

**Masters of Business Administration (MBA)
Program Review
Spring 2007**

1) BRIEF PROGRAM PROFILE

a. **The Master of Business Administration (MBA)** is a general degree designed to equip its graduates for managerial success in all types of organizations. The MBA program is a minimum 39-semester hour degree composed of four groups of business courses (Skills, Integrative, Core, and Area of Specialization.)

Class sizes are small, so the program is able to emphasize communication and interpersonal skills as well as conceptual and technical skills critical to managerial careers. The MBA is intended primarily to meet the needs of people living and working in the northern Kentucky/greater Cincinnati region wishing to pursue the degree on a part-time basis. Less than fifteen percent of MBA students pursue full-time study. The program's courses are offered at night and occasionally on Saturdays.

b. The MBA Director, Dr. Gregory Farfsing, administers the program. Diane Smith (Coordinator II Specialist) is the MBA program coordinator.

c. The *College Curriculum Committee* is responsible for curriculum oversight and, together with the *Assurance of Learning committee*, responsible for the Assurance of Learning process (see below 4. D). College of Business governance policies mandate that any changes to a degree program which may have an impact on other AACSB accredited majors must be put to a vote of the entire College of Business faculty and the faculty in the department of Business Informatics.

d. This program is accredited by *AACSB International*. AACSB accreditation was renewed in 2006.

2) PROGRAM MISSION AND GOALS

Instruction

Our primary mission is to prepare our students to contribute positively to their organizations and communities. We educate future leaders to perform effectively and ethically in a global environment as professionals in business, public, and social enterprises. Our programs are strengthened by diversity.

The Masters of Business Administration is designed to meet the needs of full-time working professionals. There are six defined learning outcomes that are regularly measured and analyzed as a part of the program. The program does not have its own faculty.

Scholarship

Our faculty and students actively engage in scholarship that is relevant to our academic programs and to the business community. We value all types of rigorous scholarship, with a primary focus on applied and pedagogical intellectual contributions.

Students regularly engage in scholarship that combines their academic programs and their communities. There are several awards in place to recognize the efforts of such MBA students; the Financial Executives International (FEI) Outstanding MBA Award, Celebration of Student Research & Creativity Project Awards, and the Who's Who Among Students in American Universities and Colleges.

The College of Business is committed to providing faculty with incentives and opportunity to pursue research, with a particular emphasis on peer-reviewed journal articles in the three AACSB categories of intellectual contributions: Learning and Pedagogical, Discipline-Based and Contributions to Practice. The College of Business developed summer research funding, especially for junior, tenure-track faculty to provide the opportunity for research. The College of Business has revised its active scholar policy to further encourage publication in peer-review journals (see College of Business appendices for relevant policies and scholarly contributions by all AACSB faculty in the last five years.) The Masters of Business Administration program does not have designated faculty; instructors are drawn from the College of Business.

Civic Engagement

We leverage partnerships between students, faculty and the community to continuously improve the educational experience and to enhance the integration of scholarship and public engagement to classroom learning. Our public engagement efforts are designed to enrich our communities.

The Masters of Business Administration program has no per se civic engagement partnerships because it is served by faculty from all the AACSB business disciplines. However, the program does engage in several ways. An Entrepreneurship course offers students the opportunity to work with a local entrepreneur by assisting their business in a meaningful way. The MBA Capstone course often links students with organizations in the business and non-profit community in need of strategic recommendations. Additionally, many MBA students are able to tie group projects throughout the program to organizations in which they are involved.

3) Relationship to Institutional Mission

Learner-centered teaching:

The Master in Business Administration was designed specifically to meet the needs of full-time working professionals desirous of completing their MBA on a part-time basis.

Faculty performance reviews and the reappointment, tenure and promotion committees all review syllabi and other teaching materials to ensure a variety and appropriateness in quality and variety of the assessment of students' work. Active learning is encouraged or required in all courses.

Excellence

Students must meet selective admission standards to pursue a Masters in Business Administration. There is a rigorous program of business courses (see curriculum below), and students must maintain a GPA of at least 3.0 to graduate from the program.

Access with the opportunity to succeed

All courses for the degree are offered in the evening and occasionally on weekends. The MBA office publishes a rolling schedule of courses so that students may plan future enrollment and degree completion.

