AACSB CONTINUOUS IMPROVEMENT REVIEW

College of Business and Economics
Western Washington University
AACSB CONTINUOUS IMPROVEMENT REVIEW

COLLEGE OF BUSINESS AND ECONOMICS

WESTERN WASHINGTON UNIVERSITY

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1. Engagement, Innovation, Impact

1.1 Mission Alignment with CBE Strategies

The College of Business and Economics (henceforth CBE) Mission and Values Statement (available in Appendix A) delivers the definitive statement articulating who we are and what we do as a College. As with almost every business school, we are student focused; however, a key differentiator is that CBE is critically committed to the “well-being of society”—a phrase in our statement of purpose that actually means something both in theory as well as praxis to students, staff, faculty and administrators. The well-being of society, this distinct identifier of who we are, is in line with the values of Western Washington University (WWU) as well as with the tagline that sums up our commitment as a University: Active Minds, Changing Lives. The CBE Mission and Values Statement offers perspective as to how CBE engages with students, expresses value for innovations of various kinds, supports a commitment to research and the teacher-scholar model and outlines a pledge to have an impact on a variety of legitimate stakeholders.

1.2 MISSION ALIGNMENT WITH ENGAGEMENT, INNOVATION AND IMPACT

The CBE Mission and Values Statement guides all goals, objectives and strategies of the College. The Statement explicitly references some of the key stakeholders, e.g. society, students, faculty (teacher-scholars) and staff. Those in CBE believe that society writ large, whose well-being we seek, includes industry entities as well as non-business oriented agencies such as public and non-governmental organizations, and entrepreneurs...as well as the broader community within which such enterprises are embedded. Following is a brief catalogue of the highlights of key means and outcome/impact indicators that the College has innovated and been engaged with during this review period (2011-2016).

Well-being of society

The BA in Business and Sustainability degree, housed jointly in CBE and Huxley College of the Environment, launched in Fall 2013. Early graduates of the program are already serving in critical capacities in regional businesses seeking expertise focusing on thoughtful stewardship of financial, human, environmental, and social resources—above and beyond the required basic business acumen. In this program students are confronted with multiple perspectives within a systems-thinking context through engagement with instructors and professional experts in this emerging and essential field of study.

The University was granted Ashoka Changemaker Campus status in October 2014, with essential participation and demonstration of strengths required for this certification having been proffered by several faculty members within CBE. Ashoka, the world’s leading social entrepreneurship organization, is designed in part to recognize “pioneering higher ed. Institution[s] with track record[s] of excellence and innovation in social innovation and change-making”. As noted in the press release announcing University designation, Michele Leaman, then Ashoka U’s Changemaker Campus Director, stated “Through creativity and innovation, Western is developing students with change making skills they will need to succeed in a world...
defined by change” https://westerntoday.wwu.edu/features/wwu-named-an-ashoka-u-changemaker-campus. Of the four campus-wide Change Leaders, three either are or have been faculty within CBE.

CBE’s Center for Economic and Financial Education (CEFE) presented and trained participants (K-12 teachers) at over 50 training sessions on best practices for delivering high quality economic and financial coursework to students state-wide. CBE Finance faculty recognized the need for personal financial education and in response introduced this premier program of personal finance and personal investing in order to reduce the debilitating effects of financial illiteracy, particularly for women and underserved minorities. The Director of CEFE holds a leadership role in an advocacy organization that regularly meets with elected officials at the state level to promote financial literacy education and training.

The Center for Economic and Business Research has expanded a program of research services to regional municipalities and similar organizations that need, but cannot afford, services from major professional consultants. The program serves dozens of clients annually while earning income that forms a self-sustaining income stream for this CBE program—all while expanding capacity for entities that themselves contribute to the well-being of society.

Engagement

Employers of CBE graduates became involved with Assurance of Learning in order to validate the indicators related to program goals and student learning outcomes within CBE, as well as to enhance feedback to faculty and administrators with respect to employers’ overall view of students. Beyond the survey items related to program goals and student learning outcomes, data were captured relative to two additional items: “ability to work effectively in teams” and “ability to innovate and be creative.” In their responses employers were additionally probed as to the value they place on CBE program goals and learning objectives as they make hiring decisions.

Industry Advisory Boards and a revitalized CBE Advisory Board engaged with administrators, faculty and students. Well over 100 business leaders on eight different advisory boards plus 45+ members of the CBE Advisory Board were active in responding to CBE requests for input, actively engaging with students and faculty on campus, advising on curriculum and organizational matters, providing meaningful internships for students, guest speaking in classes, contributing monies for scholarships and other CBE initiatives…the list goes on.

Industry experts are an important part of learning as demonstrated in a sample impact measure for Spring 2016. Forty guest speakers in seventeen different classes/courses were on campus speaking and engaging with students. Additionally, in Winter 2016 there were thirty-seven guest speakers at CBE club meetings who networked with CBE students. What is notable here—and of no surprise to those within the higher education industry—is that industry experts routinely indicate they benefit as much from such interactions as do the students with whom they engage...consistent with the CBE mission.

Newly-hired CBE faculty became engaged with more experienced CBE faculty through an innovative orientation program designed to assist new faculty in meeting key players in the College and/or University, and to serve as a resource for helping new faculty navigate the challenges of acquiring some of the tacit knowledge that exists within the College. Additionally, the advising of new faculty using active mentoring teams was reinforced through this orientation
process. This commitment to effective acculturation not only has direct impacts on students; in addition, a common thread in each aspect of this program is reinforcement of the CBE mission to the professional lives of those who have just joined the organization.

College Communications were enhanced, both internal and external to the College, as innovative means of communications were introduced. In particular, a faculty and staff newsletter has been sent out every two weeks for the past three years with copies of Policy Council minutes, announcements about upcoming industry speakers, news about faculty, staff and student achievements, as well as musings from the Dean. Engaging faculty and staff outside their home department has been challenging and this regularized communication effort has assisted enormously in promoting commitment to College-wide transparency. Further, a branding project established within the college is now embedded in the CBE website which was quite recently totally redesigned. Additional upgrades as a continuous process of communications improvement, including enhanced social media capabilities, are underway, all against the backdrop of development of a full marketing strategy.

Faculty engaged with their fields through research and produced 537 intellectual contributions in the past five years. The faculty voted unanimously to make what might seem a minor modification to the promotion and tenure standards, through addition of the words “applied research” to a section of the evaluation form formerly reading “Contributions to practice.” This change was promoted in order to amplify the attention given to research that directly contributes to the well-being of society, as opposed to discipline-based research that may or may not have this as an outcome.

Faculty are engaged with other faculty outside of CBE as evidenced by the 167 academic presentations that were given by CBE faculty at academic conferences around the world during the past five years. This engagement does not typically end with such presentations, as through the mentoring process—as well as through standards for allocation of travel dollars—it is made clear that the value of participation in academic conferences, while laudable in its own right, is only fully realized through successful publication.

Innovation

The Masters in Public Accounting (MPAcc) was brought out of moratorium in an innovative 3+2 and 4+1 format. The original major was launched three years ago and has seen 100% successful completion by and placement on behalf of student enrollees—though the faculty saw an opportunity for improvement after offering the program for a couple years and paused, pivoted, and now have a program that is both effective and efficient.

Newer forms of engaged teaching are supported; as the CBE Mission and Values Statement (Appendix A) notes, innovation in teaching is valued in CBE—sometimes a challenge within a University that is fairly parochial in its approach to student learning. Within CBE innovations in blended learning, flipped classrooms, combined film and face-to-face instruction, on-line tutoring and mentoring, multiple-site synchronous teaching, and team teaching models have been developed and applied in a wide variety of courses.

147 pedagogical intellectual contributions (henceforth ICs) were produced over the past five years indicating that innovations in pedagogy are being tried and tested by CBE faculty. Such a high volume of pedagogical ICs provides clear documentation of the College’s genuine commitment to the teacher/scholar model.
Industry supported case competitions and other discipline-based competitions for students have arisen as an emerging and growing trend for innovative means of engagements, particularly between students and industry practitioners with some faculty coaching outside of the traditional classroom environment.

New Business and Sustainability degree program is innovative in terms of subject matter as well as the fact that it has to date been resource neutral. Prior to launch of this combined major (i.e., an offering in collaboration between CBE and Huxley College of the Environment) an environmental scan revealed that there is not a single combined major in Business and Sustainability in the region—or in the entire nation for that matter.

Impact

A series of Professional Readiness Workshops led by industry leaders was developed to serve students desperate for and deserving of non-classroom career preparation not provided by the University centralized Career Center. This program has served an ever-increasing number of students, numbering over 529 in the past three years. It is well known that University-wide career services are underfunded; to that end, there has been strong advocacy from within CBE for the establishment of centrally-funded College-based career services; absent success to this point, within the MBA Program the deficiency has been resolved through the mechanism of a per-credit career services fee, which has driven placement from 60-70% three months post-graduation to 90-100% three months post-graduation, all within the first year of implementation.

Successful hiring of 23 new qualified tenure-track faculty to replace 14 retired (or voluntary termination) faculty members. During the recent economic recession six positions were put ‘on hold’ until the economy recovered (it should here be noted that Washington has no state income tax, and is therefore overly-reliant on sales tax revenue). Once the financial situation eased and sales tax revenues rebounded, six faculty positions were taken out of mothballs—and two new Energy Economics slots were created and filled through state dollars committed to a new Energy Studies Institute at the University level, and one dual career assistance hire in the critical area of business analytics was made...all meaning that faculty will continue or improve impact on students as well as the region more generally.

Time to degree was reduced overall in the college due to several efforts, chief among these being the hiring of a full-time Pre-Major Advisor who has proactively reached out to students to assist in planning their schedules and overall path through CBE. In so doing, Department Managers were freed to concentrate on working with students on their upper-division coursework. In a note to the then-CBE Dean, the Vice Provost for Undergraduate Education noted that during the academic year under AACSB review “time to degree fell from 4.5 to 4.2 years,” going on to suggest that “[w]hile a department can occasionally make such an improvement, such a change is remarkable for a college of your size...[m]oving the needle that far and fast for that many students is remarkable.”

IC’s produced by 52 faculty members in the past five years were cited 1,189 times per Google Scholar. While we are striving to move beyond citation indices as a measure of impact, particularly given our mission focus of contributing to the well-being of society, these well-established metrics nevertheless continue to carry profound meaning within the academy.
Development of projects that will or have resulted in sustainable streams of income has been a priority. The Everett MBA exceeded breakeven, the CEBR program is covering expenses, the Poulsbo program still has room to grow and new business engagement activities are under development; we here excerpt the CBE annual report for the AACSB review year, in which the then-Dean notes “I see the paramount opportunity we have...in CBE to be innovation of what might loosely be called executive education offerings...[t]he objective here is to develop a minimum of $200,000/year in what some refer to as ‘soft money’...[s]uch a shop would not supplant, but rather synergistically augment, development efforts and current contract work within the College.”

A framework for measuring the impact of faculty, staff, and student activities with respect to the mission of CBE (well-being of society, engagement, impact and innovation) has been developed and implemented. The Digital Measures platform has exceeded our expectations in terms of its flexibility and ability to document success across a wide range of performance metrics; in fact, in many cases this system has allowed for the establishment of benchmarks for future measurement of the impact of CBE strategies and activities, going well beyond the mere cataloguing of faculty output. (Available in Appendix B)
2. Situation Analysis

Western Washington University was founded as a normal school in 1893 as State Normal School at new Whatcom with a state mandate to serve the northwest region of the State of Washington. The school became a college in 1937 and a University in 1977.

The University vision and mission reflects strongly-held and enduring core values:

**Vision:** Western Washington University will build a stronger Washington by being an international leader in active learning, critical thinking, and societal problem solving.

**Mission:** Western Washington University serves the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.

**What is Western?**

- Exceptional faculty and students engaged in leading edge intellectual inquiry.
- Liberal arts are the core strength of our academic programs.
- High quality academic programs are central to our mission.
- A place to build professional skills and abilities.
- Research, scholarship, and creative endeavour are fundamental to the Western experience.
- An environment that welcomes and embraces diversity.
- Committed to open, passionate, and civil discourse, leading to transparent and well-informed decision making.
- Responsible stewards of resources.
- Distinguished by a sense of place and community.
- A collaborative environment where faculty, staff, and students contribute to the mission of the University.
- Bringing the world to Washington and Washington to the world.

Today the University primarily serves an increasingly diverse population of students and includes the Colleges of Humanities and Social Science, Science and Engineering, Fine and Performing Arts, Woodring College of Education, Huxley College of the Environment, Fairhaven College of Interdisciplinary Studies and the College of Business and Economics. All students have a liberal arts foundation as the grounding for their education. A Graduate School coordinates masters’ degree programs including those in the College of Business and Economics.

The student body of the University is primarily drawn from the greater Seattle area. Research consistently demonstrates that the University of Washington in Seattle is the primary competitor for high calibre students who choose to come to Western. The University has continued support from the State but it has declined from around 66% to less than 35% over the past six years. A renewed commitment to fund-raising has occurred in the past few years, with donations rising from quite modest levels to over $60 million in the recently-concluded ‘Western Stands for Washington’ capital campaign.

The College of Business and Economics was organized in 1976 and earned initial AACSB accreditation fewer than 15 years later. Historically, the College has been known for the quality of its faculty and
relatively small classes and rapidly increasing engagement with the community. The early leader in the strategy of engagement has been the Manufacturing and Supply Chain (henceforth MSCM).

