# Annual Maintenance Report: 2005-2006

**Review of 2005-2006 Academic Year**
**University of Cincinnati**
**College of Business**
**Will McIntosh, Dean**

## I. Progress Update

### Overview

The University of Cincinnati (UC) College of Business (CoB) has continued to strengthen program improvement and quality assurance practices in alignment with AACSB accreditation standards. Undergraduate enrollment decreased by 3 percent year over year from 1,992 to 1,929. The decrease in undergraduate enrollment is attributed to increased admission criteria for this academic year. The College raised minimum standardized test scores to 20 for ACT and 940 for SAT, up two and eighty points respectively from the previous year. The increase in enrollment standards decreased the incoming freshmen class by nearly 20 percent from 379 to 304 for Autumn 2005. The increase in enrollment standards, however, increased the quality of new freshmen with the average ACT composite score of the entering freshmen class increasing year over year from 23 to 24 for the Autumn of 2005.

Graduate student head count increased 8.6 percent year over year from 477 to 518. The full-time MBA cohort average GMAT score was down from 606 to 582 for the Autumn 2005 entering class.

While freshmen enrollment was down, the College's freshmen-to-sophomore retention rate grew from 76.7 percent to 78.4 percent. This growth in retention at the College level corresponds with the University's mission to increase retention rate across campus and a reflection of the dedication of additional staff positions to undergraduate advising roles. Additionally, this increase is a reflection of the changes made to the First Year Experience (FYE) program within the College. The FYE program divides freshmen students into mandatory learning communities allowing them to form a community with a subset of their peers. These students then complete Project Fast Track together over the course of two quarters. This project pairs student teams with professionals from local companies to learn more about business practices. Additionally, students participate in group advising sessions that consist of academic advising, career counseling and guest speakers. The program has had a major impact on retention and will be modified going forward to better the program.

The development of the first year experience program is in line with goals set forth in the College's Centennial Plan. The FYE program along with its learning community structure and experiential learning components is one way the College can address new undergraduate ranking criteria set forth by *US News and World Report*. The program will continue to be a unique asset to the UC College of Business.

**Five-Year Interim Report**

The January 2006 five-year AACSB interim report of the College of Business was accepted by AACSB on May 15, 2006. The College will continue to report on results of our strategic planning initiative, progress toward improving the learning environment in Lindner Hall, and maintenance of alumni and corporate partnerships.

**Leadership and Faculty Recruiting Accomplished**

The College of Business welcomed Will McIntosh as the eighth dean of the College. McIntosh joined the College during the Autumn 2005 quarter following his position as managing director and global head of research and strategy for ING Real Estate Investment Management. His professional experience also includes work at AIG Real Estate Investment Corp., and Prudential Global Asset Management Group. McIntosh was also director of the Center for Real Estate Studies at the University of Kentucky.

Following Dean McIntosh's arrival at the College, he worked vigorously to form a leadership team within the College. Dr. Bill Whitaker came on board in December of 2005 as the Senior Associate Dean. Dr. Whitaker's responsibilities will be for internal operations and management of curriculum initiatives. Most recently, he served as Manager of Real Estate Investment Research at Nationwide Insurance. Dr. Whitaker has also served as the Vice President, Director of Investment Research at AIG Global Investment Corp and Vice President, Investment Research at Prudential Real Estate Investment Corporation. Dr. Whitaker's thirty years of academic experience include positions at Florida State University, Morehead State University, Georgia Southern University and Ohio University.

The third member of the leadership team to join the College of Business in 2005-2006 was Patty Ragio, Director of Development. Ms. Ragio has over 19 years of development experience, including past positions at the University of Cincinnati College of Nursing and The Jewish Hospital. She will be critical to the College's ability to provide resources for programs going forward.

In addition to building the leadership team, three new faculty members joined the College – Dr. Davit Adut, Accounting; Dr. Thomas Dalziel, Management; and Dr. Weihong Song, Finance. All three new faculty join the College as full-time, tenure track Assistant Professors.

