

UCC Program Review Committee Summary of Review

Program: College of Business

Date of last review: AY 2014-15

Date of this review: AY 2020-2021

The college offers the following degrees, minors, and certificates:

- Master of Accountancy
- Master of Business Administration
- Master of Sports Administration and MBA Dual Degree
- Master of Business Analytics
- Professional Master of Business Administration
- Professional Master of Sports Administration
- Master of Science in Athletic Administration
- Master of Sciences in Management
- Graduate Certificate in Business Analytics
- Graduate Certificate in Business Venturing & Entrepreneurship
- Graduate Certificate in Finance
- Graduate Certificate in Human Resources Management
- Graduate Certificate in Management and Leadership
- Graduate Certificate in Operations and Supply Chain Management
- Graduate Certificate in Strategic Sales and Sales Leadership
- Bachelor of Business Administration
- Bachelor of Science in Applied Management
- Bachelor of Sport Management
- Minor in Business
- Minor in Business Analytics
- Minor in Finance
- Minor in Marketing
- Minor in Sport Management
- Undergraduate Certificate in Banking and Financial Services
- Undergraduate Certificate in Consumer Research
- Undergraduate Certificate in Entrepreneurship
- Undergraduate Certificate in Esports

- Undergraduate Certificate in Festivals, Events, and Entertainment Management
- Undergraduate Certificate in Financial Planning
- Undergraduate Certificate in Financial Programming
- Undergraduate Certificate in HR Management
- Undergraduate Certificate in International Business
- Undergraduate Certificate in Sales
- Undergraduate Certificate in Strategic Leadership
- Undergraduate Certificate in Supply Chain Management

Recommendation: This program is found to be viable.

See report for commendations, concerns, and recommendations.

The report was forwarded to the CoB review team and the college dean. Their response is attached.

The report was also sent to the Graduate Council. Their comments are attached.

Review of the College of Business

Review Team: Nukhet Sandal (Political Science), Pramod Kanwar (Mathematics), and John Cotton (Mechanical Engineering). Note: The team for this review was entirely internal (Ohio University faculty) with external review provided by recent disciplinary accreditation.

On November 2 and 3, 2020, the review team met online with multiple stakeholders in the College of Business including college leadership, department chairs, program directors, faculty, students, and staff. As a result of these meetings and review of the College self-study, our overall judgment is that the program is **viable**.

Commendations

- The culture and morale within the college, especially in the challenging times of COVID and budget cuts, was very positive. The faculty and staff genuinely care about student success and go to extraordinary lengths to meet the needs of students. This is testament to strong leadership at the level of the Dean's office, and Centers, as well as Departments.
- Centers emphasize experiential learning, community engagement, and partnerships with corporations and other businesses.
- The college is truly innovative, adapting their curriculum over time and meeting new challenges, offering new programs and delivery modalities.
- The college has a thorough assessment framework which has the support of leadership and faculty.

Areas of concerns

- *One Ohio* will bring in 600 to 1000 students to the College of Business. There is anxiety about whether staffing levels can meet challenges with academic and career advising, record keeping, transfer credit evaluation, if there is not additional support.
- Decreasing undergraduate enrollments, when compared to our peer institutions, worries different constituencies across the college. We recognize that this is a university-wide problem and responsibility lies with the university and not the college. The university should reconsider its undergraduate recruitment strategy.
- The workload policy constructed around course load is not recognizing increased workload for larger class sizes, which influences timeliness and depth of feedback, and how a course is delivered.
- Although there is a point system for evaluation of the instructional faculty, the evaluation sometimes is not based exactly on the point system and can lean towards being subjective instead of objective evaluation.

Recommendations

- We heard from students, staff, and faculty withing the college that gender, racial, and ethnic diversity remains a concern. Future hiring strategies and student recruitment should prioritize ensuring diversity.
- In Career and Academic advising, reduction in staff limits contacts; makes contacts more reactive than proactive; and reduces success for students at the margins. Staff are extending work time into off hours in a manner that is not sustainable. While recognizing budget constraints, the university and college should provide more resources to the advising team.

Overview

The College of Business (COB) offers eleven undergraduate majors, five minors, and twelve certificates. The college also offers eight different graduate degrees, several in multiple delivery formats and eight graduate certificates. COB has been fully accredited by AACSB International at the undergraduate and graduate level since 1950. The School of Accountancy has held separate AACSB accreditation since 1996. The review and its observations cover the six departments and eight centers of COB: Analytics and Information Systems; Accountancy; Finance; Management; Marketing; and Sports Administration; the AECOM Center for Sports Administration; The Ralph and Lucy Schey Sales Centre; The Robert D. Walter Center for Strategic Leadership; the Center for Consumer Research and Analytics; the Center for Entrepreneurship and the Center for International Business, as well as, the Center for Professional Communications.

