

TEAM VISIT REPORT – MAINTENANCE OF ACCREDITATION REVIEW

INDIANA STATE UNIVERSITY SCOTT COLLEGE OF BUSINESS

I. Team Recommendation

A. Accreditation Recommendation

- Extend accreditation for an additional five years with the next maintenance review scheduled for 2020. Concurrence by the Maintenance of Accreditation Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any public announcement.

Note: In all cases, the applicant may file a statement with the Maintenance of Accreditation Committee in response to the Peer Review Team Report.

B. Team Recommendation Review Schedule: March 23, 2015

II. Identification of Areas That Must Be Addressed:

The last maintenance of accreditation review (affirmation letter dated April 18, 2011) identified two areas to be addressed by the Scott College of Business. It is the team's judgment that the Scott College of Business has adequately addressed these concerns.

- A. The School should continue to fully implement and monitor progress towards meeting the strategic plan in place for 2010 to 2015, adjusting strategic directions in response to changing conditions and reporting on the progression of the strategic planning process.* In response to the 2010 maintenance review, the Scott College of Business revised the existing 2010-2015 strategic plan based on input from internal and external constituencies, while insuring that the plan was aligned with the university's strategic plan that was adopted fall 2010. Because Indiana State University is a strategic plan driven institution there is a "tight congruence between the college and university plans." The Scott College regularly measures progress toward goals and reports out to stakeholder groups. It is evident that the Scott College of Business has developed an effective and inclusive strategic planning process that has taken advantage of ad hoc task forces that include broad representation from key constituent groups, number college-wide meetings, external facilitation, and input from standing committees and advisory councils. A formal rollout of a "refreshed" strategic plan is planned for 2015.
- B. Continue to encourage the School's faculty to work toward continuous improvement and achievement of objectives for maintaining AQ and PQ status, including the annual review of faculty qualifications data and the development of a plan that will enhance the*

research portfolio of faculty. As a result of the 2010 maintenance review, the Scott College of Business revised documents pertaining to achieving and maintaining faculty qualifications. The Determination of Faculty Resources document defines intellectual contributions and professional experiences necessary to achieve and maintain AQ and PQ status. The Faculty Expectations document established performance expectations in the areas of teaching, intellectual contributions and service that are aligned with maintaining AQ and PQ status. Professional development funding processes were established to support academic qualifications and a new standing committee, the Teaching, Learning and Research Committee, was charged with encouraging excellence and continuous improvement in teaching, learning and research across the college. It should be noted, that since the last review, the university established a biennial post-tenure review process that complements actions taken by the Scott College of Business related to the achievement and maintenance of faculty qualifications.

- Prior to next maintenance review, specific recommendations relative to AACSB standards that should be addressed and reported in the maintenance of accreditation application and at the time of the next review:

The AoL program for the MBA must be expanded to include additional direct measures (currently the only direct measure is the MFT exam) that can properly assess their objectives related to strategic thinking (“...design, implement, assess and refine a strategic plan”), organizational change (“...develop plans to successfully implement changes”), and workgroup functioning (“each student will... occupy a leadership for (in a team)”. Indirect measures cannot adequately address this deficiency – the portfolio of assessment data must be expanded to include more direct measures even under the 2013 standards. Data from these assessments will, of course, need to be incorporated into continuous improvement in the MBA curriculum.

III. Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team Accreditation Recommendation (Normally, this section should be limited to 2-5 pages and support the recommendations in Sections I and II).

- A. Situational analysis: Indiana State University, like many public universities, is facing significant financial challenges because of reductions in state appropriations. As a result of these challenges, the University/Scott College of Business has developed a strategy that focuses on reducing costs and increasing productivity (i.e. decreasing FTE faculty counts and increasing class sizes) and increasing revenues by increasing enrollment and student retention. The latter is made difficult by the fact that over 50 percent of university enrollment is Pell eligible and others come under prepared. While enrollments have increased, persistence/retention remain an issue. At the same time, financial issues have arisen with the foundation (e.g., some endowments are “underwater compared with their original gift value.”) As a result, expenditures of earnings have been frozen. To date, these fiscal challenges have not adversely effected the ability of the Scott College of Business to maintain and improve on the quality of its academic and co-curricular programs. On the positive side, business enrollments have increased 17 percent over the past five years and the college continues to

build on its distinctive elements (see Section IV). Planning is underway to insure these distinctive elements will be sustained.

