The impetus of the course came from the college's external stakeholders. Classes began in fall 2017.

► Muma Leadership Program – Launched in 2016, this two-year professional development effort encourages students to take charge of their career development from their first days as business majors.

Innovative Approaches to Communication and Engagement

► Video Wall - Richard Corbett, president and CEO of Concorde Companies in Tampa and the developer of the upscale International Plaza donated the funds for a state-of-the art digital wall in the college atrium on which the college can simultaneously display several news and business channels as well as its own content. Across the top is a stock ticker for real-time movement of the stock market. The wall has been an exciting draw for the college and offers the opportunity to host large scale events in the atrium that need digital content.

► The college hosted the inaugural Florida Business Analytics Forum, bringing nearly 375 executives to campus to listen to thought leaders in the data analytics industry. Ron Kohavi, general manager for Microsoft's Analysis and Experimentation Team, was the keynote speaker, along with several others who took the stage to talk about how big data can move bottom lines of businesses big and small. Sponsored by the SunTrust Foundation, the forum is expected to become an annual event.

► Muma Homecoming Events and Seminar – in partnership with USF's business alumni, the college initiated a group of events around Homecoming, including a Speaker Series and Parade Watch Party.

► Held in 2015, the Idealytics Fest was conducted by the college's Center for Analytics and Creativity. Keynote speakers from across the country participated in this event that sought to combine analytics with creativity.

► The revamped and expanded Muma College of Business newsletter, the Bulls Business Scene (http://www.usf.edu/business/news/newsletter.aspx), has extended the college's outreach to alumni, students and stakeholders.   It is sent via email monthly to more than 60,000 people with more than 10,000 opens every month. Recipients include current students, alumni, faculty, staff, business leaders, significant donors, university leadership, deans from other universities, advisory board members who serve the college, advisory board members from key community organizations and "friends" of the college.

► The college has developed extremely innovative and creative holiday video cards that have created an annual following. Featuring students, faculty and staff, they have been included on CollegeWebEditor's list of Top HigherEd Holiday Cards every year since 2013; that year's video greeting won a Telly. The most recent video had more than 19,000 views (2,300 from YouTube and more than 17,000 views on Facebook).

► The college uses social media to connect to students as well as alumni, parents, business leaders and other stakeholders using Facebook, Twitter, Instagram and LinkedIn. The college's average weekly Facebook engagement numbers indicate the effectiveness of its efforts in engagement through social media.

► Muma Insights is a thought-leadership effort to provide expert faculty discussion of emerging business issues in a brief white paper that is published electronically and shared in the newsletter as well as via targeted email blasts.

1.2   ENGAGEMENT

USF is one of a few institutions of higher education designated by the Carnegie Commission as both a "Research University with Very High Research" and a "Community-Engaged" university. Just as the university as a whole places great emphasis on community engagement, the Muma College of Business views service and engagement as an important part of each student's education and prides itself on being an integral part of the communities it serves. Detail on academic, business and community engagement is included in Appendix 1.

Engagement with Business

► Top data analysts and researches who have revolutionized companies such as Microsoft, Amazon and UBS, spoke at the Florida Business Analytics Forum held in 2017 in the Muma College of Business atrium. The mantra that data never sleeps was hammered home during the inaugural forum that drew more than 250 executives to campus. They came to hear the pioneers in data collection, research, analytics and creativity, themes the college has undertaken in many of its courses.

► The Conversation with a CEO lecture series features Tampa Bay CEOs such Mark Mondello (Jabil), Kenneth Feld (Feld Entertainment), Bob Dutkowsky (Tech Data) and Dennis Adamovich, CEO of the College Football Hall of Fame. Each conversation draws around 100 area alumni and business leaders.

► The annual USF Accounting Circle Continuing Professional Education Conference attracts over 550 local CPAs to campus for 16 hours of CPE credit over two days. The conference features many nationally known speakers.

► Celebration of Free Enterprise event – honors business leaders and entrepreneurs and draws more than 350 executives.

► Since 2009, the Fintech Business Plan Competition has offered USF student-owned companies a chance at $15,000 to jump-start their businesses. Students present their plans before judges and the top three winners walk away with a cash prize.

► The USF Sport & Entertainment Analytics Conference brings business leaders who deal with data and use it to drive key decisions in the sport and entertainment industries to Tampa to discuss the latest trends and the importance of analytics. Attendees gain valuable insights in the sport and entertainment analytics that promote education, growth and innovation.

► The Fifth Annual Florida Blue Statewide Health Care Innovation Pitch Competition was co-sponsored by the USF Center for Entrepreneurship in the Muma College of Business (with Florida Blue/GuideWell) in 2016. It is a unique, state-wide competition open to students from every college and university in Florida. The 2017 theme was "Aging in Place" and focused on ideas and prototypes that will enable the elderly and infirmed to remain in the comfort of their own homes as they age or recover.

► William Sutton presented to the 2016 Korea Baseball Organization Winter Meeting in Seoul, focusing on strategies for South Korean professional baseball teams to become more "fan-centric" to enjoy greater fan support and success.

► There are nearly a dozen advisory boards for the college. The Executive Advisory Council is a college-wide group that provides access, counsel and insight to the dean on matters of a bigger picture scale. Several departments and programs also have advisory boards. Other groups also support the college, such as the Accounting Circle Board or the Junior Advisory Council, both comprised of recent alumni and other professionals. See Appendix 12 for a full list of advisory groups.

► The college has successfully offered a "Citizen Data Science" certificate to area businesses.

Global Engagement

► In the most recent academic year, 280 business majors participated in study abroad programs.

► Beginning in 2016, every department developed one or more study abroad courses to be offered during the summer or during intersessions. Together, the USF Muma College of Business and the Lynn Pippenger School of Accountancy awarded $129,400 in study-abroad scholarships from private contributions. Travel locations included London, Exeter, Florence, India, Prague, Panama, Singapore and Thailand.

► The study abroad program in London focused on business engagement and interaction in London. The marketing instructor leading the program arranged for students to meet the managing partners and key executives at most of London's leading advertising agencies, including J. Walter Thompson, Mindshare, SapientNitro, Wieden+Kennedy, Mother London and AMV BBDO.

► The Principles of Management course was delivered as a hybrid course with students attending class in both Panama and online. In Panama, students visited different industry leaders to learn more about management processes.

Student Engagement

► The USF Business Honors Program – the first in Florida – blends rigorous coursework and research activities with special housing, service, study abroad and applied learning opportunities found inside and outside of the classroom. It brings together distinct features including smaller classes, leadership training and outside-the-United States experiences.

► American Marketing Association – In each of the last five years, the USF student chapter of the AMA has been ranked in the Top 25 chapters of over 370 chapters in North America.

► The Lynn Pippenger School of Accountancy sponsors the internationally recognized Delta Gamma Chapter of Beta Alpha Psi that has been recognized as a superior chapter for 41 consecutive years. It is also the only chapter in the world to win the KPMG "Gold Challenge" award each year since inception.

► The Bulls Business Network is designed for high-achieving freshmen and sophomores and provides an avenue for aspiring business students to gain early admission to the college, take advantage of special registration and advising opportunities, and participate in events and activities that help build a small community within the larger USF and Muma College of Business families.

► The Lynn Pippenger School of Accountancy launched a "Certifying for Success" initiative, funded from the Lynn Pippenger School of Accountancy Endowed Fund, to help defray the cost of certification exam review courses for eligible students. The initiative was subsequently modified to also include scholarship payments to students who successfully pass parts or all of various approved certification exams (e.g., CPA, CMA, CIA, CFE, CISA).

► For more than 25 years, the Corporate Mentor Program has prepared students for success at USF and beyond. The program targets juniors and seniors, all the first in their families to attend college, who may not have had opportunities to shadow a parent in a professional workplace or attend networking events alongside family members. The mentors provide access to workplaces and corporate culture.

► The Bulls Business Community, in partnership with USF Housing and Residential Education, is a thriving living-learning community and one of the strongest on campus. Since its inception in 2007, 613 students have been part of the BBC, including 101 who enrolled in the fall of 2016. Many of them call the program pivotal as they transition from timid high schooler to confident college student. Many BBC events are held in collaboration with the Zimmerman Advertising Program's living-learning community of students pursuing undergraduate business advertising degrees.

► The 25 Under 25 program recognizes students who have excelled at the Muma College of Business. They are outstanding undergraduates who not only perform well academically but who also exemplify what it means to be a good citizen. They have volunteered or raised funds for non-profit organizations and participated in humanitarian endeavors on and off campus. The program has a social media and public relations benefit as well: student profiles received roughly 30,000 page views during the program's 2017 campaign and the average viewer reads two-three profiles per visit.
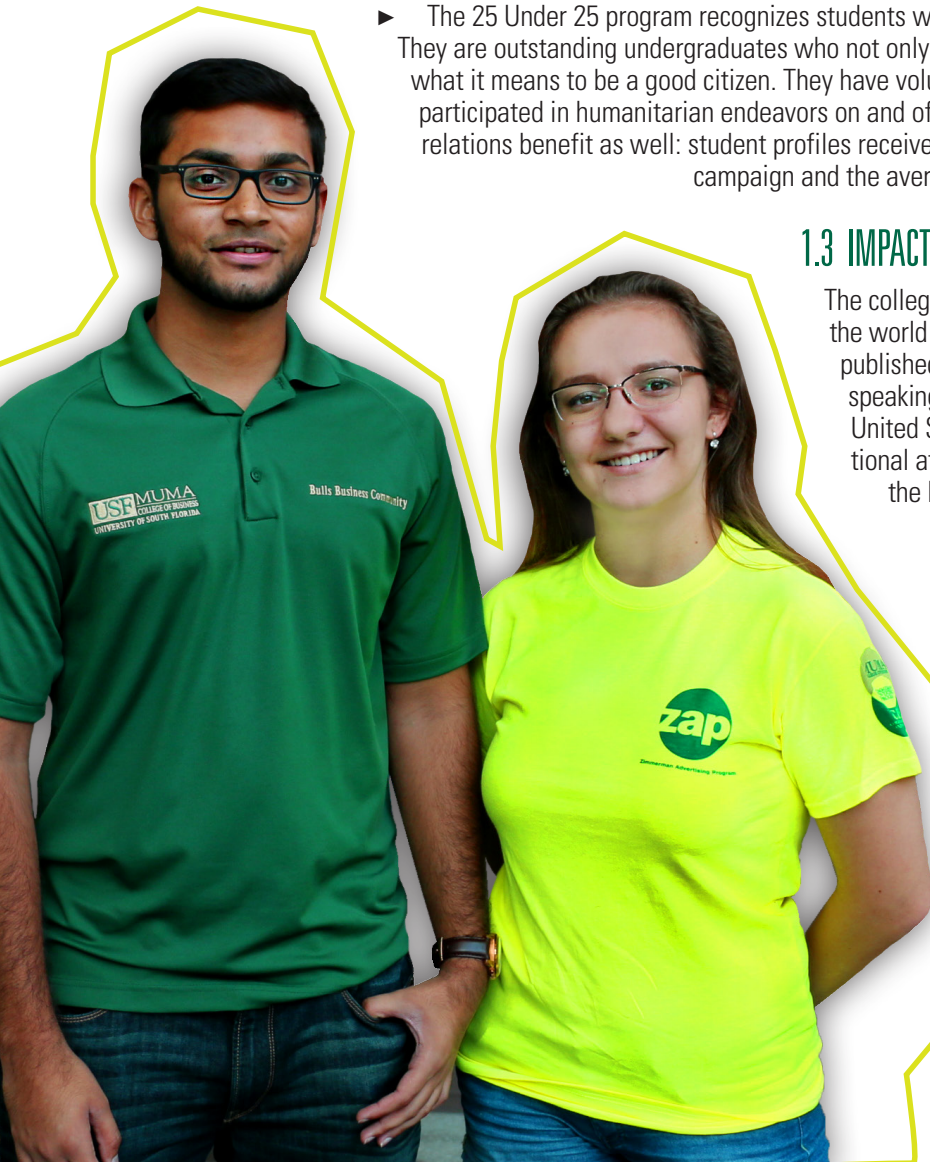
1.3 IMPACT

The college's faculty are known around the state, the nation and the world as top-tier educators and researchers. Professors are published in prestigious business journals and are involved in speaking engagements, either at academic institutions in the United States or in other countries. Faculty are gaining international attention for their scholarly contributions and, in turn, so is the Muma College of Business.

Examples of Mission Impact

► A historic $25 million gift in 2014 from USF alumni Pam and Les Muma has had a significant impact on the college and its students. Its new name, the USF Muma College of Business, elevates the college's local, regional and national impact. The Muma's gift focuses on student success, faculty development and engagement in the business community.

► In 2015, the School of Accountancy in the Muma College of Business became the Lynn Pippenger School of Accountancy. The naming was in recognition of the $10 million gift to the school by Lynn Pippenger. Fewer than 15 schools

of accountancy or accounting in the world are named, and, to-date, USF is the only one to be named solely for and by a woman. The funds generated from the Lynn Pippenger School of Accountancy Endowed Fund support a variety of initiatives including student scholarships, a student success advisor position, a faculty teaching fellowship, summer grants for basic research and grants for the development of innovative teaching materials.

► In August 2015, the college's student success center became the Collier Student Success Center thanks to the generous support of Barron and Dana Collier. Longtime supporters of student success, the Collier's gift of over $10 million contributes to the college's ability to ensure career readiness and placement of Muma College of Business students.

Examples of Research with Impact

Top scholarly journals frequently include the work of Muma College of Business faculty but the impact of the research goes well beyond academic journals. Mainstream media often call upon faculty for their expertise, too. Notable examples of faculty research with impact include:

Publications

In the five-year reporting period, faculty members who had profiles in Google Scholar had well over 80,000 citations. Some notable articles with related citation information (this is not an exhaustive list):

► **Dipayan Biswas**, Courtney Szocs, Roger Chacko, and Brian Wansink. "Shining Light on Atmospherics: How Ambient Light Influences Food Choices." *Journal of Marketing Research* (February 2017): 111-123. Since joining USF in 2011, Dipayan Biswas' research on sensory marketing has been publicized all over the world. (Google Scholar: 11 cites in less than a year).

► **Dan Bradley**, "Are analysts' recommendations informative? Intraday evidence on the impact of time stamp delays" (with J. Clarke, S. Lee, and C. Ornthanalai). *Journal of Finance*, 69, 645-674, 2014 (Google Scholar: 79 cites, 26.33 cites/year).

► **Christos Pantzalis**, **Jung Chul Park**, "Political geography and stock returns: The value and risk implications of proximity to political power" (with C. Kim), *Journal of Financial Economics*, 106, 196-228, 2012 (Google Scholar: 83 cites, 16.60 cites/year).

► **Ninon Sutton**, "The desire to acquire and long-run IPO underperformance" (with J. Brau and R. Couch), *Journal of Financial and Quantitative Analysis*, 47, 493-510, 2012 (Google Scholar: 71 cites, 14.20 cites/year).

► Kerr, D.S. and **Murthy, U.S.** (2013), "The Importance of the COBIT Framework IT Processes For Effective Internal Control over the Reliability of Financial Reporting in Organizations: An International Survey." Information & Management, 50: 590-597. (Google scholar citations: 33, ResearchGate reads: 707).

Citations and Honors

The number of citations by faculty members has grown trememndously in the last five years. For additional information on the impact of faculty research, refer to Appendix 4. In 2016-2017, the college had 44 media citations related to research. This was the first year media citation data were collected. Additionally, USF Muma College of Business faculty have been honored as experts in their fields. A few examples of honors:

► **Gert-Jan de Vreede** was named the top management information systems scholar from USF on a list that measures productivity and citations of a professor's work. ISDS colleague **Alan Hevner** also was on the list that was compiled by the University of Arizona. It ranks academics' publishing productivity combined with the frequency their work was cited in other research. The h-index grades how influential a researcher's work is in the scientific community.

► **Alan R. Hevner**, an Eminent Scholar in the Information Systems Decision Sciences Department who is also a AAAS Fellow, was named Distinguished University Professor in May 2017 for the impact of his research. He joins two other colleagues in the Muma College of Business who have attained this notable honor – James Stock and Walter Nord.

► Bratten, B., **L.M. Gaynor**, L. McDaniel, N.R. Montague, and G.E. Sierra. (2013) The Audit of Fair Values and Other Estimates: The Effects of Underlying Environmental, Task and Auditor-Specific Factors, *Auditing: A Journal of Practice & Theory*, Vol. 32, Supplement 1, pp. 7-44 [Winner of "Best Paper" award in this journal, 2015]. (Google citations: 114, ResearchGate reads: 267, SSRN downloads: 979).

► **Lei Zhang** has four peer-reviewed papers in the *Academy of Management* Best Paper Proceedings. Only 10 percent of accepted papers are in Best Paper Proceedings, for an overall acceptance rate of .046 percent.

Examples of Mainstream Media Features

- Sensory marketing research conduced by **Dipayan Biswas** has been featured extensively in mainstream media, including more than 100 media outlets, such the *New York Times*, ABC, CBS, CNN, Fox, NBC, NPR, *US News & World Report, Daily Mail (UK), Scientific American magazine, Men's Health* and *Women's Health* magazines and the *Tampa Bay Times*.

- **Dan Bradley's** research into who is best suited to watchdog corporate profits was the subject of a *Wall Street Journal* story on June 5. The report cites research Bradley conducted with three colleagues from other universities. The theme was whether industry insiders are better suited to call out corporate CEOs or if the analysts would be reluctant because of past and maybe future connections with the high rollers in finance and investments.

- **Balaji Padmanabhan's** research revealing that TV viewership data can predict national presidential election outcomes was featured on NPR, WUSF radio, and by local media outlets. USF researchers built predictive models that potentially could do what so far has been elusive to pollsters and pundits alike: forecast the the election outcome in swing states.

- Media outlets such as ABC Action News, the *Tampa Bay Times,* WFLA, the *Bradenton Herald, Tampa Bay Business Journal* and the *Business Observer* often call upon the faculty to comment on business topics for issues such as consumer marketing, supply chain, cybersecurity or corporate governance. Faculty such as **Robert Hooker, Carol Osborne, Dan Bradley, Joni Jones, Manish Agrawal, Anand Kumar, Luke Richardson, Balaji Padmanabhan** and **Michael Fountain** frequently respond to such requests.

Examples of Corporate Research Partnerships

Several faculty members have worked with businesses to conduct research that is being used for decision-making in the workplace, such as:

- Former Florida Senate President John McKay approached the college to conduct research on the impact that Turning Points, a center for the homeless in Bradenton, had on the larger community. Six graduate students spent four months developing a comprehensive model that estimated value for services through four methods that had never been used cooperatively for nonprofits. "While I knew that Turning Points is providing much needed humanitarian services at a cost that benefits Bradenton and Manatee counties, I never envisioned the additional economic benefits revealed by USF's study," said McKay. "Similar organizations and communities throughout America would be wise to take notice."

- **Don Berndt** and fellow USF researchers James McCart and Saurav Chakraborty, worked with David Boogers of Finametrics.com, to implement an agent-based model of the U.S. corporate bond market, with classes of agents that include mutual funds, insurance companies and hedge funds. An agent-based model simulates the actions and interactions of individual autonomous agents to better understand the emerging system-wide dynamics of such complex systems.

- **Dipayan Biswas** partnered with corporations to conduct sensory marketing research that is directly related to the bottom line. He partnered with a national restaurant chain to conduct experiments related to the weight and size of a glass in relation to alcohol sales; he partnered with local school meal planners to conduct research on healthy lunch programs for school children, specifically on food colors and placement in relation to consumption; and he worked with an area retailer to examine how colors and aromas impact sales.