**Centennial Plan (September 15, 2003)**

The 2005-2006 academic year saw the implementation of several pieces of the College's Centennial Plan. The three major facets of the plan included an expanded program portfolio, focused fundraising efforts, and the creation of a marketing plan.

The Centennial plan called for the expansion of program offerings at both the graduate and undergraduate levels. The first to be implemented was a BBA access track for students from our branch campuses. This program provides an opportunity for us to meet the demands of a growing

pool of transfer and non-traditional students. The degree completion option admitted its first class for Autumn 2005. The program allows students to enter the College of Business after their sophomore year from our two branch campuses, Raymond Walters College and Clermont College, if they meet current transfer criteria. This process will increase the quality of transfer and transition students entering from the branch campuses. The program started with a small Autumn 2005 class of 15 students, but is expected to grow to a yearly enrollment of 40 in each cohort.

To further develop our advanced specialization MS degrees, we have created both Master of Science in Marketing and Master of Science in Finance programs. The first cohort of students were admitted for Autumn 2005. The MS-Marketing program shows promise with an initial class of 22 students admitted to the program. The MS-Finance program's first quarter enrollment was slightly lower than anticipated, but we expect those numbers to grow with added marketing efforts from the College.

The expansion of the College's program portfolio and other Centennial Plan strategies highlight the College's need for expanded resources. To complement the hiring of a new Director of Development, the College has committed staffing resources to the hiring of Associate Director of Development, Phillip Lanham. Phillip joins the staff after serving the UC Alumni Association for over six years. He will be responsible for the stewardship practices, the annual fund and major gifts for the College. The newly formed Office of Development has also been staffed with administrative support to help the unit move forward quickly. Development staff efforts will center around the creation of endowed chairs to support academic excellence, the solicitation of a College naming gift to fund the advancement of a sense of place for Lindner Hall, and to actively participate in the planning of the University's Capital Campaign.

The Centennial Plan also detailed the need for concentrated marketing efforts on behalf of the College and our various programs. During the Autumn of 2005, the College created a new staff position and hired a Marketing and Communications Coordinator. Her charge is to develop and implement a comprehensive marketing plan for the College that will both impact our regional and national reputation and attract students to our programs. The marketing function for the College will be included in development plans and be incorporated into the College's place in the University's Capital Campaign.

During the assessment of our program portfolio and College fundraising needs, the importance of the look and feel of Lindner Hall became apparent. While the Office of Development will be focusing on a long-term naming gift in hopes to renovate Lindner Hall as specified in the College's 2004 Master Building Plan, it was clear that intermediary steps should be taken to freshen up the building. Several steps were made during the year to provide a professional, yet welcoming look to common areas in the College. A coffee/snack shop called Java City was introduced as a resident of the building. New furniture and paint was added to common areas including the first floor lobby entrance. Flat screens televisions were installed in common areas throughout the building to serve as communication and information tools. Half of the new screens display business news (MSNBC) with the others displaying College-based news and events. Students, faculty and staff have received the screens well and are starting to utilize the College news screens as an outlet to spread information.

## II. Priority Update

### Strategic Planning

With a new leadership team in place at the College, including a new Dean, new Senior Associate Dean and new Director of Development, the need for an updated strategic plan is clear. Dean McIntosh initiated the strategic planning process and the College identified groups from which to draw feedback for the plan. Initial phases of gathering constituents to discuss goals and objectives for the College are underway. College leadership plans to present a completed strategic plan document at faculty and staff meetings during the autumn quarter of 2006. This presentation will begin the action phase of implementing the goals and objectives detailed in the plan.

### Program Assessment

The College has implemented a number of new degree programs over the last few years, including a part-time MBA program at Wright Patterson Air Force Base and a BBA completion program at UC branch campuses. These programs are in need of continual assessment for needed revisions and future viability. The College expects to review these programs in light of expected University budget constraints over the next academic year.

## III. Assurance of Learning

### Undergraduate Programs

The UC CoB participates in the annual assessment of student performance over the general education core contained in bachelor's degree programs. This assessment involves direct assessment at the student level over four dimensions: Critical Thinking, Effective Communication, Knowledge Integration and Social Responsibility. Rubrics are measured over a five point scale with a value of five associated with excellence.