The degrees offered by the College of Business and Economics include:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Level</th>
<th>Location</th>
<th>Year Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts in Accounting</td>
<td>Undergraduate</td>
<td>Bellingham</td>
<td>1976</td>
</tr>
<tr>
<td>Bachelor's of Arts in Business</td>
<td>Undergraduate</td>
<td>Bellingham</td>
<td>1976</td>
</tr>
<tr>
<td>with concentrations in:</td>
<td>Undergraduate</td>
<td>Bellingham</td>
<td></td>
</tr>
<tr>
<td>MIS</td>
<td>Undergraduate</td>
<td>Bellingham</td>
<td>1989</td>
</tr>
<tr>
<td>Operations</td>
<td>Undergraduate</td>
<td>Bellingham</td>
<td>1985</td>
</tr>
<tr>
<td>Finance</td>
<td>Undergraduate</td>
<td>Bellingham</td>
<td>1989</td>
</tr>
<tr>
<td>Marketing</td>
<td>Undergraduate</td>
<td>Bellingham</td>
<td>1989</td>
</tr>
<tr>
<td>International Business</td>
<td>Undergraduate</td>
<td>Bellingham</td>
<td>1988</td>
</tr>
<tr>
<td>Management</td>
<td>Undergraduate</td>
<td>Bellingham</td>
<td>1985</td>
</tr>
<tr>
<td>General</td>
<td>Undergraduate</td>
<td>Bellingham</td>
<td>1985</td>
</tr>
<tr>
<td>General – NEW extension of existing degree</td>
<td>Undergraduate</td>
<td>Poulsbo</td>
<td>2014</td>
</tr>
<tr>
<td>Bachelor of Arts in Business and Sustainability</td>
<td>Undergraduate</td>
<td>Bellingham</td>
<td>2013</td>
</tr>
<tr>
<td>- NEW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Financial Economics</td>
<td>Undergraduate</td>
<td>Bellingham</td>
<td>2003</td>
</tr>
<tr>
<td>Bachelor of Science in Manufacturing and Supply Change Management</td>
<td>Undergraduate</td>
<td>Bellingham</td>
<td>1993</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Graduate</td>
<td>Bellingham</td>
<td>1979</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Graduate</td>
<td>Everett</td>
<td>2009</td>
</tr>
<tr>
<td>Master of Professional Accounting</td>
<td>Graduate</td>
<td>Bellingham</td>
<td>2009</td>
</tr>
</tbody>
</table>

CBE offers a minor in Business as well as minors in Accounting, International Business, Manufacturing and Supply Chain Management and as of Fall 2016, Business Analytics. The College additionally provides curriculum support for minors outside CBE, most notably (and all established within the current 5-year AACSB review cycle) through offering required and/or elective courses within the Energy Studies minor as well as the Sustainability minor—two landmark programs clearly aligned with the well-being of society.

Organizational charts for the College are included in this report as Appendix C and D. There are five Departments within CBE: Accounting, Decision Sciences, Economics, Finance and Marketing, and Management. Each has a Department Chair and a Department Manager. Academic Program Directors have been appointed to oversee the graduate programs and the Poulsbo program. The concentrations of MIS, Operations and the MSCM degree are housed in the Decision Science department. International Business, Management, the General Concentration, the BA of Arts in Business and Sustainability as well as the MBA program are housed in the Department of Management. They MBA is only nominally housed in Management as it has its own program director.

The Master of Business Administration is structured to fit several cohorts with differing needs, i.e. daytime traditional, daytime accelerated (those with a bachelor degree in business earned within the past five years, or who hold significant managerial experience), an evening part-time program for managers and professionals, and the MBA in Everett, structured in line with a weekend format and also designed for managers and professionals. The traditional daytime program cohorts are
seated each fall term, with accelerated cohorts beginning every summer and Evening and Everett programs commencing biennially in summer and winter respectively.

The Master of Professional Accounting was initially offered in 2009, 2010 and 2011 and then went into moratorium due to severe budget constraints coupled with the expense of offering the program in a stand-alone curriculum format. The MPAcc program started in an enhanced curriculum structure in 2013.

Strengths and Weakness

At the end of the current AACSB review cycle CBE staff and Department Chairs were led through an externally-facilitated strategic planning session focusing on Strengths-Weaknesses-Opportunities-Threats (it is expected that had faculty fully participated with this process the outcomes would not have been significantly different). Input gleaned from this session provides the grist for this and the following section of this AACSB report.

Participants perceive the College as both supporting and appreciating innovation. This is particularly interesting in that the current University budget model is not based on either student credit hours (SCH) or full-time faculty equivalency (FTE); rather, each College is afforded a fairly static dollar budget each year in support of academic unit operations. In such an environment innovation is difficult to encourage—making identification of this particular strength a bit puzzling, albeit encouraging.

The balance of the strengths of the College are less surprising. Internal to CBE it was perhaps most gratifying to find that collegial atmosphere emerged as a key strength, as development of a caring culture has been a key initiative emerging from the Dean’s office over the past three years. There has been support from the entire Dean’s suite for shared governance, and this was strongly acknowledged in the planning session as an overall strength of the College. The sense of participants is that a solid assurance of learning program, and in particular a shared commitment to development of an impact framework, has become an integral part of the College culture. Progress in terms of brand identity and enhanced internal communications drew the attention of participants, as did improvements in metrics related to student diversity.

External to the College, and in spite of the need for internal focus during a time of intense hiring activity, good relations with business people was identified as strength. Coupled with this was identification of key business partnerships in support of achievement of student learning outcomes; here MSCM, Accounting and Finance were singled out for particular mention. Strong student placement rates, particularly for MBA, MPAcc and MSCM, were highlighted. And to the point of the lead sentence in this paragraph, a strength of the College has been strong success in hiring and developing faculty; this has come about in large measure to collaborations between the Dean and the Department Chairs, who collectively supported and implemented expansion of summer research grant commitments for newly-hired faculty, from a guarantee of one year to a guarantee of three years.

Weaknesses—or what we on campus prefer to refer to as challenges—were honestly catalogued during the aforementioned strategic planning session. What has been striking and unsettling over the past several years are the effects of the aging of CBE faculty—in all too many cases leading to not only scheduled retirements, but more disturbing the incapacitation and in more than one instance all-too-untimely death. Several noted there is a lack of diversity in the ranks of the faculty,
and that more disturbing a commitment to diversity is not well embedded within the curriculum. Similarly, it was noted that an overall commitment to internationalizing the curriculum has been lacking. Some noted the high ratio of faculty/students to staff, which unearths a latent and legitimate sense of discontent over the understaffing of the College. Job placement was clearly identified as a deficiency of the College, though this is endemic to the University. And some thought engagement was not as apparent in on-line courses as in face-to-face courses.

External to the College the paucity of development activity was highlighted, and legitimately so; towards the end of this AACSB review period there has been a span of well over a year in which there has been no Director of Development assigned to the College, seriously hampering the capacity for donor cultivation. Coupled with this was the acknowledgement that there has been virtually no strategic marketing of the College or its activities, either internally or externally. And again no surprise...weakness in both career development and placement were rather strongly emphasized.

**Opportunities and Threats**

No surprise that opportunities for much more aggressive fundraising was identified as a key opportunity for the College—and in conjunction with this, mention was made of the need to garner increased support for development activity from the WWU Foundation. Coupled with reference to ‘increasing the size of the pie’ was the occasion for establishing sustainable, market-based revenue streams in support of the CBE mission—which might well take the form of market-responsive executive education. While it was recognized that lack of internationalization within the programs and curriculum of CBE was a weakness, this also was noted as an opportunity. And while a strength of the College was seen to be a culture of continuous improvement, an opportunity was seen for greater embeddedness of a commitment to overall betterment within the fabric of CBE. Finally, it was noted that in too many instances CBE has been a market follower, failing to nimbly respond to emerging business trends—such as big data and business analytics.

Few threats were identified, primary on this list being uncertainty regarding state revenue, budgeting and financing. Also mentioned was the perceived quality of regional degrees granted by the premier public university in the state, University of Washington. It is here suggested that a relatively high rate of turnover of key administrative posts across the University, as well as a perception that the key administrative post in the College has been in flux for three years, has done reputational damage to the College and the University among the ranks of prospective and current donors.
3. Progress Update on Concerns from Previous Review

After the review team visit in November, 2011 the following items were noted as areas of concern to be addressed during a Sixth Year Review:

1. **Standard 16 (2003 Standards):** *At the undergraduate level, develop a complete assurance of learning (assessment) program to replace the existing course-embedded program that is being discontinued. No curriculum improvements of note were made as a result of the existing assessment program. The MBA had no viable assurance of learning program.*

   A complete Assurance of Learning program for the MBA’s was complete and operational by the Sixth Year Review.

   A complete Assurance of Learning program for the College was in place consistent with AACSB recommendations and guidelines by October 2014. The system was functioning well and the activities included are reviewed in Section 6 (Learning and Teaching) of this report. Full schedules of assessment and learning goals and objectives may be viewed at [https://cbe.wwu.edu/assurance-learning](https://cbe.wwu.edu/assurance-learning). The processes involved are well embedded in the practices and culture of the College; as documented by the Focused Review 2 Team, “a culture of AoL has taken root and, with the engagement of the administrative team, recommendations are more readily implemented.”

2. **Standard 10 (2003 Standards):** *The Faculty Handbook stated that participating professionally qualified (PQ) faculty must produce at least one externally reviewed publication during the review period. This was not communicated to faculty nor was it in practice. Because the statement had not been followed the ratio of AQ to PQ was not identified correctly nor did it meet the threshold expectations.*

   The faculty reviewed the language in the CBE Faculty Handbook and changed the qualification and performance appraisal language in a way that eliminated the stated requirement for professionally qualified faculty and generally tightened the language. This revision had been approved by the faculty by the time of the Sixth Year Review.

   Subsequently, during the 2014-2015 academic year there was unanimous faculty support for a revised and much more clearly articulated method for evaluating faculty qualifications in the new Section VIII of the Faculty Handbook (Appendix E). The faculty also reviewed and unanimously supported a revision to the performance evaluation section of the Handbook (Section IX) in 2015-2016.

3. **Standards 1 and 2 (2003 Standards):** *It was noted that the then current mission statement was fifteen years old and did not provide direction to the College. A new mission statement review was needed.*

   A new mission statement was developed by the faculty and unanimously approved by this august body prior to Spring 2012. The mission statement was reviewed again during the 2014-2015 academic year and was revised to reflect the College’s alignment with AACSB’s 2013 Standards—new standards that were applauded throughout the College, as they so well cohered with the purpose, mission, and values that had guided CBE for more than a decade.
4. Strategic Management and Innovation

4.1 MISSION STATEMENT
During the 2011-2012 academic year the faculty, led by the CBE Policy Council, engaged in a discussion of and revision to the College’s Mission and Value Statement. The process required a very high degree of involvement from a wide group of faculty and was further informed by alumni, industry professionals, staff and students. The Policy Council reviewed several competing draft mission statements and concluded the final version mission statement must encapsulate two critical aspects: 1) the College is student-focused and 2) the College serves the well-being of society, resulting in the following statement:

*We are a student-focused school of business and economics engaged in scholarly and professional activities that contribute to the well-being of society.*

The College mission does not stand in isolation from other statements of CBE identity; the value commitments of the College are intended to function as the underpinnings for this expression of core purpose and are therefore integral to the overall formulation and implementation of this mission statement. These five values—*Engagement, Students, Research, Innovation,* and *Impact*—provide a constellation of commitments that are given expression in not only the statement of Mission for the College but additionally in the specific strategic goals that serve as a day-do-day guide to action (see [https://cbe.wwu.edu/mission-values-college-business-economics](https://cbe.wwu.edu/mission-values-college-business-economics)).

Nor does the College mission stand in isolation from statements of WWU mission and values. Over the past five years these statements have morphed from a generalized commitment to ‘engaged excellence’ into the particulars of a Vision that identifies the University as aspiring “to build a stronger Washington by being an international leader in active learning, critical thinking, and societal problem solving.” The University Mission Statement goes on to suggest Western is “student-centered” with an eye toward both development of student potential as well as to “the well-being of communities”:

*Western Washington University serves the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.*

It is undeniable that the College focus on *students* and *societal well-being* absolutely cohere with both University Vision and Mission…and yet at the same time contextualize these commitments within a business and economics ‘frame.’

4.2 STRATEGIC MANAGEMENT PLANNING PROCESS AND INNOVATION STANDARDS
On an annual basis the CBE Policy Council establishes prioritization of these possible endeavors, following a ‘bottom-up’ approach to collecting brainstorming ideas for College initiatives. It is then up to the College executive team to craft strategies that move such initiatives forward. Over the past few years the focus of strategy formulation has moved from ‘do the same with the same’ to ‘do more with more,’ as a new Dean challenged the faculty to imagine sources of CBE income beyond tuition revenue, student fees, or donor dollars. His mantra? *Create sustainable, market-based revenue streams in support of our mission*—which will be reemphasized in Section 4.4. Reference to
specific initiatives demanding strategic attention follow; each priority is designed to develop capacity in service of mission:

Two highly-capable MBA alumni have been retained on a contract basis to explore and establish a consulting arm to the College. This Puget Sound-wide enterprise will be designed to engage faculty—and not just those from CBE—in collateral employment that will benefit them not only financially, but just as importantly contribute to their professional development as teacher/scholars...as well as to the fulfillment of mission.

While the MBA Program has experienced tremendous success through delivering tailored career services using a fee-for-service model, undergraduate students within the College continue to suffer from underfunding of centralized career services. Advocacy will continue to the end of establishing College-centric career services in each of the seven academic colleges at Western, funded through the University proper.

The launch of the Poulsbo General Business Program has shifted upward the numbers in undergraduate self-sustaining SCH over time, though these numbers are not yet meeting initial expectations. Part of the reason for this has to do with the challenges of developing a ‘pipeline’ of students from Olympic College into the Poulsbo General Business Program—although organizational structure concerns need to be addressed as well.

The Business and Sustainability combined major has seen tremendous growth since inception; were this growth to continue at the current rate, there will emerge a critical need for a new faculty member to teach topics that span the traditional disciplinary boundaries of business/economics and environmental studies/science. This need will become critical if, as has been advocated, the Business and Sustainability major is extended to Poulsbo.