COB currently has 56 tenure-track faculty, 50 instructional faculty and 8 Executives-in-Residence. The current number and distribution of faculty is sufficient overall to carry out the broad overall mission of the Department including Teaching; Research, Scholarship and Creative Activity; Service. Since the last COB review, the total undergraduate student major FTE increased by 18.9%. There is a significant number of instructional faculty, some of whom have practitioner backgrounds. We concluded that the ratio is not a significant challenge for a Business School that emphasizes experiential learning and community engagement. The workload and annual performance policies seem to be flexible enough to recognize the diversity of faculty priorities; faculty can select their emphasis within ranges defined by the college: 50-60 percent teaching; 30-40 percent research; and 10-20 percent service.

The centralized staffing model seems to be working efficiently. The Center for Career Management and Student Success, which includes academic advising, career coaching, employer and alumni relations, and diversity and inclusion, was established in 2015. The team members dedicate considerable time to their interactions with students. Although the Center is impressive in its current performance, there is a need for additional staffing to protect the quality of service provided to the students, especially if any aspect of the regional instruction is brought under its umbrella.

The majority of tenure-track faculty teach a 2/3, while the majority of instructional faculty teach 3/4. The College has updated the program learning outcomes since the last review; developed robust program assessment practices; added a Director of Undergraduate Assessment and a Director of Graduate Assessment to oversee the assessment process; and has revamped its General Education offerings since in a way that now satisfy the student needs. COB is well-situated to adapt to the new BRICKS General Education framework that will start in Fall 2021.

The level of the Department's RSCA is appropriate for the program given the size of the faculty and the resources available to the Department. Tenure-track faculty retain AACSB faculty qualification status through either research/scholarly engagement (Scholarly Academics) or applied practice engagement (Practice Academics). More than 90% of tenure-track faculty at COB maintain classification as Scholarly Academics (SA). Between 2013 and 2018, COB tenure-track faculty published 380 peer-reviewed journal articles including many on the prestigious outlets. The College provides consistent research support and course release for its new faculty and research seed opportunities for its faculty. Since the last review, the college has increased the amount of summer support for new faculty from \$10,000 to \$15,000 and created a Director of Research position for investigating more opportunities for collaboration and improving the research culture of the College. Despite these positive developments and the fact that data subscription support more than doubled since the last review, there were still some concerns about the

high cost of quality data, and how under the current research funding levels, it is not easy to have access to these data. Similar to the findings of the previous review, the faculty expressed that the biggest obstacle to quality research is the lack of time. The overloads required by programs and taken on by faculty seem to limit the research time available to faculty. For the most part, faculty recognize the need for the overloads and it does not seem to be a big problem for the time being. However, some faculty expressed concern that existing workload, which is based on course load, does not leave sufficient time for high quality research.

Overall, the level of service, outside of teaching, is appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with, and the department is able to fulfill its service mission. College of Business faculty contribute through university service, professional service, and community engagement. COB faculty members serve on critical university committees, advise a large number of student organizations, and take an active role in community engagement. There are differences across departments regarding service load. For example, the Department of Accountancy seems to be more in need of support and staffing when compared to larger departments. There are also growing programs, especially at the graduate level, which will require additional staffing in the near future.

The College has an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission. Multiple constituencies, however, expressed a desire to have a more welcoming physical space and more up-to-date computer facilities.

Undergraduate Programs

The College of Business offers eleven undergraduate majors, five minors, and eleven undergraduate certificates. The college is accredited by AACSB. Bachelor of Science in Sports Management is accredited by COSMA. Since its last review in 2013, undergraduate majors have shown a growth of almost 20% in FTE with some majors showing 50% or more growth rate. The only exceptions were in the areas of accountancy and sports administration where the college saw a decline since its last review. The average ACT score of incoming freshman class has remained steady at 25.2. Although the college has shown growth in FTE during the current evaluation period, offers a wide range of undergraduate programs, and has shown some improvement in underrepresent minorities and female population, diversity remains a concern. The concern was shared by all constituents of the college including students. The college appears to be aware of this concern and has charged the assistant director of diversity and inclusion to develop a plan to recruit and maintain a more diverse student body.

The students in the majors appear to be satisfied with the type of instruction, support, and guidance on internship opportunities they receive and feel well-prepared for the job market. Every student in the college participates in student organization activities. Students appreciate availability of such opportunities and feel that these opportunities help them build the skills that are necessary to succeed in their future endeavors. Students did indicate that the college does a great job in promoting and providing support early on but felt that some additional support at later stages as well could be a plus.

The undergraduate advising is done by professional advisors and goes beyond schedule advising. The college has made significant changes to student success and support since the last review. Career and Student Success Center plays a critical role in ensuring the student's needs are met and helps them in finding internships. These efforts are bringing positive outcomes in the form of stronger retention and

graduation rates as well as employment outcomes. It is important that the college continues to invest in these efforts to maintain the level of support that Career and Support Center is providing to the students.

The majority of instruction in the college is done by tenure-track/tenured and instructional faculty. Typical teaching load of a tenure-track/tenured faculty is five courses per year and that of instructional faculty is seven courses per year. The college does not have a Ph.D. program and graduate students are not instructors of record. Some graduate students in on-campus graduate programs do serve as teaching assistants. The review team did not hear any major concerns about the teaching load and faculty appeared to be satisfied with the support for scholarly activities and their involvement in departmental matters including curriculum development. Some concerns about the subjective nature of evaluation were noticeable which, it appears, are being addressed with one department developing a new evaluation process and piloting it.

The college has well-defined measurable learning outcomes for each of its programs and a robust assessment program. The programs are regularly assessed for pedagogical as well as their relevance in the fast-changing world and integrate innovative approaches to better prepare the students to be successful in their discipline related endeavors. The programs are rated high in the industry and over 80 percent of the graduates from the programs find job in their field of study on graduation and over 90 percent within three months of graduation.

Graduate Programs

Graduate programs in the College of Business include three residential (One-year Master of Business Administration, Dual-degree Master of Business Administration and Master of Sports Administration, and Master of Accountancy), five online (Master of Business Administration, MS in Athletic Administration, Master of Business Analytics, MS in Management, and Master of Accountancy) and two professional programs (Master of Business Administration and Master of Sports Administration).

Three of these programs (Master of Accountancy, Master of Business Analytics, and MS in Management) were added during the review period, which also saw the addition of eight certificates, and in the case of a Master of Financial Economics program, eliminated a program. The college attracts students by adapting to student needs. As evidence of this, during the time period of the review, graduate student enrollment has increased from a little over 600 students in 2013, to nearly 1100 in 2019. Women constitute 38%, and underrepresented minorities 18% of the graduate student population.

The graduate program recruits students appropriate for each of its programs and modalities. Online programs recruit nationally, with students we spoke to located across the nation. They spoke of the program's value and responsiveness of staff to enquiries as reasons to they decided to attend. Graduate students we spoke to were generally happy and would recommend the program to coworkers. Residential MBA students are recruited heavily from undergraduate OU students from business and other colleges who feel the value of the MBA as well worth an additional year in Athens. During the review team's time with graduate students, we also talked to a few alumni, who reflected their satisfaction with how the program prepared them. The Sports Administration program is a flagship program for the university, with excellent placement of graduates.

Residential graduate students in the MBA and MBA/MSA are partially supported with tuition and funding, in exchange for work throughout the college. Graduate student pools are a somewhat recent innovation meant to utilize students more efficiently, although some faculty and students reflected the system needs

further work as far as communication and matching abilities. The residential accounting program has graduate students work across the university.

Graduate advising seems highly deliberate and structured. Retention rates are strong. Advising is both focused on student retention and career support. Retention efforts have proactive mechanisms in place to recover at risk students. Exit surveys track satisfaction.

The college is active in evaluating changes in disciplinary fields and demands of prospective students and using this to adapt the graduate curriculum. Innovation comes from within departments, faculty, and advisory boards. The college maintains a graduate curriculum committee separate from the undergraduate curriculum committee, which is interesting.

Assessment of graduate programs (and undergraduate programs for that matter) within the College of Business is exemplary. Program outcomes are reported for each degree, methods for evaluating the achievement of these outcomes stated, and data is collected and reported showing the degree to which each outcome is met. This is all clearly presented within the self-study.

Teaching on overload contracts is a common practice within the graduate programs. This seemed to be a result of the variety of programs, addition of new programs and certificates, and growth of overall student numbers. The review team has some concern that this is normalized. However, faculty expressed that the new growth has not yet justified additional faculty. There is an expectation voiced that if the growth is sustained, additional faculty resources will be provided. Of course, some faculty appreciate the additional compensation provided by overloads. This is a careful balance the leadership should be aware of.



February 8th, 2021.