Examples of Grants

Seventeen faculty were awarded research grants, totaling $2.3 million. The following are some of the individual grants awarded:

- **Bendt, Don,** PI- 2014-2018, CIFRAM: Distributed Computing Approaches for the Analysis of Enterprise and Systemic Risk using a Financial Contract-Based Infrastructure- funded by the National Science Foundation, $298,727.

- **Gill, Grandon**, PI- 2014-2016, EDU: Developing Open Authentic Case Studies for a MS in Cybersecurity Capstone Course- funded by the National Science Foundation, $299,468.

- **D.F. Davis** - 2015, Co-PI, Land Use Analysis to Enhance Successful Logistics Activity Center Development, Florida Department of Transportation - District 7, $123,601.

- **D. Biswas** - Received a grant of $10,731 funded by the USDA and administered by the Cornell Center for Behavioral Economics in Child Nutrition Programs for research on sensory factors influencing healthy food choices for children, April 2013.

- **Davis, Donna** - Evaluation of Florida's Inbound and Outbound Freight Imbalance, Florida Department of Transportation, $199,660.

- **Shivendu Shivendu**, PI; **Matthew Mullarkey**, Co-Investigator; and **Clinton Daniel**, Co-Investigator – USF Muma Innovative Programming. Sponsor: CareerSource Tampa Bay via the U.S. Department of Labor, Award: $205,723. The bootcamp is designed to equip Tampa Bay citizens ages 17-24 with the necessary skills to develop mobile applications for business use.

- **D.F. Davis** - Evaluation of Logistics Led Economic Development, Co-PI, funded by the FDOT: $220,000.

- **D. F. Davis** - 2015, PI, Supply Chain Audit for Pasco County Food Services, Pasco County School District, $10,000.

Examples of Academic Impact

► The college was ranked No. 57 in the University of Texas – Dallas Top 100 World Rankings of Business Schools Based on Research Contribution for 2014-2016.

► The Marketing Department was ranked among the top 65 departments in the world in terms of research productivity from 2014-2016, according to the University of Texas-Dallas Top 100 Business School Research Rankings. The ISDS Department was ranked in the top 30 during the same time period.

► In the Brigham Young University accounting research rankings, the Lynn Pippenger School of Accountancy ranked No. 2 (all years) in the country for accounting information systems research and No. 1 for experimental AIS research.

► Three of **Lisa Gaynor**'s articles have been cited by the Public Company Accounting Oversight Board in its standard setting agendas.

► Fulbright Scholars –The college has five professors recognized by the esteemed Fulbright program. In January 2017, **Daniel Bradley** was awarded a Core Fulbright scholarship that will allow him to travel to Lisbon, Portugal, for several months where he will deliver lectures and present his research at a university there. **Jerry Koehler** traveled to Belarus on a Core Fulbright grant and **Robert Hooker** will head to Sweden to lecture, present to and collaborate with other scholars. **Jim Stock**'s Core Fulbright award took him to Finland. **Grandon Gill** received a Core Fulbright grant in 2015 to do case study work in South Africa.

► Because of their widely recognized expertise, two faculty members are actively engaged with standard setting bodies. Lisa Gaynor has been involved with the Public Company Accounting Oversight Board and **Jackie Reck** has been involved with the Governmental Accounting Standards Advisory Council.

Examples of Impact of National Rankings

► In 2017, the USF part-time MBA program ranked No. 56 in the nation among public universities. *U.S. News and World Report* ranked the part-time MBA program in the top 100 for the first time. The part-time MBA program has steadily climbed in the rankings. In 2014, it was ranked No. 157 and it has continued to rise in the rankings every year since 2014.

► The Center for Entrepreneurship was named to the Top 25 list of graduate programs for the tenth consecutive year. In 2016, USF ranked No. 10 in the nation by *Entrepreneur* magazine and The Princeton Review, the only Florida program to make the list.

► USF graduate programs in business (non-MBA) were ranked No. 22 among graduate programs in 2016 *U.S. News and World Report*'s Online Education Program rankings.

► USF's Muma College of Business was ranked 16th by *Military Times*' Best for Vets: Business Schools 2016 rankings.

► The Sport & Entertainment Management Program was ranked in the top 20 of postgraduate courses worldwide by *SportBusiness International* in July 2017. The five-year-old program, which boasts a near 100 percent placement rate within three months of gradua-tion, ranked No. 19 on the list.

Examples of Teaching and Learning Impact

► ISDS faculty member **Anol Bhattercherjee** authored an open source textbook that is among the top downloaded textbook among all colleges and universities using Digital Commons with 502,510 downloads as of Nov. 13, 2017. (2012, *Social Science Research: Principles*, Methods, and Practices, Global Text Project).

► Faculty authored or coauthored 30 textbooks over the past five years.

► A concerted effort to reduce the "D," "F," or "W" grades in the Principles of Finance course resulted in a dramatic decrease in withdrawals (over 40 percent) in the first semester changes were made to this completely online course. The biggest reasons attributed to the change were the use of student mentors and aggressive outreach by student advisors.

► ISDS faculty published 17 academic case studies.

2.1 ORGANIZATIONAL CONTEXT

The University of South Florida and the USF Muma College of Business are fortunate to be located in the greater Tampa Bay metropolitan region, home to more than 4 million people and a growing number of corporate headquarters including Raymond James, Jabil, Tech Data and Bloomin' Brands. This dynamic and fast-paced area provides opportunities for the entrepreneurial spirit found at the university and college.

The USF Muma College of Business

The USF Muma College of Business is one of the founding colleges at the University of South Florida. It conferred its first baccalaureate degrees with the graduation of the university's charter class in 1963. In the 54 years since that first class was graduated, the college and its programs have grown substantially. However, and as will be noted in this report, the college's growth over the past years has been at an accelerated rate, driven by visionary leadership and the transformational gift that resulted in the naming of the college. Over the past five years, the college received more than $50 million from key donors. In 2014, Les and Pam Muma invested in the college's vision and provided a $25 million gift.

Since the college's naming, several additional gifts have helped the college realize its vision as an internationally recognized university in the area of business analytics and creativity. The School of Accountancy was named the Lynn Pippenger School of Accountancy and support from Barron and Dana Collier named the Collier Student Success Center. Several other supporters have assisted the college with strategic priorities, as will be seen later in this report.

The USF Muma College of Business is one of 14 colleges comprising the University of South Florida's main campus. Undergraduate students accepted to the college can pursue a Bachelor of Science in Business Administration with majors in accounting, business analytics and information systems, finance, general business, management and marketing. In addition to the Bachelor of Science degree, the college offers a Bachelor of Arts degree with majors in advertising and global business. In 2017, the college will begin offering a major in personal financial planning.

The college's undergraduate program was accredited by AACSB in 1967; the undergraduate program in accounting first received separate accreditation in 1985.

The college began offering graduate education for business in 1967 after receiving approval from the university and the Board of Regents for the MBA, the Master of Art in Economics, the Master of Science in Management, and the Master of Accountancy. These programs received initial AACSB accreditation in 1978. The MAcc received separate accreditation in 1985. Growing marketplace demand for expertise in the management of information technology led to the development of the Master of Science in Management Information Systems. The Master of Science in Management Information Systems (now named Business Analytics & Information Systems) received initial AACSB accreditation in 1998. Other master's level programs received re-accreditation that same year. In 2005, the Center for Entrepreneurship, in conjunction with the Colleges of Business and Engineering and USF Health developed an innovative one-year Master of Science in Entrepreneurship in Applied Technologies. In 2007, the Center for Entrepreneurship became an operating center of the college. The college gained approval to offer the Master of Science in Finance in 2006 and the Master of Science in Marketing in 2007. The MBA with a concentration in sport and entertainment management was a new program in the last continuous improvement review (formerly "maintenance review"). Since the last review, a Master of Science in Sport and Entertainment Management was added. Students now earn a dual degree with a Master of Science in Sport and Entertainment Management and an MBA. One program included in the prior continuous improvement review, the Master of Science in Real Estate was discontinued.

The college admitted its first PhD students in 1987. The doctoral program prepares its graduates for careers as college and university professors and as research and staff personnel in industry and government. The degree conferred by the Muma College of Business is a Doctor of Philosophy in Business with a concentration in one of the following fields: accounting, finance, information systems and marketing. The PhD program was first accredited in 1998.
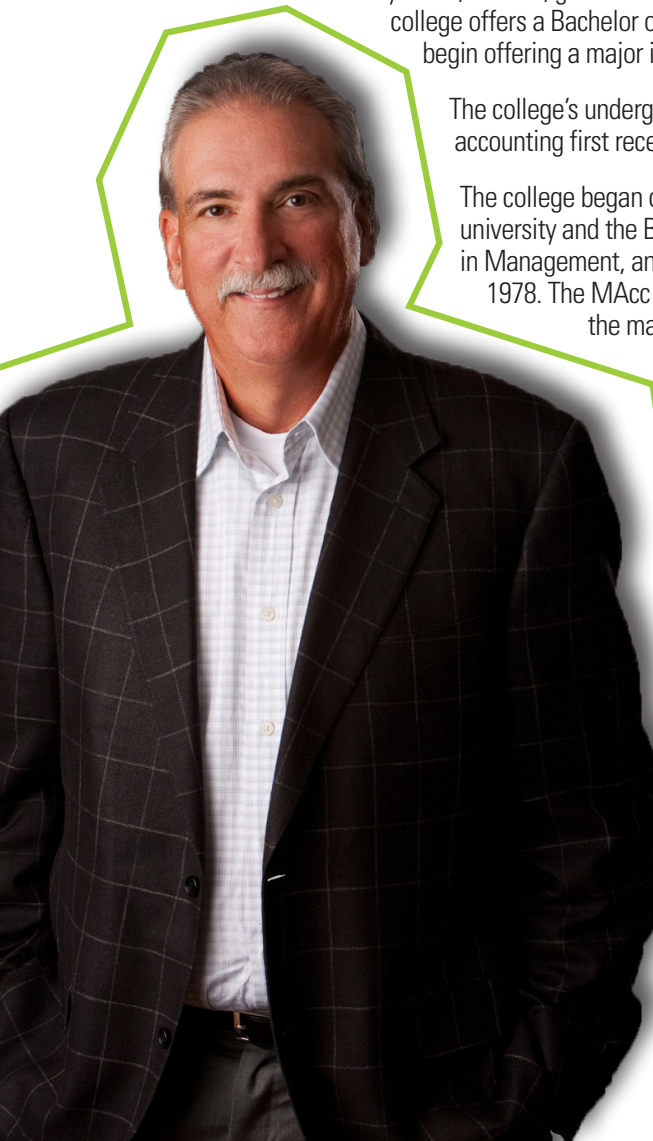
In 2014, the college received approval to offer a Doctor in Business Administration degree. The DBA program serves senior management including C-suite executives. This hybrid cohort program offered on weekends uses a market-rate pricing model. Since approval in 2014, the DBA has admitted three cohorts of students, and will admit the fourth cohort in January 2018.

The Muma College of Business also has worked to expand its global footprint. In 2010, the college entered into a collaborative agreement with Universidad San Ignacio de Loyola in Lima, Peru, to offer upper level courses leading to the bachelor's degree in business administration with minors in marketing and global business. The partnership with USIL has been very successful, with the college and USF entering into its third extension of the contract in the 2017-2018 year. In 2016, the college entered into an agreement with Narsee Monjee Institute of Management Studies in Mumbai, India, to offer a non-credit graduate certificate program in business analytics. Currently, the college is working with AUA in Morocco to offer an undergraduate and graduate program.

Muma College of Business Governance

As the chief executive officer of the college, the dean is responsible for strategic and operating plans, policies, budget requests, resource allocation, fund raising, and relationships with external stakeholders as well as for academic programs. As delineated in the Faculty Charter, (http://www.usf.edu/business/documents/about/faculty-charter.pdf), the college is committed to a shared governance structure that fully involves faculty, both as a whole and through the Faculty Executive Committee. Faculty are actively involved in developing plans, policies and programs. The Faculty Executive Committee is the representative voice of the faculty in matters of appropriate faculty jurisdiction and facilitates communication between the college faculty and the Dean's Office.

The College Administrative Committee comprises the dean, associate deans, department/program heads, directors of MBA and undergraduate programs, the development officer, the director of communications and external relations and the chair of the Faculty Executive Committee. The College Administrative Committee provides reports to the college faculty and staff periodically and holds meetings as needed to enhance communication and provide an opportunity for information sharing. The Muma College of Business Executive Committee, made up of the dean, associate deans and department chairs, work together to assist in implementing the vision and strategic priorities of the college.

The college is committed to taking a leadership role in diversity and inclusion, both as a core value and as an important element of the college's mission to provide a learning experience that will prepare students to contribute to and take leading positions in a diverse global environment. This commitment is reflected in the Muma College of Business mission statement, the undergraduate and graduate curricula, a diverse faculty, staff, and student body, and a culture of inclusiveness that encourages the free exchange of ideas (specific initiatives and benchmarks are outlined in Appendix 2).

USF System/USF Tampa

Founded in 1956, the University of South Florida System includes three campuses: USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee. The Southern Association of Colleges and Schools Commission on Colleges separately accredits each USF institution. Each has a distinct mission and separate, detailed strategic plan. Both USF Sarasota-Manatee College of Business and the Kate Tiedemann College of Business at USF St. Petersburg are AACSB-accredited.

USF is a high-impact, global research university dedicated to student success. It is ranked No. 41 in total research expenditures among public and private universities and was ranked as the number one producer of Fulbright Scholars in the United States for 2016-2017. There are 232 degree programs at the undergraduate, graduate, specialist and doctoral levels, including the doctor of medicine at USF. With a $1.6 billion annual budget, the university has an annual economic impact of $3.7 billion, and serves nearly 50,000 students from 130 countries.

USF is engaged in an ambitious planning process to become one of the nation's top research universities while positioning itself for membership in the Association of American Universities. An important step toward this goal: USF was named a top research university as classified by the Carnegie Foundation for the Advancement of Teaching as both a doctoral university with "Highest Research Activity," and as a "Community Engaged" institution. Only 2.5 percent of all post-secondary institutions receive the classification of "Highest Research Activity." There are only 49 public research universities nationwide to receive both Carnegie Foundation classifications. USF's mission, vision, and values emphasize student success, research, scientific discovery and innovation and support scholarly and artistic engagement. Each element listed contributes to building a community of learners and significant, sustainable university-community partnerships.

In 2016, the Florida Board of Governors identified USF as the first-ever "Emerging Preeminent State University" in Florida. The university's leadership remains focused on moving the university to "preeminence" in state, and will accomplish that goal in 2017-2018. As a result, USF will be one of three universities in the state designated as preeminent by the Florida Board of Governors and the state legislature.

University Governance

The people serving on the USF Board of Trustees include community leaders in the fields of law, medicine, commerce, finance/accountancy, energy, advertising and philanthropy. The governor appoints six trustees; the Board of Governors appoints five trustees. The Faculty Senate president and Student Body president also serve as trustees. The university president serves as the corporate secretary and is the chief administrative officer of the university. The BOT sets policy for the university and serves as its legal owner, holding the institution's financial, physical, and human assets and operations in trust (a complete description of the BOT, including its structure and operating procedures, is available at http://www.usf.edu/system/board-of-trustees/index.aspx).

Article IV of the BOT's Operating Procedures establishes Campus Boards for each member of the USF System. The BOT appoint Regional Campus Board members for staggered four-year terms. Regional Campus Boards review and approve an annual campus legislative budget request, approve an annual operating plan and budget, develop campus strategic plans, review enrollment patterns, and enter into central support service and other contracts.

The provost serves as the chief academic officer of the university with responsibility for all academic programs on the Tampa and regional campuses except for those in the health sciences (the College of Medicine, College of Nursing, and College of Public Health) which are part of USF Health Sciences.

2.2   RELATIVE ADVANTAGES AND DISADVANTAGES

The university's location in Tampa, a vibrant, urban community that anchors Florida's I-4 high tech corridor, gives the college a competitive edge in recruiting students and faculty and developing college-community partnerships. The location and the university/college environment have helped develop what the college believes to be one of its greatest strengths – a faculty and staff dedicated to the vision and priorities of the USF Muma College of Business. Tampa has a myriad of business and industry leaders who work alongside faculty and staff to achieve its goals.

Executive leadership in the college embraces innovation and seeks ways to increase its ability to be more agile while operating within the constraints of a state university system. Innovation and openness to new ideas have allowed the college to move forward at a faster pace, allowing it to more readily meet the challenges of the changing higher education environment faced by all state institutions.

Collaborations with USF Health, the USF Patel College of Global Sustainability, the USF College of Arts and Sciences, the USF College of The Arts, the USF Honors College and the USF College of Engineering foster interdisciplinary opportunities to enhance student success and increase grant funding, while raising the college's profile. Collaborative efforts include the dual degree with biomedical science, an advertising major with the Zimmerman School of Advertising and Mass Communications, a certificate program with the USF College of The Arts, sustainable business and entrepreneurship concentrations for students in global sustainability and MBA pathways for MD and PharmD students. In addition, the college has collaborated with the Florida Center for Cybersecurity and USF Innovative Education to offer courses for concentrations in the online master's program in cybersecurity. The collaboration with USF Health and the USF College of Engineering comes in large part through the USF Center for Entrepreneurship.

Because USF is located in a growing business community, the opportunity to build strong business connections and partnerships has helped strengthen the college. The Muma College of Business has many active business supporters that work as mentors to students, serve in the classroom, devote time to sitting on college committees and panels and provide considerable financial resources to the college. Importantly the strong business relationships have also helped build links between the college research faculty and the community. Business and non-profit organizations have engaged the college faculty and students in a number of research related endeavors. The college also benefits from an active and highly successful Small Business Development Center. The many college stakeholders from business, the professional community, and the public sector provide input for the college's strategic planning process, and help identify trends, opportunities, threats and weaknesses.

Non-center-based activities, including the Student Managed Investment Fund, the ISDS Practice Center, undergraduate and graduate case competitions, degree-applicable internship courses, and classroom-based community and case projects provide students with experiential learning opportunities, increasing student success while strengthening ties to the business community.   Appendix 1 outlines the college's community engagement activities. Research partnerships with organizations such as Nielsen provide faculty access to data in support of the college's research and teaching missions.

The college has built core strength in business analytics and creativity and is recognized for academic excellence in both accounting and information systems. Since the last review, accounting faculty have published in many leading academic journals, as identified in Appendix 4.

Common program and foundation knowledge requirements create synergy across specialized master's and MBA programs, allowing the college to efficiently staff seven specialized master's programs with highly qualified faculty despite constrained resources. Established and mid-career scholars recruited over the most recent five years support the college's research mission and enhance its reputation. In 2017, *U.S. News and World Report* ranked the college's MBA program No. 56 among part-time programs offered by public universities nationally.

The undergraduate Business Honors Program (the only such business program in the state), the Bulls Business Community, and a growing scholarship endowment have made the college competitive when recruiting high achieving, high-potential, first-time-in-college students.

A collaborative undergraduate degree program in Lima, Peru, and the INTO USF partnership support the university's emphasis on building a global brand, while study-abroad programs help students develop a global mind set. As the college seeks to enhance its global impact with programs in India and Morocco, it stays mindful of the need for its students to become global citizens. The college strongly supports study abroad programs by providing scholarship support to help defray the high cost of participating in such programs. However, the number of business students studying abroad remains relatively low. To help counter the small number of students traveling abroad, the college has worked to certify more of its courses for the university's Global Citizens Project. The intent of the project is to increase global awareness, global responsibility and global participation of USF students.