A substantial investment has been made to increase enrollment in the MBA Programs, with particular emphasis given to the Weekend MBA@Everett—though such efforts have met with less than resounding success. CBE has the right product, in the right place, at the right price; what we are now focusing on is the right promotion.

It is expected that on-line instruction will continue to expand; students appreciate the access and interest in on-line instruction is increasing in the ranks of faculty. Renewed emphasis will be given to drafting department and/or College policies around allocation of on-line teaching assignments (as well as policies related to allocation of summer teaching assignments and overload teaching).

CBE has a concentration in International Business; this major has grown substantially in recent years. There is, however, a ‘choke point’ having to do with administrative capacity. There is need to develop a thoughtful succession plan that will allow for continuing smooth growth of this program.

4.3 INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION

The CBE Mission and Values statement (Appendix A) refers to faculty as “teacher-scholars” with a primary research emphasis dedicated to “scholarship in disciplinary research.” Pedagogical and current issues or applied research are also fundamentally important, particularly given CBE’s “student-focused” mission. Table 2-1: Intellectual Contributions (Appendix F) demonstrates that the distribution of IC’s reflects the balance indicated by the mission/values statements. The proportion of intellectual contributions by type is summarized below:
As shown in Table 2-1: Intellectual Contributions (Appendix F) CBE faculty are publishing in peer reviewed journals (a clear indication of quality and distribution), as well as presenting at academic meetings and engaging in similar professional development activities that aid in keeping them informed and current in their fields as well as serving to advance the knowledge of others in their disciplines. Please see Table 2-1: Intellectual Contributions (Appendix F) for discussions of the following:

Part B: Alignment with Mission, Expected Outcomes, and Strategy

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

Part D: Impact of Intellectual Contributions

The Framework for Measuring Impact (Appendix C) was developed to cohere the college’s mission and value statements with stakeholder engagement. This table organizes various innovative measures to align 1) the College’s focus on students; 2) our distinction of working towards the well-being of society; 3) engagement with a variety of legitimate stakeholders; 4) impact and 5) innovation. Many of the identified actions listed in Appendix C relate to a wide variety of measures and indicators of impact, with several of the identified measures being cited at the end of Table 2-1 (Appendix F).

CBE annually presents the David Merrifield Research Award and a set of Dennis Murphy Research Awards to support and incentivize engagement in IC production (see https://cbe.wwu.edu/faculty-awards for description and recipients). Also, as noted in Appendix H, research grants are awarded by CBE, while the University awards professional and research grants. To further support pedagogical research and innovation the Allette and Cayden Franklin Excellence in Teaching Award is presented annually (see https://cbe.wwu.edu/faculty-awards-0 for description and recipients.)

As noted in Part C of Table 2-1, the number of citations of IC’s published during the past 5 years is strong. Further benchmarking in coming years will allow the College to determine a comparative scope of impact on researchers outside of CBE. Additional measures of impact include the level of Primary versus Secondary research: the CBE Handbook, Section VIII, defines Primary research as peer reviewed journal articles listed in Cabell’s and/or the Australian Business School Deans’ List of publications with a 50% or lower acceptance rate, and stipulates a requirement that faculty must have at least a 20% contribution in order for the IC to be considered Primary; other Primary IC’s include scholarly book chapters. All faculty who are qualified as Scholarly Academics must publish at least one primary research piece and an assortment of Secondary pieces in any 5-year time period; this is considered to be a base level of engagement in the research in the field. The intent of this qualification language is to give greater specificity as to what is considered a meaningful IC, as well as to emphasize the importance of engagement. A number of measures of impact are offered within this same data collection system.

<table>
<thead>
<tr>
<th></th>
<th>BASIC OR DISCIPLINARY SCHOLARSHIP</th>
<th>APPLIED OR INTEGRATION SCHOLARSHIP</th>
<th>TEACHING AND LEARNING SCHOLARSHIP</th>
<th>TOTAL SCHOLARSHIP IC's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of IC's</td>
<td>271</td>
<td>119</td>
<td>147</td>
<td>537</td>
</tr>
<tr>
<td>Percentage of IC's</td>
<td>50.5%</td>
<td>22.2%</td>
<td>27.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
As noted previously, most of the measures are recorded in Table 2-1 (Appendix F) and are detailed in Parts B, C and D of that report. Following are other impact indicators that are both in place, and under further refinement:

Informing Policy:

To determine the number of IC’s that have a primary objective of informing policy, as stated in the Mission and Values (Appendix A), a line-by-line review of all of the IC’s (Table G) was performed. This evaluative review indicated that faculty produced 63 IC’s, mostly as policy papers and reports that can be considered to have policy-informing purposes as a major objective. Two themes—sustainability and personal finance for K-12 students/teachers—form a majority of the IC’s having policy implications; both of these commitments are fundamentally mission-fulfilling.

Regional Research Services:

The Center for Economic and Business Research (CEBR) provides regional services reaching well beyond the bounds of our local community, while providing experiential applied learning opportunities for students (graduates and undergraduates)—all while providing a self-sustaining income stream that fully supports programs in the College. CEBR reported that projects were performed during the past 3 years for the following entities, each having the specific objective of aiding in policy decisions:

- Fidalgo Island Refinery - Economic Impact Study
- City of Mount Vernon - Economic Profile
- City of Anacortes
- Anacortes Chamber of Commerce
- City of Blaine
- Ferndale Historic District
- Lummi Nation Business Plan
- Assessment of Solar Impact
- County Skamania Economic Plan
- Skagit County Economic Impact Study
- Port of Skagit
- Economic Alliance
- Bellingham and Whatcom County Tourism Board
- Northwest Workforce Development Council

Table 2-1 Intellectual Contributions with Faculty Level Detail is in Appendix E.
During CBE’s five-year review period the parameters for determining faculty qualification status were reviewed and reworked to increase specificity and to better reflect a broader range of intellectual contributions, resulting in greater mission coherence. These modifications importantly occurred after the mission and values statements were reviewed and realigned. Pedagogical and applied research, as well as professional activities, were more specifically emphasized than they had been previously as these are clear priorities as outlined in the CBE Mission and Values statements (Appendix A). Further, intellectual contributions were divided into two levels with respect to overall impact. The expectations for faculty are contained in Section VIII of the CBE Faculty Handbook (Appendix E). This document is publicly available on the CBE web-site (see https://cbe.wwu.edu/faculty-handbook). These changes are important to highlight because they indicate a heightened emphasis on quality of activities for maintaining academic currency.

4.4 FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES

Along with the entire University CBE is highly tuition-dependent and state-dependent. The good news is that following several years of declining state revenue, tax revenue forecasts are rebounding—to the point that last academic year students enjoyed a 3% tuition decrease, followed by a 15% tuition decrease this year, all funded through a budget backfill from the state.

Of course, none of this changed the allocation of monies from Academic Affairs to the College. And you will remember in your reading of this report to this point that University budget dollars do not follow either SCH or FTE...so there is no incentive to grow programs that are offered through the University-proper. So to do so is not the strategy of the College.

The above, while perhaps seeming dismal news for the College, actually makes financial strategies relatively easy—at least with respect to base budget. Resources are generally allocated similarly year-to-year, with the most notable and most pronounced exception being that faculty ‘replacements’ require Departments to forecast area(s) of expertise/need at least a decade out, and draft requests to recruit and position descriptions in line with these forecasts—and with justification provided as to contribution to CBE mission.

Financial opportunities beyond base budget allocation will engage the College with both development of sustainable market-based revenue streams as well as renewed development work. For the former, executive education market demand coupled with clearly identified areas of faculty expertise will define the scope of programmatic offerings. The objective is to generate an excess of revenue over expenses, with this ‘profit’ flowing back to support College operations. For the latter, donor preference coupled with mission consistency will be key to deliniation of donor agreements.

In spite of the financial challenges of the past few years, there are a few major donor gifts that are cause for both celebration and hope (all within the timeframe of this AACSB review):

- The Moss Adams Professional Readiness Center became a dedicated space in Parks Hall; gift amount was $517,000.
- EY (formerly Ernst-Young) invested $150,000 in support of globalization activities on behalf of students studying Accounting
- Saturna Capital anted up $100,000 to found the Saturna Sustainable Investing Lab, which drives toward incorporation of ESG (environmental, social, governance) dimensions in stock valuation and investment
The Wilder Distinguished Professorship in Business and Sustainability donor agreement (originally $250,000 with an additional ‘match’ from the state) was redrafted, with the result being that there is now an active *de facto* director of the combined major in Business and Sustainability.

A significant donor commitment was made and exercised to empirically verify the College’s efforts to enhance financial and investment literacy.

The strategy of coupling market and donor cultivation in service to mission is currently the only reasonable option for delivering a brighter future to the College and the key stakeholders we serve. But it is imminently doable, providing effective leadership is brought to bear on mission fulfilment.

Here is a record of the College’s budgets for the past 6 years:

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ops. Budget</td>
<td>$2,252,363</td>
<td>$2,226,510</td>
<td>$2,378,689</td>
<td>$2,504,682</td>
<td>$2,468,857</td>
<td>$2,481,567</td>
</tr>
<tr>
<td>Salary Budget</td>
<td>$6,572,957</td>
<td>$6,200,935</td>
<td>$6,938,552</td>
<td>$7,482,733</td>
<td>$8,184,795</td>
<td>$8,256,999</td>
</tr>
<tr>
<td>Total Budget</td>
<td>$8,825,320</td>
<td>$8,426,905</td>
<td>$9,317,241</td>
<td>$9,987,415</td>
<td>$10,653,652</td>
<td>$10,738,566</td>
</tr>
<tr>
<td>Dollar change per year</td>
<td>-$398,415</td>
<td>$890,336</td>
<td>$670,174</td>
<td>$666,237</td>
<td>$84,914</td>
<td></td>
</tr>
<tr>
<td>% Change per year</td>
<td>-4.7%</td>
<td>+10.6%</td>
<td>+6.7%</td>
<td>+6.3%</td>
<td>+.8%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Scholarships for 2016-2017 totalled $188,960, an increase of $8,510 or 4.5%.

Scholarship funding is all donated. Here is the scholarship budget for the past 6 years:

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship Budget</td>
<td>$130,400</td>
<td>$168,400</td>
<td>$148,135</td>
<td>$147,125</td>
<td>$190,500</td>
<td>$180,450</td>
</tr>
<tr>
<td>Dollar change per year</td>
<td>$38,000</td>
<td>-$20,265</td>
<td>-$1,010</td>
<td>$43,375</td>
<td>-$10,050</td>
<td></td>
</tr>
<tr>
<td>% Change per year</td>
<td>22.6%</td>
<td>-13.7%</td>
<td>-.7%</td>
<td>22.8%</td>
<td>-5.6%</td>
<td></td>
</tr>
</tbody>
</table>
4.5 NEW DEGREE PROGRAMS

CBE has introduced the following degree programs have been added in the past 5 years:

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Brief Description</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in Business and Sustainability</td>
<td>This degree combines three areas of study that give graduates the necessary perspective, knowledge, skills, and abilities to operate in a changing economic and social environment.</td>
<td>September 2013</td>
</tr>
<tr>
<td>MPAcc – Masters of Professional Accounting</td>
<td>A 3+2 or a 4+1 structure gives qualified Accounting majors to improve their expertise in the discipline of accounting, deepen their knowledge in related subjects, and acquire the knowledge and skills for professional licensing as CPAs in Washington and other states.</td>
<td>September 2013</td>
</tr>
<tr>
<td>BA in Business – General Concentration in Poulsbo</td>
<td>Serving the Poulsbo and greater Olympic Peninsula residents, this program prepares men and women for positions of leadership and stewardship in the management and administration of complex organizations.</td>
<td>September 2014</td>
</tr>
</tbody>
</table>

**BA in Business and Sustainability -**

Employers and employment needs to be served by the program:

- Major regional and global firms need sustainability offices and officers.
- Graduates serve a growing need for astute business and economics students with sustainability expertise.
- Solid business fundamentals plus sustainable, environmental policy knowledge helps students who want to craft careers in the business field, while being of greater use to their employers because of the currency of their environmental knowledge.

Brief description of the intended student market:

Students with an interest in business who also want to help make a meaningful and positive difference at the interstice of the environment, social justice and business.

Description of the source(s) of faculty, technology, and facility support:

Existing faculty from Management, Marketing, Economics, Accounting and Huxley College of the Environment have developed high levels of very current expertise in the related subject matter. New majors were initially taught by existing faculty mostly in courses that had been developed to serve the growing need plus some new courses. Subsequently, in the 3rd year of the program, a nationally known NTT hire was made with funding from the Wilder Professor Endowment for Business and Sustainability. In Fall 2016 a full-time TT faculty was named as the Wilder Distinguished Professor of Business and Sustainability and charged with general oversight of the degree.

Description of the learning goals, how the goals are measured and results that demonstrate achievement:

The Learning objectives and a schedule for assessing and evaluating learning is posted on the college’s webpage dedicated to Assurance of Learning: https://cbe.wwu.edu/assurance-learning. The Learning Goals include:
• Understanding of environmental science, environmental policy, scientific issues, economics, social and political climate, knowledge and skills in general business and economics
• Effective communication skills (analyze and communicate ideas effectively in oral, written and visual form)
• Ethical and legal perspectives
• Creating problem solving and critical thinking skills
• Quantitative skills
• Effective collaborative skills

The assessment and evaluation plan related to these learning objectives is detailed at https://cbe.wwu.edu/assurance-learning. A curriculum map has also been developed by Business and Sustainability degree faculty.

MPAcc, Masters of Professional Accounting -

Description of employer or employment needs to be served by the program:

Regional and national public accounting firms are the primary employers who are looking for graduates from the MPAcc degree program. Major regional public accounting firms have been the primary employers of graduates to date. These firms have also offered internships to students in the program.