B. Changes impacting Eligibility Criteria:

NONE.

C. Strategic Management addressing the following: The mission and strategic management plan and its appropriateness and alignment with the larger institution and higher education. The mission statement and the strategic plan established by the Scott College of Business are appropriate to a college of business affiliated with a public regional university. They are aligned with the university's strategic plan (*The Path Way to Success*).

- Assessment of mission development process including stakeholders. The process for developing the college's mission statement was very inclusive, involving extensive faculty input through department and college meetings and involvement of the external community. Faculty believed that the process generated ownership in the mission statement and the strategic plan supporting the mission. External stakeholders expressed strong connections to the college and believed they were afforded opportunities to express their opinions. Programming in the area of insurance and supply chain management were undertaken because of external input. Recently, there have been a series of faculty meetings to provide background for an updated strategic plan.
- Assessment of past decisions, future action plans, and resource allocations in the context of consistency with the stated mission and supporting plan. Past decisions, action plans and resource allocation were consistent with the mission of the college; e.g., development of the professional MBA, the Certified Financial Planning program, and the Forensic Accounting program. Planned future actions (initiatives to promote student retention, expanding experiential learning opportunities for students, and the collaborative initiative to establish a program in health analytics) are similarly aligned with mission. Strategies for securing private funding and institutional funding to support areas of distinctiveness (e.g., the Mies Center; Networks Financial Institute) have been put in place and additional strategies are being developed.
- Assessment of the portfolio of intellectual contributions (ICs) as presented in Table 2-1 within the context of the mission. The portfolio of intellectual contributions (Table 2-1) is consistent with institutional and college mission statements. Emphasis is on applied and pedagogical research, but all types of research are supported and reward. Resources are available to sustain an appropriate portfolio of intellectual contributions.
- Assessment of the school's IC outcomes in terms of fulfillment of the expectations that ICs emanate from a substantial cross-section of faculty in each discipline and that a significant proportion of the IC portfolio includes peer review journals or equivalent outcomes. The IC outcomes emanate from a substantial cross-section of the faculty in each discipline, each department and the college. Three faculty members (5.6

percent) are categorized as “Other. A significant proportion of the IC portfolio is represented in peer review journals.

- Comment on any financial factors related to mission achievement, new develops, etc. In regard to financial factors, the Scott College of Business is adhering to the university’s plan to address reductions in state appropriations by managing faculty FTE, growing enrollment and increasing retention. The college generates \$80,000-\$100,000 annually from the Professional MBA program offered in Indianapolis. Issues related to the management of foundation endowments are being addressed and new planned gifts (endowments) have been established. To date the reductions in state appropriations have not adversely affected mission achievement and the team does not expect that they will do so in the future if the strategies for increasing private gifting and the strategies for increasing enrollment and retention are successful.
- Cite significant, appropriate continuous improvement outcomes and assess alignment with the mission and plan. Recent improvement outcomes have been noted above; for example, implementation of the Professional MBA Program that generates substantial net income for the college; expanding student professional development programing that takes advantage of the Mies Center; the Certified Financial Planning program; the Supply Chain Management program and the Forensic Accounting program. These are aligned with the college’s mission state and consistent with their strategic plan.

D. Participants addressing the following

- Student admissions policies, trends, and support services are consistent with the college’s mission and the focus on student recruitment, retention and graduation rates. Students benefit from high quality advising, career services and access to faculty. Student –faculty engagement is strong. The Scott College of Business is developing an exemplary student professional development program through the Mies Center and affiliated activities. The institution and the college are developing more effective retention policies recognizing the socio-economic background of many of their students. Enrollment trends are positive for the college and now attention is focused on student retention.
- In regard to faculty sufficiency (Standard 9):
 - Address the schools alignment with deployment of participating faculty as detailed in Table 9-1. The deployment of participating faculty is consistent with standards 9; i.e., participating faculty are distributed appropriately across the disciplines, the departments, the college and the academic programs.
 - If there are non-alignment issues, address the school’s compensating actions to support quality and meet the spirit and intent of the student-faculty interaction principles. Factors to address may include impact on degree progress and access to faculty. NONE

- Address the school's policies for determining participating and supporting status. Policies determining participating and supporting faculty are provided under institutional policies and these are aligned with Standard 9.
- In regards to faculty qualifications (Standard 10):
 - Address the school's deployment of qualified faculty as documented in Tables 10-1 and 10-2. Qualified faculty members are deployed appropriately across the disciplines, departments and colleges. While the proportion of AQ faculty in Accounting is currently 50 percent, the college is searching to fill an existing tenure track faculty position. This will increase the proportion of AQ faculty in Accounting to 56 percent.
 - If there are non-alignment issues, address the school's compensating actions to support quality and meet the spirit and intent of Standard 10. Factors to address may include effect on degree progress, access to faculty, and quality of instruction. NONE
 - Address the school's policies for establishing and maintaining academic and professional qualifications. Policies for establishing and maintaining academic and professional qualifications are in place and consistent with mission and Standard 10. Faculty are aware of the criteria and regular reviews are completed to insure faculty members are aware of their status and what is needed to maintain their status. Resources are available to support faculty in maintaining an ongoing scholarly program.
- Comment on existing faculty management policies in regards to their support for deployment of sufficient and qualified faculty in support of degree programs and other aspects of the school's mission. Given the distribution of faculty across disciplines, departments, the college and academic programs it is evident that faculty management processes and procedures are in place that support the deployment of faculty according to Standard 10 and these have been implemented by the college leadership team (i.e., dean and department chairpersons)

E. Assurance of Learning:

There was a significant amount of curriculum development during the review process that was driven by industry trends and/or industry demand including: (1) the new Certified Financial Planning (CFP) track in Finance; (2) Sales & Negotiation track in the Marketing major; and (3) certificate programs in sales and in Insurance and Risk. The curriculum requirements for admission were also revised to enable students to declare their business majors earlier (after 5 Business classes as opposed to 7 classes) on the belief that will help retention and time to graduation. While the industry input (gathered in the form of advisory group discussions, conversations with employers, and an industry survey) is valuable and can be incorporated into AoL under the 2013 standards, under the 2003 standards this form of indirect assessment is not considered AoL. Thus, the most significant curriculum developments during the past five years were primarily driven by external forces.

The undergraduate AoL program includes an exit exam and course-embedded assignments to evaluate program solving and writing. New assessments of ethics and international awareness to replace reliance on the exit exam have been piloted and should be incorporated into the AoL portfolio. Oral communication has yet to be assessed and that needs to be addressed. As previously mentioned, the MBA AoL program is incomplete and needs to be expanded moving forward.

“Closing the loop” has taken place as a result of AoL. Because the programs are constrained by credit limits enforced by the university, there have not been any new courses added to the UG curriculum to close the loop. One of the problem learning areas identified by the AoL process is problem solving, and there have been changes made to the required statistics classes (2) and the computer skills course to address this. Student performance still fall short of expectations and these conversations are continuing. Assessment data indicates some deficiencies in ethical reasoning in one assessment cycle but the assessment method is not a good one, and this needs to be fixed before considering whether the ethics curriculum needs improvement.. In the previous review cycle, significant changes were made in several courses to strengthen students Excel skills.

The AoL processes – at both the UG and the MBA level – show signs of maturity. Administration of the direct measures is routine and the assessment data is distributed and discussed. The exit exams in both programs are routinely administered on a biennial schedule and the results are distributed. The semi-annual assessment retreats are very impressive – faculty and staff meet for a half-day session each semester to review UG assessment results (prepared by the AoL committee) and have small group discussions on how curriculum improvements can be made to address deficiencies. These meetings resolve the disconnect that many schools experience between AoL and curriculum change; in effect, there is a faculty of the whole discussion on curriculum driven by AoL results twice a year. An annual faculty survey is administered each year to document the changes that are made to the curriculum that were proposed in the assessment retreat. Faculty attach their syllabi demonstrating the changes to the survey providing documentation. The documentation of the AoL process organized in Blackboard was very impressive, including measures, data, meeting and retreat notes, faculty survey results, and documentation of changes.