As reflected in Appendix 11, the college has suffered from constrained financial resources, similar to other state colleges over time. Over the past three years, the university has been in the process of implementing a Responsibility Center Management model that would increase transparency in the budget process, while making the colleges responsible for generating revenues and covering costs with the revenues. Such a model could have a large impact on the funding for the college. Depending on how revenues and costs are allocated, the college could benefit or suffer from such a model. The State of Florida has gradually moved from an appropriation-funding model to a performance-based funding model, making the university and college budget less predictable from period to period. Uncertainty has resulted in fewer recurring budget resources and more non-recurring resources, making it difficult to recruit faculty, while at the same time facing increasing enrollment numbers.

Additional recurring resources were added to the budget in fiscal year 2017-2018, allowing the college to add a number of desperately needed tenure and tenure-track lines. Given the high student-to-teacher ratio and the mandate to reduce this ratio, the faculty lines are badly needed. However, this adds to the other challenge the college faces, which is an aging infrastructure that is increasingly too small to accommodate the needs of the college. Numerous physical renovations were made – and more are ongoing – in order to meet the college's space and technology needs. Many of these renovations were funded through generous donors and auxiliary resources the college has generated through INTO, non-E&G funded programs and courses. An overview of financial resources is in Appendix 11.

2.3   INTERNAL, ENVIRONMENTAL, COMPETITIVE FORCES THAT CHALLENGE AND PROVIDE OPPORTUNITIES IN THE FUTURE

Challenges

Competition for faculty, both new PhDs and experienced scholars, is always a challenge given the constrained resources of state institutions. Additionally, salary compression and inversion are areas where the college struggles due in part to restrictions imposed by the collective bargaining agreement that limits opportunities for merit and market adjustments. It is important to retain highly sought-after faculty, just as it is important to retain and reward the outstanding staff that supports the Muma College of Business.

The Muma College of Business faces increased competition from on-site and online programs that have national "brands." Increasing the number of online courses made available to USF students has countered this to some extent.

Similar to all institutions of higher education, the Muma College of Business faces changing perceptions about the cost/benefit of a college degree. To help counter the "debt crisis" faced by students earning degrees, the state has not raised tuition in a number of years. Student fees have been frozen or reduced with no opportunity for new or additional fees. Additionally, the university has undertaken an initiative to reduce textbook costs. Given that tuition is not increasing and faculty/staff/technology costs are increasing, funding for the college will remain a challenge for years to come.

Opportunities

Regional and global schools and organizations view the university and college as strong academic partners for both traditional on-site and online programs. Potential global partners consider faculty and student diversity important criteria in developing collaborative relationships. The marketing efforts by USF World along with our INTO Partnership enhance our visibility and attractiveness to international students. National rankings provide external validation and make potential students and faculty aware of our research and academic programs.   Growing demand for graduates with strong business analytics and creativity skills will enhance student placement and help the college build its national reputation. The regional and global business communities are enthusiastic about a dean with such high energy and who has experience on four continents. While incremental public funds may be limited, it is clear that the provost will continue to provide support for college initiatives that align with the university's strategic priorities.

2.4   DEGREE PROGRAMS INCLUDED IN THIS ACCREDITATION REVIEW

EXHIBIT 1 Degrees Awarded by Program, 2012-2013 to 2016-2017						
	Established	2012-13	2013-14	2014-15	2015-16	2016-17
Undergraduate Program	1960	1,187	1,261	1,321	1,166	1,238
General Masters Programs						
MBA	1967	129	100	108	103	82
Executive MBA	1981	18	32	33	25	18
Total General Masters		147	132	141	128	100
Specialized Masters						
Master of Accountancy	1967	54	45	53	67	58
MS Entrepreneurship	2005	44	30	41	52	54
MS Finance	2006	37	53	54	43	57
MS Information Systems	1996	46	50	96	163	137
MS Management	1995	9	12	18	22	12
MS Marketing	2007	27	28	42	21	41
MS Sport & Entertainment Mgmt.	2012	N/A	18	28	27	24
Total Specialized Masters		217	236	332	395	383
Doctoral Programs						
PhD	1987	9	10	11	8	10
DBA	2013	N/A	N/A	N/A	N/A	N/A
Total Doctoral Programs		9	10	11	8	10

The Muma College of Business offers 12 degree programs at the bachelor's, master's and doctoral levels. All programs are included in this continuous improvement review report.

3. PROGRESS UPDATE ON CONCERNS FROM PREVIOUS REVIEW

The 2013 peer review team noted no concerns.

Pictured: Hundreds attended the Florida Business Analytics Forum in the USF Muma College of Business atrium to hear the latest developments in data collection, analytics and creativity.

4. STRATEGIC MANAGEMENT

4.1 MISSION STATEMENT AND STRATEGIC PLAN

The USF Muma College of Business's mission is to emphasize creativity and analytics to promote student success, produce scholarship with impact and engage with all stakeholders in a diverse global environment. Our strategic vision, "Transforming minds: Transforming business" represents our aspiration to be internationally recognized for developing business professionals who provide analytical and creative solutions in a global environment. Based on our most recent strategic planning process, we have established the following goals and objectives reflecting our key strategic priorities:

Goal 1: Create an environment that fosters research with impact.

Objective 1.1: Continue the incentive plan that focuses on producing research that has high impact, is interdisciplinary and/or furthers the Muma College of Business' distinct identity.

Objective 1.2: Encourage and provide opportunities for research grant funding. A key component to becoming eligible for AAU membership is substantial research grant funding. To assist the university in reaching its AAU goals and to meet the Muma College of Business' strategic priority of research with impact, increased focus must be placed on research grants.

Objective 1.3: Encourage the development of research methodologies and skills by doctoral students.
(Note: this is a new objective replacing an objective from the prior period that was accomplished).

Goal 2: Promote student success.

Objective 2.1: Improve student retention and progression through the program.

Objective 2.2: Improve placement of graduates in degree-relevant, full-time positions.

Objective 2.3: Build competitive academic programs that emphasize experiential learning and support interdisciplinary inquiry, intellectual development and knowledge and skill acquisitions.

Goal 3: Enhance global literacy and impact.

Objective 3.1: Increase the global literacy of Muma College of Business students.

Objective 3.2: Increase faculty participation in global programs and events.

Goal 4: Build on USF Muma College of Business community engagement.

Objective 4.1: Continue developing alumni and friends-of-the-college relationships.

Objective 4.2: Develop services of value to the business community, and thereby increase faculty/student involvement in the communities it serves.

Goal 5: Build a culture that values inclusion and engagement.

Objective 5.1: Build and sustain a positive culture that supports the college's strategic initiatives.

Objective 5.2: Motivate and develop new faculty members through mentoring and other activities.

Goal 6: Build on the USF Muma College of Business' distinctive identity of business analytics and creativity.

Objective 6.1: Develop an integrated message by ensuring that the distinct identity in business analytics and creativity is infused into program curriculums.

Objective 6.2: Develop an integrated message that is shared across all platforms to all stakeholders.

Objective 6.3: Foster and reward faculty and student research that extends knowledge in analytics and creativity.

4.2   STRATEGIC MANAGEMENT PLANNING PROCESSES AND OUTCOMES

Strategic Planning

Dean Moez Limayem assumed leadership of the college in July 2012. At that time, the college undertook an extensive revision of the its mission, vision and strategic priorities. It reviewed and revised value statements in 2013. These reviews and revisions occurred as part of an extensive process that involved college faculty, staff, students, alumni, employers and other key stakeholders.

The first strategic planning meeting lead by Dean Limayem occurred in the fall of 2013, just subsequent to the spring 2013 AACSB on-site visit. Prior to the first planning meeting and within the first few months of his appointment, the dean met with the college's Executive Advisory Council and more than 300 members of the business community who support the college and hire students. He also met with student leaders to solicit input from these external and internal stakeholder groups. He also met individually with college faculty and scheduled weekly meetings with the college's Executive Committee to discuss a new vision for the college.

The focus of the first September strategic planning meeting was the development of a focused vision and a distinctive identity that clearly differentiates the college from other institutions, guides development of strategic priorities and provides a clear path forward. To prepare for the meeting, the Executive Committee met for several weeks to develop a draft vision. Working in groups of four or five, members of the September Strategic Planning Committee discussed the drafts and recommended changes. After each group presented recommendations, the committee identified common themes across group reports and identified building an international reputation for business analytics and creativity that informs the college's research, teaching and service/engagement activities as the basis for a new vision and proposed reframing strategic priorities.

To sharpen focus on desired outcomes, working groups proposed metrics for each of the priorities. The final group assignment was to propose the specific initiatives and action plans that would allow the college to achieve target metrics. Subsequent to that first meeting, the Strategic Planning Committee's work was presented for discussion in a faculty and staff Town Hall meeting. It was presented to external stakeholders, such as the Executive Advisory Council, for final review. The final version of the mission, vision and strategic priorities was presented at the April 2014 faculty meeting. The college undertook a similar process to ensure that the values of the college aligned with the mission and vision of the college.

Annually, the college conducts a strategic planning meeting that includes faculty serving on key governance committees along with college directors and staff. The purpose of these meetings is to review the accomplishments and challenges facing the college along with an assessment of mission and vision. Strategic priorities are examined and performance goals and metrics are proposed. The strategic planning meetings are used by the dean and his Executive Committee to develop the administrative assessment plan for the upcoming year. Goals are discussed with faculty at the faculty meetings and with external stakeholders and students.

Starting with the spring and summer of 2017 the college has undertaken a review of its vision, mission and strategic priorities with the intent to develop its five-year strategic plan by the spring of 2018. The review was the focus of the Strategic Planning Committee meeting in spring 2017. Subsequent to the Strategic Planning Committee meeting, the dean formed an ad hoc group from the Strategic Planning Committee to consolidate the ideas of the planning committee and provide a draft revision of the vision, mission and strategic priorities. A draft was finalized in August and presented to the Executive Committee in September.

Development of Action Items for Strategic Priorities

Over the last five years, action items to implement the college's overall goals were developed by the Strategic Planning Committee as part of an annual strategic review process. Each year the committee meeting focuses on the strategic priorities, methods of assessment and performance targets. Annual administrative assessment reports summarizing action plans and results are provided in Appendix 3.

Distinctive Identity – Individual college departments and programs have developed signature areas of interest and gained national and international recognition for excellence; however, over the past five years the college has worked to develop its distinctive identity in the area of business analytics and creativity. The bringing together of business analytics and creativity defines its research, teaching and service missions. Excellence in analytics is complemented by creative approaches to ill-defined, complex problems and opportunities to develop optimal solutions to global challenges. The Muma College of Business is fast becoming known for integrating creativity and analytics in teaching, outreach and research.

Research with Impact – USF is engaged in an ambitious effort to become one of the nation's top research universities and to position itself for membership in the AAU. Consistent with the university's research focus, the Muma College of Business emphasizes critical inquiry and research as fundamental to its educational mission. The college focuses on key elements in fostering research with impact, including the encouragement of competitive research grants. The college will be strategic about its research investments and focus efforts on ensuring research has an impact on business and society in addition to expanding knowledge in the disciplines.

Student Success – Student success is a clear priority and the ultimate measure of the Muma College of Business's research, teaching and engagement activities. Building on successful, recognized undergraduate and graduate programs, the goal is to develop globally competitive academic programs that emphasize experiential learning and support interdisciplinary inquiry, intellectual development and knowledge and skill acquisition. Achieving the college's goal will make its graduates a first choice of employers and graduate programs.

Business Engagement – The Muma College of Business must be an integral part of the communities it serves, active in partnerships and alliances and fully engaged with business and non-business organizations via boundary-spanning centers, academic and non-academic programs, research partnerships and business/academic exchanges. The college will continue to build on its community engagement record by developing stronger relationships with alumni; raising the college's profile and public influence; and developing services of value to the business community.

Global Literacy and Impact – The Muma College of Business will build on current successful programs and engagement activities to foster a global perspective among faculty and students and grow the college's "global footprint." As part of the global literacy priority the college will engage in the university's Global Citizens Project, which is the university's SACSCOC quality enhancement project. Participating in the Global Citizens Project allows students to increase global literacy while still in residence on the USF campus.

People – The Muma College of Business can reach its full potential only if its people are motivated, committed and engaged. The college strives to create and sustain a healthy work environment that values passion, accountability, personal development, openness and collaboration.

Strategy Implementation, Evaluation and Control

Policies, procedures and specific action steps to implement strategic priorities are developed by college administrators and administrative and faculty committees. A description of college committees with primary responsibility for developing policies and procedures to guide implementation is in Appendix 10. The Executive Committee champions the college's strategic priorities on faculty governance committees as well as on the department faculty committees. Annually, the Executive Committee holds a retreat to assess accomplishments and areas needing further development with regard to the mission and strategic priorities. Departments developed their own vision and priorities that align with the college and university. Annual department retreats help focus on determining and implementing initiatives that will address strategic priorities.

Evaluation related to the strategic plan includes the annual assessments identified in the prior paragraph and the annual preparation and completion of the College Administrative Assessment Report, along with the annual program outcome measures, annual faculty reports and student evaluations of faculty, college-wide and program-specific exit surveys and committee reports. Individual faculty reports are a key element of the formal, periodic review process for annual evaluation, promotion and tenure, while data from individual faculty reports, aggregated by department and college, provide the means for assessing the college's progress toward specific strategic priorities. Student evaluations of faculty teaching provide an ongoing means of assessing how well the college is meeting its commitment to excellence in teaching and contributing to student success.

Concurrent controls comprise the university and college operating policies and procedures designed to ensure that operating activities are consistent with legal, ethical and organizational responsibilities. Feed-forward controls relate to procedures in place to ensure periodic reassessment of the assumptions about the external environment that serve as the basis for making strategic choices. Examples include changes in the university's strategic goals; legislative mandates; assessment of the Florida, regional and national economies; reports by outside consultants; and input from the Executive Advisory Council and program-specific advisory committees.

Major Strategic Initiatives Undertaken

During the five-year period, and as a result of the strategic management process, three major initiatives related to the college's strategic priories were undertaken: (1) a realignment of the college departments, (2) implementation of a shared services model and (3) a faculty assignment policy.

Change in Academic Departments

In 2014, the dean appointed an ad hoc committee of faculty members to assess whether the organizational structure of the college should be modified to better align with the college's mission and strategic priorities. The ad hoc committee recommended that the expertise in the Management Department could better fit with other departments in the college. At the committee recommendation, it was proposed that the Management Department cease to exist and that the faculty be strategically reassigned to the Marketing Department and the Information Systems Decision Sciences Department. It was proposed that the sport and entertainment management program, the entrepreneurship program and the faculty members teaching strategic management better aligned with the mission and research culture in the Marketing Department and should be transferred accordingly; whereas, the teaching and research interests of the other Management Department faculty better aligned with the ISDS Department and should be transferred accordingly. Due to the very strong research cultures in the Marketing and ISDS departments, it was felt that the move could potentially strengthen the research productivity and impact of management faculty. The ad hoc committee proposal was supported by the Muma College of Business Faculty Executive Committee and presented to the college faculty for comment. After receiving supportive comments from the college, USF Faculty Senate received the proposal for review and comment. The change was approved by the Provost's Office and the Management Department was closed with the faculty transferred effective January 2015. This strategic implementation's intent is to address two strategic priorities: (1) research with impact by increasing the quality and productivity of management faculty research and (2) motivate people by creating a healthier work environment that fosters openness, accountability and collaboration.

Shared Services Model

In 2015, the dean appointed an ad hoc committee of faculty and staff to examine the college's business processes to determine if the college could operate more effectively and efficiently in the face of limited resources and increasing demands on faculty and staff. The formation of the committee came from comments made that the college did not seem to have standardized processes for several activities that should be common across departments/units. Additionally, there seemed to be too many layers for some processes and, in some cases, activities are done too infrequently for a person to gain expertise. After conducting research and meeting with several individuals and groups within the college and across the university, the ad hoc committee proposed that five business processes be moved to a shared services model. The five processes are HR appointments and payroll processes, P-Cards, purchase orders, travel and foundation check requests. In the spring of 2016, various meetings on the proposal were held with faculty and staff, including an all college Town Hall meeting on implementation. Through attrition, two staff positions were moved into the newly created Muma Financial Management office. Additionally, two staff members (from the Finance Department and the ISDS Department) relocated into the Muma Financial Management office. After remodeling a centralized space in the college, the Muma Financial Management office opened in the fall of 2016. This strategic implementation addresses the college's people-strategic initiative, but ideally helps with student success by freeing department office personnel to work more directly with faculty on curriculum and student issues and helps research with impact by centralizing resources for faculty engaged in research.

Faculty Assignment Policy

In 2013, the Executive Committee developed a faculty assignment policy for tenure/tenure-track professors and instructors. The objectives of the policy were threefold: (1) to align assignments with the university policy on faculty teaching assignments, (2) to increase the consistency of faculty assignments across the college units and (3) to recognize outstanding research quality and productivity with reduced teaching assignments. After the policy was drafted, it was presented for discussion and review at a college Town Hall meeting. Implementation of the policy occurred with the 2014-2015 academic year. In the spring of 2016-2017, the dean appointed an ad hoc committee to review the policy and recommend whether it should be continued or modified. The committee presented its recommendations to the dean at the beginning of the 2017-2018 academic year. The intent of this policy is to assist the research with impact initiative, but it also addresses the people strategic initiative by making the assignment policy more open and consistent.

All strategic assessment reports for the past five years are included in Appendix 3.

4.3   FINANCIAL STRATEGIES

Similar to other public colleges and universities, USF and the USF Muma College of Business have faced a challenging financial environment over the past five years that required the college to identify sources of funding beyond public support. In an effort to increase budget transparency, the university has begun implementation of Responsibility Center Management. Review of the Responsibility Center Management model impact has made the college much more aware of the need to identify alternative funding sources. Efforts in this area have included cost-recovery and market-rate programs, executive education, grant funding and increased emphasis on private funds. Ensuring adequate funding sources has allowed the college to incentivize research in analytics and creativity.

A complete discussion of the allocation of resources and financial strategies is in Appendix 11.

4.4   INTELLECTUAL CONTRIBUTIONS

AACSB Table 2-1 in Appendix 4 summarizes the intellectual contributions of the Muma College of Business for the five-year period under review.

Consistent with the university's mission as a national research university, the college emphasizes critical inquiry and research with impact as fundamental to its educational mission.   That emphasis is reflected in the percentage of faculty time assigned to research, in the focused recruiting efforts to develop a faculty profile consistent with that of a university committed to research and doctoral education and in the college's commitment to enhancing its research infrastructure. Continuing initiatives include an emphasis on recruiting experienced and mid-career scholars, strengthening the doctoral program, developing research partnerships and providing more opportunities for undergraduate research.

Almost 100 percent of the college's full-time faculty members are considered participating and 76 percent of participating faculty has pro-duced intellectual contributions.   Both departments and individual faculty have been nationally and internationally recognized for impactful research.

In the Brigham Young University accounting research rankings, the Lynn Pippenger School of Accountancy is ranked No. 2 (all years) in the country for accounting information systems research and No. 1 for experimental AIS research. Since the last review, accounting faculty have been published in *The Accounting Review* and also in the leading academic journal in four specialty fields: auditing, tax, governmental and systems.