Brief description of the intended student market:

Outstanding students who are majoring in Accounting and are looking for a career with public accounting firms are the intended student market. These students are also the most likely to want to pass their CPA examination upon completing their 5th year of accounting studies.

Description of the source(s) of faculty, technology, and faculty support:

The Accounting faculty has been able to meet the needs of this program with existing faculty, technology and staff. However, it should be noted the Accounting department was able to be more successful in hiring scholarly academically qualified faculty over the last 4 years, which has helped to enrich course offerings.

Description of the learning goals, how the goals are measured and results that demonstrate achievement:

Learning goals and objectives (and means of assessment) are posted on the CBE Assurance of Learning web-page: https://cbe.wwu.edu/assurance-learning.

In addition, a solid description of the degree and how learning takes place can be viewed at https://cbe.wwu.edu/acct/mpacc.

BA in Business General Concentration in Poulsbo –

Description of employer or employment needs to be served by the program:

Graduates from this program fulfill a serious unmet need expressed by regional Olympic Peninsula companies for educated business majors: there are no 4 year institutions on the greater Olympic Peninsula. This has been identified as an unmet need by employers, 2 year
educational institutions, place bound potential students, and perhaps most importantly the legislature of the State of Washington.

**Brief description of the intended student market:**

Students will be either place bound students or students who simply desire to remain in the region while finishing their bachelor’s degree from a university offering a program that is both accredited and highly respected by employers. These students seek courses, teachers and experiences as similar as possible to those on the WWU Bellingham campus. Prospective students will have an Associate’s degree in Business (or the equivalent) designed to transfer to a 4-year program.

**Description of the source(s) of faculty, technology, and faculty support:**

The WWU faculty is managed by the Poulsbo Academic Program Director who is a full-time tenured faculty member with a teaching and administrative assignment on-site in Poulsbo. This person works with Department Chairs to make appropriate hires of qualified faculty (including NTT) as well as actively recruiting potential faculty in the region—with many course offerings being covered by Bellingham based faculty.

Financial support for the start-up phase of this program is provided by the WWU Extended Education office. Extended Education provides staff support both on-site and in Bellingham for the program, also handling promotional and informational support as shown here [https://cbe.wwu.edu/sites/cbe.wwu.edu/files/CBE%20Files/CBE_Brochure_WWU-OCrev.pdf](https://cbe.wwu.edu/sites/cbe.wwu.edu/files/CBE%20Files/CBE_Brochure_WWU-OCrev.pdf).

The site of the program is a fairly new building in Poulsbo provided by Olympic Community College (OCC). OCC also provides full technology support on site—though there is now a transition to have this support function managed by Extended Education.

**Description of the learning goals, how the goals are measured and results that demonstrate achievement:**

The learning goals and objectives are the same for this degree as for the same degree offered in Bellingham with the exception of 2 objectives that were handled by the 2-year degree program or equivalent. A schedule showing the learning goals and objectives as well as the assessment schedule can be reviewed at [https://cbe.wwu.edu/assurance-learning](https://cbe.wwu.edu/assurance-learning).
5. Participants

5.1 STUDENTS
The student population of CBE majors has increased by 13% over the past 5 years. Here is the data:

<table>
<thead>
<tr>
<th>PROGRAM/DEPARTMENT</th>
<th>2011-12 Ave Enrolment</th>
<th>2015-16 Ave Enrolment</th>
<th>5 Year Enrolment Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBE Total</td>
<td>1259</td>
<td>1443</td>
<td>+13%</td>
</tr>
<tr>
<td>CBE Undergraduates</td>
<td>1161</td>
<td>1366</td>
<td>+15%</td>
</tr>
<tr>
<td>CBE Grad. Students</td>
<td>85</td>
<td>98</td>
<td>-14%</td>
</tr>
<tr>
<td>Accounting</td>
<td>235</td>
<td>213</td>
<td>-10%</td>
</tr>
<tr>
<td>Finance &amp; Marketing</td>
<td>328</td>
<td>362</td>
<td>+10%</td>
</tr>
<tr>
<td>Decision Sciences</td>
<td>181</td>
<td>293</td>
<td>+38%</td>
</tr>
<tr>
<td>Economics</td>
<td>229</td>
<td>184</td>
<td>-25%</td>
</tr>
<tr>
<td>Management</td>
<td>259</td>
<td>380</td>
<td>+32%</td>
</tr>
</tbody>
</table>

Major differences in the student population can be seen in the increasing selection of the MSCM program and the MIS concentration in the Decision Science department as well as increases in Management majors due to a degree and a program added to that department—the new Business and Sustainability major alone has added 35-40 students in the past year, with the Poulsbo program having added approximately 20 students...while both the International concentration and the General Business concentration have increased as well (Business and Sustainability, Poulsbo and the General Business concentration are all in the Management department). A decrease in graduate students, particularly in the MBA, can be attributed to the economic upturn and some promotional and staff changes; the start of the MPAcc degree program did not offset the trend due to relatively low numbers in the MPAcc.

Admissions Policies and Processes
Undergraduate students are admitted to degree programs in the College of Business and Economics after they have first passed the hurdle of being admitted to the University. The University admitted 80.8% and enrolled 41.2% of those who applied in 2015.

The Admissions and Major Declaration process (effective in 2011-2012 through 2015-2016) for CBE is detailed in the WWU Catalog under “College Admission and Advisement” at http://catalog.wwu.edu/preview_entity.php?catoid=12&ent_oid=1368&hl=%22Business+and+Economics%22&returnto=search. The language in that section reflects the practices of the college. As noted there is a slightly different process (on-line) for students seeking a Decision Science degree in Operations or MIS as of Fall 2017 due to space restrictions within the department. The Manufacturing and Supply Chain degree program, also in the Decision Science department, has stricter GPA requirements from the Bachelor of Arts in Business with Operations or MIS Concentrations. In keeping with the student focus of the college, further information is provided at the college’s student-friendly web-site at https://cbe.wwu.edu/students. As stated, pre-major admission requirements include grade points (minimum 2.50 cumulative college-level), minimum of 2.30 in all CBE courses and a WWU cumulative of 2.00 or higher and good standing with the University. Students must have 45 credits prior to application to the College. Full major admission to CBE (except for Economics and MSCM) is dependent upon a minimum GPA of 2.50 for all of the
foundation courses, a minimum of a 2.3 GPA in all CBE courses and good standing with the university. Further, there may be space restrictions imposed as stated on the web-page and in the catalog (full details are at [https://cbe.wwu.edu/cbe-admission-requirements](https://cbe.wwu.edu/cbe-admission-requirements).) There are no deviations to admitting students (except in Economics) from the requirements set for admission as an undergraduate.

One of the most successful parts of the application and declaration of major process is that the college added a Pre-Major Advisor to the staff approximately 3 years ago. Among other duties this person contacts students interested in business degrees early in their college career and helps proactively advise them prior to their applying for major status. The staff member also works with students who are falling below acceptable GPA levels.

Students with two successive quarters with a CBE GPA average below 2.3 have their major status revoked. The Policy Council has adopted an advising program for these students when they are in danger or have been dismissed. After consultation with an advisor, the Department Chair—and with the Dean’s approval—such students have a grace period pending a plan (petitioning procedure) to repair their GPA. Prior to winter 2014 the CBE grade point maintenance had not been enforced, although students failing to meet the GPA retention standard were warned that they could be subject to dismissal from the College. As of 2015-2016 the Catalog language changed to read that, “students with two successive quarters of a CBE GPA cumulative average below a 2.3 will be dismissed from the College of Business and Economics.” The policy is currently enforced. Students receive a warning letter after the first quarter their grade point dips below 2.3. In the rare cases of a student one or two quarters from graduation who finds themselves below the GPA retention standard allowances have been made on a case-by-case basis. Students who seek reinstatement must present to their advisor a reasonable plan for correcting the GPA deficiency, and subsequently have the plan approved by the Department Chair as well as the Dean. Students can take non-major restricted classes to repair their grade point and then reapply to the College once their grade point has been repaired.

In keeping with the University’s dedication to a Liberal Arts education, which is also reinforced in CBE’s Mission and Value statement (Appendix A), students are advised to complete general university requirement courses prior to becoming engrossed in their business studies.

Additionally, as stated in the Mission and Values statement (Appendix A), CBE “educate[s] both students whose only higher education experiences have been at Western and those transferring from other institutions, especially community colleges.” Administrators and the Pre-Major Advisor take responsibility for helping regional community colleges prepare their students for the Western business degrees. The Pre-Major Advisor also works with community college students, often before they arrive on campus, through University organized events and individual requests.

Students applying for admission to one of the MBA program need to decide what cohort best fits their circumstances: Accelerated, Traditional, Evening, or Weekend (in Everett). Unlike most of the undergraduate degrees in CBE, the MBA programs actively promote themselves to their potential students using Information Sessions, word of mouth, traditional marketing collateral, recruiting visits to undergraduate courses, participation in regional information fairs, and some social marketing. A dedicated staff member, the Assistant Director, handles the marketing and promotion and much of the enrolment procedure. The application process is detailed in the MBA section of the CBE webpage at [https://cbe.wwu.edu/mba/application-process](https://cbe.wwu.edu/mba/application-process). The various MBA tracks are tabbed across the head of that section. A 3.00 upper division undergraduate GPA and an acceptable GMAT or GRE score, resume, and statement of purpose are all considered in the admission process—which passes
through the University’s graduate school office. Provisional admission to the MBA program is given to those pre-majors who show significant promise but lack strength in their GPA or GMAT score; provisional admission is kept at a maximum of 10% of graduate admissions by state rules. Students with provisional acceptance must earn acceptable grades or are dropped from the program. The GMAT score average for the past 5 years is 541 with a very narrow variance. As with most MBA programs, enrolment trends countercyclical to the economy.

**Student Body Characteristics**

Current CBE student body characteristics reflect the application of the college’s grade point admission requirement to the greater admissions of WWU students irrespective of residency, race/ethnicity or high school records. Undergraduates self-select into business related degree programs. Many attend information fairs in which CBE participates and many seek the help of the Pre-Major Advisor. The MSCM degree program actively recruits students with a quarterly information session. The Pre-Major advisor e-mails students who have declared an interest in business to set up an informative meeting.

The University primarily serves residents of Washington state (89.3%), primarily from west of the Cascades. In 2015 there were 15,332 students in the University, of which 95.4% were undergraduates. The University and CBE have traditionally served a high proportion of Caucasians in their enrolment compared with a variety of ethnic minorities, which reflects with the demographics of the region that is being served. The University goal has been to increase the portion of its student body represented by ethnic minorities. Consequently, while Washington State is approximately 80% Caucasian (United States Census), WWU’s student body was only 73.2% Caucasian (an improvement from 79.9% in 2011, according to the 2015 WWU Student Profile Report). Ethnic minorities included Hispanic or Latino, two or more races, Asian, Black or African American, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander in order of largest to smallest self-reported ethnicity.

The College has made significant improvements in non-Caucasian admissions to graduate programs. Non-Caucasian students accounted for 36.6% of the MBA and MPAcc student body in 2015-2016. In 2011-2012 non-Caucasian stood at 24.8%. The CBE graduate student population has also increased its percentage of females from 37.6% in 2011-2012 to 42.8% in 2015-2016.

The University has had a higher female to male population (55.7% female and 44.3% male in 2015). However, CBE has a higher population of males to females—which has not changed significantly in the past 5 years; females made up 41.2% of CBE in 2011-12 and 40.6% in 2015-2016. Specific degree programs or concentrations that tend to be particularly male dominated include Finance, MIS, MSCM, Operations, Financial Economics and Economics. Finance has led the way in trying to reverse this trend through alumni generated scholarships for female finance concentration students in the last 2 years. The percentage of female students is now at about 29% of enrollees in the Finance concentration, up from 24% 3 years ago; these numbers are well above the national averages cited by finance alumni.

Ethnic diversity in the College has grown in the past 5 years. The non-Caucasian population increased to 27.9% in 2015-2016, above the University’s non-Caucasian population at 26.8%. However, the College’s non-Caucasian population was 26.5% in 2011-2012.
MBA students in the evening cohort and the weekend cohort tend to be older and have more professional experience than the traditional and accelerated MBA’s. The nature of the cohorts is designed to serve the needs of the regional MBA student at the stage of life and experience in which they find themselves.

**Evidence that the Admission and Retention Procedures is Working -Progression to Degree**

Time to degree has reduced in the College over the past 5 years while the University’s time to degree has stayed steady at 4.4 years for all undergraduates. CBE undergraduates were moving through their degree programs in 4.4 years as of 5 years ago. The graduates in June 2015 (the latest data report) only took 4.2 years. Since the MSCM degree usually takes 5 years to complete due to the number of required courses, and many Accounting majors choose to stay for 5 years in order to fulfill the credit requirements in required to sit for the CPA examination, it is a remarkable achievement to reduce the time to degree within the college to 4.2 years.

The major reason for this reduction in time to degree is the addition of the Pre-Major Advisor. This move has aided students in planning successfully to prepare to graduate from any of the degree programs. It has also helped students who were struggling to find ways to be successful in CBE or find success elsewhere. The position has also freed up time from the Department Managers who can now work with the more advanced students and their particular challenges. Faculty can concentrate on advising for coursework planning as well as career planning.

Data regarding retention rates is kept by the University for freshman and transfer students. Included with the statistics is information about gender, minority status, residency, and generation. However, distinctions with respect to CBE majors is not available because students are not admitted to the College until well after their freshman year. If we were to look at students who started at Western and indicated an “interest” in business we would get artificially low completion rates because lots of freshmen that think they want to major in business don’t end up pursuing a business degree whereas if we were to look at average CBE students who mostly declare in their Junior year when they presumably have a pretty good idea of the major they intend to pursue, we would get artificially high completion rates. Neither scenario generates accurate results.

Retention and degree completion is 100% for the MPAcc degree. The MBA program is challenging in terms of retention and graduation rate calculation because of the various start times and length of these programs.

