



MBA PROGRAM FACULTY RESPONSE
AACSB INTERNATIONAL FIFTH YEAR MAINTENANCE OF ACCREDITATION REVIEW
SITE VISIT REPORT

Preface

All programs in the Goddard School of Business & Economics underwent a Fifth Year Maintenance of Accreditation Review for AACSB International covering the 5-year period up to the end of AY2011-12. The John B. Goddard School of Business & Economics submitted a report in Summer 2012, and the accreditation review team visit took place in October, 2012. The review team subsequently submitted a *Team Visit Report-Maintenance of Accreditation Review*, recommending to the AACSB Maintenance of Accreditation Committee that a Sixth Year Review take place in the following year to “examine the specific accreditation standards-related problems” cited in the Maintenance Review Visit Report.

While some of the problems identified concern the college as a whole, and/or academic departments rather than the MBA Program specifically, these problems either directly or indirectly impact the MBA Program as well. One of these areas of concern, regarding ‘closing the loop’ assessment activities, was specifically addressed to the MBA Program as well as the college as a whole.

The main areas of strengths and weaknesses identified by the review team which also impact the MBA Program are listed below.

Strengths/ Commendations

- *Financial Resources.*
 - The review team noted that the impact of budget cuts to Weber State University and the Goddard School of Business & Economics has been mitigated by the modest growth of the Utah economy compared to other states, and by the fact that several measures have been put into place to ensure the much-needed financial resources have been undertaken by the Goddard School to ensure that adequate faculty resources will be available for deployment in both undergraduate and graduate programs. These include:
 - the addition of a new development director for the college and plans to add another dedicated development staff member during 2012-13;
 - the institution of differential tuition for undergraduate, upper-division courses in the college.
 - *MBA Program Faculty Response.* Financial resources are critical to alleviating the primary challenge to the continued viability of the MBA Program in terms of the availability of academically-qualified faculty to deploy in the program. We



concur that measures have been put in place at the college level which will have a significantly positive impact on the ability of departments in the college to deploy their faculty to teach in the MBA Program on an in-load basis in a manner which is sustainable for the both the MBA Program and their respective undergraduate programs.

- Strategic Management.

- The review team notes that, while some strategic planning processes were interrupted during the transition to a new Dean, these have been reinvigorated to include all major stakeholders, and have resulted in new strategic planning initiatives. These include the internationalization of the curriculum and student body, and a strategic emphasis on a group of specific graduate and undergraduate programs in terms of resource deployment, brand awareness for the college as a whole, and as a focus of development activities.
 - *MBA Program Faculty Response.* We agree with the Review Team's finding, and note that the MBA Program's own internationalization efforts (study abroad opportunities for MBA students, possible dual degree partnership) will benefit from a greater emphasis on internationalization in the college.

As indicated by the diagram in section V.C.ii of the MBA Program review document, the MBA Program Strategic Planning Process is ongoing, and has in fact served in part as a model for the revision of the college-level strategic planning process. Ongoing strategic planning initiatives include the ongoing revision of the Graduate Certificate in Aerospace Management curriculum in consultation with faculty, students and aerospace industry representatives, and the creation of a standing external advisory board.

Weaknesses

- Faculty qualifications & sufficiency.

- The Review Team identified a shortage of faculty resources relative to the Goddard School's mission, relative to achieving the Goddard School's goals of preferred class sizes, and in terms of meeting AQ (academically qualified) and AQ+PQ (academically + professionally qualified) percentages in faculty classroom deployment. This challenge to faculty sufficiency is further exacerbated by overload teaching, which is thus indirectly identified as an issue of concern and one which poses the greatest challenge to the MBA Program.

The Review Team also noted that the Goddard School continues to fall below AACSB standards regarding the qualification of faculty, an issue previously identified in the 5th



Year Maintenance of Accreditation Report in 2007-8. Their report notes that the Goddard School falls below the expectation that the AQ+PQ ratio will be above 90%. The deployment of AQ faculty in the MBA Program on an overload or in-load basis is thus constrained by the need to deploy them in undergraduate courses in their respective undergraduate departments in order to attempt to meet the ratios.

- *MBA Program Faculty Response.* The MBA Program continues to exceed the college standard of 60% AQ and 90% AQ+PQ faculty in its deployment of faculty. New hiring during the 2012-13 year to replace retired faculty should alleviate some of the constraints on the deployment of AQ faculty on an overload basis. In 2012-13, three newly hired AQ faculty will be teaching in the MBA Program. Departments are well aware of the need to support the instructional requirements of the MBA Program and make AQ faculty consistently available for teaching.
- *Action Plan.* The AQ faculty who teach the required MBA curriculum (9 courses) are drawn from the three departments of the Goddard School. As noted in the 'Strengths' section above, the Goddard School has put in place several initiatives to obtain the financial resources necessary to address faculty sufficiency issues across the board, and which will indirectly have a positive effect on the issue of faculty qualifications by the hiring of new faculty, all of whom will be considered AQ.
- Assurance of Learning.
 - The Review Team praised the Goddard School overall for its "major progress" in assurance of learning since the previous 5th Year Maintenance of Accreditation visit, but noted that "relative to undergraduate and MBA learning goals (Standards 16 and 18), the Goddard School should clarify actions taken to close the assessment loop and clearly demonstrate the results of the process."
 - *MBA Program Faculty Response.* In the context of the 6th Year Review, the MBA Program has undertaken to identify closing the loop activities which have previously taken place during the 2011-12 academic year but which were inadequately highlighted in the AACSB Maintenance of Accreditation Report, and to conduct one more cycle of data collection and analysis to assess the success of previous curricular changes (i.e. closing the loop assessment activities).
 - *Action Plan.* In addition to ongoing data collection, closing the loop activities are ongoing during the 2012-13 year, including the piloting of a new pre-course 'primer' module for non-business students in MBA 6140 Marketing Management in response to lower MBA Major Field Test institutional mean



scores in marketing for the 2011 data collection cycle. Beginning in 2013-14, this module will be mandatory for all students in MBA 6140, enabling the introduction of more advanced topics at the end of the course. A similar module will also be introduced for the required MBA 6130 Financial Management course.