Over the last five years, ISDS faculty has received more than $1.8 million in grants from external sources including the Department of Veterans Affairs and the National Science Foundation. Over the past five years, ISDS faculty has served as editor in chief, senior editor, associate editor, or guest editor of 20 academic journals in the fields of information systems, decision support systems, management science and statistical science. ISDS faculty is active in research partnerships with the Department of Veterans Affairs, Infosys, FedEx and Nielsen.

Marketing faculty has published six articles in three of the top four marketing journals over the past four years: *Journal of Marketing, Journal of Marketing Research* and *Journal of Consumer Research.* Faculty also published in two top management journals: *Academy of Management Journal* and *Strategic Management Journal.* In addition, faculty has published 27 articles in "top-tier" journals.

Infrastructure in Support of Intellectual Contributions

As a doctoral degree-granting college, the Muma College of Business places great emphasis on discipline-based research. The college expects that all full-time, terminally-qualified faculty members will engage in ongoing research that advances knowledge in the field, informs their teaching and impacts business and society. Faculty who teach in the doctoral program are expected to pursue an agenda of discipline-based research that results in publication in peer-reviewed journals; faculty who teach in master's programs or in the undergraduate program may develop a portfolio of peer-reviewed intellectual contributions that include discipline-based research, contributions to practice and contributions to learning and pedagogy. Non-terminally-qualified faculty members are encouraged to engage in discipline-based or practice-focused research that will complement their other professional development activities. Initiatives to enhance the college's research support infrastructure are essential to building and sustaining research productivity, while increasing the size and visibility of doctoral and master's level programs will help shape a student profile consistent with a research/graduate education emphasis. Sustaining that emphasis requires

a strong research infrastructure and a well-developed research culture across programs supported by continued funding. A key element of the college's strategy to enhance its research infrastructure was the development of a summer research grant program in 2006. Funded by the college, the program awards competitive summer research grants of up to $12,500 to terminally qualified faculty. Summer research awards are also available on a competitive basis to non-terminally qualified faculty and doctoral students. The Research and Scholarship Committee evaluates proposals submitted by eligible faculty members and doctoral students. **In addition to the summer awards, the college initiated an analytics and creativity competitive research awards program starting in 2014-15. Eligible applicants can receive up to $12,500 in summer funding to support research proposals in the area of analytics and creativity.**

A key strategic goal has been to foster and reward faculty and student research that extends knowledge in analytics and creativity. Toward that end, the college has continued to incentivize research identified as furthering our distinct identity. We set performance targets for publications related to creativity and analytics and achieved some successwith 23 journal publications in 2015-2016 and 15 publications in 2016-2017.

Fostering mission-aligned intellectual contributions also involves giving lower teaching assignments (6-6 credit hours) to assistant professors and minimizing the number of course preparations for such faculty. Tenure-track faculty members receive summer research support for each of their first three summers with the college to encourage their research. Additionally, the college has revised its tenure policy to extend the mid-year reviews to year four and tenure and promotion to year seven. A faculty assignment policy (discussed under major initiatives) encourages tenured faculty and instructors to increase or maintain their level of intellectual contributions to the college. The college holds research workshops with internal and external presenters and actively encourages co-authorships between faculty and doctoral students. The college provides financial support for travel in support of research, research professorships and fellowships and research partnerships.

College policies that guide the development of intellectual contributions include the college's tenure and promotion document, "Policies Relating to Standards to be Applied in Awarding Tenure and Promotion" (http://www.usf.edu/business/documents/about/tenure-promo-tion.pdf), faculty assignment policies and the policies that define academic and professional qualifications. The detail of these policies is presented in Appendix 10.

4.5   NEW DEGREE PROGRAMS

The college approved the following degree programs since the 2013 AACSB review:
- ► Bachelor of Science in Personal Financial Planning (starting fall of 2017)
- ► Master of Science in Sport and Entertainment Management
- ► Doctor of Business Administration

These programs are detailed in Appendix 5.

5. PARTICIPANTS

5.1   STUDENTS

The dissemination of knowledge is at the heart of the Muma College of Business's educational mission. Student success is a clear priority and the ultimate measure of the college's research, teaching and engagement activities. Building on successful, recognized undergraduate and graduate programs, the goal is to develop globally competitive academic programs that emphasize experiential learning and support interdisciplinary inquiry, intellectual development and knowledge and skill acquisition.

Undergraduate Students

The college has a continuing commitment to provide a high-quality, diverse learning environment that will prepare baccalaureate program graduates to contribute to and take leading positions in business and society.

Undergraduate Recruiting and Selection

The university admissions criteria and constraints impact student admission decisions. However, as an upper-level, limited-access program, the college sets additional entry requirements. Limited access entry requirements support the college's student mission by ensuring that admitted students are both capable and well-prepared for upper-level study in business. As part of an effort to develop an undergraduate student profile consistent with that of an AAU university, the college has been actively recruiting FTIC students since 2007. Developing programs such as the Bulls Business Network and Business Honors Program have improved the college's success at attracting exceptionally well-qualified students.

Exhibit 2 provides a profile of admitted students (intended and declared undergraduate majors) for the academic years 2012-13 to 2016-17. (Data reflects fall semester each year. Source: USF InfoCenter).

EXHIBIT 2 Undergraduate Enrollment Trends and Profile (%)					
	2012-13	2013-14	2014-15	2015-16	2016-17
Total enrolled students	5,718	5,643	5,351	5,302	5,399
First Time in College (FTIC)	42%	43%	45%	46%	45%
Community College Graduate (AA)	37%	36%	36%	35%	34%
Transfer Student/Other	21%	21%	19%	20%	20%

The increasing globalization of business and the changing demographic profile of the American workplace create an environment in which diversity in student enrollment will be an important component in the long-run viability of the college's undergraduate and graduate programs. Additionally, the college recognizes that students from diverse backgrounds bring a broad range of perspectives and experiences that enrich the learning experience for all. Diversity is discussed in detail in Appendix 2.

Student Success

Student success initiatives at the college and department levels complement those at the university level and support the university's emphasis on developing globally competitive undergraduate programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition and student success through a diverse, fully-engaged learner-centered environment.

Specific strategic initiatives related to student success and progress-to-date are detailed in Appendix 3.

To assist with student success, the dean established an ad hoc committee in September 2016. The committee developed short-term and long-term initiatives related to student success. The team's undergraduate program objectives were:

► Determine where the Muma College of Business is relative to the goals the university has established for it.
► Develop a student success roadmap that will enable the college to meet and beat the university established goals.
► In the roadmap, identify two or three activities that can be done in the short-term to help the college reach the established goals.
► In the roadmap identify what needs to be done long-term to help ensure success for the college's students, while also achieving the university established goals for the college.
► Help implement the roadmap.
► Monitor and provide progress reports on implementation of the roadmap.

The team focused on three areas: recruiting, retention and progression. For each, the team identified initiatives that could help the Muma College of Business achieve success with regard to university identified performance metrics and the overall success of the students.

Recruitment

Although enrollment numbers are not a performance metric for the university, the college has been charged with ensuring it maintains or slightly increases its pipeline of undergraduate students. In some disciplines the numbers have been declining, and for purposes of ensuring a steady pipeline and steady to increasing tuition revenues under the RCM model, recruiting is critical.

It is important for the college to understand that it cannot directly affect admission decisions; however, it can greatly influence the admission to enrollment decision. For the 2015-2016 year it was discovered (from only FTIC data) that: 10,259 applied to USF, 1,484 of whom applied to "Business," 1,052 of whom were admitted, out of which 388 enrolled (approx. 37 percent). Interestingly out of the 286 fall admissions, 275 enrolled. But out of the 766 summer admissions only 113 enrolled. Further, 46 out of 47 admitted "Honors" students enrolled. Additionally, the college can affect the number and quality of those seeking admission to the college. With that in mind, the committee made several recommendations on which the college acted:

► The college developed marketing materials for all major programs. Brochures were printed and distributed to the departments and USF Admissions Office in time for spring admissions events. The team also provided these materials to Admissions for its push campaigns to transfer students.

► The college conducted call campaigns to admitted students in early 2017, with current students conducting the calls. The college thinks that hearing from current students about positive experiences is valuable for new students making decisions about majors.

► A "Big Data Day" for Hillsborough County high school students brought about 250 younger students to campus.

► Accountancy hosted an event for Hillsborough high school students in the spring.

► Faculty developed activities with GEAR – a student program in which business college students work with a cohort of lower performing junior high students who will be followed to graduation in an effort to get them "college ready."

► ISDS is working with the local high schools through a government grant.

► The college is sending letters from the dean and also from the department chairs to all admitted students welcoming them and letting them know that they may be contacted as part of a call campaign.

► Bulls Unite FTIC event –The college participated in this university event by holding a meet and greet in the college atrium. Programs were well represented with faculty, students and alums. In addition to academic programs several organizations and groups were represented. These events were very successful and will be continued.

Retention

Retention is the retaining of FTIC students enrolled the summer/fall of a prior year to fall of the subsequent year. The university established a retention goal of 90 percent for those admitted in 2015 and a goal of 93 percent for those admitted in 2016. A review of the data shows there are generally two times and two populations of concern with regard to the retention effort. The college focuses on two key retention points: re-enrollment from fall to spring semester and re-enrollments from spring to fall. Many students do not return for the spring semester and there is a large loss from the spring to the fall semester. The two at-risk populations are those with poor performance who decide not to return and high achievers who decide to transfer to another college (out of business) or university. The college has a high percentage of non-returners who fall into this second population. The committee made several recommendations to help with retention and action was taken.

► The college provided opportunities for CSG 2100 students to interact with the college of business while completing this first course.

► The first Muma College of Business Move-In Breakfast was hosted in the fall. This low-cost event ended up being very successful (in part) because the doctoral orientation was at the same time and new freshmen saw incoming doctoral students – traffic was increased and parents of the FTIC students positively commented about the variety of ages and levels of students served by the business school.

► The college developed three videos that were sent to all FTIC students to remind them to register.

► The Marketing Department "adopted" the global business major and took responsibility for communicating and interacting with these majors/pre-majors.

► The faculty voted to change and remove the general business major as an option for incoming students. This will help the college appropriately identify students who are truly undecided and reach out to them consistently until they choose a major.

Progression

The goal is to graduate students in four-years and to ensure that students graduate without excess hours. Many of the recommendations made by the committee could also affect retention and perhaps recruiting. The actions taken on recommendations of the committee:

► At the December 2016 faculty meeting, the college adopted the DFW policy recommended by the committee. It is as follows:

Students entering USF for the first time in the fall of 2017, or later, who subsequently earn three (3) D and/or F grades in any, or any combination of the following courses at USF will be required to change their major to a major more appropriate to their goals and academic performance outside the Muma College of Business. The courses are: ACG 2021, ACG 2071, CGS 2100, ECO 2013, ECO 2023, MAC 2233 and QMB 2100.

Transfer students must complete all of the above courses (or their equivalents) with a grade of C- or better in each course with a maximum of two attempts allowed per course to earn the required grade and a "W" is considered an attempt.

► At the December 2016 faculty meeting, the college adopted a transfer student admission policy recommended by the committee:

o Students transferring to USF with more than 30 credit hours but less than 60 credits, must have at least a 2.5 overall GPA and must have completed all college prerequisite requirements.

o Transfer students who have not completed all the college prerequisite requirements must have a 2.75 overall GPA.

o Students transferring to USF with 30 credit hours or less must have a 2.5 overall GPA and have passed calculus with a C- or better.

► At the same meeting, the college adopted the change in the general business degree recommended by the committee:

Require two concentrations of nine credit hours. The nine-hour concentrations would consist of three upper level courses from the same discipline such as accounting, entrepreneurship, finance, business analytics and information systems, marketing, management, supply chain and sport management. In addition to business disciplines, nine hours of departmental coursework from approved disciplines outside of the Muma College of Business may be considered to satisfy one of the two nine-hour concentrations.

NOTE: The degree conferred is a Bachelor of Science in General Business. No concentrations or cognate areas are recognized on the transcript or diploma.

► The committee met with faculty members from the Math Department to discuss its implementation of a program that allows students to "retake" a math course without penalty. These are called PD grades.

Graduate Students

Consistent with the university's strategic goals, the college has increased its emphasis on graduate level education. That emphasis is reflected in the allocation of incremental research-active faculty and other resources to building and enhancing the doctoral programs, including the new DBA degree, the MBA and specialized master's programs.

The Muma College of Business offers three MBA programs; seven specialized master's degree programs; a doctoral program leading to the PhD in Business Administration with concentrations in accounting, finance, information systems and marketing; and a Doctor of Business Administration. The growing reputation of the college's graduate programs has been recognized by several different rankings:

► *Bloomberg BusinessWeek* ranked the part-time MBA program No. 32 among public university part-time programs nationally.

► *Entrepreneur* magazine and The Princeton Review ranked the Center for Entrepreneurship's Master of Science in Entrepreneurship and Applied Technologies No. 10 across all U.S. programs, the best in the Southeast.

► The business school is in the top 100 in North America with MIS research ranked in the top 30 and marketing research in the top 65 (based on premier journal publications during the period 2014-2016 according to the University of Texas-Dallas Top 100 Business School Research Rankings).

MBA Programs

Part-Time MBA Program – Because most (roughly 75 percent) of the students in the traditional MBA program are fully employed and attend classes part-time, primary recruitment efforts are directed to employers and employees in the Tampa Bay area. Promotional efforts include information sessions held both on the Tampa campus and at off-campus locations, print advertising, online ads, attendance at graduate school fairs, employer-sponsored education days and personal calls. Exhibit 3 summarizes MBA enrollments.

Executive MBA – The Executive MBA challenges high-achieving and high-potential working professionals with a wide range of academic backgrounds and business and life experiences to excel in a rigorous, accelerated program. Because the EMBA is a cohort program that meets on alternate weekends, the college recruits from a broader geographic area than for its part-time MBA program, with primary efforts directed at employees and employers within 200 miles of Tampa. The program targets experienced mid-level managers, se-nior- level managers at smaller/local firms, entrepreneurs and professionals. Promotional efforts include multi-media advertising, targeted mailings, online ads, the program's website, company visits and a series of information sessions. The EMBA attracts highly motivated, capable individuals; as a result, retention is rarely an issue. If a student does find it necessary to leave the program prior to graduation, the cause is usually employment-related, often the result of relocation due to employer transfer or loss of job as a result of downsizing or merger. In such cases, the EMBA office seeks to help the student transfer to another accredited program in the new location.

Specialized Master's Programs – The seven special-ized master's programs provide students the opportunity for in-depth study in a single discipline; each program has a separate student mission. Exhibit 4 summarizes enroll-ment trends for specialized master's programs.

EXHIBIT 3 MBA Enrollment Trends*					
	2012-13	2013-14	2014-15	2015-16	2016-17
Part-Time MBA	360	305	317	300	276
Executive MBA	52	66	61	44	46

* Unduplicated Headcount Source: Infomart

EXHIBIT 4 Specialized Master's Programs Enrollment Trends					
	2012-13	2013-14	2014-15	2015-16	2016-17
Master of Accountancy	133	176	129	132	125
MS Entrepreneurship	96	88	105	122	109
MS Finance	106	118	106	103	145
MS Business Analytics and Information Systems	119	182	285	317	314
MS Management	22	36	43	41	43
MS Marketing	57	75	72	70	77
MS Sport & Ent. Mgmt.	N/A	47	54	51	53
Total Specialized Master's Programs	533	722	794	836	866

* Unduplicated Headcount Source: Infomart

Doctoral Program

The college now has two doctoral programs, the traditional PhD in Business Administration and the newly launched Doctor of Business Administration.

The PhD program offered by the Muma College of Business prepares its graduates for careers as college and university professors and as research and staff personnel in industry and government. Students' intellectual growth is fostered through working closely with faculty in seminars, research projects and other assignments that develop research and teaching skills. The curriculum offers breadth of understanding of the integral components of business administration as well as depth of field specialization sufficient to permit the student to make meaningful contributions to the discipline. Flexiblility in the curriculum allows each student to build upon his or her strengths and to accommodate students with various levels of preparation in a wide variety of fields. Concentrations are offered in the following fields: accountancy, finance, information systems and marketing. Support areas of study are offered in these fields, and in areas outside the college. However, the degree conferred is a Doctor of Philosophy in Business with a specialization in one of the named concentration areas. A detailed discussion of the PhD program is included in Appendix 7.

5.2   FACULTY AND PROFESSIONAL STAFF

The Muma College of Business can reach its full potential only if its people are motivated, committed and engaged. The college strives to create and sustain a healthy work environment that values passion, accountability, personal development, openness and collaboration.

Faculty

The college's mission and strategic priorities, articulated in its strategic planning, guide faculty size, composition, qualifications and devel-opment. Faculty planning and resource allocation decisions reflect anticipated demand and resource constraints and are strongly influ-enced by internal demands and choices including the college's emphasis on research, teaching and service, current and projected program requirements and the need to replace retiring faculty to ensure program integrity.

Examples of faculty planning decisions and initiatives resulting from this process include (1) an increased emphasis in the recruiting and selection process on the ability of new faculty to support the college's focus on research and graduate education, (2) an initiative to

pursue "opportunistic hiring" of mid-career scholars to provide collaborative leadership as senior faculty retire over the next three to seven years, (3) an emphasis on developing a diverse faculty that mirrors both the student population and the population of the communities the university serves and (4) initiatives to help ensure retention of productive faculty through research fellowships.

Recruitment and Hiring

Once a department or program has received authorization to recruit for a position, the department chair/program director develops a search plan. This plan includes a position description, minimum and preferred qualifications, search committee member names, evaluation and selection process and explicit strategies for attracting minorities. The college's Equal Opportunity liaison approves the plan. The chair of the search committee is responsible for ensuring the integrity of the search process.

All position vacancies and new positions are widely advertised in appropriate media to help ensure a broad pool of qualified applicants. Based on a review of applicant data files, preliminary interviews at meetings and Skype interviews, candidates are recommended by members of the search committee and other members of the department. With the approval of the dean, several finalists are invited to campus for interview. In addition to formal interviews and small group meetings, candidates for tenured and tenure-earning positions are asked to present a paper dealing directly with their current research; candidates for non-tenure-earning instructor positions are generally asked to present a topic that reflects the courses each will be expected to teach. At the completion of all candidate visits, the search committee seeks a consensus judgment from faculty as to its recommendation on whether an offer should be extended. Names and recommendations are then forwarded to the dean who, with the approval of the provost, extends a formal offer.

Exhibit 5 is a summary of permanent full-time, visiting, adjunct faculty and doctoral students with teaching responsibilities by department during fall semester 2016. A profile of new permanent faculty hired in the most recent five years is included in Appendix 10.

EXHIBIT 5 Teaching and Research Faculty Permanent, Visiting and Adjunct Faculty and Doctoral Students Fall Semester, 2016				
Department/School	Permanent	Visiting	Adjuncts	Doctoral Students
Lynn Pippenger School of Accountancy	19	0	4	2
Finance	16	1	2	1
Information Systems Decision Sciences	35	0	8	3
Marketing	30	1	12	4
Totals	100	2	26	10

Orientation and Mentoring

Both the university and college have policies and processes in place to orient new faculty to the structure, environment and culture of the institution. The university holds a new faculty orientation during the week preceding fall semester classes. New faculty in all colleges have the opportunity to learn about the administrative structure and meet university staff. Information sessions address administrative procedures (travel , leave, outside employment, etc.), employee benefits, university services and faculty collective bargaining rules. During the same week, the Academy for Teaching and Learning Excellence offers day-long workshops in conjunction with the new faculty orientation. USF Research & Innovation (http://www.research.usf.edu/default.asp) schedules orientation sessions for new faculty on an individual basis.