Student graduations by program and/or department are posted below:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CBE Total</td>
<td>640</td>
<td>630</td>
<td>610</td>
<td>627</td>
<td>602</td>
<td>-5.9%</td>
</tr>
<tr>
<td>CBE Undergraduates</td>
<td>572</td>
<td>595</td>
<td>558</td>
<td>563</td>
<td>540</td>
<td>-5.6%</td>
</tr>
<tr>
<td>CBE Grad. Students</td>
<td>68</td>
<td>35</td>
<td>52</td>
<td>64</td>
<td>61</td>
<td>-10.3%</td>
</tr>
<tr>
<td>Accounting</td>
<td>81</td>
<td>95</td>
<td>92</td>
<td>76</td>
<td>66</td>
<td>-18.5%</td>
</tr>
<tr>
<td>Finance &amp; Marketing</td>
<td>162</td>
<td>177</td>
<td>146</td>
<td>146</td>
<td>142</td>
<td>-12.3%</td>
</tr>
</tbody>
</table>
As is evident from the table, graduations resulting from enrolments have been declining in most majors with the notable exception of the Decision Sciences. The 52% increase is due to growth in the MSCM and MIS programs as noted earlier—though this trend is not expected to continue, based on current enrollment stability. In light of anecdotal information coming from students in both programs, the interest in the MSCM degree is high due to the average starting salary, the nearly 100% placement rate and the reputation of the degree program. The MIS program is also extremely attractive and is seen as a booming field, particularly in the Western Washington region. The introduction of the new Data Analytics Minor will likely add to this attractiveness.

Given the fact that the time to degree has been reduced in CBE, enrollments are up, and graduations are slightly down, it is likely that there is some amount of unsuccessful completion of CBE degrees. This is reinforced by the number of students dropped from the major in 2015-2016—though it should be here noted the majority successfully petition for reinstatement of their major status.

<table>
<thead>
<tr>
<th>Decision</th>
<th>Sciences</th>
<th>75</th>
<th>93</th>
<th>110</th>
<th>143</th>
<th>114</th>
<th>+52%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td></td>
<td>115</td>
<td>102</td>
<td>91</td>
<td>94</td>
<td>76</td>
<td>-33.9%</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td>139</td>
<td>128</td>
<td>119</td>
<td>104</td>
<td>142</td>
<td>+2.2%</td>
</tr>
</tbody>
</table>

The intent of the enforcement of the CBE grade point requirement was to help insure, along with all other measures, the graduation of a high quality well-prepared graduates from the College.

**Teaching and Learning Modes**

Classes are taught in the College on a face to face basis with only a few allowances. One exception is the required course for Business Administration majors, “Business and Its Environment.” This course is taught in the classroom 50% and by digital lectures 50%. Another exception is the “Introduction to Management and Organizational Behavior” course that is taught 50% in the classroom in large sections and 50% in very small breakout class sessions. Some instructors have similarly experimented with “flipped classrooms” but the emphasis in CBE education models is on a “high touch” in-class environment.

There are, however, some online courses offered. These are primarily sophomore level “Foundation Courses” which have no major restrictions. Some junior level “Core Courses” are also offered online. Two finance courses (Personal Finance and Personal Investing) which are service courses and can serve as “General University Requirements” are offered in the classroom each quarter and online as well. Pre and post studies of these classes have indicated high levels of learning regardless of delivery modality and have also served to erase the gender differences in financial “literacy.” Online courses are taught as a service to those students who wish to take a course in the online setting, often during the summer or for students who are not planning to be business majors and want to try a course. The College has no interest or intention of offering online degrees at this time.
Career Development

Career development and placement is undertaken both in the College and at the University level. However, career development and placement are officially centralized at the University level. Career development at the College level is well developed in a few areas but is an area needing improvement within the budget and structural confinements of the University and College.

The University has a long tradition and expense structure for handling centralized career services and placement. Unfortunately, the staff of the WWU Career Service Center, while professional and dedicated, is extremely lean for the number of students being served and lacks specific focus on business careers. The Center does offer career counseling, some internships, resume assistance, job fairs (including a business specific one each year), announcements of job openings and preparation for some graduate school programs among many other services which can be viewed at http://www.wwu.edu/careers/.

The College has augmented these services by doing the following:

- Hiring a part-time MBA Career Advisor through per-credit course fees gathered from MBA students. The MBA Career Advisor has established connections between students and professional positions, but has primarily focused on all the types of services that the University Career Center offers—though tailored to the specific needs of MBA students. The MBA program has had an extraordinarily high placement rate as noted in the next table.

- The MSCM program has several resources that result in 93 - 97% placement (see following table) of its graduates for very high salaries compared with other graduates in CBE. Dedicated connections with key industry leaders through a well-established and active industry board can be credited with much of the success. The group actively finds placement for internships and permanent hires. A part time staff person is also funded through monies raised by the industry board. This person assists with placement and coordination with specific industry contacts. A very active board member also works individually with students to polish resumes and practice interviewing.

- The Center for Innovation in Education offers 6 Professional Readiness Workshops each year. These sessions have grown in size. While 57 students were assisted in 2013-2014, 365 students were assisted in 2015-2016. All of these workshops are led and facilitated by one or more active industry members.

- The Accounting Department Chair and faculty, through the Accounting Society and the Beta Alpha Psi honorary society, work on career preparedness and events such as an annual “Meet the Professionals” night in Seattle each year. Almost weekly events are held on campus. Other events include the Accounting Advisory Board’s annual “speed networking” event. The MPAcc graduates have 100% placement so far due to the quality of the students and their engagement with accounting firms through the required internship portion of their degree program. According to the 2014-2015 Career Services survey 13.6% of Accounting graduates undertook postgraduate education.
Other efforts continue throughout the College including list-serves, LinkedIn networks, other social media, internship exposure, and more.

The College’s need for improvement in this area is not new and has not gone unnoticed; many of the measures that have been implemented are a result of efforts to reduce the professional readiness/placement gap for students. A report written in March 2015 by the Poulsbo Program Director and the MBA Career Advisor analyzed WWU and CBE’s situation and compared it to services at 4 other schools. This resulted in a CBE Dean initiative to decentralize the current system and establish a funded and dedicated center in the College. It was supported by the Director of the WWU Career Center and the Senior Vice President for Enrollment and Student Services. Unfortunately, it has not become a reality to date—though it was presented to the University Planning and Resource Council this past academic year.

The University’s Career Services Center annually posts survey results from recent graduates in the Employment Status Report available on their web-site at http://www.wwu.edu/careers/employment_salarystatus.shtml. Results are based on a convenience sample of graduates who take the survey, hence overall placement rates are not available.

Here is a recap of some of the placement data from the most recent two annual surveys:

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>81%</td>
<td>6%</td>
<td>$45,139</td>
<td>64%</td>
<td>14%</td>
<td>$51,290</td>
</tr>
<tr>
<td>Decision Sciences</td>
<td>86%</td>
<td>10%</td>
<td>$49,329</td>
<td>92%</td>
<td>6%</td>
<td>$53,949</td>
</tr>
<tr>
<td>MIS</td>
<td>87%</td>
<td>10%</td>
<td>$46,158</td>
<td>88%</td>
<td>12%</td>
<td>$51,610</td>
</tr>
<tr>
<td>MSCM</td>
<td>93%</td>
<td>4%</td>
<td>$52,036</td>
<td>97%</td>
<td></td>
<td>$55,625</td>
</tr>
<tr>
<td>Economics</td>
<td>40%</td>
<td>36% *</td>
<td>$33,873</td>
<td>56%</td>
<td>26% **</td>
<td>$36,829</td>
</tr>
<tr>
<td>Finance</td>
<td>81%</td>
<td>15%</td>
<td>$41,950</td>
<td>50%</td>
<td>30%</td>
<td>$41,625</td>
</tr>
<tr>
<td>Marketing</td>
<td>72%</td>
<td>22%</td>
<td>$43,293</td>
<td>79%</td>
<td>17%</td>
<td>$44,024</td>
</tr>
<tr>
<td>Management</td>
<td>67%</td>
<td>17%</td>
<td>$40,233</td>
<td>63%</td>
<td>23%</td>
<td>$44,634</td>
</tr>
<tr>
<td>TOTAL UNDERGRAD</td>
<td>72%</td>
<td>17%</td>
<td>$43,717</td>
<td>71%</td>
<td>18%</td>
<td>$49,050</td>
</tr>
<tr>
<td>MBA</td>
<td>96%</td>
<td>4%</td>
<td>$71,067</td>
<td>88%</td>
<td>12%</td>
<td>$47,800</td>
</tr>
<tr>
<td>MPAcc</td>
<td>100%</td>
<td>No data</td>
<td>100%</td>
<td>No data</td>
<td>No data</td>
<td>No data</td>
</tr>
</tbody>
</table>

*Does not include 16% who continued their education

**Does not include 15% who continued their education

5.2 FACULTY

Participating or Supporting

CBE faculty are identified as either “participating” or “supporting.” During revisions of the qualification standards and other language related to review and tenure processes, the description was unintentionally left out as faculty voted on unit evaluation plan changes during late Spring 2016.
However, for the five years prior to that point the standard was stated as follows in the CBE Faculty Handbook:

**Participating and Supporting Status:**

*It is important to the students and to the continuing operation of the College that those who teach be actively involved in the life of the College. In addition to direct classroom teaching, many activities are necessary to make the College vibrant and the best possible home for students pursuing an education in business and economics. These include curriculum development, assessment of student learning, student and student club advisement, participation in department, College, and University governance, and activities related to research. Without a substantive percentage and cross-section of faculty engaged in such activities, the burdens of maintaining the College’s vibrancy falls to a few, and all connected with the College are diminished.*

According to the AACSB, ‘A participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities. A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities’. The following list provides examples of activities in which participating faculty engage (outside of direct classroom teaching). This list is illustrative, not exhaustive, in terms of activities, but not in terms of general categories (instructional, research, and service activities). That is, activities must fit into one or more of the three categories listed below:

Normally, participating faculty will engage in activities in multiple categories.

**Instructional Activities Beyond Direct Classroom Teaching**

- Engage in faculty development activities
- Publish teaching materials (books, chapters, cases, software, etc.)
- Participate in curriculum review and development
- Participate in assurance of learning activities
- Supervise independent studies
- Provide opportunities for students to engage the faculty member outside of the classroom

**Research Activities**

- Conduct academic or professional research with results presented at academic or professional meetings and/or published in academic or professional journals or proceedings
- Participate in grant projects

**Service Activities**

- Regularly participate in department or college meetings and governance activities
- Service on department, college, or university committees
- Undergraduate administrative responsibilities at the department, college, or university level
- Engage in academic or career advising of students
- Serve as a faculty advisor to a student organization
- Participate in academic or professional organizations
- Review or engage in substantive editorial responsibilities for academic or practitioner journals appropriate to one’s teaching discipline, broadly defined

The Collective Bargaining Agreement (CBA) between WWU faculty and the University now states that NTT faculty must be compensated for duties such as those listed above, and this compensation
is above the agreed upon funding of the NTT faculty teaching. Several compensation arrangements have been made for NTT CBE faculty to take on additional activities such as student advising, club advising, attending departmental meetings, and serving on University faculty committees.

In late Spring 2016 the Department Chairs and the Associate Dean reviewed faculty data and determined whether a faculty member should be identified as “participating” or “supporting” using data from the faculty information system hosted by Digital Measures and/or from reviews and firsthand experience with faculty.

As can be seen in Table 15-1: Faculty Sufficiency and Qualifications (Appendix J) the CBE faculty have an overall 80.7% participation rate which is considered very good, particularly in light of the union restrictions on NTT faculty activity.

**Faculty and Professional Staff**

Courses and curriculum are overwhelmingly taught in face to face modality, which the College believes demonstrates a high value on personal engagement and more particularly fosters faculty engagement with students as stated in the Mission and Values Statements (Appendix A). Classes that help to engage students with faculty and the community are highly valued as is an environment that allows for expression of and appreciation for diverse perspectives. All classes are offered on the main campus in Bellingham, with some classes also offered in Poulsbo and in the MBA program in Everett. Faculty at all locations are reviewed for qualifications and their ability to maintain the standards of teaching effectiveness utilized on the main campus.

As noted earlier some courses are also offered in an online format. It is important to note that there is no degree program offered in CBE that can be completed online as that would not cohere with the Mission and Values of the College. Only in exceptional circumstances do staff teach courses. The college does engage two Teaching Assistants who assist with Decision Science section but do not act as lead instructors. Graduate Assistants, some of whom are Teaching Assistants, are also provided to faculty by the MBA program; most Graduate Assistants, however, serve in the capacity of Research Assistants in service to the faculty.

**Faculty Description**

Tenure track and tenured faculty have Ph.D.’s or similar terminal degrees. Diversity is an overarching concern for the University overall; the statement from the WWU Diversity web-page [http://www.wwu.edu/diversity/](http://www.wwu.edu/diversity/) suggests “From Admissions to our seven academic colleges to the Alumni Office, valuing diversity excellence, equity, and inclusion are central to Western Washington University’s mission.” Reflecting this value, over the past three years both the Dean of CBE and the Associate Dean of CBE have represented historically under-represented classes.

**Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support**

In order to support the mission of the College in its drive to be student-focused, provide an engaged experience for students with up to date material and to support new programs and growing enrolments in the Decision Sciences and Management Departments, a number of new hires have
taken place. Following is a recap of the tenure track faculty including retirements; there have been 23 tenure track hires over the last 5 years, through June 2016:

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>No. of TT Faculty Fall 2011</th>
<th>No. of Retirements, or Voluntary Resignations 2011-2016</th>
<th>No. of TT Hires 2011-2016</th>
<th>No. of TT Faculty, June 2016</th>
<th>No. of TT Faculty Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>10</td>
<td>3</td>
<td>5</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Decision Science</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Economics</td>
<td>15</td>
<td>3</td>
<td>5</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Finance and Marketing</td>
<td>11</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Management</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>14</td>
<td>23</td>
<td>63</td>
<td>63</td>
</tr>
</tbody>
</table>

Note: Dean and Associate Dean not included in these figures.