Re: College of Business Seven Year Review – Response to Report

The College of Business (CoB) would like to formally thank the review team for their work conducting the CoB seven-year review on *November 2nd and 3rd 2020*. The review team included, *Nukhet Sandel* (Political Science), *Pramod Kanwar* (Mathematics) and *John Cotton* (Mechanical Engineering). We are grateful for their work and their insights, as expressed in their report submitted on *29th January 2021*. As required in the review process we respond in detail to the review team’s recommendations, as outlined below.

Review Comments	College Response
Commendations	
<p>The culture and morale within the college, especially in the challenging times of COVID and budget cuts, was positive. The faculty and staff genuinely care about student success and go to extraordinary lengths to meet the needs of students. This is a testament to strong leadership level of Dean’s office, and Centers, as well as, Departments.</p>	<p>Thank you for this positive comment. The College has worked for many years to develop a positive culture focused on student engagement, success, and student career outcomes. In addition, the CoB has implemented a talent management strategy to develop College leaders and we appreciate the acknowledgement of the success of those efforts.</p>
<p>Centers emphasize experiential learning, community engagement, and partnerships with corporations and other businesses.</p>	<p>The college has also successfully implemented a strategy of developing Centers focused on student engagement and this strategy has been successful. Centers have also expanded our relationships with relevant partners, including enhancing development opportunities for the CoB.</p>
<p>The college is truly innovative, adapting their curriculum over time and meeting new challenges, offering new programs and delivery modalities.</p>	<p>Innovation has become a hallmark of the CoB. Its early development of problem-based learning and online graduate education are prime examples. Within the seven-year review period the CoB expanded its online graduate programs diversifying into specialized programs in analytics, accountancy, and management. It introduced a new Freshman experience program (Copeland Core) and revised the Sophomore experience (Integrated Business Cluster). It also launched multiple undergraduate and graduate certificates, including a stackable certificate model within the new Master of Science in Management program. In addition, incremental improvements to existing programs are conducted regularly.</p>
<p>The college has a thorough assessment framework which has the support of leadership and faculty.</p>	<p>Assessment has been a particular focus of the CoB since our AACSB visit in 2014. A comprehensive assessment system has been implemented for undergraduate and graduate programs that includes measurable learning outcomes, curriculum mapping, data collection cycles, and continuous improvement cycles organized into five-year plans. The system has specifically designated responsibilities for chairs/directors, faculty, staff, and assessment coordinators.</p>



Areas of concerns	
<p>One Ohio will bring in 600 to 1000 students to the College of Business. There is anxiety about whether staffing levels can meet challenges with academic and career advising, record keeping, transfer credit evaluation, if there is not additional support.</p>	<p>One OHIO – has realigned three programs and nine faculty from regional higher education to the CoB. We have also absorbed around 600 students in the Bachelor of Science in Applied Management (BSAM), the Associate Degree in Business Technology Management and the Associate Degree in Accounting Technology Management. We have redesigned the BSAM program to become a fully four-year program that is transfer and degree completion friendly. We consider this an opportunity for the CoB to diversify into a new revenue stream (online degree completion programs and non-traditional learners). The alignment process is not complete and the CoB is focusing on finalizing the transition of student advising, scheduling and other processes. It will take some time for the benefits of the alignment process to fully emerge.</p>
<p>Decreasing undergraduate enrollments, when compared to our peer institutions, worries different constituencies across the college. We recognize that this is a university-wide problem and responsibility lies with the university and not the college. The university should reconsider its undergraduate recruitment strategy.</p>	<p>Decreasing undergraduate enrollments for the university and the budgetary challenges they have caused have indeed created anxiety in the CoB. These declines, however, need to be set against the college specific increases in graduate enrollments (from approx. 300 to 1100) and the increased size of undergraduate population (from approx. 1900 to just over 2500) during the review period. To address potential declines in undergraduate enrollments, the College of Business has implemented or is planning several changes, including:</p> <ul style="list-style-type: none"> • Adding an online degree completion program (through RHE) to the undergraduate portfolio of offerings • Reducing the barriers associated with external transfers (e.g., TAG approved courses, OHIO Guaranteed Transfer Pathways, etc.) • Allowing for more flexibility in requirements for internal transfers • Working with undergraduate admissions to improve admissions language • Building a college-level system focused on undergraduate recruitment
<p>The workload policy constructed around course load is not recognizing increased workload for larger class sizes, which influences timeliness and depth of feedback, and how a course is delivered.</p>	<p>It is correct that we do not in all cases consider class size as related to workload. However, there are cases where we have given courses releases due to large class sizes. For example, all instructional faculty members teaching in the sophomore cluster exclusively receive a one course reduction from 6-7 courses. Further, we have given course releases to faculty teaching large sections of classes that are typically taught as small sections. We are sensitive to the issue of class size and with a few exceptions only offer classes in large sections where the content of the class lends itself to this mode of delivery, with a high level of effectiveness. We will continue to keep class size front of mind and give releases for large classes when appropriate. Generally our classes are around 40 students and have been for a number of years.</p>
<p>Although there is a point system for evaluation of the instructional faculty, the evaluation sometimes is not based exactly on</p>	<p>A small amount of subjectivity is present in the evaluation system for both tenure track and instructional faculty members. This is mostly around the terminology surrounding classifying performance as ‘good’, ‘very good’, and ‘excellent’. This design was intentional as we recognize</p>