The MBA program and Graduate Curriculum Committee recently evaluated alternative delivery systems including on-line and weekend availability. The MBA program recently implemented an off-campus, cohort program at CitiGroup, and is exploring other similar opportunities. The MBA program is also building relationships in the business community in order to better meet the career development needs of graduates.

4) INSTRUCTIONAL EFFECTIVENESS

A. Curriculum

1. The MBA program does not provide service courses for the general education program.

2. n/a

3. The program is intended primarily to meet the needs of people living and working in the northern Kentucky-Greater Cincinnati region wishing to pursue an MBA on a part-time basis. Fewer than fifteen percent of MBA students pursue full-time study. The program's courses are offered at night and occasionally on Saturdays.

Each skill level class is offered in each of the three semesters (fall, spring, and summer.) Each of the integrative and core courses are offered every fall and spring semester, and with few exceptions, are also offered every other summer semester. Elective classes for the specific area of specializations are generally offered on a repeating annual cycle.

4. n/a

5. There are four main areas of coursework within the MBA program. Skill courses are offered every semester. Integrative and Core courses are offered each fall and spring, and every other summer. Due to the reduced demand for Specialization courses, most are

offered once per year. The program is administered in the evening to meet the needs of busy full-time professionals.

6. The MBA program does not offer service courses for other degree programs

7. n/a

8. n/a

9. n/a

10. n/a

11. A strength of the current curriculum lies in the four-tiered curriculum of business courses (Skills, Integrative, Core, and Area of Specialization) outlined as follows:

Skills Courses are designed for students entering the MBA program lacking the necessary undergraduate background for advanced course work in business. Skill level courses prepare students for graduate level course work and are offered as two-hour courses covering the following four areas: financial accounting, legal environment, corporate finance, and managerial decision analysis. Based upon undergraduate transcripts and in consultation with the student, the MBA Director will determine for each entering student which skill courses must be taken.

Integrative Courses are designed recognizing that certain aspects of business cross business disciplines. Nine semester hours are required within the three-hour course offerings of: Business/Global Environment, Leadership and Ethics, and Business Strategy, Implementation and Control.

Core Courses are the fundamental courses in business representing each of the major business disciplines. A total of twenty-four hours are comprised from the following eight courses: Accounting for Management, Managerial Economics, Financial Management, Information Systems in Organizations, Managing People and Organizations, Operations Management and Decision Analysis, Marketing Management, and Business Communications.

Area of Specialization Courses allow students to concentrate in a specialized area of business. Three three-hour courses are required within one of the following areas: Business Administration, Entrepreneurship, Finance, Human Resources Management, Information Systems, International Business, Marketing, and Project Management.

Further details concerning the MBA curriculum may be found at our website: <http://www.nku.edu/~mbusiness/>

Curriculum Improvements: In the 2003-04 academic year, the MBA curriculum was reviewed by the Graduate Program Committee (GPC). The committee sought input from the College of Business Advisory Council, MBA students, MBA alumni, and other faculty. The committee also reviewed and considered the new AACSB standards adopted on April 25, 2003. The GPC proposed the following curriculum changes to the MBA program which were implemented in Fall 2004:

Skills courses: The four three-hour foundation courses (Level One) were replaced with four new courses designed to provide students without undergraduate business degrees the skills, knowledge and abilities necessary to be successful in the MBA program. The four new skills courses include the fields of accounting, finance, MIS and statistics, and legal environment. By offering these courses in eight-week terms all four can be offered each semester and students can progress into the MBA program more easily.

Speech: The Business Communication course formerly contained both a writing (*ENG 603*) and speech component (*SPE 603*). However, discussions with MBA alumni, students and members of the Advisory Council strongly suggested that the written component be dropped and the speech/profession presentation component be expanded to a full course. This course is considered by MBA alumni to be one of the most unique and beneficial course in the MBA program. Therefore *ENG 603/SPE 603* was changed to *SPE 603*.

Integrative courses: The need for more integrative courses was expressed by faculty, alumni and students. In response, the GPC added two new integrative courses to the existing capstone course (*MGT 685 Business Strategy, Implementation and Control*): *ECO 610 Business/Global Environment (new)*; and, *MGT 620 Leadership and Ethics (new)*.

Core courses: The revised program contains eight core require courses. Four of the core courses (*MGT 625; IFS 625; MGT 625; ECO 625*) were redesigned to incorporate material formerly required in the foundation courses (Level One) but study, the MBA program does not directly use cooperative education and internships in its program. However, the MBA program is regularly contacted by employers desiring the services of an MBA student, so the MBA department does communicate with each of its students regarding such opportunities.