The far right column above is included because it is the result of activities during the 2015-2016 year, particularly in the hiring arena. The additions to faculty during the past 5 years above mere retirement replacements is due to regaining six faculty lines that had been cut in the prior 5-year review period due to State-level financial exigencies. There were additionally two hires for a newly funded multi-college degree program in Energy Economics. The College made an opportunity hire in Decision Science in the case of a dual career assistance.

There were 6 retirements in 2016 including the Associate Dean, 3 in the Department of Finance and Marketing, and 2 in Economics. An additional management faculty member left due to not securing tenure. A new Dean of CBE was recruited and the former Dean became the Wilder Distinguished Professor of Business and Sustainability effective September 2016.

Here’s a quick snapshot of the ratio of tenured and tenure track faculty relative to enrolled students. These data demonstrate the impact of the hiring of new tenure track faculty conjoined with a dedication to the student experience (engagement) in small classes:

<table>
<thead>
<tr>
<th>FACULTY TYPE</th>
<th>2011-12 CBE Student/Faculty Ratio</th>
<th>2015-2016 CBE Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>252</td>
<td>85</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>34</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>29</td>
</tr>
</tbody>
</table>

The standard teaching load is 2, 4-credit courses for each of the 3 quarters for tenured and tenure track faculty. Full time for NTT faculty standard load is 4, 4 credit courses for each of the 3 quarters. The lower teaching load for TR/TT allows faculty to be engaged with research, program development, course development, assessment, service and innovation.

Table 15-1: Faculty (Appendix J) documents not only that faculty are participating in the life of the college but are additionally keeping current in their fields of disciplinary expertise as well.

Faculty diversity is valued as reflected in the desire to have an “environment with diverse perspectives” as noted in the Mission and Values statements (Appendix A). However, despite active
attempts to attract qualified under-represented classes as faculty, no significant progress has been achieved except with respect to female NTT faculty. Following is diversity data by gender for the faculty overall:

<table>
<thead>
<tr>
<th></th>
<th>No. of Females</th>
<th>% of Females</th>
<th>No. of Males</th>
<th>% of Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012 T and TT</td>
<td>13</td>
<td>23.64%</td>
<td>42</td>
<td>76.36%</td>
</tr>
<tr>
<td>2015-2016 T and TT</td>
<td>15</td>
<td>23.81%</td>
<td>48</td>
<td>76.19%</td>
</tr>
<tr>
<td>2011-2012 NTT</td>
<td>3</td>
<td>18.75%</td>
<td>13</td>
<td>81.25%</td>
</tr>
<tr>
<td>2015-2016 NTT</td>
<td>7</td>
<td>23.33%</td>
<td>23</td>
<td>76.67%</td>
</tr>
</tbody>
</table>

Here is diversity data for faculty based on racial/ethnic origin from the University EEO office:

<table>
<thead>
<tr>
<th></th>
<th>No. of Racial/Ethnic Minority Faculty</th>
<th>% of Racial/Ethnic Minority Faculty</th>
<th>No. of Non-Minority Faculty</th>
<th>% of Non-Minority Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12 T TT</td>
<td>10</td>
<td>18.18%</td>
<td>45</td>
<td>81.82%</td>
</tr>
<tr>
<td>2015-16 T TT</td>
<td>11</td>
<td>17.46%</td>
<td>52</td>
<td>82.54%</td>
</tr>
<tr>
<td>2011-12 NTT</td>
<td>3</td>
<td>18.75%</td>
<td>13</td>
<td>81.25%</td>
</tr>
<tr>
<td>2015-16 NTT</td>
<td>3</td>
<td>10.00%</td>
<td>27</td>
<td>90.00%</td>
</tr>
</tbody>
</table>

**Faculty Management and Support**

When a faculty need is determined—as a result of death, retirement, increases in student demand, or in response to business community trends—the faculty in a given department discuss the specific nature of teaching needs going forward. The specifics of the need are determined by the faculty in the discipline in order to search for the best applicants to make a hire once approved by the Dean and Provost. The Dean and Provost must approve the search and the financial package available. Faculty are then hired to fill the needs of students and the community; e.g., the field of business analytics was identified some years ago as an emerging area that was not being addressed within the extant curriculum—with strategic hiring of MIS faculty with analytic skills taking place in response.

The process for determining performance expectations for faculty is outlined in the CBE Faculty Handbook (Appendix E) and in particular, Section IX “CBE Evaluation Plan: Principles Used for Appointment, Promotion, Granting of Tenure and Continuous Evaluation of Faculty.” Section VIII of the CBE Faculty Handbook details the CBE Faculty Qualification system that states in part “Tenured and tenure-track (T/TT) faculty are generally expected to maintain qualification as Scholarly Academics...[i]n certain cases, and with the approval of their chair and dean, a small number of T/TT faculty may instead maintain qualification as Practice Academics.”

Faculty evaluation and promotion starts with a review of a faculty member’s portfolio by members of their discipline’s department. Faculty reviewers are encouraged by Department Chairs to complete thorough reviews of teaching, research and service. Guidelines for evaluating the dimensions of teaching and research are thoroughly outlined in Section X of the CBE Faculty Handbook (see https://cbe.wwu.edu/faculty-handbook-section-10). An array of options for evaluating teaching, beyond course evaluations, are required in order to appropriately evaluate teaching effectiveness. Methods are suggested such as classroom observation, review of course materials, review of completed assignments, etc. A schedule of 8 attributes to use in evaluating teaching are also used. Research evaluation is also articulated by the faculty themselves. After faculty in a given department evaluate their fellow faculty during the review process, the
Department Chair writes a summary letter to the reviewee summarizing the faculty’s input. The process then moves on to the CBE Faculty Review Committee which, after review of the portfolio, including all faculty input and the Chair’s letter (as well as any rebuttal of facts from the reviewee), moves the entire package on to the Dean or returns to the Department Chair. A large portion of the review and promotion process is covered by the WWU Collective Bargaining Agreement in terms of salary increases, the Dept. Chair letter process, and the Dean and the Provost involvement. Increases in pay are similarly established within the CBA. Faculty members with strong performance, as evaluated by their peers, receive significant performance based raises.

New faculty are strongly supported in all the following ways, which are only offered as representative of the larger context for faculty development:

- Faculty mentoring – a team of tenured faculty is assigned to each new hire.
- A set of new faculty orientation meetings are held each year that help to familiarize new hires (or anyone who wants to attend) with basic information about “how things work”
- Summer support is offered for at least three years upon hire. The amount varies by department and has been augmented by donations in some departments
- Careful class scheduling in order to minimize new preps in the first year or two
- Computer support tailored to the faculty member’s specific needs
- Financial support to attend professional academic meetings
- Graduate Assistants and undergraduate students if needed
- Research funding through the WWU Office of Research and Sponsored Programs
- Other teaching assistance from various WWU offices
- New faculty are generally encouraged to NOT get involved with service for a few years until their research agenda is well stabled.

The level of support offered reflects the mission of the college in that it gives new faculty time to develop their course work for students in a quality oriented and engaged manner, to pursue their research agenda, and even to innovate if so interested.

Average salaries across the University have been increasing as part of a cooperation between administrative and the faculty union in order to bring salaries to a more competitive level than they have been historically. Consequently, University faculty salaries increased from an average (TT and NTT) of $65,587 to $80,780 per year, an increase of 18.8% in the last ten years since the formation of the United Faculty of Western Washington University. CBE faculty members generally earn well above the average for the university. Prior to a search for new faculty the range that will attract quality faculty is well researched and additional money is negotiated between the Department Chair, the Dean and the Provost as needed. Increases to mitigate the effects salary compression have been in place for a number of years, and are noted within the CBA. As referenced earlier, a concerted effort to increase the number of years of summer support has helped CBE hire exceptionally well qualified faculty.

5.3 STAFF

The College’s staffing levels in support of students and faculty have been traditionally lean. In part, this reflects the mission of serving students in that the financial resources of the college go first to teaching; having the most qualified, effective, and engaged faculty for students is of paramount
importance. Fortunately, the College’s staff members are a highly skilled and very knowledgeable group of people, fundamentally dedicated to CBE’s mission and values. Consequently, when the staff proposed the addition of a Pre-Major Advisor, the decision was made to reduce staff in the Dean’s office in order to fund the more student focused position. A snapshot of data (11/2015) showed that the student to staff ratio was 393 students to staff FTE compared with 255 students per staff FTE for the University’s other colleges. CBE had a faculty to staff ratio of 5.65 compared with the University’s 3.63.

Despite the high load of students and faculty per staff member the mission and values of the college are moved forward as a result of the commitment of a very dedicated, well deployed, knowledgeable and skilled staff. The regular staff includes the following assignments:

- 1 Operations Manager in the Dean’s Office supporting the Dean with responsibility for College budget, personnel matters and special projects
- 5 Department Managers – one for faculty and students of each CBE department
- 1 staff member in the Dean’s office with responsibility for CBE major admissions, transfer equivalencies, retention and dismissals, and serves as the Department Manager for the MBA program
- 1 CBE Pre-Major Advisor
- 1 Administrative Asst. in the Dean’s Office supporting the Associate Dean and Operations Manager
- 1 Manager of IT who is supported 50% by the college and 50% by the University’s IT group
- 1 PT person who serves the MSCM Program
- 1 PT MBA Assistant Director
- 1 Development Officer who is funded by the Western Foundation

Faculty who perform assigned duties as administrators include the Dean, the Associate Dean, 5 Department Chairs who have a half-time teaching load, and the part-time Graduate Academic Program Director.

Beyond these budgeted positions, the College utilizes a cadre of work-study students in the departmental offices, the IT office and the Dean’s office. Additional staff hours have been used to employ specialists to assist with branding of the college, research for prospective ventures and other assignments on a periodic and usually part time basis.

The Associate Dean and the Operations Manager (who also serves as the Dean’s Assistant) are considered Professional Staff by the University. For the past 3 years a full-time Associate Dean has had the responsibility for accreditation related activities including service as Chair of the Assurance of Learning Committee, Director of the Center for Innovation in Education, and marketing of the college; prior to that time there were 2 part-time Associate Deans, one responsible for the Center for Innovation in Education and the other responsible for the Graduate programs.

Despite the overall lean staffing levels, student learning is clearly taking place as demonstrated by the results of assessment of learning and the Survey of CBE Employers discussed in Section 6 of this report. Faculty support a portion of the duty of advising upper level majors. Output of IC’s clearly shows that staff levels support production of scholarly research. Most support systems (such as travel authorizations) are faculty initiated and are completely on line. Centralized University support of classroom teaching IT and scheduling has reduced college workload. All staff share some budget responsibilities, although travel support and summer support are centralized in the Dean’s office.
Following discussion in the Dean and Chairs group and Policy Council regarding a revised structure for the position, a College-wide search resulted in the hiring of the last Associate Dean. However, most of the staff positions are filled through a process that is strictly dictated by the WWU HR Office. All searches are conducted with participation from the constituent groups who will be most directly impacted by the new employee being hired. Staff members are included in many decisions and represent themselves on the College’s Policy Council and on such projects as the latest Dean’s search. The Director of the Graduate Program position has historically been appointed by the Dean. All staff are reviewed annually by their supervisor using input from direct supervisors as well as individuals most directly affected by the staff member. Staff have access to training programs that are offered by the university and are encouraged to avail themselves of such opportunities.

The CBE staff members attend an annual all day retreat in order to work on common issues and celebrate their numerous achievements. This year the staff developed their own SWOT analysis to inform staff—and College—strategies for the coming year.
6. Learning and Teaching

6.1 CURRICULUM MANAGEMENT AND DEVELOPMENT

Each of the degree programs in the College has determined a revised set of learning goals and objectives within the past 5 years. The faculty of each degree program have also developed a curricular map that helps to outline how the curriculum meets the learning goals and objectives.

The TT faculty in CBE are responsible for curriculum as stated in the CBE Faculty Handbook (Appendix E: CBE Faculty Handbook, Section VI). Faculty in each discipline develop and review curriculum in their areas of expertise. When faculty call for a review, or a degree has not been reviewed recently, a task force of experienced and engaged faculty representing every discipline in the college reviews the degree program; this was the case when the Bachelor of Business Administration, the largest degree program in the college, was reviewed in the Summer of 2011, with the task force’s suggestions then presented to the CBE faculty for discussion and a vote in Fall 2011, and the new curriculum going into effect in Fall 2012.

Here is a list of larger scale curriculum revisions made in the past 5 years:

- During Summer and Fall 2011 the Bachelor of Arts in Business was reviewed for all Foundation, Core, and Advanced Core coursework as well as the number of credits allowed within each of the concentrations. Faculty on this task force used a survey of CBE graduates to help inform this process. The review was initiated by the Dean of CBE in light of the fact that the degree had not been reviewed for a considerable period of time. Changes were made.

- Starting in late 2012-2013 the CBE faculty began examining how to provide a program in business to students on the Olympic Peninsula in Washington state at Poulsbo. A committee of the CBE Department Chairs considered curriculum issues as well as logistics, expense and revenue streams and faculty. The group proposed that the current Bachelor of Arts in Business with a General Concentration be offered at this remote location. This decision, along with supporting documentation, was presented to the faculty in Fall 2013 with discussion groups following and concluding with an all-faculty vote. The program was first offered in Fall 2014. The desire to help solve the need for a 3rd and 4th year business program was initiated by the President and Provost of WWU, Olympic Community College and concerned business representatives on the Olympic Peninsula.

- Faculty in the Accounting Department developed a totally new curriculum for the MPAcc degree in 2012-2013 that included a 3+2 and 4+1 format for Accounting majors. The Masters in Accounting degree had been in moratorium for a few years due to financial constraints and the new curriculum and format was a complete departure from the older curriculum model. The new program began operations in Fall 2013. The impetus to bring a high caliber program into reality was initiated by Accounting faculty and accounting industry supporters.

