The Barry Kaye College of Business

Review of Programs

April 25, 2007
Outline

• Vision, Mission and Values
• Key Statistics
• SWOT Analysis
• Accreditation
• Department Highlights
Vision, Mission and Values

• Vision
  ▪ To powerfully impact our business community through nationally recognized academic excellence

• Mission
  ▪ We foster a climate of intellectual achievement and diversity for our stakeholders through creation of, and access to, relevant business knowledge
Vision, Mission and Values

• Values
  ▪ Scholarship
  ▪ Creativity
  ▪ Academic Service
  ▪ Leadership
  ▪ Ethics
Key Statistics

- A large, complex, and diverse organization
- Produces almost one fourth of the FTE of the University
- Grants over one third of the degrees
- Employs only 13.9% of the tenure earning faculty
- Delivers programs and has faculty housed at five locations
  - Port St. Lucie
  - Jupiter *
  - Davie
  - Boca Raton
  - Downtown Ft. Lauderdale *

* Faculty will move out of these locations by Fall 2008 per campus plans; program delivery will continue
Key Statistics: Maximum Efficiency

COB FTE per instruction year 26.7 compared to FAU average of 17.2

FTE Productivity by Year
2001-02 through 2005-06
Key Statistics: High Degree Productivity

Degree Productivity by Year
2001-02 through 2005-06

Number of degrees
0 200 400 600 800 1,000 1,200 1,400 1,600
Key Statistics: Increasing Graduate Population

Fall Semester Headcount by Level
2001-02 through 2005-06

<table>
<thead>
<tr>
<th>Semester</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Unclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>6,000</td>
<td>2,000</td>
<td>1,000</td>
</tr>
<tr>
<td>2002-03</td>
<td>7,000</td>
<td>3,000</td>
<td>1,000</td>
</tr>
<tr>
<td>2003-04</td>
<td>8,000</td>
<td>4,000</td>
<td>1,000</td>
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<tr>
<td>2004-05</td>
<td>9,000</td>
<td>5,000</td>
<td>1,000</td>
</tr>
<tr>
<td>2005-06</td>
<td>10,000</td>
<td>6,000</td>
<td>1,000</td>
</tr>
</tbody>
</table>
Key Statistics: Balanced Gender Mix

Fall Semester Headcount by Gender
2001-02 through 2005-06

Headcount
0 1,000 2,000 3,000 4,000 5,000 6,000 7,000

Female Male
SWOT Analysis

• Strengths
  ▪ Boca Raton facilities
    • New complex will include 6 buildings after Office Depot Center completion
  ▪ Faculty
    • High research productivity places finance, international business and real estate faculty in national rankings
    • Accounting student CPA exam success puts FAU in top-ten nationally
    • Average SPOT rating of 1.9
Barry Kaye  
College of Business  
Florida Atlantic University

SWOT Analysis

- Strengths, continued
  - Innovative programs
    - Masters in Forensic Accounting, Executive Masters in Taxation, Environmental MBA, Masters in Music Business Administration, Virtual MBA, Computer Forensics program among others
  - Program Assessment progress
    - Clearly defined outcomes
    - All programs rated as adequate or strong by FAU director of assessment
  - Technology infrastructure
SWOT Analysis

• Weaknesses
  ▪ Overall facilities status
    • Boca space at capacity, Broward space uncertain, faculty still in five locations
  ▪ High growth leads to faculty shortage
    • College needs to recruit actively for next several years
    • Rapid salary escalation
      ▪ Less than full replacement of retirees
      ▪ Growth funding doesn’t consider higher cost of business faculty as compared to other disciplines – our purchasing power is lower!
    • High cost of living increases salary pressure
SWOT Analysis

• Weaknesses, continued
  ▪ Research support
    • Budget constraints limit availability of travel funds, data and research assistants
    • Outside funding opportunities historically limited for business, though we continue to actively pursue
SWOT Analysis

• Opportunities
  ▪ Consolidate faculty consistent with campus plans to create stronger academic centers
  ▪ Increase corporate educational partnerships
    • JM Family MBA Program
    • Office Depot Management Training
  ▪ Develop innovative insurance curriculum within Barry Kaye School
    • Degree programs and continuing education
SWOT Analysis

• Opportunities, continued
  ▪ Establish Trading Room as regional center for financial education
  ▪ Solicit additional naming gifts for key facilities and programs
  ▪ Continue to encourage grant proposals to build additional research support
SWOT Analysis

• Threats
  ▪ Increasing competition in graduate education
    • University of Florida, Northwestern, other national programs competing in South Florida market
    • Aggressive marketing by local competitors
    • Increased reach of local competitors
      ▪ U. of Miami in Delray Beach
      ▪ Nova in West Palm Beach
  ▪ Salary compression and limited research support may cause excessive faculty turnover
SWOT Analysis

• Threats

  ▪ Community college expansion to four-year programs could attract commuter students
  ▪ Limited course offerings due to faculty shortage and facility constraints
Accreditation

• Accredited by AACSB International - Association for the Advancement of Colleges and Schools of Business
• Premier accrediting agency for business
• One of only 149 institutions worldwide accredited through the doctoral level
• In full compliance with SACS guidelines
Accreditation