Another impressive feature of the College’s assessment program is the faculty/staff assessment teams that are devoted to each learning goal. This organization ensures wide-spread faculty participation in AoL. At the MBA level, although the AoL program is less robust there is consistent follow-through on communicating results of the MFT results with faculty that teach in the MBA program. If there is a deficiency noted in scores on the international questions, for example, faculty in relevant courses will be asked to make appropriate adjustments to their content.

Finally, the leadership of the Dean and the Associate Dean and the commitment of the faculty to AoL was quite evident. There is a marked change in AoL in 2012 after Brien Smith joined Scott COB as Dean – it is very visible. Faculty evaluation criteria has also been modified in this review cycle to include participation in AoL as a necessary part of teaching performance. Although there are some changes that can be made in methods to make AoL stronger, AoL in the UG program is effective and AoL across the College is

systematic and routine. There have been significant improvements in AoL during the review period, and there is the commitment, interest and processes to continue to improve in the future.

IV. Commendations of Strengths, Innovations, Unique Features and Effective Practices

A. Commendations for Strengths, Innovations, and Unique Features:

- **Meis Student Development Center:** “The Meis Student Development Center assists in the coordination of Scott College of Business professional development initiatives. The Center both initiates activities and supports the activities proposed by faculty, by student organizations, classes, or other members of the ISU campus community. The Student Development Center will serve all students in the Scott College of Business, coordinating with existing programs, including Networks programs and initiatives, to prepare ISU Scott College of Business students for careers in various business professions. As a supplement to their academic preparation, the Meis Student Development Center provides Scott College of Business students with tools to achieve professional excellence.”
- **Networks Financial Institute:** The Networks Financial Institute (NFI) at Indiana State University was founded in 2003 with the help of a grant from the Lilly Endowment, Inc., an Indianapolis-based, private philanthropic foundation. NFI strives to facilitate broad, collaborative thinking, dialogue and progress in the evolving financial services marketplace through student programs, financial literacy programs and thought leadership through three targeted initiatives:
 - Develop future financial services industry leaders
 - Improve financial literacy of current and future consumers
 - Improve financial services industry decision making innovation and progress.
- **The Networks Scholars program** is intended to develop tomorrow's hardworking, dedicated, knowledgeable, and inquisitive scholars into financial industry professionals. The program is a four-year scholarship for qualified freshmen accepted to Indiana State University, who choose to pursue a career in the financial services industry.
 - **Sycamore Student Ventures:** Sycamore Student Ventures is a capstone learning lab created to implement experiential and entrepreneurial learning environments for senior level students. The organization oversees three companies:
 - **Executive Express Café** is a student-run café learning lab located in the the Scott College of Business. New student teams reconstruct management and operations processes at the beginning of each semester, effectively building a functional, state-licensed café from the ground up.
 - **Sycamore Business Advisors Program or SyBA** - also known as Business 401, a capstone course -- is a student-driven strategic planning and consulting business that provides business students with hands-on experience. Through SyBA, businesses and not-for-profits can "hire" ISU business students to solve their

problems in marketing, organization, production, etc. Several groups benefit from the experience: students, the business community, community organizations, the Scott College of Business and Indiana State University. The success of each client business is truly in the hands of the student leadership assigned to the project.

- Sycamore Blitz Promotions is a student-run marketing service that works with local businesses to create a three week long promotional “blitz” using social media, print and online advertising.

B. Effective practices:

- The Gongaware Center: The Gongaware Center was created in 1998 to support the College of Business' nationally recognized Insurance and Risk Management Program. In 2007, the Center expanded its mission beyond its original focus on insurance and risk management to also encompass financial services. The Center was established with a \$5 million gift from Donald and Patricia Gongaware for the purpose of developing future leaders in insurance and the financial services industry. Since its inception, part of the Gongaware Center's mission has included recruiting top high school students into the program and helping them build the technical, operational and leadership skills necessary to succeed in the industry and in the communities in which they live.
- The Sales and Negotiations Center. The Sales and Negotiations Center was founded in 2010, and has carved a niche in sales education and enabled the Scott College of Business to achieve national recognition as an emerging leader within this important profession. Indiana State University is recognized as a "top sales university" by the Sales Education Foundation and holds full member status in the University Sales Center Alliance (USCA) and supports its own Sales and Negotiations Center Group on LinkedIn.
- The Sycamore Business Advisors Program: The Sycamore Business Advisory Program or SyBA - also known as Business 401, a capstone course -- is a student-driven strategic planning and consulting business that provides business students with hands-on experience. Through SyBA, businesses and not-for-profits can "hire" ISU business students to solve their problems in marketing, organization, production, etc. Several groups benefit from the experience: students, the business community, community organizations, the Scott College of Business and Indiana State University. The success of each client business is truly in the hands of the student leadership assigned to the project.

V. Opportunities for Continuous Improvement

A. Relevant to the accreditation standards:

- New assessments of ethics and international awareness to replace reliance on the exit exam have been piloted and should be incorporated into the AoL portfolio.

- Oral communication has yet to be assessed and that needs to be addressed.

B. Consultative report on matters not related to the accreditation decision:

- It is unclear what the appropriate categorization is for online materials distributed through The Science Education Resource Center, Carlton, College (MERLOT). It is recommended that the college clarify the status of these under the AQ criteria.
- Some faculty expressed concern that efforts to promote the accomplishments of the college were not as strong as they desired. The team recommends that the dean and appropriate college representatives discuss this with institutional marketing.
- Under university policy, tenured faculty are formally reviewed on a two-year cycle, while tenure-track and professionally qualified faculty are reviewed annually. The team recommends the college consider having all faculty provide chairpersons with an updated vita annually so that any issues with faculty qualifications can be identified as early as possible.

VI. Visit Summary

- A. *Descriptive Information:* Indiana State University students are enrolled in doctoral, master, bachelor and associate degree programs across the College of Graduate and Professional studies and five disciplinary colleges: Arts and Sciences; Business; Education; Nursing, Health and Human Services; and Technology. Undergraduate and graduate enrollments have increased over the most recent five year period with total undergraduate enrollments reaching 10,881 in 2014 and graduate enrollments reaching 2,302. Total university enrollment now exceeds 13,100. The Scott College of Business began as the Commerce Department in 1918. Undergraduate degrees were added in the 1920's. The School of Business was created in 1964 and advanced to a college in 2004 and was renamed in 2009. Business enrollments have increased steadily over the most recent five years. Undergraduate enrollments have increased from 1,125 to 1,303 students (15.9 percent) and graduate enrollments increased from 59 to 89 students (50 percent). Forty percent of the undergraduate business student body is female and 20 percent is minority (with 16 percent African American). The number of full-time faculty has declined over the most recent five year period, fall from 50 full-time faculty members to 38 full-time faculty members. Nine full-time faculty members are female (24 percent) and 29 faculty members are White, Non-Hispanic (76 percent). The FTE faculty count has declined from 51.5 to 44.3. The largest undergraduate majors are Business Administration (372), Accounting (241), Marketing (193), Management (149) and Finance (109). In 2014, the Scott College of Business awarded 172 undergraduate degrees and 26 graduate degrees (see section B, below).

B. *Degree Programs*: List of all degree programs included in the accreditation review and the number of graduates in the previous year for each program:

Name of Degree Program	Major(s), Concentration(s), Area(s) of Emphasis	Graduates
Bachelor of Science	Accounting	23
Bachelor of Science	Business Administration	29
Bachelor of Science	Business Education	1
Bachelor of Science	Finance	21
Bachelor of Science	Financial Services	2
Bachelor of Science	Information Design	0
Bachelor of Science	Insurance	17
Bachelor of Science	Management	30
Bachelor of Science	MIS	3
Bachelor of Science	Marketing	25
Bachelor of Science	Operations & Supply Chain Management	21
Master of Bus. Admin (MBA)		20
Professional MBA		6

C. *Comparison Groups*:

Comparable peers:

Central Michigan State University
 Eastern Kentucky University
 Eastern Tennessee University
 Idaho State University
 Minnesota State University-Mankato
 Murray State University
 Northern Illinois University
 Southeast Missouri State University
 University of Illinois at Springfield
 Western Illinois University

Competitive group

Ball State University
 Butler University, Indiana
 Easter Illinois University
 Southern Illinois University, Edwardsville
 University of Evansville, Indiana
 University of Southern Indiana

Valparaiso University

Aspirant group

Ball State University
Illinois State University
Missouri State University
Ohio University
Southern Illinois University, Carbondale

C. Visit Team Members:

D. Maintenance Review Visit Schedule:

See Attached Itinerary

E. Materials Reviewed:

Maintenance of Accreditation Report
University Web Page, <http://cms.indstate.edu/>
Scott College Web Page, <http://www.indstate.edu/business/>
Undergraduate Catalog, <http://catalog.indstate.edu/>
Graduate Catalog, <http://catalog.indstate.edu/index.php>
Supplemental Materials: Assurance of Learning & Qualifications for PQ faculty

**INDIANA STATE UNIVERSITY
VISIT SCHEDULE**

SUNDAY, FEB. 15, 2015	TIME	TOPIC & LOCATION
Team Arrival	Varies	Hilton Garden Inn
Team Meeting	4:00 pm	Hilton Garden Inn
Dinner with college dean, chairs, program director and a few (3) individuals from the business community <ul style="list-style-type: none"> • John Dinkel, President and CEO of Forrest Sherer, Inc (Insurance) • Steve Holliday, Sr. VP of Lending of First Financial Corp. (THFF: NASDAQ) • Bob Baesler, Entrepreneur, Chair ISU Board of Trustees • Lori Danielson, Chief Marketing Officer, Clabber Girl (Hulman & Co.) 	6:30 pm-8:30 pm	Country Club of Terre Haute (57 Allendale, TH, 47802) Dean Brien Smith; Associate Dean Bruce McLaren; Director Jeff Harper; Department Chairs Steve Lamb, Paul Schikora, & Kelly Wilkinson;
MONDAY, FEB. 16, 2015	TIME	TOPIC & LOCATION
Team Breakfast	6:45 am	Hilton Garden Inn
Meeting with Dept. Chairs & Program Director (strategic planning)	8:00 am	Federal Hall Room 222 Department Chairs Steve Lamb, Paul Schikora, & Kelly Wilkinson, & Director Jeff Harper
Meeting with Undergraduate Curriculum Committee (CAAC)	9:00 am	Federal Hall Room 222 Connie McLaren, Dale Varble, Joe Harder, Herschel Chait, Ayman Abuhamdieh, Sharon Robinson, Mike Harmon, Jin Park, & Bruce McLaren
Meeting with Graduate Curriculum Committee (Graduate Committee)	9:00 am	Federal Hall Room 121 Vernon Sweetin, Chia-An Chao, Steve Lamb, Jeff Harper, & Ashley Layman
Meeting with Faculty Affairs Committee (FAC)	9:00 am	Federal Hall Room 119 Jon Hawes, Joe Sanders, Dennis Bialaszewski, & Mahfuzul Haque

**INDIANA STATE UNIVERSITY
VISIT SCHEDULE**

MONDAY, FEB. 16, 2015	TIME	TOPIC & LOCATION
Meeting with Student Learning Assessment Committee (SLAC) (Assurance of Learning)	10:00 am	Federal Hall Room 222 Concetta DePaolo, Chia-An Chao, Susan Moncada, & Bruce McLaren
Team Meeting*	11:00 am	Federal Hall Room 101 Status
Lunch with Students	Noon	Federal Hall-Courtroom
Dean and Chairpersons (Faculty Qualifications)	1:00 pm	Federal Hall Room 222 Dean Brien Smith; Department Chairs Steve Lamb, Paul Schikora, & Kelly Wilkinson
Meeting with Non-Tenured Faculty Members	2:00 pm	Federal Hall Room 119 One team member
Meeting with Tenured Faculty Members	2:00 pm	Federal Hall Room 222 One team member
Meeting with Instructors and Lecturers	2:00 pm	Federal Hall Room 121 One team member
Review Team Work Time*	3:00 pm	Federal Hall Room 101 Draft recommendation
Working Dinner	7:00 pm	TBD
TUESDAY, FEB 17, 2015	TIME	TOPIC & LOCATION
Breakfast with Dean	7:00 am	Hilton Garden Inn
Exit visit with President Daniel Bradley, Interim Provost C. Jack Maynard, Associate VP Susan Powers, and Dean Brien Smith	8:30 am	Parson's Hall Room 210
Depart Campus	9:30 am	Varies

*Will need working space in Federal Hall that provides a computer with Microsoft Office and connected to a printer