- The MBA curriculum was reviewed by the MBA Program Committee, which has faculty membership from each CBE department as well as a student representative. Changes in the MBA curriculum were made that effectively eliminated what had proven to be problematic
elective offerings. The new program was presented to the CBE Policy, a body that voted to approve the suggested changes. The modifications to the curriculum took effect in the 2013-2014 academic year. The curriculum review was undertaken in response to faculty and MBA administration recognition of a need for a more focused learning experience.

- From 2011 through 2013, a small group of key faculty in CBE plus faculty from Huxley College of the Environment met and developed a curriculum for the Business and Sustainability degree. Program development was initiated by faculty members who perceived the need in the greater region for graduates with such a degree, with central attention given to industry surveys as well as to the values and strategic goals of WWU.

- During 2014-2016 key faculty members from Decision Sciences and Marketing offered input into a new minor in Business Analytics, a program that subsequently launched in Fall 2016. Industry experts were consulted throughout the development process. The need for such a course of study originated with the Marketing and Decision Sciences departments, whose faculty recognized the trend in data size and the growing ability of the industry to analyze such data in new ways.

At the time of the last AASCB review the need for a totally revamped Assurance of Learning program was identified. CBE has revised and developed a fully integrated Assurance of Learning process in the College that now assists and informs the faculty on curriculum issues related to program goals and learning objectives. The faculty have been deeply involved in reviewing and re-establishing goals and objectives for the programs in the College. These program goals and learning objectives are publicly available at https://cbe.wwu.edu/assurance-learning. Loop closures have taken place and are discussed in Section 6.4 of this document.

A specific need for a curriculum review was identified in late Spring 2016 following the assessment and evaluation of writing skills (Effective Communications Skills) in Fall 2015 and Winter 2016. The Dean and faculty were notified that the students in the BA in Business, MSCM and Accounting had failed to meet the standard. A loop closing process is underway.

### 6.2 CURRICULUM LEARNING GOALS AND OBJECTIVES

CBE Learning Goals were revised for every degree program in CBE during the 2011-2016 timeframe. The Learning Goals were reviewed and defined by qualified faculty. The degree level goals and objectives were discussed by faculty and were voted on by the entire faculty. Input from industry representative informed some of the key points such as writing and presentation competencies. The Assurance of Learning Committee (see https://cbe.wwu.edu/faculty-handbook-section-6) worked diligently to not only establish a schedule of assessment and evaluation but has met the schedule revision deadlines. Following is a summation of the Program Goals and Learning Objectives:

**Business Administration, Accounting, Manufacturing and Supply Chain (BAAMS)**

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of Business and Economics</td>
<td>Demonstrate breadth of knowledge and skills in general business and economics</td>
</tr>
<tr>
<td></td>
<td>Demonstrate disciplinary knowledge and skills</td>
</tr>
</tbody>
</table>
| Effective Communication Skills | Produce quality business documents  
Deliver a professional quality presentation supported by appropriate technology |
| Ethical and legal perspective | Analyze problems using an ethical perspective  
Analyze the legal implications of business decisions |
| Creative problem solving and critical thinking skills | Critically analyze problems and defend resolutions |
| Quantitative skills | Solve business problems using quantitative techniques |

## Financial Economics

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of Finance</td>
<td>Demonstrate knowledge of financial concepts</td>
</tr>
<tr>
<td>Understanding of Economics</td>
<td>Demonstrate knowledge of economic concepts</td>
</tr>
<tr>
<td>Understanding of Accounting</td>
<td>Demonstrate knowledge of accounting concepts</td>
</tr>
</tbody>
</table>
| Effective Communication skills | Produce quality business documents  
Deliver a professional quality presentation supported by appropriate technology |
| Quantitative skills | Analyze economic data using quantitative techniques |

## Business and Sustainability

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Learning Objective</th>
</tr>
</thead>
</table>
| Demonstrate fundamental knowledge | Of environmental science involved in sustainable business  
Of environmental policy involved in sustainable business  
Of scientific issues involved in sustainable business  
Of economics |
| Demonstrate the ability to understand | The social and political climate  
Of sustainable business in linked human and natural systems  
The ability to transfer academic learning to a real-world context of constraints and opportunities |
| Effective Communication Skills | Produce quality business documents  
Deliver a professional quality presentation supported by appropriate technology |
| Ethical and legal perspective | Analyze problems, decisions, and priorities using an ethical perspective  
Analyze the legal implications of business decisions |
| Problem solving and critical thinking skills | Ability to apply economic and environmental analyses in sustainable business  
Ability to critically analyze problems in light of business knowledge in the context of sustainability and defend a position |
| Quantitative skills | Solve business problems using quantitative skills |
| Working with other | Work collaboratively to identify and analyze problems and opportunities in sustainable business |
Master in Public Accounting Degree

<table>
<thead>
<tr>
<th>Learning Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate functional knowledge of professional accounting</td>
</tr>
<tr>
<td>Demonstrate the application of skills in professional accounting</td>
</tr>
<tr>
<td>Demonstrate expertise in synthesizing knowledge and skills in professional accounting</td>
</tr>
</tbody>
</table>

See Appendix O to see the MBA Program Goals/Learning Objectives.

The MBA has a unique set of program goals and learning objectives with an overarching desire to help students “become effective enterprise managers.” The Program Goals are grouped into sets of learning types which indicate a degree of achievement on three levels, the first being “knowing,” from which the second level “doing” (or applied learning) can be developed, followed by the top level of “being,” which indicates the translation of knowing and doing into fundamental character (and is therefore highly aspirational). This last level includes:

- Is conscientious in the application of business knowledge,
- Creates an orientation of personal responsibility, respect and professionalism,
- Demonstrates ability to transform followers to leaders.

The matrix of program goals and learning objectives includes metrics at the technical, managerial and leadership dimensions.

This is a highly sophisticated model that has proven challenging to assess, but assessment has nonetheless been successfully achieved for the various cohorts in the MBA program through the deployment of a comprehensive case analysis. The case is used as an assessment as well a test of whether the student may continue with the capstone experience or do some individual learning work prior to continuing with the capstone. In the capstone course—a two-quarter consulting project—students demonstrate their ability to achieve the “doing” or applied knowledge part of the learning goal matrix, as well as the “being” dimension of the model.

While not in the formal list of program goals and learning objectives, there are a number of areas that the College believes are important and are included in the curriculum. These include:

- Information technology – A course or test is required of all undergraduates. Proficiency is expected of all masters’ students
- Interpersonal relations and teamwork – Beyond the Teamwork class in the Management program, team work occurs throughout every program in CBE
- Diverse and multicultural work environments – Due to the increasingly diverse nature of the CBE student population this is becoming a standard
- Reflective thinking is used in various courses throughout the College; a request for examples of reflective learning examples provided examples from all disciplines except Accounting.
- Application of knowledge is not overtly stated in most degree programs but is demonstrated in each program offered

6.3 ASSESSMENT TOOLS, PROCEDURES AND RESULTS

In addition to the MBA assessment process described above, assessment tools have included the following:
- Course embedded examination questions that demonstrate knowledge, understanding, applied knowledge or ability to use quantitative techniques
- Course embedded questions that demonstrate students’ ability to critically analyze problems or similar objectives through essay answers
- Filmed presentations by students that are reviewed for individual students by a skilled professional against a predetermined set of rubrics
- Individual student written reports that are by a professional with demonstrated outstanding writing skills against a predetermined rubric
- Bloomberg test of finance, economics and accounting
- Complex case analysis
- Portfolio of work (this is no longer used at the undergraduate level)

The schedule for assessment and evaluations is available on-line at https://cbe.wwu.edu/assurance-learning. The MBA program does not post a schedule of assessment because it evaluates each cohort in their second to last or last quarter depending upon the cohort. The timing of the assessment of the Financial Economics degree program is not posted since the Bloomberg Test, which was used in that program, has now been discontinued; a new test is currently under development by faculty. This particular degree has been problematic to assess as it has a fairly low number of majors at any given time and the majors do not have one class that only those majors take at one time.

All learning goals and objectives have been tested a minimum of two times by the AoL Committee over the past 5 years, with many having been tested 3 times during this timeframe. The calendar for assessment and evaluation of results is maintained by the AoL Committee, a body that includes a representative from each department as well as the MBA program.

WWU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). WWU has determined that the Assurance of Learning program in CBE is more than adequate to meet the requirements of NWCCU so no additional work is done in CBE except in the Economics curriculum.

Assessment of student learning has gone very well for the most part. However, there have been some necessary loop closures in the past 5 years that have netted curricular changes as a result. Instances of not meeting a pre-set standard have also occurred and were retested to determine if the problem was due to some anomaly or a more fundamental learning/teaching shortcoming. These are not considered “true” loop closures and are not included in the list of loop closures that follow.

Curriculum Loop Closures beginning with the most recent and going back to Fall 2011 include:

<table>
<thead>
<tr>
<th>Learning Goal/Objective</th>
<th>Date Assessed</th>
<th>Date Loop Closed</th>
<th>Loop Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective communication skills/Produce quality business</td>
<td>Fall and Winter</td>
<td>Should be closed by</td>
<td>Not closed as it occurred at the end of 2015-2016</td>
</tr>
<tr>
<td>documents (BAAMS)</td>
<td>2015-2016</td>
<td>Spring 2017, implemented</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>by Fall 2017</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Start/End</td>
<td>Semester/Year</td>
<td>Summary</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ethical Perspectives/ Analyze problems, decisions, and priorities using an ethical perspective (BAAMS)</td>
<td>Fall and Winter 2015-2016</td>
<td>Spring 2016</td>
<td>The loop closure, in terms of learning meeting the benchmark has been accomplished. However, the AoL Committee still has some unresolved issues with the instructors about how ethics is tested as part of the curriculum. It is expected this should be resolved by Spring 2017.</td>
</tr>
<tr>
<td>Illustrate ability to apply critical thinking, exhibit competence in apply interpersonal and managerial skills (MBA)</td>
<td>2012-2013</td>
<td>Winter/Spring 2015</td>
<td>The curriculum was reviewed by the MBA program committee to insure that applied learning was being well covered prior to the capstone course. The case-based test that is now given at the beginning of the capstone course is used to insure that applied learning has occurred. The scores on the test have been above the standard set.</td>
</tr>
<tr>
<td>Validate mastery of discipline-specific business knowledge and analytical skills (MBA)</td>
<td>2012-2013</td>
<td>Fall 2015</td>
<td>Assessment indicated that MBA students lacked uniform preparedness on a number of elements of knowledge. The curriculum was reviewed and revised to reduce the number of electives and hence, to insure that the basic skills and knowledge were covered.</td>
</tr>
<tr>
<td>Validate mastery of discipline-specific business knowledge and analytical skills (MBA)</td>
<td>2012-2013</td>
<td>Fall 2015</td>
<td>Assessment and evaluation indicated that project management knowledge was insufficient. A review by the MBA Program committee added a course (MBA 573) to the curriculum effective Fall 2015.</td>
</tr>
<tr>
<td>Understanding of Finance, Economics and Accounting (Financial Economics)</td>
<td>2012-2013</td>
<td>Fall 2015</td>
<td>Undesirably small samples of Financial Economics students took the Bloomberg test and hence the test results could not provide evidence that students were achieving the objectives. The faculty reviewed the situation and chose to amend the degree language to include a test requirement which is now in place. The faculty plan is to develop a test in-house to replace the now defunct Bloomberg test program.</td>
</tr>
<tr>
<td>Understanding of Business and Economics/Demonstrate disciplinary knowledge and skills (BAAMS, Finance Concentration)</td>
<td>2012-2013, 2013-2014, 2014-2015,</td>
<td>2015-2016</td>
<td>One of the finance specific learning objectives has had consistently low scores despite a major effort to adjust curriculum in pre-requisite courses and teaching techniques adjustment as well as learning objective changes in the finance course. The finance faculty has come to the conclusion that this one part of the learning objective originally developed for the finance curriculum was overly aggressive and their knowledge of the field indicated that the learning objective in question should be dropped.</td>
</tr>
<tr>
<td>Understanding of Business and Economics/ Demonstrate breadth of knowledge and skills in general business and economics (BAAMS)</td>
<td>2012-2013</td>
<td>Summer 2014</td>
<td>Inconsistent outcomes after assessment found that different faculty members were teaching and emphasizing different learning objectives in the capstone undergraduate courses. Faculty discussion lead to an agreement to changes in the courses so that a more uniform set of learning objectives was determined and one textbook was adopted. Subsequent testing indicated that students are now meeting the standard.</td>
</tr>
<tr>
<td>Effective communication skills/Deliver a quality presentation supported by appropriate technology (BAAMS)</td>
<td>2012-2013</td>
<td>Fall 2014</td>
<td>While students demonstrated proficiency in these skills in terms of the rubrics and benchmarks, it was apparent that a great deal of confusion existed about what type of communication was being evaluated and group versus individual evaluation. Language that properly described the learning objective was developed and faculty of each department met, discussed and voted on a unified set of communication terms. The language is now in the Catalog. Subsequent testing has demonstrated that students are</td>
</tr>
</tbody>
</table>
Effective communication skills/Produce quality business documents (BAAMS)

| 2012-2013 | Fall 2014 | Critical elements of the course sections required of all BAAMS students were reorganized to create a tighter linkage between presentation of topics, application and assessment of learning. |

In addition to the routinized assessment program the College invited a serious second opinion with respect to how well students were achieving major learning goals and objectives. In Winter 2016 a survey was sent to individuals identified as employers of CBE graduates within the past 5 years; an outline of the survey with its results is in Appendix P: Assessment of Learning Goals: Survey Summary Spring 2016. Thirteen major fields of industry were represented with Accounting being most clearly identified. With respect to the BAAMS Learning Goals and Objectives the mean score from the survey respondents ranged from a low of 3.46 (Legal reasoning of business decisions) to highs of 4.04 (Ability to work well with others) and 4.02 (Ethical judgment and decision making) on a 5 point Likert scale. The survey also measured the importance of each learning goal and objective to the employer.