B. Enrollment

1. The M.B.A. program was inaugurated in 1979. Current program enrollment data is as follows:

<u>Semester</u>	<u>Enrolled Students</u>
Fall 2006	235
Fall 2005	240
Fall 2004	257
Fall 2003	255

2. Numbers of graduates

<u>Semester</u>	<u>Graduates</u>
Fall 2005 – Summer 2006	71
Fall 2004 – Summer 2005	69
Fall 2003 – Summer 2004	60
Fall 2002 – Summer 2003	60

3. The number of MBA students should remain stable in the next five years, at around 240 students. The number of graduates per year will also be stable, estimated at 65-70 per year.

4. The program is near capacity. Most students are able to schedule their needed classes without incident. However, there are courses that may reach full enrollment. When student demand exceeds enrollment capacity, an additional section may be offered as appropriate.

5. The MBA program participates in all Northern Kentucky University Graduate Open Houses. The MBA office provides pre-advising sessions to prospective students. The MBA program largely relies on word of mouth.

6. Applicants must submit and fulfill the following requirements:

1. A bachelor's degree from a regionally accredited institution and an undergraduate GPA of at least 2.50 on a 4.00 scale;
2. A score of at least 450 on the GMAT (taken within the last five years) and for students who have earned their bachelor degree outside the United States, a score of at least 550 on the TOEFL, or 213 computer test (if applicable); and
3. **In addition** to meeting the minimum criteria [450 GMAT score and 2.50 GPA] a total of at least 1,000 points based on the formula $200 \times \text{the undergraduate GPA (4.00 scale)} + \text{GMAT score}$ (or) a total of at least 1050 points based on the formula $200 \times \text{the undergraduate GPA (4.00 scale) for the last 60 semester hours} + \text{GMAT score}$.

*** Two years of work experience are strongly recommended but not required.**

Note: Exceptions to the GMAT include: GRE score within the last five years, possession of a Master degree, M.D., or Ph.D., or similar advanced degree. Applications for exemption must be made in writing to the Director of the MBA program.

C. Faculty

Since the Masters in Business Administration is an interdisciplinary business degree, it is taught by faculty from all AACSB accredited business programs.

1. 55 full-time faculty in AACSB programs, Fall 2006
2. Full professors: 9
Associate: 9
Assistant: 26
Lecturers: 11
3. Full-time faculty, Fall 2006: 79% courses taught
4. 90% full-time faculty are academically qualified as defined by the College of Business for AACSB accreditation purposes (see College of Business appendices)
5. 39 part-time faculty, Fall 2006
6. 20% courses taught by part-time faculty, Fall 2006
7. The overall ratio of full to part-time faculty in the Business Administration degree is satisfactory. AACSB mandates a standard that a minimum of 60% courses taught must be taught by participating (equivalent to full-time) faculty.
- 8.- 11. The MBA program is inter-disciplinarian in nature and does not have its own faculty; faculty are drawn from within the College of Business
12. The College of Business, as noted above, is operating at capacity for most programs.

Between 1997 and 2005, the College experienced a 56.4% growth in undergraduate enrollment and a 74.7% growth in graduate enrollment. In the same time period, the number of full-time faculty increased by only 44.7% (and these numbers include the four advisor/lecturers who each teach one course per semester, but have no equivalency in 1997. If these four advisors are removed from the full-time calculation, the percentage increase is only 34%). Since 1997, the College has added three new graduate programs and four new undergraduate majors. The discrepancy between growth in enrollment and growth in full-time faculty is compensated by larger class size.

The College needs additional tenure-track faculty lines in existing programs, including those to teach the courses required by all AACSB accredited programs, especially Business Ethics, International Business, Finance and Marketing (see respective program reviews).

D. Learning outcomes/goals for students (see also attached appendix? AOL)

1. The MBA program is designed to create knowledgeable business professionals, accomplished through the implementation of several specific and measurable goals defined below. A goal is successful when 80% of students score 80% + on the assessment.

Goal 1.0 – Acceptable level of written and oral communication skills – debate, persuasion, and argumentation.

Goal 2.0 – Acceptable working knowledge of current global business/ event/trends associated with markets and technology.

Goal 3.0 – Acceptable working knowledge of historical and projected financial statements.