One of the key objectives of the strategic plan is to motivate and develop new faculty members through mentoring and other activities. The college has implemented several initiatives designed to develop engagement through mentoring and inclusion. In the most recent academic year, 100 percent of tenure-earning faculty members had mentors and mentors met regularly with mentees. The college also began a program whereby doctoral students and faculty can request that colleagues review working papers prior to journal submission. To date, this initiative has not gained traction; the college is currently reviewing the low response rate to make improvements in the process. The college has also introduced several innovative research events (a "speed dating," research-matching session, a research workshop and an annual research symposium featuring a Pecha Kucha session) to encourage interdisciplinary communication and cooperation surrounding academic research.

Faculty Performance Evaluation

An annual performance review, conducted for all permanent faculty (tenure-earning, non-tenure-earning and tenured), is the basis for recognizing and rewarding outstanding performance. The review is based on the faculty member's self-generated annual activity report; activity reports are reviewed by the department chair/school director who develops a written evaluation of each faculty member's performance together with a general salary increase recommendation when resources are available.

For tenure-earning faculty, the review includes an explicit, detailed assessment of satisfactory progress toward tenure. The written review identifies areas, if any, that require improvement and provides suggestions for remedying deficiencies. For non-tenure-earning faculty, the review identifies strengths and weaknesses, provides suggestions for remedying deficiencies and reviews progress toward promotion to Instructor II or Instructor III. Faculty members have the opportunity to review and discuss the evaluation and recommendations with the chair. This meeting also serves as the basis for counseling and guiding faculty whose performance needs improvement. When the chair has concluded all annual review meetings, the evaluations and recommendations are filed with the university. In years when there is no discretionary money provided by the legislature or the university Board of Trustees, faculty earning a positive annual evaluation will receive the mandated raise; when discretionary dollars are available, chairs use the annual evaluation to recommend specific dollar raises for faculty members to the dean. The dean reviews the recommendations, revises them and makes final recommendations to the provost.

Tenure and Promotion

The decision to grant tenure is one of the most critical decisions in university life because it anticipates the quality of contact between a faculty member and thousands of future students. The granting of tenure must be the result of a careful analysis of a faculty member's consistent record of achievement and contribution in teaching, scholarship and service to the university, profession and community. Each department or school ensures that tenure-earning faculty receives a rigorous, comprehensive review of progress toward tenure. The Muma College of Business tenure and promotion guidelines were most recently revised in 2015. New guidelines, however, will not go into full effect until January 2018. Until then, faculty is generally following the tenure and promotion guidelines approved in January 2009, with exceptions for eligible faculty opting to implement the new guidelines. The full policy is included in Appendix 10.

Progress Toward Tenure Review

A progress toward tenure review (also referred to as a third year review) occurs in the spring of the faculty member's third year (http://www.usf.edu/business/documents/about/timeline-progress-toward-tenure-review.pdf). This review is conducted initially at the academic unit level and subsequently by the college Tenure and Promotion Committee. Documentation for third-year reviews parallels that for tenure and promotion except that external reviews are not requested and the final decision is made at the college level. The Tenure and Promotion Committee provides to the department chair or school director and dean a post-review report that includes an analysis of strengths and weaknesses as well as a statement as to whether or not the Tenure and Promotion Committee believes that the candidate is making satisfactory progress. The dean uses the information provided by the department/school, the department chair/director and the Tenure and Promotion Committee to determine if the faculty member is making sufficient progress toward tenure and should be retained. The dean schedules a meeting with the department chair/director and the faculty member to discuss the committee's evaluation and his decision. Faculty members who are progressing satisfactorily receive continuing contracts; those faculty members who do not appear to be making satisfactory progress may receive a one-year terminal contract.

Tenure Review

The granting of tenure is based on documentation of a consistent record of substantive intellectual contributions, positive evaluations in teaching and service that predicts a productive academic career. Neither university nor college standards support the granting of tenure to a faculty member whose record lacks either substantive intellectual contributions or positive evaluations of effectiveness in teaching. The college policy document details the criteria for evaluation of intellectual contributions, teaching and service and notes that a candidate's qualifications for tenure are documented in a package prepared by the faculty member. The packet contains documentation of performance against the above criteria and outside peer reviews of the candidate's research. The candidate's qualifications are reviewed and recommendations to grant or deny tenure are made, in turn, by a department/school faculty committee, the department chair/school director, the college Tenure and Promotion Committee, the tenured college faculty sitting as a committee of the whole, the dean of the college, the provost and the president. The president forwards recommendations to the university Board of Trustees for a final decision.

Promotion

Promotion from assistant to associate professor occurs in conjunction with the tenure decision and follows a parallel process; promotion from associate to full professor may be made at any time after a faculty member has reached the rank of associate. Promotion to full professor usually takes five to ten years and depends upon a continued record of substantial scholarship and good teaching. The rank of full professor reflects a composite of an individual's continuing academic and service contributions and accomplishments within the university as well as to her or his respective discipline or profession. Moreover, the rank of full professor denotes a status and level of significant achievement among her or his disciplinary peers. Standards call for true distinction in at least one of the three areas of teaching, scholarly research and service, coupled with a record of substantial achievements in each of the other two areas.

Career Paths for Non-Tenure-Earning Faculty

To encourage continued career development, the university provides a promotional career path for individuals who hold the non-tenure track rank of instructor. Historically, appointments to the position of instructor have been made to cover a wide variety of job assignments at USF Tampa, some of which do not entail traditional faculty activities. For this reason, judgments regarding instructor career paths should be based on the individual's primary FTE assignment.

The college follows the university's policies for advancement and promotion. The policy (http://www.usf.edu/business/documents/about/instructor-promotion.pdf) is included in Appendix 10.

Faculty Qualifications

The Muma College of Business has established guidelines for the determination of faculty qualifications. The full policy is included in Appendix 8 with AACSB Table 15-1: Faculty Sufficiency and Qualifications Summary for 2016-2017. Exhibit 6 summarizes faculty qualifications by department.

EXHIBIT 6 Faculty Qualifications by Department/School (based on FTE)						
Department/School	SA	PA	SP	IP	O	TOTAL
Lynn Pippenger School of Accountancy	51%	24%	5%	20%	0%	100%
Finance	89%	11%	0%	0%	0%	100%
Information Systems Decision Sciences	64%	10%	0%	18%	8%	100%
Marketing	69%	11%	0%	20%	0%	100%
Total College	67%	13%	1%	16%	3%	100%

Faculty Sufficiency

Faculty sufficiency policies ensure that at least 75 percent of faculty across departments and programs have a commitment to the college beyond teaching (participating faculty). Muma College of Business policies are:

Participating Faculty – A participating faculty member actively engages in the activities of the college in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research and service commitments. The faculty member may participate in the governance of the college and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising and representing the college on institutional committees. S/he may be eligible for, and participate in, faculty development activities and take non-teaching assignments for such activities as appropriate to the faculty role. Whether full or part time, tenure-earning, tenured, or non-tenure-earning, the college considers faculty who engage in activities beyond the performance of teaching responsibilities to be participating faculty.

Supporting Faculty – A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the college beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, have membership on faculty committees, nor is the individual assigned responsibilities beyond direct teaching functions (i.e., classroom and office hours). A supporting faculty member's appointment is normally exclusively teaching responsibilities and is normally an ad hoc appointment, for one term or one academic year at a time without the expectation of continuation.

AACSB Table 15-2 in Appendix 9 provides evidence of faculty sufficiency by degree program by course credit.

Exhibit 7 summarizes faculty sufficiency percentages by department.

EXHIBIT 7 Faculty Sufficiency by Department (Student Credit Hours)				
	Participating	%	Supporting	%
Lynn Pippenger School of Accountancy	17,004	95%	936	5%
Finance	12,345	100%	0	0%
Information Systems Decision Sciences	35,711	98%	558	2%
Marketing	20,013	97%	630	3%
Total College	85,073	98%	2,124	2%

Professional Staff

Academic Advising – The college has a staff of academic advisors who meet and work with students throughout their academic career. The staff also has dedicated advisors to work with the Corporate Mentor Program, the Bulls Business Community and the Zimmerman Advertising Program.

Collier Student Success Center – The center assists students with career planning, hosts corporate networking events and coordinates workshops to help students with professional development. Businesses, large and small, partner with the college to host information sessions, offer internship opportunities and recruit future employees (https://issuu.com/usfbusiness/docs/collier_backgrounder). Included in the Collier Student Success Center are:

► **Office of Employer Relations** – It works with current and potential employers, students of all levels and alumni. The office assists students professionally by providing assistance with job searches, résumé critique, basic skills assessment and interview techniques. It also assists employers by promoting their career opportunities to students.

► **Business Engagement and Internships** – The director works with employers and students to identify internship opportunities and help students secure placements.

► **Business Communications (BizComm) Center** – The BizComm Center offers help to business majors — undergraduate students as well as graduate students — in all phases of writing. It is a resource for students who want to improve their written, oral, presentation and email communication skills.

Other professional staff in the college:

► **Development Office** – The development staff work with the college and the dean to encourage philanthropic support for the mission, vision and strategic priorities of the college. The office works closely with the student success center to identify scholarship funding for students.

► **Muma Financial Management** – The staff provides HR, budget and financial management services and support to departments, units, faculty and staff of the college.

► **The Muma College of Business Staff Council** – The council represents the support staff for all departments and administrative units in the college. The staff council is active with community service projects each year. The group participates in food drives, collects Christmas gifts for underprivileged children through the Angel Tree program, gathers supplies for care packages for U.S. military personnel stationed overseas and participates in events such as Big Brothers Big Sisters' Bowl for Kids' Sake and the American Heart Association Heart Walk. This organization increases the visibility of the college in the Tampa Bay area.

Curricula Management and Development

Faculty are responsible for all curricula, which they manage through three standing committees: the Doctoral Program Committee, the Graduate Policy Committee and the Undergraduate Policy Committee. Since the most recent continuous improvement review in 2013, the USF Muma College of Business has made a number of changes to curricula in the form of adding or removing core or elective courses, modifying the number of concentrations and tracks offered by degree programs, revising program objectives and learning goals and outcomes for degree programs. It also added new degree programs as detailed in Appendix 5. The faculty committees review proposals and then present to all faculty for discussion and approval. The strategic management goal-setting process drives changes in curriculum as well. Key curricular changes over the five-year period are summarized in Appendix 6.

Assurance of Learning

The Muma College of Business has robust assurance of learning policies and processes to ensure that every degree program and every major field of study within the programs is assessed <u>annually</u>. **Annual assessments have been used to implement change through the five-year review period.**

The Undergraduate Policy Committee serves as the assessment committee for the undergraduate program, the interdisciplinary majors (global business, general business) and the undergraduate program offered in Lima, Peru, in collaboration with the Universidad San Ignacio de Loyola. At the undergraduate level, it assesses learning in each of the business core courses including the required capstone course, Strategic Management.

The Graduate Policy Committee and the MBA program director comprise the assessment committee for the MBA and Executive MBA programs. Although the program structure, required courses and target student population for the EMBA are different from the traditional MBA, faculty agreed that outcomes should be substantially the same; however, the college assesses learning differently in each program. The assessment committee for the multidisciplinary Master of Science in Entrepreneurship in Applied Technology is the entrepreneurship faculty, all of whom participate in assurance of learning activities.

Assessment committees in each department <u>annually</u> review learning outcomes and assessment measures, analyze results and close the loop by making recommendations for program improvement for the undergraduate major, the undergraduate minor concentration in the general business administration major, the department's core courses in support of the undergraduate program and the discipline-based master's programs.

The Doctoral Program Committee, composed of representatives from each department or school, <u>annually</u> assesses for each specialization within the program. Interim assurance of learning measures (which may include performance on qualifying examinations) are expected to address, at a minimum, quality of performance and reasonable rates of progress through the program.

The college began formal assurance of learning in 2003. Initially, assessment relied on secondary measures, principally data gathered from students and employers. Since then, the college has defined learning outcomes for each degree program and major and has developed detailed means to assess effectiveness of learning each year. Working with the USF Office of Institutional Effectiveness, the college continues each year to improve the goal setting and assessment process and faculty support of it. Prior AACSB review teams have noted that the college has a well-developed assessment of learning program with a demonstrable impact on curriculum development. The incremental improvement has continued over the past five years, notably as follows:

► The Doctoral Program Committee worked to improve consistency among concentrations in setting common goals and learning outcomes related to discipline-specific knowledge, research and teaching. Each concentration is working toward reporting results on key common outcomes consistently so the committee can assess and improve the program as a whole.

► For all disciplines and programs within the college, there is now a common schedule for defining goals and learning outcomes (including specifically defining means of assessment and target metrics), capturing assessment data, closing the loop and reporting results. The process is archived in the USF System for Assessment Management, an online assessment system used to enter and edit all assessment plans for academic programs. This meets the college's obligation for AACSB accreditation as well as reporting requirements for Southern Association of Colleges and Schools Commission on Colleges and the State of Florida University Board of Governors.

► Using review and feedback provided by the USF Office of Institutional Effectiveness, each major (undergraduate, masters and doctoral) has evaluated existing methodologies for assessment and made improvements. The college has incorporated a greater number of normative measurements, relying less on solely summative measurements. The college has improved inter-rater reliability for assessments by adding a second reviewer to many assessments.

The primary goal is the continuous improvement of student performance by providing faculty and staff with methodologically sound information regarding student learning and program planning in areas targeted by the curriculum so that programmatic adjustments may be made effectively.

6.1   UNDERGRADUATE PROGRAM

Bachelor of Science or Bachelor of Arts in Business Administration

USF offers an undergraduate program leading to the Bachelor of Science or Bachelor of Arts in Business Administration with majors in accounting, advertising, finance, business analytics and information systems, finance, general business, global business, management and marketing. The program provides a high-quality educational experience designed to prepare students for careers in business, the professions and not-for-profit organizations as well as for advanced study in business, law and related fields. Through flexibility in its requirements, the college is able to satisfy the different interests and career objectives of students with diverse backgrounds.

The undergraduate curriculum that leads to a Bachelor of Science in Business Administration is composed of several segments: (1) broad general education in the arts, humanities and sciences; (2) the core business courses; and (3) specialized majors.

Students must satisfactorily complete a minimum of 120 semester hours. Of the minimum 120, at least 60-63 hours must be business courses and a minimum of 54 hours must be non-business courses in the arts, humanities and sciences. This general education requirement ensures that students gain a broad-based understanding of the global societal environment and provides the opportunity to develop critical thinking and communication skills. Students also complete at least one business or non-business (general education) course that deals primarily with contemporary global topics and an advanced writing course. In addition to general education requirements, students complete a 33-credit-hour business core designed to address a common body of knowledge required for successfully assuming management responsibilities across disciplines in both the for-profit and not-for-profit sectors. Depending upon the program, major course work requires 21-24 credit hours of specialized study.

The USF Muma College of Business residency requirements for graduation exceed the minimum requirements established by the university. Students must satisfactorily complete at least 50 percent of required business courses and at least 12-18 credit hours in the major field on the USF-Tampa campus.

In 2013-2014, the university implemented an aggressive graduation policy that requires students to graduate with the minimum 120 semester hours if they fulfill graduation requirements. This policy aligns with the Florida Board of Governors regulation that seeks to accelerate student graduation. Students with hours in excess of 10 percent of the 120 minimum hours required pay higher rates of tuition and the university's performance-based funding is affected. As a result, careful consideration is given to all curriculum changes instituted and the impact such changes have on assurance of learning.

The Muma College of Business assesses learning annually. To provide assurance of learning, the faculty has developed a set of broad learning objectives and measures to ensure that the core curriculum reflects the mission of the college, provides a solid foundation in business disciplines and encourages a global perspective. Over two years, 2012-2014, the Undergraduate Policy Committee completed a comprehensive review and revision of the undergraduate learning objectives. The process included consideration of the college's recently revised mission and strategic goals, benchmarking learning objectives in USF's competitive and aspirational schools and AACSB guidance and examples. The resulting learning objectives are reflected in specific content and skill objectives for each core course. For each of the undergraduate majors, the college established learning outcomes (known in the Florida University System as Academic Learning Compacts) that identify the core expected student learning outcomes encompassing three distinct areas: (1) discipline-specific knowledge and skills, (2) communication skills and (3) critical thinking skills. Faculty expect that students will acquire these skills and knowledge by successfully following the prescribed course of study. The learning outcomes identify what the college expects students to know and be able to demonstrate upon successful completion of the undergraduate degree program. The assessment plans also identify the assessment strategies used to measure student achievement on each of the core student learning outcomes for the degree program.

Program Objectives

Upon completion of the requirements of the undergraduate degree in business administration students will:

Goal 1:   Be Analytical and Creative Problem Solvers.

    LO 1.   Students will identify structured or unstructured business problems and use sound analytical and quantitative techniques to evaluate alternative courses of action.

    LO 2.   Students will think critically and creatively to develop solutions for both structured and unstructured business problems.

LO 3.   Students will integrate cross-functional business skills into sound business solutions.

LO 4.   Students will identify the role of technology in supporting decision making.

Goal 2: Be Effective Communicators.

LO 1.   Students will demonstrate effective oral and written communication skills.

LO 2.   Students will demonstrate effective interpersonal communication skills and teamwork.

Goal 3. Understand and Appreciate Social Responsibility and Ethical Behavior in Organizations.

LO 1.   Students will identify key ethical and social responsibility issues while solving business problems.

Goal 4. Have a Global Perspective.

LO 1.   Students will assess cultural and demographic diversity and its impact on business decisions.

LO 2.   Students will propose creative solutions in a complex global environment.

The business core comprises 33 credit hours of coursework designed to provide a broad, common foundation of knowledge, skills and abilities for all business students, regardless of major:

ACG 2021	Principles of Financial Accounting (3 credit hours)
ACG 2071	Principles of Managerial Accounting (3 credit hours)
QMB 2100	Business & Economic Statistics I (3 credit hours)
BUL 3320	Law and Business I (3 credit hours)
FIN 3403	Principles of Finance (3 credit hours)
ISM 3011	Information Systems in Organizations (3 credit hours)
QMB 3200	Business & Economic Statistics II (3 credit hours)
MAN 3025	Principles of Management (3 credit hours)
MAN 4504	Operations and Supply Chain Management (3 credit hours)
MAR 3023	Basic Marketing (3 credit hours)
GEB 4890	Strategic Management/Decision Making (3 credit hours)

Linking Undergraduate Learning Objectives to the Business Core and Required Courses

Goal 1: Analytical and Creative Problem Solvers

Analytical and Quantitative Techniques — Analytics, as a key element of the college's mission includes an understanding of financial, statistical and other quantitative data important for predicting, analyzing and evaluating strategic and operating performance of both private and public sector organizations. Business and Economic Statistics I (QMB 2100) introduces the essential idea of statistical thinking: It focuses on how to gather and summarize useful data, how to measure and understand variations in data and how to draw inferences from the data. Business and Economic Statistics II (QMB 3200) builds on the statistical foundation established in the introductory course and presents advanced concepts and topics including analysis of variance, regression analysis, categorical data analysis and forecasting methods. Principles of Financial Accounting (ACG 2021) and Principles of Managerial Accounting (ACG 2071) focus on reporting useful financial information for both external and internal decision makers. The ability to sense and diagnose problems, generate alternative solutions and make data-driven decisions is assessed in all four of these business core courses.

Assessment: Faculty assess analytical skills in both QMB 2100 and QMB 3200 through student examinations. Course instructors prepare a test bank of examination questions in the applicable subject areas. For QMB 2100 this includes statistical concepts, describing sets of data, probability, discrete and continuous random variables, sampling distributions, confidence intervals and hypothesis testing. Key subject areas for QMB 3200 include analysis of variance, categorical data analysis, regression analysis and forecasting. A selected number of questions requiring the demonstration of analytical skills are embedded in course examinations. Performance targets for these questions are that students will average at least 70 percent correct responses on embedded questions. For the two accounting core courses, a similar assessment approach is used; ten questions covering key learning outcomes are embedded into final exams. The performance targets are comparable.

Summarized results of the most recent assessment are as follows:
- In QMB 2100, the expectation for at least 70 percent correct responses per question was achieved on 13 out of 19 questions tested. Students generally performed better on the practical application of the concepts; less so with the theoretical questions. These results have been consistent across the past five years of assessments.
- In QMB 3200, the expectation for at least 70 percent correct responses per question was achieved on 11 out of 12 questions tested. Student results demonstrated good understanding of the analytical processes being assessed.

- In ACG 2021, the expectation for at least 70 percent correct responses per question was achieved on eight out of 10 questions tested. This result is fairly consistent over the past five-year period.
- In ACG 2071, the expectation for at least 60 percent correct responses per question was achieved on eight of the 10 questions tested. For both accounting courses, results tend to reflect a primacy versus recency effect – the concepts covered at the beginning of the course show lower performance results on the final exam.

Critical Thinking — Critical thinking is a key element in the manager's "toolbox." Business students have multiple opportunities to develop these skills in coursework that comprises the general education requirement, the business core and the major course work.

Each major has identified learning outcomes related to critical thinking in certain of the required courses for the major.   Each individual major assesses learning outcomes in that context. For the undergraduate program as a whole, assessment of learning for critical thinking is captured in Strategic Management and Decision Making (GEB 4890), the capstone course required for all business majors. In this course, students prepare comprehensive analyses of business cases and problems. Specific activities include developing a SWOT analysis and using it to make valid assessments of the business environment, individual and team presentations and a comprehensive final case that requires critical thinking (deductive, inductive and quantitative reasoning and the ability to construct sound arguments) and analytical skills (the ability to analyze and synthesize data from multiples sources).

Assessment: The assessment of learning in GEB 4890, the capstone course, focuses on the final case. Using a rubric designed to address elements of critical thinking, faculty evaluate comprehensive student projects on a three-point scale on which 3 = Exceeds Expectations, 2 = Meets Expectations and 1 = Does Not Meet Expectations. Each project is read by at least two faculty members; no faculty member assesses the work of a student from his/her sections. Students are expected to achieve a minimum score of 2, "Meets Expectations," for each of the critical thinking dimensions on the rubric.

For the most recent assessment, the results indicate that students met or exceeded the target minimum for five of the eight critical thinking dimensions as assessed against the rubric. Performance fell below the target in the areas of ability to evaluate alternative courses of action (1.4 out of 3), the ability to choose and use appropriate financial analysis tools to evaluate performance (1.8 out of 3) and ability to synthesize data from multiple sources to evaluate the industry (1.7 out of 3). These results are fairly consistent with performance throughout the past five-year period.

Cross-functional Perspective — Having a cross-functional perspective is essential in business. By developing cross-functional skills, managers gain a well-rounded understanding of business entities.   Effective leadership entails incorporating an under-standing of the relationships among various business disciples into decision making.

Assessment: Student understanding of the interrelationships among business disciplines is asssed in GEB 4890, the capstone course through a comprehensive management simulation case. A rubric is used to address basic knowledge of business processes, specifically financial position and performance management. Faculty evaluate comprehensive student projects on a three-point scale on which 3 = Exceeds Expectations, 2 = Meets Expectations and 1 = Does Not Meet Expectations. Each project is read by at least two faculty members; no faculty member assesses the work of a student from his/her sections. Students are expected to achieve a minimum score of 2, "Meets Expectations," for each of the cross-functional dimensions on the rubric.

For the most recent assessment, the results indicate that students met or exceeded the target minimum for demonstrating the ability to use appropriate tools to evaluate financial position and results of operations as assessed against the rubric. Perfor-mance fell below the target for tasks related to a higher level understanding of the overall industry and business environment. The average scores were 2.1/3 for the first metric and 1.8/3 for the latter. These results are fairly consistent with performance throughout the past five years.

Understanding Technology — Because innovation in technology and information systems has changed and will continue to change the way business is conducted, it is essential that business students understand how business analytics and information systems impact competitive strategy, organization structure and management processes, how work is performed and how the effective use of technology can provide strategic advantages. Information Systems in Organizations (ISM 3011) provides an overview of the language, concepts, structures and processes involved in business analytics and information systems, including the fundamentals of computer-based technology and the use of business-based software for the support of management decision-making. In this course, students' mastery of concepts and principles as well as the ability to apply them to business challenges and opportunities is assessed.

Assessment**:** In this course, faculty assess student learning across a series of four exams in the course. Faculty ask students questions to cover course objectives, as identified below in results. Assessment occurs in all sections of ISM 3011, both face-to-face and online, covering between 500-600 students each academic year. The performance target is that all students will

successfully answer 70 percent of the concept questions.   In the most recent assessment, the following course objectives and the average percent of correct responses was: (1) the role of information systems and business intelligence in making organizational decisions – 82 percent, (2) information systems, decision making, strategic advantage – 89 percent, (3) using business software – 85 percent, (4) system design and implementation – 73 percent, (5) social media, internet, cloud computing and impact – 89 percent, (6) hardware, software and telecommunications – 89 percent, (7) database management systems – 89 percent and (8) information security – 71 percent.

Goal 2: Effective Communication

Communication skills are assessed at the university level in a required English composition course and in one or more exit requirements courses. Oral and written communication skills are assessed again in the required public speaking and composition courses. Each major has identified learning outcomes related to communication skills in certain of the required courses for the major and assesses learning outcomes in that context.   More specifically, each department has designated a specific course within the major that has a comprehensive writing assignment. Students in these courses work with BizComm to focus on effective writing techniques.

Assessment: The college assesses communication skills in each major in upper-level courses. The assessments include written assignments, presentations to focus on oral communication and group projects to emphasize communication skills in working as part of team.   The BizComm center is actively involved in the assignments focused on effective writing skills. The assessment results have been steadily improved in all courses over the past five-year period. Students learning is reinforced with written assignments in the capstone course.

Goal 3: Social Responsibility and Ethical Behavior in Organizations

A business environment characterized by intense global competition and technological complexity requires a well-developed under-standing of the ethical and legal responsibilities of organizations. Ethical behavior in organizations is specifically addressed in Principles of Management (MAN 3025). Law and Business I (BUL 3320) provides a foundational understanding of the legal environment of business. An understanding of the ethical and legal responsibilities of organizations is assessed in each of these core courses.

Assessment: An understanding of the ethical and legal responsibilities of organizations is assessed in Principles of Management (MAN 3025) and Law and Business I (BUL 3320) through embedded multiple choice questions. The questions in MAN 3025 relate to ethics and fostering ethical conduct in organizations. The questions in BUL 3320 relate to the understanding of legal responsibili-ties and ethical and social justice theory. Overall, in the most recent assessment and throughout the past five-year period, student performance met or exceeded expectations. In MAN 3025, the average performance on questions in the most recent assessment ranged from 99 percent to 73 percent. While generally consistent year-over-year, the most recent assessment indicated stronger performance on the understanding of ethics but a decline in performance related to understanding how to instill ethical behavior within an organization. The results from BUL 3320 are also consistently above the performance target with average performance on embedded questions in the most recent assessment between 72 and 82 percent.

Goal 4: Global Perspective

Consistent with the university's focus on global context and globalization, the Muma College of Business identified this as one of the four key learning objectives in the undergraduate program. USF identifies key globalization concepts as including the processes through which the magnitude and rate of the movement of people, production processes, capital, goods, services, ideas and information across national boundaries are being intensified. Students should become familiar with the structure of the global system and the various forms of inequity that it entails, as well as the contending socially positioned views of people globally regarding the effects and value of globalization. The importance of understanding the process of globalization lies in the fact that it is changing the social, economic, cultural and environmental character of all societies.
The intent is to assess understanding of global awareness in Strategic Management and Decision Making (GEB 4890), the capstone course required for all business majors. Students prepare comprehensive analyses of business cases and problems. Specific activities include written analyses of business issues, individual and team presentations and a comprehensive final case that requires the ability to explain and analyze key factors in the global economic, political, legal, sociocultural and technological environment of business.

Assessment: Over the past five years, certain instructors of the course have included an international or global segment in the final case, but to this point, it has not been adopted as a course objective in a consistent way. Faculty has been evaluating various learn-ing modules and the associated assessment methods to cover this relatively new learning outcome on a more consistent basis.

Use of Assessment (Closing the Loop)

In closing the loop, faculty identified several improvement opportunities based on the annual assessment results:

- Since the current five-year period under review saw a major revision of the undergraduate learning outcomes, this period has been one of adjusting prior assessment processes and performance targets appropriately. Mapping learning outcomes to the appropriate courses and assessment techniques is ongoing. While faculty has made great strides in developing a more thoughtful and thorough approach to assessment, continuous improvement in several areas is still ongoing.

- Incorporating the attention to written communication skills across majors was completed over the past five years. The BizComm Center has worked with course instructors to refine the methods of assessment and the performance targets each year. In most assessments, there is now a second review process to assess improvement in skills during the course. Appropriate rubrics for assessments have also been added.

- Much of the effort for continuous improvement revolves around the Strategic Management and Decision Making capstone course (GEB 4890). The learning outcomes are being more properly mapped to the new program objectives. The course instructors have been working on improving the consistency of assessment across all sections of the course. Starting in 2016-2017, all instructors have adopted and use a Capsim business simulation that allows for the learning objectives to be assessed. Previously, most of the instructors used a business simulation that captured learning objectives. Common rubrics are being more clearly defined.

- Because the course content related to global issues is changing, the Undergraduate Policy Committee did not believe the learning outcome related to global perspectives was assessed in a thorough enough manner in the most recent assessment. Faculty is evaluating various modules within a comprehensive case project structure to incorporate into the overall assessment.

- For the technology learning objectives, ISDS plans to add more in-depth individual assessments and reduce the number of group projects. Additionally, the college is in the process of working with Tableau to develop a Citizen Data Certificate that would certify all undergraduate students. This will involve imbedding projects in seven courses; three core courses, three major courses and the capstone course, helping ensure a curriculum with business analytics and creativity.

- The capstone course assessments have also improved by moving away from team-based case assignments and presentations to assessments of individual efforts. Faculty coordination in the capstone course has increased as a result of concerns expressed by the Undergraduate Policy Committee.

- To reinforce learning concepts related to communication skills, faculty will be looking to add assessments for written and oral communications in the capstone course.

- Faculty responsible for discipline-focused core courses used assessment data to modify course material and course objectives to both (1) place additional emphasis on concepts students find difficult and (2) consider additional classroom applications to reinforce learning. Alternatively, when performance is consistently above the desired targets, faculty has used those results to set higher performance targets or select additional concepts to emphasize. When performance is below the target set, faculty discusses the specific questions to evaluate the clarity and fairness of the particular question. In some cases, questions are rewritten to avoid confusion for students. Additionally, faculty for these core courses are considering the use of more informative assessment measures other than embedded multiple choice questions. Faculty also provides additional resources to assist students – peer-to-peer mentors, review sessions, help sessions and online materials.

6.2   MBA PROGRAMS

Part-Time MBA Program

The MBA Program provides students the opportunity to participate in an intellectually challenging, caring and stimulating academic environment. In addition to gaining specialized skills and knowledge in a participative learning environment, students are provided opportunities to enhance their leadership and teamwork abilities and to develop a balanced, integrative, global perspective.

Learning Outcomes
Graduates are expected to demonstrate:

Goal 1: Business Knowledge and Skills

LO 1.   A thorough understanding of the global economic, socio-cultural, political-legal, technological and competitive environments in which business and non-business organizations seek competitive advantage.

LO 2.   The ability to integrate and apply business concepts, tools and techniques in a problem-solving environment, drawing on both program coursework and business experience.

LO 3. Effective leadership and collaboration skills both in classroom settings and in project/team environments.

LO 4. The ability to effectively use financial, quantitative and qualitative tools to identify business problems and opportunities, analyze performance, formulate appropriate and workable strategies and plans and devise comprehensive evaluation measures.

Goal 2: Critical Thinking Skills

LO 1. The ability to critically analyze an organization from various stakeholder perspectives and to develop strategic and operating plans under conditions of dynamic change and competitive uncertainty.

Goal 3: Communication Skills

LO 1. Oral and written communication competencies that support and enhance managerial effectiveness.

Assessment

Achievement of overall program learning objectives is assessed in the Integrated Business Applications capstone course. Student teams complete a comprehensive business plan for a "real world" entity that includes strategic, marketing and financial analysis. The assignment requires students to apply all learning outcomes identified by the program. Written plans and presentations are evaluated by the professor teaching the course as well as by other MBA faculty using an approved learning objectives rubric for which 1 = Unsatisfactory; 2 = Satisfactory; and 3 = Excellent. In each of the annual assessments over the past five years, students have demonstrated the key abilities across all learning outcomes with average performance between 2.7 and 2.9 on the identified scale and the highest performance in LO3 – leadership and collaboration skills.

Use of Assessment (Closing the Loop)

In closing the loop, faculty identified several improvement opportunities based on the annual results:

- Faculty teaching the capstone course now include both finance and accounting faculty. This has improved our program by giving students more experience in preparing and analyzing financial statements (Business skills LO4).
- Course instructors now meet with all faculty teaching in the MBA program to discuss the results of assessment. This helps achieve better consensus across the program of the desired learning outcomes. Developing course activities and content that help students build desired competencies will result in higher assessments in the capstone.
- Faculty have begun to refine assessment methods to move away from group projects as the sole basis for assessment and to add individual assessment criteria such as an individual case assignment.
- Faculty added two required courses to the MBA core: (1) QMB 6358, Data Analytics in Business to strengthen business knowledge LO2 and LO4 and increase the program emphasis on analytics and (2) MAN 6147, Leadership and Management Concepts, to support learning for business knowledge LO3. To accommodate the change, Organizational Behavior and Leadership (MAN 6055) was redesignated as a business foundations prerequisite for the program.

Executive MBA

The Executive MBA Program combines the research expertise of a diverse faculty with the wide ranging academic backgrounds and workplace experiences of students to create a collaborative learning environment. Although the program structure, required courses and target student population for the EMBA are different from the traditional MBA, faculty agreed that outcomes should be substantially the same.

Learning Outcomes

Graduates are expected to demonstrate:

Goal 1: Business Knowledge and Skills

LO 1. A thorough understanding of the global economic, socio-cultural, political-legal, technological and competitive environments in which business and non-business organizations seek competitive advantage.

LO 2. The ability to develop strategic and operating plans under conditions of dynamic change and competitive uncertainty.

LO 3. Effective leadership and collaboration skills both in classroom settings and in project/team environments.

LO 4. A mastery of as well as the ability to integrate and apply business concepts, tools and techniques in a problem-solving environment, drawing on both program foundation knowledge coursework and business experience.

LO 5. An understanding of how to incorporate into their decision-making the social, ethical and legal responsibilities of organizations as they pursue economic goals and objectives.

Goal 2: Critical Thinking Skills

LO 1.   The ability to critically analyze an organization from various stakeholder perspectives, effectively using financial, quantitative and qualitative tools to identify business problems and opportunities, assess performance, formulate appropriate and workable strategies and plans and devise comprehensive evaluation measures.

Goal 3: Communication Skills

LO 1.   Oral and written communication competencies that support and enhance managerial effectiveness.

Assessment

Achievement of all learning objectives is assessed in the capstone course, Business Problems Analysis, by the instructor teaching that course; other program faculty as well as external reviewers who may also participate in evaluations. Case analysis and experiential methods are the primary vehicles for learning. Student teams develop, write and present for discussion cases generated from interviews with executives at companies in the Tampa Bay Area. Learning is assessed through student performance in debates, participation in case analyses and written case reflections rated on a scale of 1-3 (1 = Does Not Meet Expectations, 2 = Meets Expectations, 3 = Exceeds Expectations.)

For the most recent annual assessment, students demonstrated the key learning outcomes with average performance between 2.5 and 2.8 on the identified scale. The highest performance assessment was seen in LO 3. – leadership and collaboration skills.   Results were consistent across the period under review.

The learning outcome with the lowest results was LO 1. – ability to assess the factors impacting the environment of business (economic, global, political, legal, competitive, etc.) Annual results were consistent across the five-year period under review.

Use of Assessment (Closing the Loop)

In closing the loop, faculty identified several improvement opportunities based on the annual assessment results:

- Course instructors now meet with all faculty teaching in the EMBA program to discuss the results of assessment. This helps achieve better consensus across the program of the desired learning outcomes. Developing course activities and content that help students build desired competencies will result in higher assessments in the capstone.

- Faculty have begun to refine assessment methods to move away from group projects as the sole basis for assessment and to add individual assessment criteria such as an individual case assignment.

- In addition, faculty have used assessment results to determine better approaches to reinforcing the desired learning outcomes. Greater emphasis has been placed on the use of customized cases throughout the sequence of courses.

6.3   SPECIALIZED MASTER'S PROGRAM

Master of Accountancy

Assessment results and use of results for program improvement are included in the separate Lynn Pippenger School of Accountancy Continuous Improvement Review Report.

Master of Science in Sport and Entertainment Management

The Master of Science in Sport and Entertainment Management is a 30-credit-hour program to prepare graduates to contribute to and take leadership positions in the global sport and entertainment industry. Admission is limited to students in good standing in the MBA with a concentration in sport and entertainment management. The MS is part of the dual degree with the MBA. Prior to the establishment of the MS in Sport & Entertainment Management, a concentration in the MBA program was available.

Learning Outcomes

Graduates of the Master of Science in Sport & Entertainment Management program will:

LO1.   Demonstrate an understanding of the motivations and interests of sport followers/fans and the ability to develop marketing and sales plans capitalizing on the intrinsic differences between marketing and selling sport compared to other products and services.

LO2.   Be able to differentiate between U.S. sport and entertainment model and other global models currently utilized, including those with strong historical and traditional underpinnings and to identify best practices and limitations of each model.

LO3. Demonstrate an understanding of sport as both competition and entertainment and the ability to differentiate between sport and sport entertainment; demonstrate an understanding of the entertainment audience component in terms of spectatorship/viewership and other forms of consumption, how to communicate to that audience, engage and monetize that audience.

LO4. Demonstrate an understanding of the various analytical techniques employed by sport and entertainment companies and how these techniques can improve strategy, marketing and financial operations of ownership of global properties by U.S. owners and ownership of U.S. sport and entertainment properties by multi-national owners.

Assessment

LO1 is assessed in SBP 6719, Sport and Entertainment Marketing Strategy.   Working in teams, students complete an industry-focused project that requires an analysis of fan or follower motivation and intrinsic environment differences as part of a strategic marketing and communication plan. To assess presenters, students complete a faculty-developed rubric. In addition, the course instructor and at least one other program faculty member evaluates team projects using a scale of 1 (Does Not Meet Expectations) to 5 (Outstanding). The performance target is that all students will score at least a 3 (Average) or better. In the most current assessment, eleven student teams were rated 3 (Average) and two teams were rated 2 (Below Average). NOTE: This is a relatively new degree program, so learning has been assessed for only the most recent four academic years. Performance on this objective has been uneven throughout the four years, with excellent performance in the first year (2013-14) and relatively average performance (2 of 5) in 2014-15 and 2015-16.

