



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

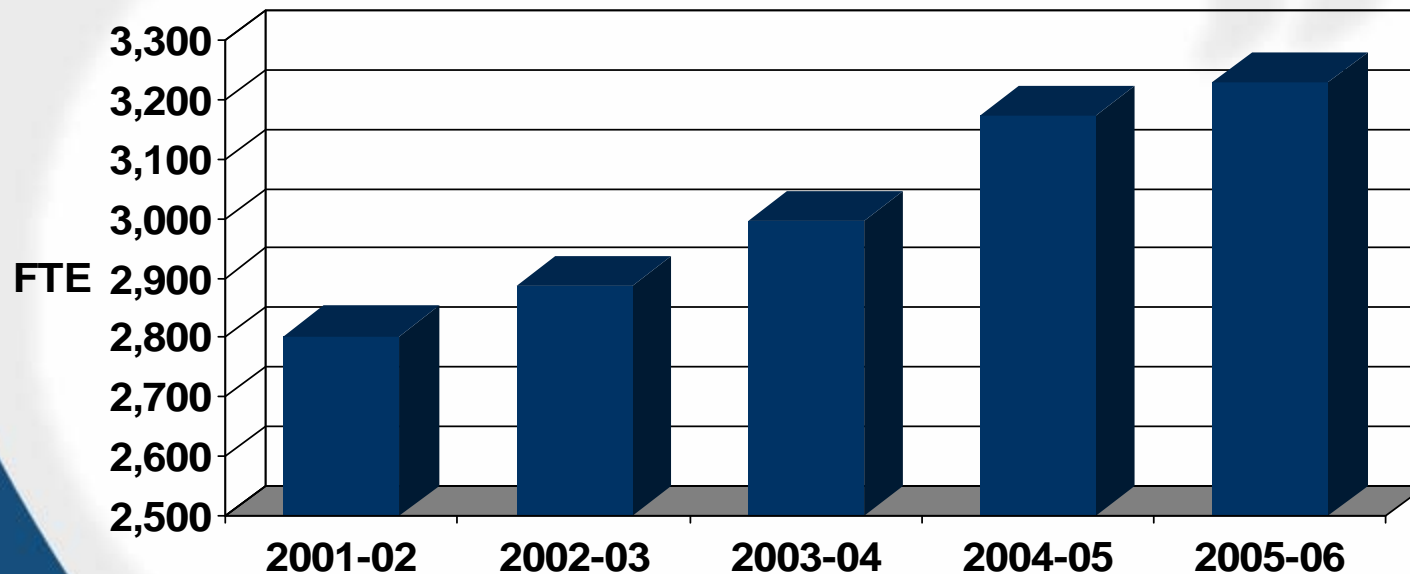
- A large, complex, and diverse organization
- Produces almost one fourth of the FTE of the University
- Grants over one third of the degrees
- Employs only 13.9% of the tenure earning faculty
- Delivers programs and has faculty housed at five locations
 - Port St. Lucie
 - Jupiter *
 - Davie
 - Boca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

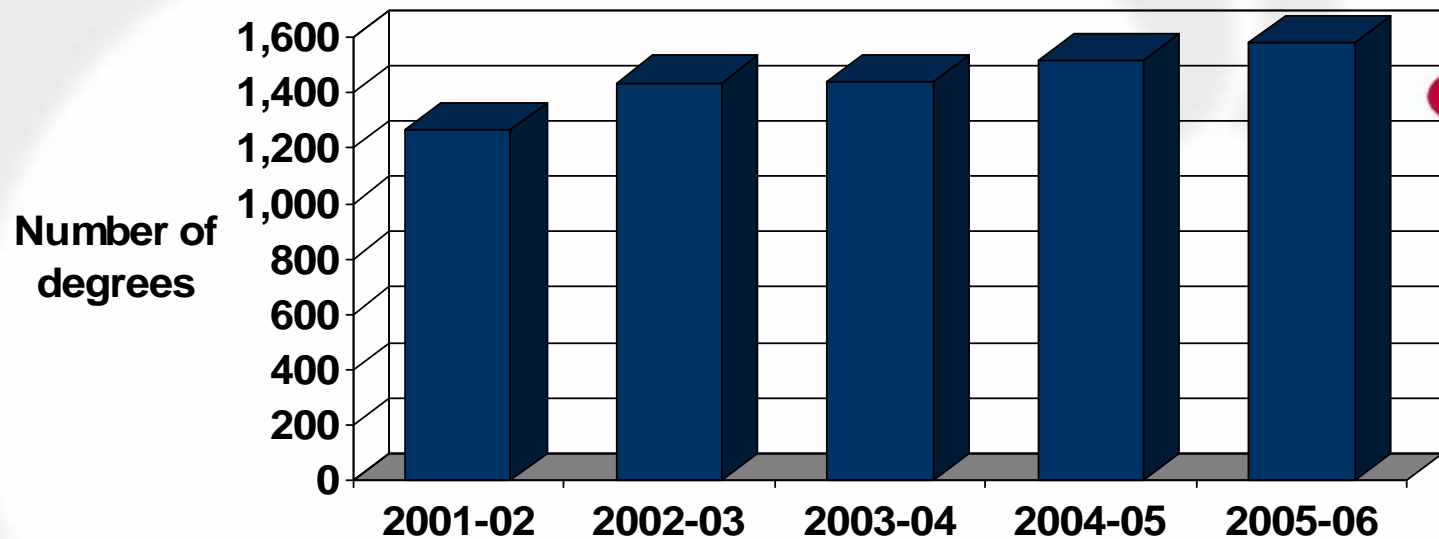
COB FTE per instruction year **26.7** compared to FAU average of **17.2**

**FTE Productivity by Year
2001-02 through 2005-06**



Key Statistics: High Degree Productivity

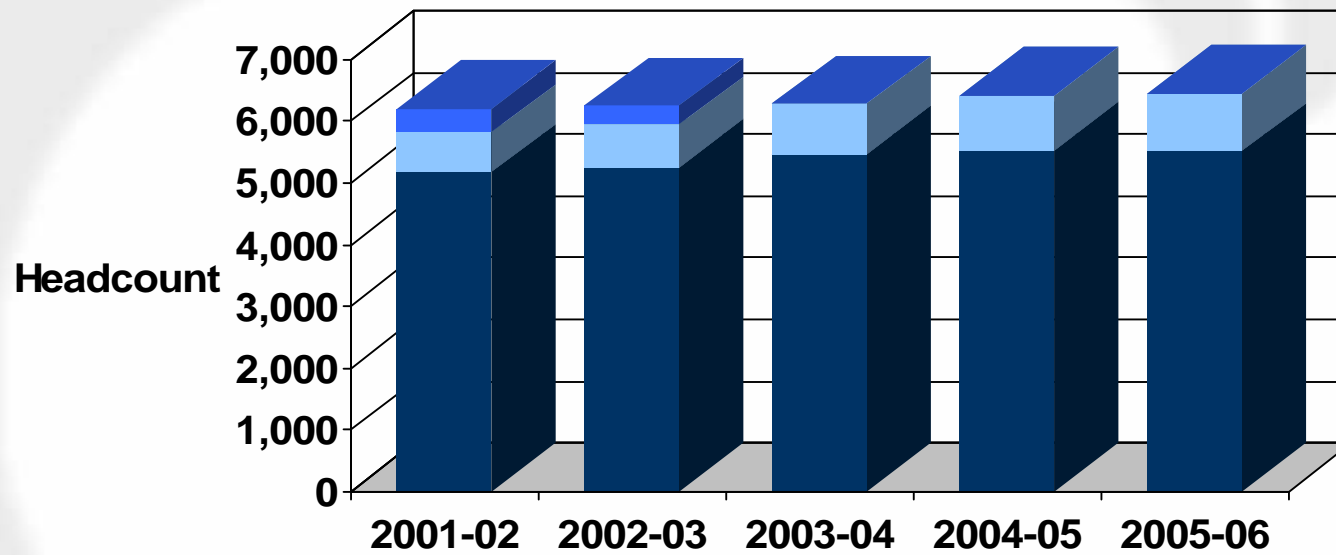
**Degree Productivity by Year
2001-02 through 2005-06**



Key Statistics: Increasing Graduate Population

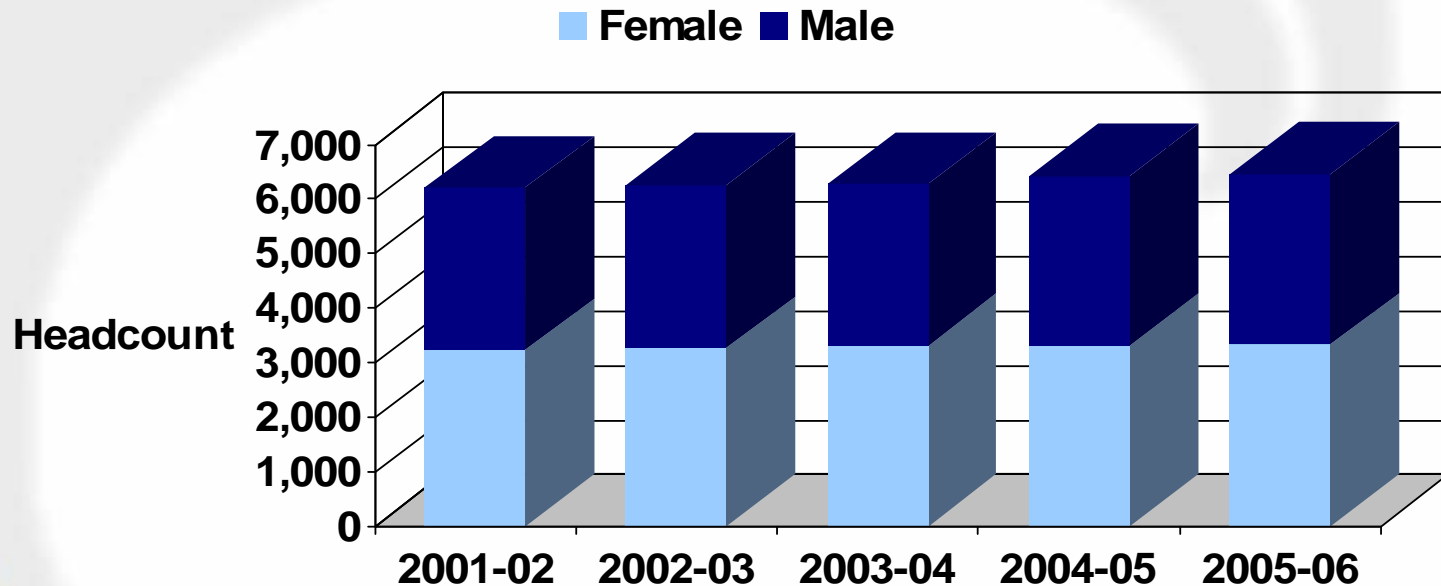
Fall Semester Headcount by Level
2001-02 through 2005-06

■ Undergraduate ■ Graduate ■ Unclassified



Key Statistics: Balanced Gender Mix

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



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

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 SACCS 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

Benchmark Measures	1998	2006
Undergraduates	4235	5481
Graduates	536	895
Tenure-track faculty	97	94
Instructors	24	45

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