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<p>the point system and can lean towards being subjective instead of objective evaluation.</p>	<p>the importance of objectivity but understand some things are difficult to quantify. We continually monitor and amend, as needed, our performance evaluation system with proper capturing of performance and equity in mind.</p>
<p>Recommendations</p>	
<p>We heard from students, staff, and faculty withing the college that gender, racial, and ethnic diversity remains a concern. Future hiring strategies and student recruitment should prioritize ensuring diversity.</p>	<p>Over the years, the CoB has acknowledged a need to increase the diversity of its student, staff and faculty population and has undertaken a series of initiatives to address these issues, including creating specialized clubs, specialized admissions efforts, and the recruitment of a Director of D&I. All CoB faculty are focused on continuing these efforts and a review and new strategic plan is under development with the Executive Advisory Board D&I subgroup. In Fall 2022 it is planned that the CoB will add a D&I committee to its committee structure, as well as a D&I strategic plan.</p>
<p>In Career and Academic advising, reduction in staff limits contacts; makes contacts more reactive than proactive; and reduces success for students at the margins. Staff are extending work time into off hours in a manner that is not sustainable. While recognizing budget constraints, the university and college should provide more resources to the advising team.</p>	<p>Both the seven-year review and the AACSB review have highlighted that the CoB Career and Academic Advising Center is understaffed, and it has recently undergone further reductions. The CoB commits to review, restructure and invest in these efforts going forward. It has recently gained approval for a part-time records keeper for the One OHIO regional student transfers and has approval for a graduate career advisor. In addition, the Career and Student Success Center continues to focus on making improvements to processes in order to gain efficiencies (e.g., group advising, online advising records, common advising documents, etc.) Further analysis will be undertaken by the new Dean Jackie Rees Ulmer, to assess additional staffing needs.</p>

We appreciate the reviewer team’s time and effort with this review and look forward to resolving the highlighted issues for the college.

Sincerely

Dean Jackie Rees Ulmer

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Seven-year review team:

Andy Fodor, Director of Operations and Finance

Katie Hartman, Director of Undergraduate Programs and Assessment

Luke Pittaway, Associate Dean for Graduate Programs

From: [Yang, Lijing](#)
To: [Such, Barbel](#)
Subject: Program Review comments for College of Business from Grad Council
Date: Tuesday, March 16, 2021 3:45:28 PM

Hi Barbe,

Here are our Program Review Subcommittee's comments on College of Business review. I've presented them to the Grad Council and got unanimous agreement. Thanks,

Lijing

The Program Review subcommittee reviewed the College of Business (CoB) review report and summarized our comments below together with Dr. John Cotton's clarifications. We raised a few questions regarding the review process for a college as a whole, accreditation results, and absence of external reviewers. We forwarded these questions to Dr. John Cotton, because he was the former chair of UCC Program Review Committee and the CoB review chair and we got helpful clarifications as attached below.

Overall, we agreed with the review team's judgement that the College of Business is viable. The commendations of CoB include the positive cultural and moral during the pandemic, experiential learning, community engagement, and partnerships, innovative and adaptive curriculum, and thorough assessment framework. The graduate programs in particular have demonstrated strengths in substantial expansion in enrollment from 2013-19, responsiveness of staff, satisfaction in student and alumni, deliberate and structured graduate advising, high retention rate, active evaluation in student demands, and exemplary assessment.

In general, the Dean's responses to the areas of concerns and review recommendations were thoughtful and positive. Our Program Review subcommittee found the teaching load issue has not been addressed in the Dean's responses. The CoB faculty expressed concerns that teaching load is heavy and overload contracts seemed to be normalized. Such trend is not sustainable if no additional faculty is hired for the new growth in enrollment. Another consequence is that it limited faculty time for high quality research. We encourage CoB provide response and action plan to address this issue.