Goal 4.0 – Acceptable ability to recognize ethical and moral issues and problems and where possible, to make acceptable choices.

Goal 5.0 – Acceptable level of leadership and team building skills.

Goal 6.0 – Acceptable working knowledge of the legal and regulatory environment.

4d2) Explain how the learning outcomes shape the requirement and electives of the program's curriculum.

Goal 1.0: MGT 685: By the end of the MBA program each graduate can identify the principal points of an issue and present these points in a memorandum and in an oral presentation with audio/visuals, as required.

Goal 2.0: ECO 610: By the end of the MBA program each graduate can identify some of the major events/trends in markets, regulation and technology, and decide/forecast the likely effects of these events/trends on an organization's strategy.

Goal 3.0: ACC 625: By the end of the MBA program each graduate can read and understand financial statements and be able to assess the soundness of an organization.

Goal 4.0: MGT 620: By the end of the MBA program each graduate identify potential ethical and moral issues/problems that may arise in the functional areas of business and decide upon appropriate courses of action.

Goal 5.0: MGT 612: By the end of the MBA program each graduate can identify and implement the appropriate leadership and team building skills in order to achieve one or more of a group's stated goals.

Goal 6.0: BUS 625: By the end of the MBA program each graduate can identify the principal domestic and international legal and regulatory agencies and explain how these agencies affect a firm's domestic and global business operations.

2. and 5. The assessment process for the Assurance of Learning for objectives has been administered three times: Spring 2004, 2005, and 2006. The faculty in each discipline established initial learning objectives and created questions reflective of those objectives. The objectives and questions have all been reviewed and revised in the two years since the initial assessment. The College Curriculum Committee also researched in Fall 2005 the possibility of using standardized test to assess discipline knowledge, but did not find one that was either cost effective or matched the established learning objectives.

2006 Data

Goal 1.0 – Acceptable level of written and oral communication skills – debate, persuasion, and argumentation.

Administered: MGT 685; this course has written and oral communication requirements.

Results: 100% of the students scored 90% or higher on both the oral and written communication skills final assignment, which far exceeds expectations.

Follow-Up: Objective met; no remedial action needed.

Goal 2.0 – Acceptable working knowledge of current global business/ event/trends associated with markets and technology.

Administered: ECO 610; Demonstration and embedded questions

Results: 77% of the students scored 80% or higher, and 23% of the students did not meet the stated goal.

Follow-Up: ECO 610 results were close to the minimum required score. Continued emphasis will be placed on understanding global business trends.

Goal 3.0 – Acceptable working knowledge of historical and projected financial statements.

Administered: ACC 625; Embedded questions (this course deals with financial statements.)

Results: On the 4 embedded exam questions regarding financial statements, the average correct was 68%, which did not meet expectations of 80%.

Follow-Up: ACC625 results were close to the minimum required score. Continued emphasis will be placed on understanding financial statements.

Goal 4.0 – Acceptable ability to recognize ethical and moral issues and problems and where possible, to make acceptable choices.

Administered: MGT 620; Final written report

Results: On the final paper, 92% of the students scored over 80% which meets expectations for this objective.

Follow-Up: Objective met; no remedial action needed.

Goal 5.0 – Acceptable level of leadership and team building skills.

Administered: MGT 612; Final Exam questions

Results: On the final exam, 88% of the students scored over 80% which meets expectations for this objective.

Follow-Up: Objective met; no remedial action needed.

Goal 6.0 – Acceptable working knowledge of the legal and regulatory environment.

Administered: BUS 605; Demonstration and embedded questions

Results: On the 4 embedded exam questions regarding legal and regulatory environment, the average correct was 61.5% which did not meet expectations (3 of 4 questions students failed to meet expectations) of 80%.

Follow-Up: The Accountancy department chair reports 1 question skewed the results because nearly all students answered incorrectly. The question has been revised, and remaining questions will continue.

4. Faculty are required to include a statement of the goals from Assurance of Learning in their syllabi, and specify the contribution of each course to the outcome goals.

5. SCHOLARSHIP

The College of Business encourages and rewards scholarship in formal policies covering 1) Active Scholar status, 2) Performance Review, 3) Retention, Promotion and Tenure and 4) Graduate Faculty status (see College of Business appendices).