6.4 JOINT DEGREE, TRANSFER CREDITS

As noted earlier, only one joint degree is offered by CBE (in addition to the multiple joint degrees housed within Economics): the Business and Sustainability degree is a joint partnership developed and run through CBE and Huxley College of the Environment. As a CBE degree all of the provisions for acceptance to the major, status in the major, and graduation requirements are in force. This program now has a full time person assigned to it, the Wilder Distinguished Professor of Business and Sustainability, who holds appointments in both CBE and Huxley.

All students wishing to obtain transfer credit for equivalent courses in CBE must submit documentation demonstrating successful completion of the course on a transcript which includes a grade, a syllabus for the course, the title, author(s), and date of the textbook(s) and copies of...
student work if available. These requests are sent to the department that houses the subject of the course, in order for the faculty to determine if the course taken elsewhere is indeed equivalent to the course for which a waiver is being sought. A determination is then sent to the Dean’s office for processing.

6.5 TEACHING QUALITY

The CBE Mission and Values Statement (Appendix A) stresses the college’s high value for excellent teaching. High quality teaching is encouraged through the performance evaluation system used by the college (Appendix E: Faculty Handbook, Section 9 and 10) but assessed by other methods as well.

In 2011-12 and 2012-13 a teaching fellowship award was presented for the outstanding teacher in the college with a stipend of $10,000 for 3 consecutive years. The Distinguished Teaching Fellow Award carried a great deal of prestige within the college and the greater community. Details of the criteria and recipients are available here https://cbe.wwu.edu/distinguished-teaching-fellow. Unfortunately, the funds used for this award are no longer available and the award is in moratorium.

The Allette and Cayden Franklin Excellence in Teaching Award is given annually and usually presented with much fanfare at the annual CBE Business Summit hosted by the Center for Innovation in Education. It has a particular focus on rewarding innovations in education. Information on this award is available at https://cbe.wwu.edu/faculty-awards-0.

A variety of programs are offered by the University that assist faculty with the development of teaching proficiency. Some of the basic resources are found at http://www.wwu.edu/provost/faculty/index.shtml. Faculty are eligible for stipends for attending some of the offerings through the Center for Instructional Innovation and Assessment. As the CBE Mission and Values Statement (Appendix A) notes, “the College embraces innovative forms of student learning...” A blended learning experiment in Management has been very successful as a result of one of the university programs, for example.
7. ACADEMIC AND PROFESSIONAL ENGAGEMENT

7.1 STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT

Students in CBE are actively engaged in learning in their chosen degree program. As stated in the Mission and Values of CBE, “the College values engagement in its approach to education, research and service. We value active faculty engagement with students.” Engaged learning occurs through curriculum that is current because of faculty involvement, “engaged” learning methods, and student interaction with industry professionals. While a large portion of student learning continues to take place in traditional settings, such as the classroom, particularly for theory based or principles based topics applying and experiencing that knowledge through deep engagement with their own learning helps the student deepen their understanding and retention. Here are examples of some practices used in CBE which aid in engaged learning:

- **Problem-based learning** such as in strategic business decision making, data driven problem solving, and ethical dilemma decision making are employed in all CBE curricula.

- Students are engaged with **solving problems using digital technology**, particularly in Excel and data base management. This curriculum is reviewed and updated regularly by the Decision Science department faculty based on input with industry and the larger academic community in this area. All students are required to be proficient in the use of Excel pivot tables, for example.

- Knowing the importance of **working collaboratively** in any environment, team projects occur throughout each degree program. A teamwork class is also part of the management curriculum.

- **Reflective learning** is used by some faculty to provide students with a thoughtful and highly effective pedagogical method of applying and retaining information. Reflective learning provides students with a means of more deeply engaging in the learning process. Reflective graded and structured journaling of internships in Marketing and Operations are good examples of this practice.

- **Experiential learning** opportunities occur through **internships** having dedicated faculty oversight, credit, and student accountability in the areas of Operations Management, Manufacturing and Supply Chain Management, International Business, Marketing, Management, Accounting, Management of Information Systems, and Finance. International Business internships, particularly those occurring abroad, are often supported financially by members of the International Business Advisory Board. An internship is offered at the Poulsbo campus. There is also an internship requirement for the MBA (Traditional and Accelerated) and MPAcc degree programs. More structured professional engagements are also offered through practice based learning such as the “Leadership Practicum” course offered in the Management curriculum.
The Center for Innovation in Education offers a set of **Professional Readiness Workshops** each year. The workshops offer activity based engaged learning experiences with industry executives.

Two sets of **Speaker Series**, again sponsored by the Center for Innovation in Education, featuring industry leaders are funded for CBE students and the greater University and regional community each year. Each of the two series brings one speaker per quarter to campus. The first established series is the Strategy Speaker Series and the second was first called the Business Ethics and Social Responsibilities Speaker Series...but has morphed into the Sustainability Speaker Series as of 2015-2016 as this focus meets the evolving mission of CBE. Each speaker not only addresses a large group of capstone business students but also engages with students throughout the day with Q and A sessions, luncheons and meetings with student clubs. For example, two founders of a major data analytics firm have come to Western each year; in the morning they met with a group of students that represents juniors and seniors in the Management of Information Systems concentration, all MISA club members; over a lunch leading students in both the MIS and Marketing concentration as well as faculty met the business representatives and had wide ranging interactive discussions; in the afternoon students with a specific disciplinary interest were joined by students in the capstone management course come to another professional discussion (Q and A) session; the day ended with the two professionals giving a public talk about strategy formulation and implementation at their firm, followed by a robust open discussion period with 80-100 students. The Sustainability Speaker Series (2015-2016) exposed the students in CBE to “an environment with diverse perspectives, and responsibility for stewardship of resources whether they be financial, human, or environmental,” as stated in the CBE Mission and Values. All Business and Accounting degree majors are engaged through required course work to be involved with these speakers in some way prior to graduation.

**Virtual mentoring** programs in certain courses also aid in engaging students and industry professionals in learning about leadership through on-line discussions. These managed discussions occur in the Management curriculum with 30 industry professionals.

Interaction between students and **industry advisory boards** help with engaged learning. Here are several examples:

- Students in the Finance Concentration or the Financial Economics degree program may choose to be involved with the **Student Management Financial Investment Fund** and its industry board made up almost entirely of financial industry executives holding a CFA. Students in the Financial Management Association make presentations to the board about the holdings and performance of the fund and engage in active decision oriented discussions. Individual students work for at least one quarter with a mentor from the board and then present to the board and fellow finance students their case for a prospective equity being offered for investment, divestment or hold consideration. While numerous colleges have student managed funds, this fund features the unique strategy of the mentorship arrangement leading to much more active engagement and subsequent learning for the student. Meetings take place twice a year.
The MIS club and MIS faculty and staff annually host a **mini-conference** called the Western IS Connection. It is held on campus and involves approximately 35 business professionals with a large group of CBE students. There were two keynote speakers, both IT managers for large regional businesses, in 2016. The event includes student-industry networking sessions.

MSCM students are not only required to fulfill a requirement for 2 serious internships, but they also give presentations and respond to questions from the **MSCM Industry Board** in hopes of being offered an internship. The presentations lead to “offers” or invitations to internships with desirable regional companies.

- **Guest speakers** in classes form an integral part of the life of most upper level business course work. In spring 2016 there were 40 guest speakers in 17 courses and 3 offsite companies were visited by 2 classes.

- The **Center for Economic and Business Research** has continually involved CBE students in a series of projects over the past 3 academic years. These major projects serve the greater region in which the college is embedded. This innovative enterprise has grown in size and productivity over the past 3 years.

- **Competitions** also provide a format for engaged learning, from the multi-discipline Boeing case completion and the ComScore Marketing Competition to the Microsoft Hackathon. Here students have the opportunity to put knowledge and skills to practical use; APICS and Collegiate DECA clubs also offer competitive opportunities.

- **Student organizations** enable numerous engagements with industry professionals. A snapshot of club activity revealed that in winter 2016 there were 37 business professionals on campus for interactive meetings with CBE students.

- Additionally, student organizations engaged in 7 applied learning **community service projects** in winter 2016 using their learned skills and knowledge in applied environments.

- The annual **Western Business Summit event** sponsored by the Center for Innovation in Education meshed 52 students with 38 industry professionals and 42 faculty members at the fall 2015 event, typical of prior summits.

- The Center for Innovation in Education also sponsors a set of 3 **Leadership Lunches** per year, each engaging selected students from all degree programs and industry leaders in a wide ranging facilitated discussion.
Following is a table summarizing many of the types of professional engagements required (R) or offered (O) for students in CBE degree types:

<table>
<thead>
<tr>
<th>Engagement Type</th>
<th>BA in Accounting</th>
<th>MPAcc</th>
<th>BA in Business</th>
<th>BA in Business Poulsbo</th>
<th>BA in Business and Sustainability</th>
<th>BA in Financial Economics</th>
<th>BS in MSCM</th>
<th>MBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Readiness Workshops</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Internship/Practicum</td>
<td>O</td>
<td>R</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>R (2)</td>
<td>R</td>
</tr>
<tr>
<td>Strategy Speaker Series</td>
<td>R</td>
<td>O</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>O</td>
</tr>
<tr>
<td>Ethics and Social Responsibility or Sustainably Speaker Series</td>
<td>O</td>
<td>R</td>
<td>R</td>
<td>O</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>O</td>
</tr>
<tr>
<td>Virtual Mentoring</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry Board Engagements</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mini-Conference/meet the professional experiences</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guest speakers in classes</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>O</td>
<td>R</td>
<td>O</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>CEBR Projects</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Student club and industry guest engagements</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service projects with community groups</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competitions with industry engagement</td>
<td>O</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Business Summit</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Leadership Lunches</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

7.2 FACULTY QUALIFICATIONS AND ENGAGEMENT

In order to achieve CBE’s mission it is critical that faculty members be current in their field of disciplinary expertise. As the CBE mission/values statement indicates, “faculty must be teacher-scholars, faculty with a strong disciplinary home and expertise who are also motivated to teach and innovate in their teaching.” Further “the college seeks to recruit, select, hire and develop teacher-scholars...[w]e value scholarship that has a disciplinary focus to advance knowledge in the area and keep faculty actively engaged in current issues in the field as well as pedagogical research” (CBE Mission and Values, Appendix A).

Faculty qualifications for categorization under the AACSB 2013 Standards were rewritten and approved by the faculty and are detailed in Section VIII of the CBE Handbook (Appendix E). The new qualifications were completed with the thought that a better articulated explanation and list of examples would assist in guiding faculty as well as reinforce the mission and values of the college.
Deployment of faculty in the College follows class size needs, industry and enrolment trends and strategic goals of disciplines/departments and the College. Assignment to courses taught occurs at the Department Chair level, though in consultation with each department faculty member. Currency in expertise is the overriding criteria for course/subject assignment.

Strategic personnel actions have been taken in some cases in which faculty members were not keeping current in their field either through scholarly research or professional experience. Several faculty members have chosen to tender their retirement letters and have not submitted their latest portfolio for tenure review as required by the CBE Handbook (Section IX Appendix E); during the review period 3 faculty members have followed this pattern.

In keeping with all of the guidelines from Standard 15 in the 2013 AACSB Accreditation Standards, Table 15-1 and 15-2 (Appendices J, K and L) were used to measure faculty engagement. Student Credit Hours were used as this metric more realistically reflects the student focused experience, and mitigates the concern over variation in class size. Table 15-1 for the academic year of 2015-2016 indicates faculty qualification status in terms of sustained engagement activities and initial academic preparation or professional experience.

Overall, the faculty meets all minimum requirements in terms of qualifications:

- Scholarly Academics: 66.9% (minimum 40% requirement)
- Scholarly Academics + Practice Academics + Scholarly Professionals: 78% (minimum 60% requirement)
- Scholarly Academics + Practice Academics + Scholarly Professionals + Industry Professionals: 99.3% (minimum 90% requirement)

Note: All active faculty were included in Table 15-1 with the exception of 3 faculty members who retired before the end of 2015-2016. Economics faculty are included in this table because of their strong contribution to the College’s degree programs.

Faculty sufficiency was also calculated using SCH:

- Participating faculty taught 80.7% of SCH’s (75% participating requirement)

Because of the size and structure of the College a “small numbers” problem has historically occurred when considering each department, discipline or degree independently. Consequently, while each sub-group has worked to maintain qualifications, both AACSB review teams and the College look at the overall status of faculty qualifications, rather than being consumed by minute breakdowns of these data. Table 15-1 for each of the 5 year review years, as well as the MBA Weekend program in Everett, are available upon request.

Deployment of participating and supporting faculty by qualification status is shown in Table 15-2 (Appendix L). Here is a brief recap:

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Percent of Teaching by Degree Program (using SCH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>SA (58.60%)</td>
</tr>
<tr>
<td>MBA</td>
<td>67.52%</td>
</tr>
<tr>
<td>MPAcc</td>
<td>30.83%</td>
</tr>
</tbody>
</table>
Given the CBE mission/values statements it is appropriate that the Bachelor’s and MBA degrees have a high percentage of SA faculty—as is indicated in these data.

The MPAcc program is very small and in 2015-2016 had 2 key instructors who fell in the “Other” category—which is not in alignment with the status of this degree program. One faculty member is retiring and the other faculty has been SA until the last year when health issues have impeded his research. This having been said, having a high percentage of PA faculty in the MPAcc matches the professional orientation of this degree.

Information on each faculty member in the form of a vita from the faculty information system (hosted by Digital Measures) is available upon request. Additionally, details about specific time periods, locations, etc. are also on file and available upon request.