• Why do we need AACSB accreditation?
  - **Student placement**
    - Some masters programs and most doctoral programs will not admit students whose business degrees are from schools AACSB doesn’t accredit
    - Doctoral students graduating from non-AACSB schools are not generally employable in academic positions
  - **Credit transfer**
    - Many schools will not accept undergraduate credits from non-AACSB schools
Accreditation

- **Reputation of degree**
  - High mobility of our student population means many take out-of-area jobs
  - Employers outside the region may not recognize a regional school, but understand the quality mark of AACSB accreditation

- **Competition in the marketplace**
  - Distinguishes us from less rigorous programs
  - Connects college programs and courses to employer priorities

- **Faculty hiring and retention more difficult without accreditation**
Accreditation

• Our peer schools are accredited
  ▪ In Florida
    • UF, FSU, USF, UCF, FIU, FGCU, UNF, UWF
    • U of Miami, Stetson, Rollins, Barry
  ▪ Nationally (SACS list)
    • George Mason, Georgia State, IUPU, Portland State, San Diego State, U Akron, U Houston, UI Chicago, Memphis, U New Orleans, UT Arlington, Toledo, Wisconsin-Milwaukee, Virginia Commonwealth
Accreditation

• Last visited by peer review team in 1998
  ▪ Generally positive review
  ▪ High ratings for faculty, innovative curriculum, organizational structure, community involvement, and service to students
  ▪ Concerns about physical space, technology, research support, student assessment and balance between growth and quality
• Next review scheduled for October 2007
## Accreditation

<table>
<thead>
<tr>
<th>Benchmark Measures</th>
<th>1998</th>
<th>2006</th>
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</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>4235</td>
<td>5481</td>
</tr>
<tr>
<td>Graduates</td>
<td>536</td>
<td>895</td>
</tr>
<tr>
<td>Tenure-track faculty</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Instructors</td>
<td>24</td>
<td>45</td>
</tr>
</tbody>
</table>
Accreditation

• AACSB requires that at least 50% of faculty be considered academically qualified (AQ)
  ▪ The definition of academically qualified includes both degree preparation and research productivity

• AACSB requires that at least 90% of faculty be considered academically (AQ) or professionally qualified (PQ)
  ▪ “Professionally qualified” requires professional certification, training, and/or research
Accreditation

• The rates of AQ and PQ must be satisfied within each department, each location, each program, and College-wide
• Locations are each of the partner campuses, plus the online sections
• The AQ and PQ rates for 2006-07 are used for our upcoming review
Accreditation

• AACSB requires that at least 75% of students or sections must be taught by full-time, participating faculty members
• No department or location may have less than 60% of students or sections taught by full-time, participating faculty members
• Participating faculty members are those who have an active, continuing role in the college such as advising, governance or service
• Adjuncts and temporary faculty are NOT participating
Departments in the Barry Kaye College of Business

- School of Accounting
- Barry Kaye School of Finance, Insurance and Economics
  - Department of Economics
  - Department of Finance and Insurance
- Department of Industry Studies
- Department of Information Technology and Operations Management
- Department of Management, International Business and Entrepreneurship
- Department of Marketing
School of Accounting

• All assessment reports complete
  ▪ Focus on content mastery, communication skills and critical thinking
  ▪ No issues identified
• 20% increase in majors over the three year period (7.4% increase in undergraduate, 127% in graduate)
• Heavy reliance on doctoral students and distance learning to minimize adjunct use
• Aggressive hiring plan (4 for 2007-08)
Economics

- Assessment plan accepted in December
  - On track to complete first round in Spring 2007 semester
  - Focus on content mastery and communication skills
- Maximized large section use where appropriate
- Number of majors stable but growing headcount in service courses
- Faculty hires reflect diversity initiatives
Finance

• Assessment plan implemented Fall, 2006
  ▪ All reports completed
  ▪ Some recommendations for course modification based on assessment results

• Extremely high research productivity, 16 publications per FTE year 2003-2005

• Graduate major suspended due to faculty shortage
Industry Studies

• Assessment plans implemented and complete
  ▪ Business Law I assesses ethics and ethical reasoning for all business majors
  ▪ Other courses measure content knowledge, critical thinking and communications skills

• Increasing student headcount reflects rapid growth in Health Administration and Hospitality and Tourism majors
Information Technology and Operations Management

• Assessment plan implemented three years ago; five semesters completed
  ▪ Some content revisions under discussion to address areas of weakness
  ▪ Major concern about quantitative skills of students entering the College of Business

• Decline in majors reflects industry slowdown that is beginning to reverse

• Aggressively recruiting new majors with innovative programs such as computer forensics

• Research productivity stable but journal quality increasing
Management and International Business

• All assessment reports completed
  ▪ Capstone course assesses all majors
  ▪ Recommend standardized exam for all degree seekers to assess outcomes
• 5% growth in undergraduate majors
• Graduate decline results from
  ▪ more students selecting MBA concentrations rather than general MBA (overall MBA numbers stable)
  ▪ Suspension of MSIB program
• Concern about insufficient faculty numbers to support doctoral program
Marketing

• First round of assessment completed Spring 2006
  ▪ Results used to make significant improvements in implementation for fall 2006 semester

• Major remains desirable, with high graduation rates and high student satisfaction levels

• Low masters productivity due to limited representation in the MBA

• PhD program growing