Intellectual contributions include the following, all of which must meet the standards that they are publicly available and of good quality:

- peer reviewed, academic, pedagogical or professional journal articles that is publicly available and of good quality
- research monographs
- scholarly (professional) books
- chapters in scholarly (professional) books
- textbooks
- regional, national or international proceedings from scholarly meetings
- publications in trade journals
- written cases with instructional materials
- papers presented at academic or professional meetings
- instructional software
- other publicly available materials describing the design and implementation of new curricula or courses
- obtaining new professional certification
- faculty internship
- major editorial responsibilities such as editor-in-chief or executive editor of a journal/practitioner periodical

-other (with documentation)

In the last year, the College has strengthened the role that peer review journal articles (PRJ) play in those policies as a response to AACSB requirements for academically qualified faculty. As a result, while the average number of submissions from all college faculty to PRJ averaged 31.6 per year from 2000-2005, in 2006 faculty submitted 138 articles to PRJs, of which 61 have already been accepted for publication (see College of Business appendices).

6. CIVIC ENGAGEMENT

Since the Masters in Business Administration has no faculty of its own, please see the Program reviews of Accounting, Business Informatics, Economics, Finance, Management, Marketing and Sports Business.

7. STUDENT INVOLVEMENT AND SATISFACTION

1. The MBA program requirements and other MBA information is included at the following website: <http://mba.nku.edu>
2. Discipline related student organizations sponsored by faculty are offered by each discipline.
 - a. Undergraduate and graduate students may join the following student organizations, all of which have faculty advisors:
 - American Marketing Association
 - Economics Club
 - Finance Student Association
 - NKU Chapter of the Institute of Management Accountants
 - NKU Finance Student Association
 - NKU Sports Business Club
 - Phi Beta Lambda
3. The activities of these student organizations usually include regular meetings, outside speakers, and field trips. Phi Beta Lambda participates in regional and national business competitions with great success.
4. Academic advising is the responsibility of the Director of the MBA Program. Before any newly admitted student may register for his/her initial classes, an initial advising session is held with the student and MBA Director. In the initial advising session, the curriculum review is a major portion of the meeting, as well as information relating to registration procedures, student ID card procurement, maximum length of time in the program, and other important information.

Additionally, all newly admitted students are required to attend a group orientation proceeding. At this meeting, the COB Dean, MBA Director, other COB graduate directors, MBA graduates, and current MBA students speak to students regarding the MBA process and tips for success in a graduate program.

Also, the MBA Director acts not just as advisor to newly admitted MBA students, but also as advisor to current MBA students.

5. Enrolled MBA students frequently complete surveys that evaluate their satisfaction in different areas of the program. Students are able to submit anonymous feedback to alert the MBA office of any issues requiring attention. Independent third-party organizations (such as the Princeton Review) also solicit, collect, and compile results of student surveys and comments.

8. INFORMATION RESOURCES AND INSTRUCTIONAL EQUIPMENT

The library holdings are adequate for the degree program.

- a. The library's interlibrary loan and search resources offset any weakness in its own holdings.
- b. Faculty resources originate from their respective departments, and the administrative staff has adequate computer resources. Most MBA courses are taught in 'Smart Rooms.'
- c. The College of Business has equipped five smart classrooms, a trading room for Finance courses, and public meeting areas for students. The current facilities, however, on the 4th floor of BEP are shabby: in need of new floors, furniture and painting.
- d. The areas of extreme weakness in terms of facilities which constitute the most pressing unmet needs:
 - Office and meeting space for faculty and staff
 - Fully equipped classrooms
 - Student group areas

The lack of space is an urgent problem. The College of Business does not have enough offices for full-time faculty (and so cannot provide space for part-time faculty or student groups). There is only one meeting room; all other space has been converted to classrooms and offices. Graduate assistants share space with each other or with the faculty they are assisting.

There are still too many classrooms on campus which do not have internet access.