Assessing student awareness of global models (LO2) is performed in SPB 6735, Global Environment of Sport in which students complete and present a comparative analysis of various sport and entertainment models. Presenters are assessed by students and faculty using a scale of 1 (Does Not Meet Expectations) to 5 (Outstanding). The performance target is that all students will score at least a 3 (Average) or better. In the most recent assessment, four teams were rated 5 and two teams were rated 4 (Exceeds Expectations), consistent with prior years.

Student understanding of marketing concepts (LO3) is assessed in SBP 6719, Sport and Entertainment Marketing Strategy with a combination of team and individual assignments.   To assess team presentations, the course instructor and at least one other program faculty member evaluates team projects using a scale of 1 (Does Not Meet Expectations) to 3 (Outstanding). The performance target is that all students will score at least a 2 (Meets Expectations) or better. In the most current assessment, ten student teams were rated 3 and two teams were rated 2.

LO4 is assessed in SBP 6706, Sports Analytics, using the final exam. Weekly homework assignments are used to help prepare students for the final exam.   Assessment results indicate that 25 of the 26 students scored at least a 70 percent on the exam.

Use of Assessment (Closing the Loop)

In closing the loop, faculty identified improvement opportunities based on the most recent assessment results:

- Faculty will use weekly homework assignments to reinforce concepts throughout the course and to improve student performance on the analytical questions on the final exam.
- Faculty will use virtual connectivity for student meetings with clients to enhance student understanding of client motivations and goals.
- Additional attention will be focused on the uneven performance for LO1.
- Faculty are revising assessment methods to add client representatives as project evaluators.

Master of Science in Business Analytics and Information Systems

The Master of Science in Business Analytics and Information Systems (formerly Master of Science in Management Information Systems) program prepares students to deal creatively and effectively with the technical, analytical and managerial challenges in handling data that characterize the dynamic, complex and rapidly evolving field of information systems/technology management.

Learning Outcomes

At the conclusion of course work for the Master of Science in Business Analytics and Information Systems, students will demonstrate the ability:

Goal 1: Discipline-Specific Knowledge and Skills

LO 1. To elicit functional and information requirements as well as assist in the planning, definition, implementation and management of organizational information systems. In this process, the student will be familiar with advanced techniques for conducting and managing systems analysis and design activities using object oriented analysis and design techniques.

LO 2.   To design, construct and effectively use state-of-the-art data base technology to obtain, organize and extract relevant information from an organization's internal and external data sources. In this process, the student will develop the ability to apply advanced practices in database systems, including entity-relationship modeling and relational databases and management of database administration function.

LO 3.   To analyze, design, implement and manage local and wide area networks and distributed information systems. In this process the student will develop skill in applying the principles of telecommunications and networks.

LO 4.   To understand common operations and supply chain problems faced by organizations and to evaluate potential solutions using common analysis techniques. In this process the student will come to see the importance of data in analyzing operations problems and in efforts to improve the efficiency and effectiveness of operations systems.

Goal 2: Critical Thinking Skills

LO 1.   To understand and appreciate the complex interactions between individual/organizational forces and technological issues in the development, deployment and use of information systems. In this process, the student will articulate convincing positions with respect to critical issues in the field of IT today and/ or present an in-depth presentation in favor an analysis of a business case for an IT project.

Goal 3: Communication Skills

LO 1.   To articulate in written and oral presentations convincing positions with respect to critical issues in the field of IT today.

Assessment

Learning across these outcomes is assessed by at least two program faculty members teaching in the program using a portfolio approach. Students create a portfolio of work, assignments and projects over the four required courses comprising the technical core: ISM 6124, Advanced Systems Analysis and Design; ISM 6218, Advanced Database Administration; ISM 6225, Distributed Information Systems; and ISM 6155, Enterprise Information Systems Management. For each goal and learning outcome, faculty assesses elements of the portfolio for particular skill or ability using rubrics that define "Outstanding," "Acceptable," and "Unacceptable Performance."

For Goal 1, portfolio elements (LOs 1-4) for all students across the four years were rated at least satisfactory, exceeding the 75 percent target rate. The performance target for LO 4 was met; however faculty noted a weakness in the area of optimization modeling which is not one of the specified learning outcomes. Goal 2 and its associated learning outcome is a new LO added in 2016-17 as a result of a comprehensive review of the assessment plan to align outcomes more closely with the college mission and strategic objectives. The results were mixed for this first assessment. While the overall goal of 75 percent of students demonstrating "Acceptable" performance, one student scored "Unacceptable." Goal 3 related to communication was assessed on the basis of student prepared video debates. All students performed "Acceptable" and half were assessed as "Outstanding" in quality.

Use of Assessment (Closing the Loop)

In closing the loop, faculty identified several improvement opportunities based on annual assessment results:

• As the number of students taking the course has increased significantly over the past several years, ISDS plans to streamline the assignments to make them more relevant, challenging and motivating. Faculty has incorporated more peer-to-peer learning exercises into the course during the past year. These exercises include enhanced use of weekly discussion boards in which students discuss a key issue from that week's class.

• ISDS was satisfied with the new online section of ISM 6124, first offered in spring 2017; it produced excellent results. Faculty will continue to use the capabilities of Canvas more effectively to support richer on-line content.

• ISDS has identified several content areas to receive greater emphasis in future course offerings:
    o   DevOps as a life-cycle software development approach.
    o   Internet of Things challenges in software development.
    o   Cybersecurity methods in development and operations.

• For Goal 1 LO2., ISDS plans to add more in-depth individual assessments and reduce the number of group projects. Based on prior year assessments, faculty has incorporated new content including a database security module (especially important in the cybersecurity certificate program), exposure to NoSQL technologies and more of a focus on semester long "portfolio" projects. Several extensions to the example movie database continue, including an effort to download (and continually refresh) the entire IMDb database as a local relational database. In addition, a case study focused on movie apps (such as Fandango) is being developed to make all the assignments more realistic. Faculty may even develop its own "Bullflix" app (perhaps across class boundaries). With regard to more

individual assignments, the goal is to start with core SQL and design skills. For database design, the plan is to use a "whiteboard exercise" (inspired by some recent industry interviews), where the student is given a short specification and develops a design during a short session. This could be used to develop some queries as well, but faculty is also evaluating some online grading systems (such as Gradiance) that might offer another query writing solution.

- Based on the results for Goal 1 LO3, faculty intends to introduce more distributed application development content into the course. This will significantly increase the focus on the application layer.

- To address the weakness in optimization modeling, faculty will include more focus on statistical decisions for operations problems in future semesters.

- Because of the continued focus on embedding critical thinking exercises throughout the program, faculty will work to re-engineer the course to ensure there is a critical thinking component to each course deliverable.

Master of Science in Finance

The Master of Science in Finance provides the opportunity for an in-depth study of the sophisticated analytical techniques and market transactions that drive financial innovation. A specialized degree program with a curriculum that emphasizes advanced study in finance and economics, the Master of Science in Finance prepares students for careers in corporate finance, investments, financial services and related areas.

Learning Outcomes

At the conclusion of course work for the Master of Science in Finance:

Goal 1: Discipline-Specific Knowledge and Skills

LO 1.   Graduates will demonstrate a comprehensive understanding of financial theories, tools and concepts and the ability to apply them in a problem-solving context.

Goal 2: Critical Thinking Skills

LO 1.   Graduates will demonstrate critical thinking and analytical abilities, including the capability to engage in inductive, deductive and quantitative reasoning and to construct sound arguments.

Assessment

Learning across these outcomes is assessed in the capstone course, FIN 6425, Financial Policy. For LO 1, faculty assesses a portfolio of student work including embedded exam questions, written case studies and Excel models.   Within the portfolio of work, faculty assesses student understanding of concepts and tools related to (1) financial analysis and forecasting, (2) capital budgeting and valuation, (3) cost of capital, (4) capital structure and (5) the use of various statistical and quantitative methods for decision-making.

The topics relate well to the outcomes being measured.   Faculty has developed standardized rating scales and a sample of student work is evaluated by at least two finance faculty members to address inter-rater reliability.   To assess LO2., faculty assesses student work on cases that do not have unique solutions, focusing on the results and recommendations sections of the projects.   Certain cases require outside research and incorporating the analysis of associated Excel models.

The assessment results for the 2016-2017 indicate that a majority (>75 percent) of students are assessed as having "Excellent" or "Good" understanding or abilities, thus exceeding the current performance targets aimed at "Satisfactory" results.

Use of Assessment (Closing the Loop)

In closing the loop, faculty identified several improvement opportunities based on annual assessment results:

- Over the past five years, the learning outcomes and assessment methods have been refined to align with the college's emphasis on business analytics. We also plan to add a new learning outcome for communication skills.   Improvements in the assessment process include more emphasis on individual assessment and eliminating group projects as the basis of assessment.   Assessment rubrics have been refined and second reviewers for assessments added. Faculty will provide additional exercises, mentoring and constructive feedback related to the learning outcomes throughout the capstone course to encourage skill building.

- To improve student understanding of financial analysis and forecasting and the use of various statistical and quantitative methods of decision making, we revised the curriculum last year by adding a new core finance course, Financial Modeling and Analytics. This fills a gap, identified by previous assessment results and the feedback of various stakeholders, by emphasizing advanced financial analytics and

modeling skills. Additional electives (Applied Linear Statistical Models and Econometrics I) reinforce students' analytical skills. We also added the elective Advanced Finance Risk Management to provide better training in financial risk management.

- To make the program more relevant to industry and to recognize student interest in the Chartered Financial Analyst exam, we applied for and have been accepted into the CFA Institute University Recognition Program. This status is granted to institutions whose degree program(s) incorporate at least 70 percent of the CFA Program Candidate Body of Knowledge, which provide students with a solid grounding in the CBOK, representing the core knowledge, skills and abilities generally accepted and applied by finance professionals globally. Keeping in line with this recognition, faculty will review the syllabi of the core and elective courses to ensure the appropriateness of the content for the program and learning outcomes.

Master of Science in Management

The Master of Science in Management program serves individuals and organizations by offering advanced education in management theories, principles and best practices. The program prepares students with a foundation in theories, methods and findings of basic and applied research and with the skills to effectively apply this knowledge in organizations. This degree facilitates a comprehensive understanding of interpersonal and organizational dynamics by considering the organization's broader social, ethical and legal environment. Graduates of this program possess a unique skill set that merges classic management abilities with contemporary topics like project management, collaboration science and people analytics. The Master of Science in Management develops leaders who promote organizational success by: understanding both interpersonal and organizational dynamics; assessing organizational strengths and weaknesses; considering the broader social, ethical and legal environment; and implementing change when appropriate.

Learning Outcomes

At the conclusion of course work for the Master of Science in Management:

Goal 1: Discipline-Specific Knowledge and Skills

LO 1.   Students should demonstrate competency in assuming leadership and management roles in organizations across business disciplines. Specifically, apply management theories and tools for organizational decision-making including but not limited to strategic planning, performance measurement, group decision-making, forecasting, program evaluation and cost-benefit analysis to construct and implement effective and ethical solutions.

LO 2.   Students should demonstrate the ability to develop effective measures of organizational effectiveness through a comprehensive understanding of the financial, operational, strategic and social goals of the organization. Specifically, be able to identify important organizational resources needed to maintain and improve performance; identify the threats and opportunities to the organization associated with external changes and make recommendations to address them.

Goal 2: Critical Thinking Skills

LO 1.   Students should demonstrate the ability to define, frame, think critically about and analyze important problems related to organizations. Specifically be able to assess organizational change, prescribe improvements and create implementation plans and means of assessment.

LO 2.   Students should demonstrate critical thinking in analyzing and prescribing organization design and processes that are expected to lead to effective outcomes. Specifically employ effective decision-making methods by using appropriate analytical models, applying critical reasoning process to evaluate evidence, selecting among alternatives and generating creative options.

Goal 3: Communication Skills

LO 1.   Students will be able to demonstrate oral communication competencies that support and enhance managerial and leadership effectiveness. Specifically, demonstrate logic and organization of ideas and be able to convey complex concepts in a clear manner appropriate for the audience. Demonstrate appropriate use of verbal and nonverbal communication and ability to listen and respond to audience queries.

LO 2.   Students will demonstrate written communication competencies that support and enhance managerial and leadership effectiveness. Specifically apply logic and organization of ideas in a clear and articulate manner to describe problems, concepts, analysis and recommended actions. Apply appropriate writing style, free from grammatical and usage errors.

Assessment

Goal 1 learning outcomes are assessed in MAN 6055, Organizational Behavior and Leadership, by faculty teaching the course and at least one other program faculty member who evaluates student projects and presentations. Using case based work, faculty look for competence

in discussing problems using objective information and research, formulating recommendations grounded in theory and identifying the appropriate data to support the recommendation.   Overall, group performance met the performance targets for both learning outcomes.

For Goal 2, LO1. is assessed through individual projects and presentations in MAN 6289, Organizational Change and Development.   Critical thinking skills are assessed in the context of evaluating the need for organizational change, implementing change and assessing results.   All students demonstrated "Good" abilities; 80 percent demonstrated "Excellent" skills.   LO2. is assessed in MAN 6950, Capstone Experience in Leading Organizations, based on group presentations. The performance targets were met and exceeded.

Communication skills are assessed (Goal 3, LOs 1 and 2) in MAN 6055, Organizational Behavior and Leadership based on individual presentations. With a target that at least 50 percent receive an "Excellent" score, for both LOs, 80 percent of students demonstrated "Excellent" skills.

Use of Assessment (Closing the Loop)

In closing the loop, faculty identified several improvement opportunities based on annual assessment results:

- Faculty is refining the performance targets to focus on "Excellent" or "Good" performance instead of the minimum "Satisfactory." The program is clearly able to achieve its current targets aimed at "Satisfactory" results.   New targets will focus on the number of students who perform at a higher level than "Satisfactory."

- Faculty is refining the assessment methods to move away from group projects as the basis for assessment and to build more specific individual assessment criteria.

- Over the five-year period, the assessment plan for this program has undergone significant changes. Instead of having all assessment of learning occur in a single capstone course, the learning outcomes are more appropriately mapped to courses across the curriculum. In addition, faculty has used assessment results to determine better approaches to reinforcing the desired learning outcomes.

- Four new courses have been approved to update the program and align curriculum with the college mission: People Analytics, Managing Creative Projects, Principles of Collaboration and Contract Management.

Master of Science in Marketing

For the professional currently employed in marketing, the Master of Science in Marketing offers the opportunity to enhance overall knowledge, skills and abilities together with in-depth preparation in such specific areas as market research, supply chain management, marketing communications, or social marketing. For those seeking to prepare for a career in marketing, the program provides a solid graduate level introduction to the field. The Master of Science in Marketing also offers sufficient preparation to qualify the graduate for adjunct teaching at community colleges and AACSB and SACSCOC-accredited institutions. Finally, the Master of Science in Marketing prepares candidates to enter the doctoral program leading to the PhD in Business Administration with an emphasis in marketing.

Learning Outcomes

Students pursuing the Master of Science in Marketing are expected to demonstrate the ability:

Goal 1: Identifying Key Problems

LO 1.   To assess the key problems with respect to marketing performance of an organization by synthesizing key elements including market research, consumer behavior, promotion and brand management, marketing strategy and supply chain management. Students preparing to enter the doctoral program are expected to demonstrate the ability to select and apply theoretical and practical research skills appropriate to marketing.

Goal 2: Consider Relevant Alternative Solutions

LO 1.   To develop alternative solutions with respect to the marketing problems they face. Students preparing to enter the doctoral program are expected to demonstrate the ability to make independent intellectual contributions that will expand the discipline of marketing.

Goal 3: Formulate Criteria for Evaluation of Alternative Solutions

LO 1.   To formulate criteria for evaluation or alternative solutions.

Goal 4: Evaluate Alternative Solutions

LO 1.   To evaluate alternative solutions with respect to the marketing problems faced. Students preparing to enter the doctoral program are expected to demonstrate the ability to make independent intellectual contributions that will expand the discipline of marketing.

Goal 5: Make an Informed Choice

LO 1. To demonstrate the ability to make an informed choice with respect to the marketing problems faced. Students preparing to enter the doctoral program are expected to demonstrate the ability to make independent intellectual contributions that will expand the discipline of marketing.

Assessment

All five learning outcomes are assessed in MAR 6816, the capstone course. Depending on the career path of the student, an alternative assignment is selected for assessment of learning outcomes. Students planning to pursue a career in business or teaching at the instructor level develop and complete a project that incorporates all five learning outcomes. Marketing faculty evaluate the projects against a rubric that identifies levels of competency on the five dimensions. Non-faculty business professionals may also serve as second evaluators. Those students planning to enter a doctoral program conduct independent research leading to a paper suitable for presentation at a conference or publication in a refereed journal. At least two program faculty members read the paper and evaluate it using a scoring template. In prior years, faculty assessed projects on the performance of the student team. In 2016-2017, in implementing a continuous improvement initiative to perform assessments of learning on the individual student level, faculty assessed both team and individual performance.

For all learning outcomes the result was similar. Team performance was very strong but individual performance was less so, sometimes below the minimum (for Goal 4).   Faculty had no clear explanation for the lower scores other than students are used to working in teams and individual work seems to challenge students.

Use of Assessment (Closing the Loop)

In closing the loop, faculty identified opportunities to improve the overall quality of the program:

 • Faculty will introduce the case analysis method as a topic in Consumer Behavior Insights (required course). Individual case study assignments will be introduced in Consumer Behavior Insights and Marketing Analytics. Group projects will be dropped for assessment purposes in favor of individual assignments.

 • Faculty will refine performance targets to distinguish "Excellent" and "Good" performance from "Satisfactory" performance. Performance targets will be set to determine the percentage of students across all five competencies that achieve the minimum performance of "Satisfactory" and the percentages that achieve "Good" or "Excellent" performance.

 • More than 50 percent of students will achieve "Good" or "Excellent" evaluations across all five competencies; more than 80 percent of students will achieve "Satisfactory" evaluations across all five competencies.

Master of Science in Entrepreneurship in Applied Technologies

The Master of Science in Entrepreneurship in Applied Technology is a unique, interdisciplinary graduate program designed to integrate all aspects of technology entrepreneurship, from successful opportunity recognition and development through technology market assessment, technology commercialization, new venture formation and new venture funding. Based in the Muma College of Business's Center for Entrepreneurship, the program represents a collaborative effort of the Colleges of Business and Engineering and USF Health.

Learning Outcomes

To provide assurance of learning, entrepreneurship faculty members from the Colleges of Business and Engineering and USF Health have developed the following goals and learning outcomes.

At the conclusion of course work for the Master of Science in Entrepreneurship and Applied Technologies, students will demonstrate:

Goal 1: Discipline-Specific Knowledge and Skills

LO 1. A comprehensive understanding of the concepts, tools and skills of entrepreneurship and the ability to apply them in a problem-solving context.
LO 2. An understanding of and the ability to use various models to assess the technological merit and market potential for innovations.
LO 3. Leadership skills in managing interdisciplinary teams to solve complex problems relating to innovation and the development of new technologies.
LO 4. A practical understanding of the financial considerations of valuing and funding new enterprises.

Assessment

For all four learning outcomes, faculty assesses learning in the capstone course GEB 6116, Business Planning.

Two primary assessment tools are utilized: (1) instructor evaluation of the student group's business plan and (2) a scored evaluation provided by

a panel of three experienced entrepreneurs in the community. In order to familiarize students with these assessment practices, students receive two feedback sessions from the instructor prior to final scoring and one feedback session from a second set of practicing entrepreneurs earlier in the course. The average score of these two assessments is utilized to calculate the assessment score. Students will achieve a 4 or 5 rating on this competency in the final business plan. For the most recent assessment period, the average competency rating was between 4 and 5 for all learning outcomes.

Use of Assessment (Closing the Loop)

In closing the loop, faculty plan to use these results to reset learning outcomes to improve the overall quality of the program.

- In the past five years, two new courses that integrate new educational content and utilize innovative pedagogies to improve the learning outcomes in Discipline Specific Knowledge and Skills were developed. Social Entrepreneurship (ENT 6930) augments the traditional methodologies taught in Business Planning (ENT 6116). In Exit Strategies (ENT 6930) students learn the legal and financial consequences of the various business exits available to the business owner. Both courses reinforce the relevant existing course content while expanding knowledge content and reinforcing critical learning objectives and student learning outcomes in the two critical areas of problem solving and understanding of financing options for entrepreneurs at both the early and late stages of enterprise operations.

6.4   DOCTOR OF PHILOSOPHY PROGRAM

The doctoral program offered by the Muma College of Business prepares its graduates for careers as college and university professors and as research and staff personnel in industry and government. Students' intellectual growth is fostered through working closely with faculty in seminars, research projects and other assignments that develop research and teaching skills. The curriculum offers breadth of understanding of the integral components of business administration as well as depth-of-field specialization sufficient to permit the student to make meaningful contributions to the discipline. Flexiblility in the curriculum allows each student to build upon his or her strengths and to accommodate students with various levels of preparation in a wide variety of fields. Concentrations are offered in the following fields: accountancy, finance, information systems and marketing. Support areas of study are offered in these fields and in areas outside the college. However, the degree conferred is a Doctor of Philosophy in Business with a specialization in one of the named concentration areas. **The program is described in greater detail in Appendix 7. Specifically, it details the request for an independent review of the program in October 2015 conducted by professors from the college's peer and aspirant universities.** The objective was to seek assessment of recruiting and admissions, curriculum and placement of graduates. The overall assessment was positive and also provided several recommendations for continuous improvement, many of which the college has begun to implement.

Learning Objectives and Assessment

To provide assurance of learning, faculty has developed broad learning objectives/outcomes that reflect the college's mission to promote student success, produce scholarship with impact and engage with all stakeholders in a diverse global environment. Upon completion of the program, candidates for the PhD will demonstrate:

LO1.   In-depth knowledge of their areas of specialization and an understanding of such knowledge in the context of a global business environment (discipline-specific knowledge).

LO2.   Research skills that will enable them to make significant independent, original intellectual contributions that will expand the field of knowledge in their disciplines (research).

LO3.   Effective teaching skills and educational pedagogy appropriate to higher education (teaching).

Each concentration translates these general objectives into specific learning outcomes for the concentration within the program. Doctoral student performance is evaluated annually to ensure that the quality of performance and progress through the program are satisfactory. Each concentration is responsible for assessment. Assurances of learning outcomes, methods of assessment and measures, results and use of results for program improvement (closing the loop) are discussed below.

Learning Objective 1 – Discipline-Specific Knowledge

All concentrations in the doctoral program assess discipline-specific knowledge using some form of a comprehensive exam process. The number of students assessed during the five-year period is presented in Exhibit 8.

EXHIBIT 8 Number of Students Taking Exam/Passing Exam By Concentration				
Year	Accountancy	Finance	Information Systems	Marketing
2012-2013	2/2	3/3	3/3*	None
2013-2014	3/3	3/3	1/1	5/4**
2014-2015	None	1/1	1/1	2/1**
2015-2016	2/2	3/2	2/2*	2/2
2016-2017	2/2*	3/2	None	None
*Indicates the student's initial grades on some questions required a retake of a portion of the written exam. ** One student took a leave of absence and one student withdrew from the program.*				

The accountancy and information systems concentrations have both written and oral components to the comprehensive exam while finance and marketing have written components only. The marketing concentration handles its comprehensive process somewhat differently than the other concentrations and will be discussed separately.

Accountancy, finance and information systems comprehensive exams are written by faculty members with expertise in the discipline, in all cases student answers to the comprehensive exam questions are graded by two faculty members. If student answer(s) do not meet the established criteria for successfully displaying discipline-specific knowledge the student must retake all or a portion of the exam. Rubrics are used by the faculty evaluating the student answers. A student has one attempt to retake the comprehensive exam before being dismissed.

The marketing concentration uses two comprehensive papers rather than one comprehensive exam to assess discipline-specific knowledge. As with the exam, student responses are assessed by two or more faculty members and must meet established criteria. A student who does not meet criteria established for an acceptable level of discipline-specific knowledge has one attempt to rewrite the papers before being dismissed from the program.

In all concentrations, if the two graders' assessments do not agree (within an established range) additional faculty members are asked to assess the student response.

Learning Objective 2 – Research Skills

Three of the four concentrations in the doctoral program use multiple methods of assessment to determine whether students have developed skills that will enable them to make significant independent, original intellectual contributions that will expand the field of knowledge in their disciplines. The intent of the multiple methods is to help ensure adequate research skill development throughout the program. Accountancy and information systems require first- and second-year research papers; finance requires a first-year paper. Accountancy and finance also require students to write an answer to a research and design question on the comprehensive exam (assessment of which has been previously discussed).

Accountancy requires that first- and second-year papers be presented at the school's research workshops. Both first- and second-year papers are assessed by the school's doctoral committee using a committee developed rubric. Students are expected to attain at least an acceptable overall rating on their papers. Failure to do so results in continuing work on the paper until such ratings are achieved. Students are also encouraged to submit research to conferences and journals for publication.

Similar to accountancy, information systems uses a faculty committee to evaluate first- and second-year papers and oral presentations using a department developed rubric. A student failing to achieve an acceptable overall rating must continue working on the paper until it is considered acceptable.

Finance requires that student first-year papers be developed and assessed under the guidance of a faculty member. Prior to the student advancing to the next step in his/her program the first-year paper must demonstrate a satisfactory level of research skill development.

All concentrations use the dissertation as a method of assessing student research skills. Exhibit 9 presents information on students defending dissertations during the past five years.

The dissertation process is prescribed by the university. As a result, all four concentrations require students to successfully defend a dissertation proposal prior to the final dissertation defense. A dissertation committee is composed of at least four faculty members, one of which must be from outside the student's concentration. The final defense is chaired by a member who is not a part of the dissertation committee and is outside the student's concentration. It is expected that all faculty members from the Muma College of Business meet the scholarly academic faculty qualification criteria to serve on a dissertation committee.

EXHIBIT 9 Number of Students Defending/Successfully Defending, by Concentration				
Year	Accountancy	Finance	Information Systems	Marketing
2012-2013	1/1	2/2	3/3	1/1
2013-2014	3/3	5/5	3/3	2/2
2014-2015	None	5/5	5/5	2/2
2015-2016	1/1	1/1	3/3	4/4
2016-2017	4/4	1/1	2/2	4/4

Learning Objective 3 – Teaching Skills

Teaching is an important component of the doctoral program experience. Most doctoral students in the Muma College of Business are on assistantships. As part of the assistantship they are required to teach four courses during the four years of their assistantship. Self-funded students may also be required to teach as part of their program plan.

Since 2014, the university has required that any doctoral student with a teaching assignment participate in teacher training. The training consists of two parts, an online component and a face-to-face component. Students are not allowed to teach until they have successfully completed the training. However, long before the university instituted its required training the Muma College of Business was requiring students to take teaching instruction from the university Academy for Teaching and Learning Excellence. Each concentration establishes the number and type of modules required.

All four concentrations review the course evaluations provided by the students taking doctoral student taught courses and provide needed feedback concerning evaluation results. Effective teaching skills and pedagogy are demonstrated by receiving assessment scores of 3.0 or higher on course evaluations. Over the five-year period, only one student did not meet the performance target for teaching.

Accountancy and finance faculty members also observe doctoral students teaching and provide feedback concerning skill development. Additionally, accountancy requires a one-credit teaching seminar as part of all doctoral students' course plans. In the seminar the doctoral student team teaches a course with a faculty member. The faculty member is required to serve as a mentor and provide feedback on performance to the student and the doctoral program coordinator.

Use of Assessment (Closing the Loop)

Each of the concentrations has used the results of their assessment of learning objectives to implement changes and improvements. Since each concentration implemented change in different ways, information by concentration is provided.

Accountancy
A new rubric for the comprehensive exams was developed to help refine the assessment process and serve to communicate expectations to students. To improve the results and consistency on comprehensive exam performance, accountancy makes it clearer to the students what is expected of them for their comprehensive exams and has increased emphasis on comprehensive exam expectations during doctoral seminars. Accountancy faculty developed a more rigorous and defined process and schedule for the first- and second-year papers. There is increased emphasis on communications with the students during the lead up to the paper presentations. Also, a formalized checklist for first- and second-year papers was developed.

Finance
Similarly, there was a concern about performance on the comprehensive exams. As a result, finance faculty undertook an assessment of the comprehensive exam to identify those areas of the exam in which performance was less than acceptable. The content of the doctoral seminars was revised to include greater emphasis on low performing areas to improve student understanding of key concepts.

Information Systems
ISDS faculty focused on helping students take their second-year papers and move them toward journal submissions while in the program. This has resulted in students submitting papers to premier journals for publication, with some of them advancing to revise and resubmit. The rationale for the increased emphasis is to better prepare doctoral students to rapidly enter the academic publication cycle when they accept their first faculty position. ISDS faculty also focused on placing doctoral students in doctoral granting institutions. During the five-year period, there has been an increase in students being placed at such institutions. A challenge is that a number of information systems doctoral students are international and in the past have not always placed at academic institutions. However, with the increased emphasis on placement, faculty have helped two international students either place or potentially place at home country universities (King Abdulaziz University in Saudi Arabia and a Fulbright scholar likely to place at a university in Palestine).

Marketing
Marketing has focused on improving student paper performance. It revised the timetable for evaluation and revision of papers by faculty and students; thereby, providing students with more timely feedback. This allows the students to complete papers faster and more quickly progress to the next stage of the doctoral process.

6.5   DOCTOR OF BUSINESS ADMINISTRATION PROGRAM
This is a new degree program that is described fully in Appendix 5.

USF's Doctor of Business Administration (DBA) program provides graduates with the skills needed to conduct rigorous research with the objective of applying the findings to real-world decision-making in industry and government. Students work closely with faculty in seminars, research projects and other assignments that develop research skills and the ability to communicate findings to a broad audience of both practitioners

and researchers. It also provides the opportunity to develop a portfolio of skills that, when combined with extensive work experience, uniquely qualifies graduates to serve in clinical faculty positions.

The first cohort of students began the program in January 2015. Because the DBA program operates its semesters on a calendar year, it does not align with the AACSB academic year or the academic years of the other programs offered by the Muma College of Business. The first year of assessment did not occur until 2015-2016 when baseline measurements were taken.

Learning Objectives and Assessment

To provide assurance of learning, the DBA faculty has established four overarching learning objectives that students should achieve:

LO 1.   Research Synthesis: Participants will learn to synthesize research from many sources and disciplines in order to gain practical insights and build new theories.

LO 2.   Research Communication: Participants will learn to present and communicate research in ways that are accessible to both researchers and other practitioners.

LO 3.   Research Skills: Participants will learn to interpret and apply a wide range of qualitative and quantitative research techniques to practical business situations.

LO 4.   Research Publication: Participants will learn to write and format research findings for publication and to provide and respond to constructive peer reviews.

To develop and implement the learning objectives, the DBA faculty director worked closely with the university assessment administrator. Based on her recommendation, the faculty director has instituted only the first two learning objectives in the first two years of the program and will be implementing the remaining two objectives during the last year of the first cohort and the second year of the second cohort. In accordance with the learning objectives, participants will demonstrate learning achievement through performing a variety of tasks at a satisfactory level of performance or greater. The principal outcome that will serve to demonstrate the efficacy of the program will be the dissertation or project that is completed by candidates in the final year. Prior to that, however, the participant's learning will advance toward learning objectives through a variety of activities that are defined in a learning table developed by the program director and DBA program committee. To ensure that appropriate learning activities are provided, individual instructors, with the assistance of the DBA academic director, will develop and assign courses activities that serve the program's learning objectives, as well as addressing the specific content of the course.

Although not a part of the formal assurance of learning process, the faculty and program directors for the DBA have observed almost all class sessions in the first two years the DBA program has been offered. The intent of observing the courses was to tweak course content and curriculum offerings to better meet the four learning objectives of this newly created program. Because of observation and discussions with faculty and students, the following changes were made to the DBA curriculum, even though not captured through the formally instituted assurance of learning processes.

LO1.   The initially offered ethics and sustainability course was revised and is now more of an interview-based course with a greater research focus.

LO2..   A Dali museum field trip was incorporated into the creativity course, to make it more "creative," aligning the course with the college's distinct identity and stimulating research creativity.

LO3.   The first quantitative course (Applied Linear Statistics) was moved prior to the research methods course to make the research methods course more effective.

LO4.   The Muma Business Review was launched to provide an appropriate outlet for the practice focused publications being written in the publication courses.

Learning Objective 1: Research Synthesis

Method of Assessment
To assess student ability to synthesize research from many sources and disciplines for use in application and theory building, assessment was conducted in a two-stage process. Program assessment was based on student performance on major assignments in the program courses. Student assessment was conducted through evaluation of all of the students' work using five randomly selected students. All assessments were conducted by two members of the DBA program committee who did not teach the course in which the assignment was made.

Three major assignments were selected for assessment. The performance of 100 percent of the students was assessed on each of the three selected assignments. For the five randomly selected students, 100 percent of their major assignments (five assignments) were assessed to determine their performance on the assignments.

Evaluators rated each student on each of the learning outcomes established for the learning objective. Students were rated using a four-point scale of 0-3 with 0 indicating unsatisfactory and 3 indicating exceed expectations.

Performance Target

For each activity, at least 80 percent of the students will meet expectations for the learning objective (a 1 on the rating scale).

Assessment Results

For the 2015 cohort, 95 percent, 93 percent and 93 percent of the students rated a 1 or better on each of the three assignments selected for assessment of LO1. On the three assignments 57 percent, 11 percent and 72 percent of the students rated a 2 or better. The five students selected were found to rate a 1 or better at 100 percent, 100 percent, 90 percent, 90 percent and 80 percent for the assignments reviewed.

For the 2016 cohort, 87 percent, 83 percent and 89 percent of the students rated a 1 or better on each of the three assignments selected for assessment of LO1. On the three assignments 64 percent, 11 percent and 18 percent of the students rated a 2 or better. The five students selected were found to rate a 1 or better at 100 percent, 93 percent, 93 percent, 86 percent and 36 percent for the assignments reviewed.

Use of Assessment (Closing the Loop)

Performance targets were met in all but one instance. However, it appears that the lower performance on some assignments is due to missing assignments, which precludes the ability to assess the student on the assignment. The issue seems to be more prevalent with the 2016 cohort. Therefore, the initial focus is to work with instructors in the program, encouraging each to develop better approaches to motivating on-time work and sharing approaches with other instructors. Once there are more data points, faculty should be able to come up with approaches that are more effective.

Learning Objective 2: Research Communication

Method of Assessment

To assess student ability to learn to present and communicate research in ways that are accessible to both researchers and practitioners, assessment was conducted using two different assignments for the different cohorts. For the cohort admitted in 2015 the final publication assignment was selected for evaluation. For the cohort admitted in 2016 a case publication assignment was selected for evaluation. Five students were randomly selected from each cohort. Two members of the DBA program committee who did not teach the course in which the assignment was made evaluated their work. Students were rated using a four-point scale of 0-3 with 0 indicating unsatisfactory and 3 indicating exceed expectations.

Performance Targets

For each activity, at least 80 percent of the students will meet expectations for the learning objective (a 1 on the rating scale).

Assessment Results

For the 2015, cohort 95 percent of the students rated a 1 or better on the publication assignment. Fifty-seven percent of the students rated a 2 or better on the publication assignment. For the 2016, cohort 87 percent of the students rated a 1 or better on the case publication. Sixty-four percent of the students rated a 2 or better on the case publication assignment.

Use of Assessment (Closing the Loop)

As was the case for the research synthesis goal, performance met or exceeded performance targets. The main obstacle was assignments not submitted on time or submitted outside the Canvas system. DBA administrators are briefing instructors on the importance of capturing all submissions in Canvas and are working with instructors to find innovative ways to encourage more on-time submissions from participants.

CONCLUSION

The Muma College of Business has experienced an unprecedented leap in excellence over the past five years. The college is confident in its ability to transform minds and transform business. It will achieve its vision by fostering an environment characterized by innovation and entrepreneurial thinking that values student success, research with impact that advances theory and practice and professional engagement focused on understanding and solving real-world problems in a dynamic global context.

An emphasis on experiential learning, business analytics and creative approaches to addressing problems and opportunities will equip students with the knowledge, skills and abilities to ensure they will be a first choice of employers and graduate schools.

As the USF Muma College of Business builds on current successful programs and professional engagement activities to foster a global perspective and grow the college's "global footprint," it will continue to be an integral part of the communities it serves; active in partnerships and alliances and fully engaged with business and non-business organizations via boundary-spanning centers, academic and non-academic programs, research partnerships and business/academic exchanges. Developing the college's distinctive identity will define the college, guide the development of strategic priorities, build excitement and clearly convey to stakeholders what the Muma College of Business represents.

Muma College of Business faculty members are dedicated to student success and most tenure-track faculty are active researchers having made recent contributions to knowledge. The college's graduates are sought after by top employers.

Collectively, faculty members have produced an impressive portfolio of intellectual contributions in terms of quality, quantity and breadth of content. Faculty members have published 358 peer-reviewed journal articles over the five-year accreditation period. The growth in intellectual contributions of the Muma College of Business faculty is particularly apparent when viewed in terms of data provided by Academic Analytics (see Appendix 4). Faculty qualifications assure a depth of knowledge and experience as researchers and instructors. Faculty classified as scholarly academics deliver more than half of all instruction. Including highly skilled adjunct faculty, 100 percent of instruction is delivered by faculty who are scholarly academics, practice academics, scholarly practitioners, or instructional practitioners.

With respect to faculty sufficiency, 95 percent of the faculty is actively participating in the mission of the Muma College of Business, well above the AACSB benchmark of 60 percent.

The Muma College of Business has a robust assurance of learning and assessment process in place. It prepares annual assessment plans, setting performance goals and methods of assessments. At the end of each academic year, faculty meet to discuss assessment results and close the loop by identifying how the faculty will use the results of assessment to implement continuous improvements to college degree programs. Additionally, over the past five years, the college has focused on continual improvements to the assurance of learning process itself, to bring more value to the results obtained. Faculty is committed to producing stronger degree programs and innovative delivery of educational content.

The college strategic management process is dynamic and democratic. Most faculty members participate in the process at one or more levels. The Muma College of Business holds itself accountable for continuous improvement and self-assessment.

As shown, the Muma College of Business is faithful to its vision and mission, distinguishing itself in the area of business analytics and creativity. Examples of this have been detailed throughout the report: the Center for Analytics and Creativity, the inaugural Florida Business Analytics Forum, world-class academic programs that address analytics and creativity, the incorporation of analytics and creativity into program curricula and learning objectives and, finally, being a resource to businesses in the area.

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