Assessment is performed in the capstone courses of each discipline within the Bachelor of Business Administration (BBA) degree, plus the Bachelor of Science in Industrial Management (BSIM) degree. Data was collected this year from Accounting, Finance, Information Systems, Marketing and Operations Management. Altogether, 233 students were assessed. Ratings clustered around 4.0 and differed little over the four dimensions.

Professional Practice (Co-op) obtains employer assessments for each student that participates in the program at two points: entry and exit. For those students that exited co-op during 2004-2006, the average assessment score when entering was 4.22 and it rose to 4.51 upon exit. Significant performance gains were observed in speaking, writing and situation evaluation.

**Graduate Programs**

Assessment at the graduate level varies by degree program, but ultimately is assessed during a culmination capstone project, capstone course, thesis or dissertation.

The MS Accounting Program uses the course entitled Strategic Cost Management (22 ACCT 882) to assess students. This course includes oral presentations by teams of students involving current topics in management accounting, written critiques of recent readings and cases in management accounting, and a formal paper written by individual students on a current topic in management. This course must be completed with a passing grade to graduate from the MS Accounting Program. Forty-two students completed the capstone course and paper successfully during the 2005-2006 academic year.

MS Information Systems students must complete an industry experience component near the end of their program that shows mastery of the skills and concepts of the program. This component can be completed through any of the following three options. First, students can work on a research project under the supervision of an IS faculty. This might be the preferred way for someone who wants to later pursue a PhD, so far no students have followed this option. Second, part-time students can work on a project that is related to his/her current work under the supervision of an IS faculty. Examples of this approach would be the development of a SharePoint portal for the organization, modeling of the processes for an organizational function, or the development of new systems for the company. Those are projects that go beyond the regular workload of the part-time student. Finally, students may pursue a co-op with firms such as SAP, Citigroup, Convergys, itelligence, and dunnhumby, among many others. In that option, full-time students work for six months to obtain work experience in exceptional companies. Many of the coop placements eventually lead to full-time positions for students. The coop option is completed by the majority of our full time students. In all cases, students have to present the outcomes of their industry experience in a seminar. The evaluation of these students take in consideration the richness of the experience, their performance in the firm (via direct informal feedback from the employers) or in the research project, and their seminar presentation. In 2005-2006, twelve full-time students successfully completed the coop option and six part-time students completed comprehensive industry practicum projects.

The new MS Marketing degree requires that students complete a six month Integrated Capstone Learning experience, a critical pedagogical differentiator of the program. Students complete a 400-hour, individually-based strategic marketing consultation project for local businesses and non-profit organizations. During the context of this 20-week experience, external partners provide four “rounds” of individual level feedback for students. In the first year of the program, ten students successfully completed their consulting projects.

The MBA program relied on three integrative assessment mechanisms in 2005-06, two options for part-time students and one option for full-time students. The majority of part-time students completed a two credit hour Capstone Class involving a comprehensive analysis of a public company, integrating various internal and external analysis tools and communicating a reasoned business strategy. Other part-time students participated in a four credit Field Services experience working with and consulting for small companies in the Cincinnati area. The primary instructor

and a second reader in this mechanism assessed 86 students in 05-06. All part-time students attained passing marks, but approximately 25% required one or more iterations.

Full-time students participated in CHIME – a yearlong, Comprehensive, Hands-on, Integrated, Management Experience. Herein, they organized themselves into teams and determined a general market arena to explore and develop business concepts. Teams delivered written plans and formal oral presentations in an open forum and were formally assessed by the CHIME instructor and a second reader. Forty-four students passed the CHIME from the 2005-2006 class.

The doctoral program assesses student performance annually. Satisfactory progress in the development of research skills and discipline knowledge are required for continuation in the program.

In addition to annual performance reviews, doctoral students are subject to comprehensive exams and dissertation defenses in the latter portion of their academic program. Nine students took comprehensive exams during the year with eight passing. Additionally, eight students successfully defended their dissertation.