9. PROGRAM BENCHMARKING

As required by AACSB, in April 2003 the College of Business initiated a process to select peer, aspirant and competitive institutions. The Executive Committee identified

nine selection criteria to be considered: 1) mission; 2) degree programs in business; 3) number of students; 4) institutional affiliation (public, private, religious and urban/rural/suburban); 5) number of full-time faculty; 6) faculty workload; 7) business operating budget; endowment; 8) Carnegie classification; and 9) average ACT/SAT of freshmen. Based on their knowledge of other schools, faculty, administrators and advisory board members were then asked to suggest potential peer schools. Twenty-two potential peer and aspirant schools were identified (three in Kentucky and two in the greater Cincinnati region) and potential competitive schools also were identified, but were not asked to provide criteria. Letters were then sent to the business deans of the twenty-two schools asking them to provide information on the selected criteria. Once the data was received and summarized, the Executive Committee, Advisory Board and NKU President James Votruba reviewed it and agreement was reached on the following peer and aspirant institutions, which were accepted by AACSB:

Comparable:

- Eastern Kentucky University
- Western Kentucky University
- Marshall University
- Youngstown State University
- Southern Indiana University
- California State University – Fresno
- California State University – Bakersfield
- Wichita State University
- Portland State University

Aspirant:

- University North Carolina – Charlotte
- Middle Tennessee State University
- Wright State University
- University of Toledo
- Ball State University
- University of Alabama - Birmingham
- Miami University

Competitive:

- University of Cincinnati
- Xavier University
- University of Kentucky
- University of Louisville

NKU contributes annually to the AACSB database, and in return receives routine aggregate data from peer and aspirant schools.

a. Comparison to peer institutions from 2005 data:

- The College of Business is very efficient—the total student enrollment is second largest of the peer schools while the total operating budget is below average
- Operating funds per enrolled student (\$2426) is only about half the average (\$4989) of the peer schools
- The College of Business uses the largest number of part-time faculty
- The College of Business utilizes the highest percentage of its operating budget for instructional activity
- The quality of undergraduate students as measured by SAT and ACT scores compares favorably with those at the peer schools
- NKU has smaller class sizes (29.6) than the average of the peer schools (33.5)

10. EXTERNAL EVALUATORS

The Masters in Business Administration is an AACSB accredited degree program; accreditation was affirmed in January 2007.

11. PROGRAM PLANNING

The Masters in Business Administration has proven a successful degree program, serving the educational needs of local area professionals. Its future depends on the enrollment of students and the availability of courses in AACSB accredited programs.

NKU College of Business Strategic Planning Model

The College of Business' strategic planning process derives from President Votruba's Vision, Values and Voices, initiated in the Fall of 1997. The process called Vision Values and Voices involved more than 30 group conversations involving more than 500 campus and community leaders. Through the process, the University established an institutional vision, and a set of core values in six strategic priority areas to guide decision making for five years. In Fall of 2002, another round of similar conversations produced the 2003-2008 NKU Strategic Agenda. The College of Business began its current process of strategic planning in 1998 with a retreat of faculty and Advisory Council members. The outcome of that retreat was to identify the most important new initiative of the college for the next five years. That initiative was a proposal for a program in entrepreneurship, which today is the Fifth Third Bank Entrepreneurship Institute, one of the college's five distinctive attributes. Due to the success of the 1998 retreat, the college annually holds a strategic planning retreat which focuses on one or two strategic issues (for example, program learning goals), as well as refining the current strategic plan and objectives, in a process of continuous improvement. In 2003, the annual process was refined and six strategic goals were identified which contained a total of twenty-four objectives/action items.

The goals, which generally have been continued through 2005 include: 1) Faculty – Maintain a sufficient number of participating and qualified faculty; 2) Faculty Development – Provide faculty with teaching and research support; 3) Facilities – Provide upgraded classrooms; 4) Strategic Direction – Identify future curriculum and university program needs; 5) Curriculum – Provide continuous improvement in the learning process; 6) Students – Recruit and retain high quality students. The Executive Committee uses the results of the annual planning retreat to refine the college Strategic Plan. Each year some new items are added, those which were completed are removed, and those which are in progress remain in the plan.

Since the goals set in 2002 have largely been achieved, in August 2005, the College annual strategic planning retreat focused on the development of a new set of strategic goals for the next five years (2005 – 2010) which will be utilized to guide decision-making within. A critical aspect of any strategic planning process, of course, is the budget process. At NKU, the annual budgeting process is directly linked to the University Strategic Agenda. Each budget request must explain the “strategic linkage” to one of the seven University Strategic Priorities included in the Strategic Agenda. Other influences on the College Strategic Plan include: 1) external (to the college) and unexpected influences such as new regional competition or changes within the university; 2) review of Assurance of Learning outcomes; 3) analysis of comparable and aspirant school data (provided by AACSB) and 4) the COB SWOT analysis. The following model provides a graphic illustration of the relationship of the various factors of the strategic planning process:

